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ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' JOB PERFORMANCE:
THE CASE OF THE AFRICAN UNION COMMISSION**

**A Thesis Submitted to Addis Ababa University School of Commerce in Partial
Fulfillment of the Requirements for the Award Of Masters Of
Art Degree Human Resource Management**

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ADDIS ABABA, ETHIOPIA

Approval Sheet

We, the undersigned, members of the Advisor and Examiners of the final defense by Ganiyat Olasumbo Tajudeen have read and evaluated her thesis entitled “The Effect of Training and Development on Employees’ Job Performance: The Case of The African Union Commission” and examined the candidate. This is therefore to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree of Masters of Arts in Human Resource Management.

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Declaration

I, declare that the project entitled “The Effect of Training and Development on Employees’ Job Performance: The Case of The African Union Commission” is my original work and has not been presented for a degree in any other university, and that all sources of material used for the project have been duly acknowledged.

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Statement of Certification

I certify that Ganiyat Tajudeen has carried out her research work under my guidance on the topic of “The Effect of Training and Development on Employee’s Job Performance: The Case of the African Union Commission”. This work is suitable for submission as a partial fulfillment for the requirements of the award of Master’s degree in Human Resource Management.

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List of Abbreviation/Acronyms

AAU	Addis Ababa University
AU	African Union
AUC	African Union Commission
HRD	Human Resource Development
HRM	Human Resource Management
OECD	Organization for Economic Cooperation and Development
ROI	Return On Investment
RRB	Research and Review Board
SPSS	Statistical Package of Social Science
TDI	Training Design and Implementation
TE	Training Evaluation
TNA	Training Needs Assessment
UNIDO	United Nations Industry and Development Organization

Abstract

The value of human resource is an advantage to any organization and as a result training and development become a matter that has to be confronted by every organization. The practice of training in any organization is continuous process to refining the ability of employees. It is an effort to improve their performance, it is also an attempt made by the employer to provide opportunity for the employee to obtain enhanced job interrelated knowledge, skill and abilities. Therefore, the objective of the study was to assess the effect of training and development on employees' performance in African Union Commission. The research is based on primary and secondary data. The primary data was collected using self-administered questioners distributed to 138 respondents. The researcher used SPSS 20, descriptive statistics, correlation and regression analysis to analyze the data collected and to evaluate the relationship between the two variables. There is positive but low degree correlation between training need assessment and job performance ($r = 0.351, p < 0.001$) and between training evaluation and employees job performance ($r = 0.389, p < 0.001$). Employees whose training needs assessment were met were three times more likely to have good job performance compared with those whose training needs were not met; similarly, employees with positive perception towards training evaluation were four times more likely to exhibit better job performance compared with employees with negative perception. Thus the result of the study signifies that there is a positive and significant relationship between training and employee performance in the context of the African Union Commission. The researcher recommends that the AUC should incorporate needs assessment and evaluation into its training and development program. The study also recommend that in order to enhance employee performance the commission should continue its training program so that it can build and strengthen employee's competencies.

Key words: Training and Development, Employees' Job Performance

Chapter One: Introduction

1.1 Background of the Study

The environment of the 21st century is very dynamic and challenging. Organizations focus on resources that provide them with leverage against their competitors. Organizational resources are divided either into tangible and intangible resources. Human resources fall under the category of intangible resource since its imperceptible and complex for rivals or opponents to understand, purchase, imitate or substitute for competitors and the single source of sustainable competitive advantage (Hitt , Ireland, & Hoskisson , 2007).

Human resources develop tacit knowledge which is not copied or expressed in written form for duplication. Beattie (2002) stated that human resource is the basic source of differentiation and sustainable competitive advantage to business institution. Human Resource Management (HRM) deals with employees practice in an organization (Guest, 1997); and is made-up of policies, practices and systems that affect employees' behavior, attitudes and performances (Delaney & Huselid, 1996; Huselid M. , 1995). In general, HRM is concerned with determining who works for the organization and how they work in the organization (Huselid & Becker, 2011). Powell & Snellman (2004) in their research asserted that competition is no longer decided by who owns more natural or monetary resources, but rather on who has more inventive and inspired ideas. The idea is that well managed human resource has the ability to create irrefutable competitive advantage, contributing to organizational objectives such as quality, customer satisfaction and profits (Huselid & Becker, 2011).

Organizations with effective HRM tend to have employees that are more satisfied, and thus organizations become more creative, productive and ultimately developing an advantageous reputation in their community (Garavan, Heraty, & Barnicle, 1999). Training and development is part of HRM practices, although some researchers (Cheng & Ho, 2001) consider it a costly and pointless investment because most organizations are not sure how training and development was ultimately contribute to organizational performance due to lack of evaluation. However, most literatures recognized the unquestionable role of training and development of employees to the growth and development of the fundamental activities that the organization engages in (Noe &

Colquitt, 2002). Training is helpful and it provides employees with timely and relevant skills (Garavan, Heraty, & Barnicle, 1999). The acquired skills in return enhances organizational service quality, decrease labor cost and increase productivity and profitability (Kim, 2006). Thus, in order for an organization to maintain its competitive advantage, it must equip its employees with necessary skills that will help them to be more creative and innovative, and allow them to contribute to their overall success and excellence in service delivery (Powell & Snellman, 2004).

Different researchers defined training in different ways. Training can be defined as a prearranged and scheduled endeavor to enable employees to acquire job-related knowledge, skills and behavior (Aguinis & Kraiger, 2009). Garcia (2005) described training as a learning process where employees obtain new information as well as re-learn and strengthen existing knowledge and skill. Dessler (2005) defined training as the process of strengthening employees' knowledge and skill need to perform job effectively by applying different methods. Likewise, Bramley & Kitson (1994) defined training as an organizational method of increasing employee's learning work related competence.

Many HRM experts stressed that the effectiveness of training is dependent on the degree of organizations ability of examining the extent to which training and development system is closely connected with the organizational strategy. However, organizations are unwilling to invest in training programs that has not been adequately evaluated in terms of its ability to contribute to the organizational strategic goals and mission, and its effectiveness and uses on job to achieve the desired objective. The evaluation is carefully made to utilize the four levels of training effectiveness; reaction, learning, behavior and result derived from the program (Khan, 2002).

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

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

Organizations are more reluctant to give development training to their employees in modern time because employees do not return to the organization after they got developed. Organizations prefer to hire from the market when need arises.

Organizations are progressively focusing on the contribution of training program to organizational strategic objectives and base the evaluation of training as a prerequisite for investment in training program. In addition, the effectiveness of training program in terms of its application is also given important consideration (Brinkerhoff, 2005).

African Union (AU) is a continental union with the vision of achieving greater unity and solidarity between the African countries and Africans, to accelerate the political, social and economic integration of the continent and to promote peace, security and stability on the continent. The Union is also championing a continent wide developmental goal called Agenda 2063. This is where Africa wants to be by the year 2063 in terms of socioeconomic and infrastructure development, integration and peace and security. The African Union is also the custodian of several continental policies; health, agriculture, maritime, human right, child marriage, etc (African Union Commission, 2015). However, its missions are not achieved effectively. This may be attributed to lack of adequate training and development programs. In order to rectify this issue, the commission has been providing short and long term trainings for its employees. In this regard, this study assessed how and in what condition the African Union has been offering training to its employees. Largely, this study examined the effect of training and development endeavors of the AUC on its employee's performance. Besides, this study inspected to what extent the training and development activities build employees satisfaction and job motivation.

1.2 Statement of the Problem

Numerous studies have shown that organizational goals and objectives can be effectively realized with an active and responsible contribution of its employees. Falola, et al (2014) proclaims that employees are crucial asset and important element of attaining competitive advantage of any organization, and training is a vital tool for its actualization. That is, training and development are believed to be necessary strategic tools for effective individual and organization's performance. For this reason, organizations have been spending money on it with confidence that it will earn them a competitive advantage in the world of business.

Both developing and developed countries have suffered from the ineffectiveness of their training programs. A number of researches have been conducted on why training programs in developing countries do not lead to the desired outcomes. Many studies claim that most of the training and development programs in developing countries have failed due to their inability to design a training program that targets specific objectives (Amir & Amen, 2013).

Like other organizations, the AUC has been doing a lot in training and developing its workers performance. But in reality, training and development is not given its due weight by the employees' in the African Union. It is not a secret that most employees complain about the training selection process that currently exists in the African Union. It is believed that there is a mismatch between those who need training and those who do not. Workers claim that training opportunities are given based on loyalties and connections instead of awarding it based on needs assessment. As a result employees regard training as leisure and as an opportunity to escape from their job and responsibilities rather than an opportunity to gain and develop new knowledge and skills.

Another problem relating to training and development that exists in the African Union is the issue of training evaluation. Trainings are usually conducted during the last quarter of the year and there is usually no sufficient time for employees to apply what they have learnt during the training. In addition there is no room to apply the newly acquired knowledge and skills mainly due to the unwillingness or lack of support from the superiors. Moreover, trainees are not evaluated post training, thus a factor for considering training as leisure and a reason not to apply

what they have learned during the training. These problems were identified by observation and preliminary focus group discussion provided by the commission staff informally.

Certainly, the above problems will affect employees' job performance which will affect the ability of the commission to achieve its goals and mission.

No real study have been conducted regarding this area at the African Union Commission and so, this research wants to examine the extent to which the training and development programs of the organization are effective, responsive to the needs and expectation of its staff, and how this affects staff performance. By doing this, the study was seek to fill the information gap and to show if there is anything done by the organization to make adjustments on how and in what areas training could be offered. This study, therefore, set out to assess the role of training on the human resource.

1.3 Research Questions

The researcher was guided by the following key questions:

- How is training and development needs assessment conducted in the AU?
- What kind of method is used to deliver and implement training and development practice?
- How is training and development evaluation conducted in the AU?
- Are employees aware of the AU training and development policy?
- Does training and development programs help improve employee performance?
- What can be done to improve the training and development process in the AU?

1.4 Objectives of the Study

1.4.1 General Objectives

The general objective of this study is to examine the effect of training and development on employees' job performance in the case of the African Union Commission.

1.4.2 Specific Objectives

- To assess training need assessment practice, methods used to deliver and implement training and methods of training evaluation conducted in the AU.
- To assess the level of awareness of the training and development policy at the AU.

- To assess the effect of training and development on employees' job performance.

1.5 Significance of the Study

Poor training and development strategies do not only reduce employee job performance but also constitute a serious push factor for employees to leave one organization for another (Mathauer & Carrin, 2011). It has been observed that one of the ways to continuously improve the knowledge, skills, effectiveness and performance of employees in any organization is through sustained training and development. In this regard, there is dearth of information on the subject matter at the African Union Commission, Addis Ababa, Ethiopia. The few studies of such nature that are available in Ethiopia are inadequate. Therefore, it is important to undertake a study to assess the effect of training and development on the performance of employees at the AUC, Addis Ababa, Ethiopia.

Accordingly, the study was enable AUC management to further appreciate the relationship between training and development and staff performance. The findings of the study will further serve as a reference guide for the AUC to come up with appropriate training content and methodologies to improve staff performance. Furthermore, the study will serve as a reliable source of data for relevant agencies, researchers, students, and organizations and institutions interested in the effects of training and development on employee performance. Finally, the study is expected to contribute towards bridging the knowledge gap and to existing literature on training and development and its effects on employee job performance as it concerns developing countries.

1.6 Scope of the Study

1.6.1 Topical Scope

The study focused on the components of training and development; namely training needs assessment, training design and implementation and training evaluation. Thus the study tried to assess the effect of these components on employees' job performance.

1.6.2 Methodological Scope

The study is a cross-sectional study in which the data was be collected at one point in time. In addition the researcher used variables such as needs assessment and method of training delivery and method of training evaluation to assess the effect of training and development on employee performance.

1.6.3 Geographical and Time Scope

The study focused on assessing the effect of training and development on employees' job performance at the African Union Commission headquarters, Addis Ababa, Ethiopia. It involved all the 1,165 staff members from all the departments within the Commission headquarters. The study was conducted from 10th to 30th March 2017.

1.7 Limitation of the Study

Information received through self-reports is subject to recall and social desirability biases. Performance measurement is likely to be biased because it is based on information provided in the questionnaire. This study cannot establish causal relationships between employees' job performance and training and development because of the cross-sectional nature of the study. Furthermore, there are other factors apart from training that affect employees' job performance and these factors include reward, managerial practices, employee personalities, organizational climate, and employee involvement in decision-making (Liao & Chuang, 2004). Lastly, some of the respondents may view the study as a waste of their precious office time and this will make them to give vague answers.

1.8 Definition of Terms

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

- **Human Resource Management:** It is defined as the way organizations manage their staff and help them to develop in order to be able to carry out organizations' missions and goals successfully (McCourt & Eldridge, 2003).
- **Human Resource Development:** It is the integration of individual, career and organization development roles in order to accomplish maximum productivity, quality, opportunity and fulfillment of organizations members as they work to achieve the goals of the organization (McCourt & Derek, 2003).
- **Training:** It is defined as a planned and systematic activity resulting in enhanced level of skill, knowledge and competency that is required to perform work effectively (Gordon, 1992).
- **Development:** It is a broad set of ongoing multi-faceted activities (including training) aimed at bringing someone or an organization up to another level of performance, often to perform some job or a new role in the future (Mc Namara, 2008).
- **Employee performance:** It is define as the achievement of specific tasks measured against identified or predetermined standards of accuracy, completeness, cost and speed (Afshan, Sobia, Kamran , & Nasir, 2012).

1.9 Organization of the Study

This study is structured into five chapters; chapter one is about introduction of the study. It starts by outlining the background of the study. It provides the statement of the problem of the study and research question, followed by highlights of the general and specific objectives of the study. The significance and scope of the study is discussed next. This is followed by outline of the limitation of the study and definition of key terms. The organization of the study is described at the end of the chapter. Chapter two focuses on review of relevant literature. The literature is mainly on issues related to Human Resources Management practices. It includes literature on human resource needs, training methods, human resource development, employee performance, effects of training on performance and other factors affecting employee performance. Chapter three discusses the study methodology and outlines the procedures used to obtain the data, the reason for using this method, reliability and validity of the study. Other issues to be discussed in this chapter include population, sample size, sampling technique, data analysis and limitations of the study. Chapter four presents the study results and their analysis and finally chapter five is the

last chapter of the study. It discusses the study findings, comparative analysis, administrative and management implications of study findings. The conclusion and recommendations are also contained in this chapter.

Chapter Two: Literature Review

2.1 Theoretical Review-

2.1.1 Overview of Training and Development

Training has been defined differently by different authors. According to Armstrong (2006), training is prearranged and methodological change in behavior through learning events, programs and instruction which helps people obtain the levels of knowledge, skills and competence required to carry out work effectively. Training involves skills that employees must possess to enhance the probability of achieving the organization overall business and academic goal and objectives. Conclusive training given to employees help in the reduction of panic and disappointment, which most employees experience in many instances during their job career (Truitt, 2011). Cole (2002) defined training as educational activity steered towards acquiring specific knowledge and skills for a job or a work. The essence of training is to obtain efficiency and safety in operation of particular equipment or machine, or for an effective sales force to mention a few.

According to Kondalkor (2002), Training is the is a long term philosophy of developing employees on collective commitment, vision, empowerment, problem solving and employee welfare; in which latest technology and organizational processess are used to to enhance quality of work life to acquire organizational effectiveness and revamp into a vibrant competitive and growth oriented learning organization.

2.1.2 Human Resource Management and Training

Beardwell, Holden, & Claydom (2004) stated that the recent emphasis by many organizations on the importance of training can be attributed to the relative success of organizations that have considerable invested in employee development. They have added that technological development and organizational change have led managers to understand that success depend on the knowledge, skills and abilities of their employees, and thus more investment in training. Therefore, human resource must be recruited, compensated, appraised, trained and developed (Mathis & Jackson, 2001).

Knowledge freshening is not an option but crucial. Training of employees must be a continuous process which is the only meaningful stipulation in the condition of knowledge extension, dynamic changes and increasing need for continuous product and service innovation (Abbas & Yaqoob, 2009). In general, organization should organize their workforce efficiently and effectively and must focus on training employees to achieve best results and meet organizational objectives.

2.1.3 Difference between Training and Development

As business managers, we consume a lot of time and money “training” our professionals. But how much energy do we spend in to “developing” our people? What is the difference between training and development? The difference is like the difference between today and tomorrow. We make sure that employees are capable of achieving today’s job. This is among the reasons why recurrent training is boring (Mc Dowall & Saunders, 2010).

Training is the process of learning a string of programmed behavior. It enhances employee performance on the ongoing job and develops them to the intended job. On the other hand development not only enhances job performance but also results in growth of personality. Training not only brings about growth in potential capacities but also become better individuals (Mc Dowall & Saunders, 2010).

Table 2.1 Difference between Training and Development.

Basis for Comparison	Training	Development
Meaning	Training is a learning process in which employees’ get a learning opportunity to develop skills, competency and knowledge as per the job requirement.	Development is an educational process which is concerned with the overall growth of the employees
Term	Short term	Long term
Focus on	Present	Future
Orientation	Job Oriented	Career Oriented
Motivation	Trainer	Self

Basis for Comparison	Training	Development
Objective	To improve the work performances of the employees	To prepare employees for future challenges.
Number of Individuals	Many	Only one
Aim	Specific job related	Conceptual and general knowledge

Source: Surbhi (2015)

2.1.4 Objective of Training

The main aim of training is to help the organization to achieve its organizational objectives by raising the value of its important resources, namely, its employees (Stredwick, 2005).

Armstrong (2001) states three specific objectives of training and objectives:

- 1 Cognitive objectives: deals with knowledge and information.
- 2 Affective objectives: deals with feelings and believes.
- 3 Psychomotor objectives: deals with the ability to manipulate objectives. Most training in organizational setting is highly cognitive.

2.1.5 Significance of Training and Development

The importance of training and development according to Gary (2010) include:

- **Increase in production:** the more the employees are trained the higher the level of production. In concise, giving training implies updating the knowledge, skills and abilities of its employees. Thus the amount of production was increase.
- **Reduction in errors:** one of the pros of trainings is the ability to reduce the amount of errors. The more trained employees are, the lower the probability of making errors. So training and making errors are inversely related.
- **Reduction in turnover:** turnover plays an important role in the amount of training investment companies was make. The greater the chance of employee turnover, the less likely the company was invested in training.
- **Less supervision necessary:** when the knowledge and skill level of employees increase, the lesser the amount of supervision required. Thus if the organization employees are well trained, the employees can perform their job efficiently and effectively and without any supervision.

- **New capabilities and attitude:** training is the method of teaching new employees the necessary skills they need to perform their job. Thus by having training programs in the organization to develop capable and knowledgeable employees.
- **Training help employees carry out tasks, monitor quality and manage complex products and services within the organization.**
- **Training help organization adapt to the changes in the business environment:** due to the dynamic nature of global and technological development, firms are facing new challenges. Technology is beginning to occupy the role of human resource, thus to overcome these hurdles, more improved and effective training programs are required by all organizations.

2.1.6 The Justification for Training

According to Armstrong (2006), formal training is one way to guarantee that learning process takes place and can be justified when:

- The job demands skills that require formal instruction.
- Varieties of skills are required by a number of employees that must be enhanced quickly to meet new demands and cannot be acquired through experience.
- Complex tasks are to be made, that employees may not master them on their own initiative at acceptable speed.
- Critical information must be conveyed to employees to ensure they meet their responsibilities.
- Learning needs common to a number of employees has to be met, which can be provided in training programs, e.g. induction, IT skills, communications skills, etc.

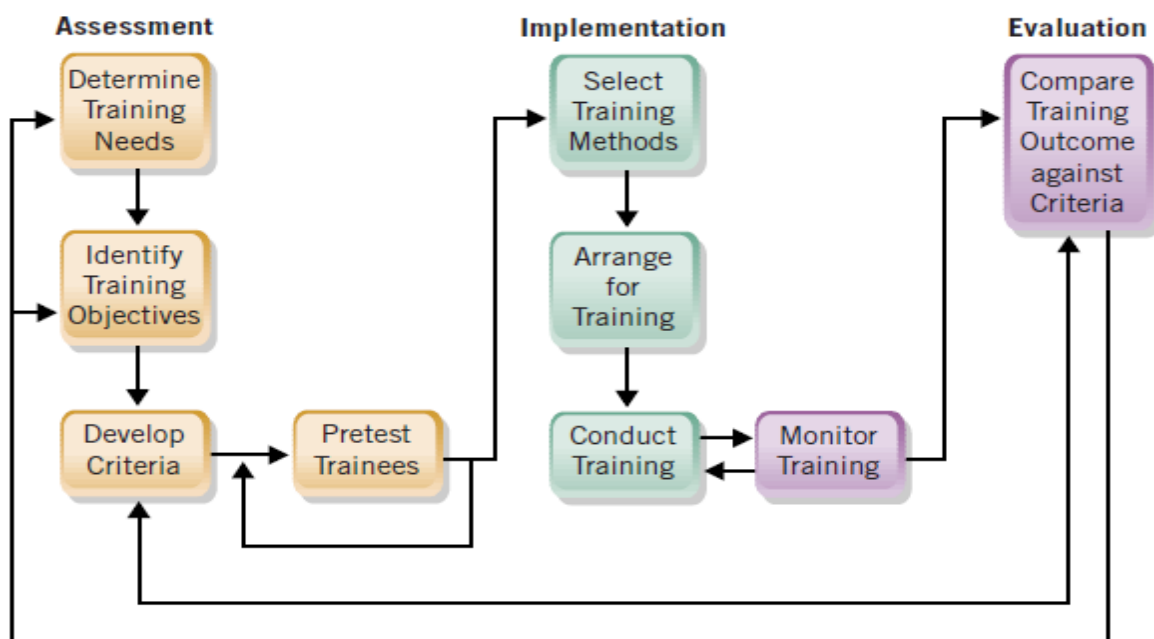
2.1.7 The Training Process

Training, according to Garay (2010) is the mechanism of teaching new skills to employees to help them perform their jobs. Steps involved in training and development as cited by the above author include:

1. Organizational objectives

2. Needs analysis identifies specific skills needed to assess the prospects trainee's skills and develop specific measurable knowledge and performance objectives based on any kind of deficiencies.
3. Instructional design that the trainers decide on compile and produce the training program consent.
4. Validation stapes that bugs are worked out of the training program by presenting it to a small representative audience.
5. Implement the program that actually training the targeted employee group.
6. Evaluations that deal about managers assess the program success or failures.

Figure 2.1 Model of a Training System.



Source: Robert L. & Mathis J.H. (2009).

According to Armstrong (2006) all organizations must have a clear defined strategy and objectives that determines all decision made, especially for training decision. Organizations that plan for their training process are in a better position that their counterparts because training increases the level of motivation, reduce employee turnover and increases the capacity to adopt new technology and method. Therefore, organizational objectives and training goals should be in line with each other.

2.1.7.1 Training Needs Assessment (TNA)

Training Needs Assessment (TNA) is the gap between current and desired results. TNA can occur at three levels: the organization, the job and the individual. Training needs occur due to the identified gap between the required knowledge, skills and experience for the individual and that actually possessed by the concerned employee (Stredwick, 2005). This identification of training needs process can take in number of ways like when an employee starts a new job.

- a. **Tasks or job analysis:** full research of a job to figure out the skills required to perform it. Another way to diagnose training needs is through analyses of the tasks performed in the organization. Job descriptions and job specifications give information on the performance expected and skills required for employees to complete the required work. By contrasting the requirement of jobs with knowledge, skills and abilities of employees, training needs can be figured out (Mathis & Jackson, 2008).
- b. **Performance analysis:** process of identifying whether there is performance deficiency and whether the deficiency should be corrected via training or through some other means. Performance deficiency can be identified using performance appraisal, observation, interview, and attitude survey and assessment results (Mathis & Jackson, 2008).
- c. **Individual analysis:** evaluate how good individual employee is performing the job and identifying which employees require training and what kind of training is needed. The usage of performance appraisal data in performing these individual analyses is the most popular approach. Another way of evaluating individual training needs is to inquire both managerial a non-managerial employees about what training they require. The result can tell managers what employees believe their problems are and what actions is needed (Mathis & Jackson, 2008).

2.1.7.2 Designing Training and Development Programs

Once it has been identified that training and development is required, training goal must be established. Management should specifically state its end results for each employee (Decenzo, 2005). The outcome of training needs assessment enables training objectives to be achieved by answering two fundamental basic questions, “who needs training and what training is needed.” When designing training and development programs the following steps needs to be taken:

- a. **Training objectives:** the training design stage depends on adequate and sufficient information resulting from TNA stages. The first step that Human Resource Development (HRD) manager should do is to outline the objective for training program. Training objectives should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and tangible. These objectives must specify what is expected from the trainee when they return to their work (Kuber & Prokepenko, 1989).
- b. **Selecting the trainer:** the characteristics of good trainer include ability to communicate their knowledge clearly, use various structural techniques, have good interpersonal skills and have the ability to motivate others to learn (Kuber & Prokepenko, 1989).
- c. **Prepare lesson plan:** objectives must be translated to executable training sessions via development of lesson plans. A lesson plan is a guide for actual delivery of training content. Development of lesson plan requires the trainer to identify what is to be covered and how much time must be spent in each part of the session (Kuber & Prokepenko, 1989).
- d. **Select the methods:** can be on the job training or off the job training (Kuber & Prokepenko, 1989).

2.1.7.3 Implementing Training and Development Program

Following the formulation of designing and development program, the next phase is the implementation stage. Arrangements for instructors, classrooms, materials and so on would be made at this point (Mathis & Jackson, 2008). Experienced trainers who are able to deal with different people and situation are necessary for the successful implementation process.

2.1.7.4 Evaluating Training and Development Programs

How to determine whether a training program is effective or not? One way is to measure the change in outputs in terms of costs, sales, production, employee turnover or revenue. The HRM can compute the Return on Investment (ROI) by determining the benefit of the training and dividing it by training expenses (Decenzo, Robbins, & Verhulst, 2010). According to Armstrong (2003) training and development programs should be monitored continually to insure that plans are going according to budget. To ensure managerial results, training should be evaluated after each event. So evaluation must be:

- Objective and targeted as an important outcome.
- Accomplished according to agreed evaluation.
- Matched with organization philosophy, culture and objective.
- Should be reasonable.

2.1.8 Levels of Evaluation

There are four levels of evaluation that have been suggested by Decenzo (2010):

Level 1: Reaction:

This level measures the level of reaction to of participants to the training and answers whether the trainees liked the training, perceived they attained their learning goals, how much they liked the trainers and any tip they have for improving the training. This level measures trainees have reacted to the training.

Level 2: Evaluating Training:

This level shows information on the level of which learning objectives have been covered. It tries to find how much knowledge is gained, what skill were developed and the extent to which attitudes are changed in the desired direction. The evaluation of learning should involve the use of tests before and after the program.

Level 3: Evaluating Behavior:

This level evaluates the degree to which behavior has changed as required when people attending the program have returned to their jobs. This level measures the extent to which knowledge, skills and attitudes have been transferred from the classroom to the work place. Evaluation should take place pre and post training. The evaluation needs to assess the extent to which specific learning objectives relating to change in behavior, and the application of knowledge and skills have been achieved.

Level 4: Evaluating Results:

This is the ultimate level of evaluation and provides the basis for assessing the benefit of the training against its cost. The objective is to determine the added value of learning and development programs how they contribute to rising organizational performance significantly above its previous level. The evaluation has to be based on 'before and after' measures and has

to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, productivity, reducing accidents or increasing customer satisfaction. Evaluation results are easier when they can be quantified.

2.1.9 Types of Training

2.1.9.1 On- the- Job Training

On the job training is a type of training which involves learning a new skill while working. Stredwick (2005) tried to explain the pros and cons of on the job training. Types of on the job training include:

- 1 **Mentoring:** type of on the job training in which a senior or experienced employee takes control of the training and development of the new employee. This implies a closer relationship can exist, whereby the mentor plays the role of an advisor and protector to the trainee (Beardwell, Holden, & Claydom, 2004).
- 2 **Shadowing and Job Rotation:** also known as off-practice on the job training methods. It involves giving trainee-managers a “feel” for the organization by providing experience of working in different department. Its an old method and has been criticized for the way it’s often implemented. Trainees are not warmly welcomed and are seen by supervisors and workers in the department as obstacle to the daily routines. However, if well-structured and planned with the corporation of all department supervisors, this method can be a worthwhile learning experience. Another version of training is job rotation which is lateral transfer of employee to work at different job. It provides good exposure to verify tasks. Often operated within a department to ensure the employees to know the entire departments work, the training needs to be well planned and coordinated, with mutual support given to each other by the employees within the department. There must also be clear learning objectives (Beardwell, Holden, & Claydom, 2004).
- 3 **E-learning:** a new concept of informational and learning exchange environment is e-learning. This emphasizes the use of new technology such as e-mail, internet and computer software package to facilitate learning for employees whenever they need it. The adoption of online learning is attractive to organization because the required data is available when learners want to learn. This was speed up the learning process and knowledge exchange.

Until recently, a unit of learning was expressed in terms of a three-day course, a morning course or two-hour course. The e-learning courses can be formal (an actual course delivered via software or the internet) or informal (exchange of information and knowledge via e-mail or an internet) (Beardwell, Holden, & Claydon, 2004).

2.1.9.2 Off- the- Job Training

Off- the- job training is a type of training that occurs outside of work. The advantage of the off- the- job training are allowing the trainee to concentrate on learning the new job with-out distraction and for the training to be delivered systematically by skilled and experienced trainers. It can also help to give an immediate good first impression for a new employee. Trainees can make mistakes without fear of an immediate cost to the organization and tests can be set up for each stage to ensure that the job has been learnt thoroughly before being released into the real working situation. Mathis and Jackson (2008) has described the advantage of the off the job training which is listed below.

- It may be cheap for managers to have and outside trainer making training in areas where internal resources are limited.
- There may be not much time to develop internal training materials.
- The HR may not have the relevant expertise required expertise for the subject matter where training is needed.
- Interaction between managers and peers in other companies has its own advantage.

The cons are those that are difficult to simulate a situation that is close to real life one without substantial investment cost. Some of the off the job training include:

- 1 Class Room Lectures: lectures transmit specific technical, interpersonal or problem solving skill. Lecturing to large number of trainees requires an attentive and motivated audience. It's a good method of conveying information; but research shows that only 20% or less stick. Visual aids are helpful and follow-up practice is imperative for this activity to be of any value. Armstrong (2006) mentioned that the efficiency of the lecture depends on the capability of the speaker to present material with the judicious use of visual aids.
- 2 Discussion: the aim of discussion is to get audience to take part actively in learning, learning from other people's experience, and aid people in understanding other people's point of view

and develop ability of self-expression. The goal of the trainer is to guide collective thinking. If mandatory, show peoples opinion expressed by individual back to groups to ensure they find their answers by themselves. The job of a leader is to aid reach a conclusion and not to do it for them (Armstrong, 2006).

- 3 Simulation and Games: these are organized competitions and operational models used as training modules to replace real life scenarios (Bernatek, 2011). The advantage of games and simulation includes the development of problem solving and decision making skills, a greater comprehension of the whole organization, capability to learn actual problems and the ability to capture student's interest.

2.1.10 Types of Employee Development Methods

Employee development methods are methods used to enhance employee capability that are directly affects future contribution to an organization (Gilley, Gilley, Quatro, & Dixon, 2009).

- 1 **Formal Education:** occurs either outside job usually in the form of college degree or inside through corporative universities, which includes lectures by business professionals or senior executives in the organization.
- 2 **Job Experience:** involves working through problems, decision-making, interpersonal relationships and task management. It's more evident when employees are faced with new tasks or challenges on the job. Initiatives that aid these types of development tasks include job enlargement, job rotation, promotion or assignment and projects.
- 3 **Assessment:** includes gathering information and giving feedback about performance, skills and behaviors on the jobs.

2.1.11 Measuring Effectiveness of Training and Development

Measuring the effectiveness of training and development is crucial; without this measurement an organization can't achieve its goal. We can measure the measure the success of training by using Return on Investment (ROI) and performance based evaluation method.

2.1.11.1 Return on Investment as a Method of Evaluation

Return on investment is suggested as a method of assessing the overall impact of training and development on organizational performance. It is calculated as:

$$ROI = \frac{\textit{benefit from training} - \textit{cost of training}}{\textit{cost of training}} * 100$$

2.1.11.2 Performance Based Evaluation Method

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

- A. Pre-posttest approach:** The works of employees are measured prior to training and if necessary training is provided. After finishing training, the achievement is measured and contrasted with performance before training. If evaluation is positive and productivity is increasing it shows training are effective.
- B. Post-Training Performance Method:** performance is measured after attending the training program to identify if behavioral changes have been made.
- C. Pre-post-Training Performance with control group Method:** two groups are formed and evaluated on performance. Individuals perform their jobs without orientation; while experimental groups are given instruction on how to perform the job. At the end, the performances of the two groups are compared. If the training is effective, the experimental group performance was improved and was substantially better than that of control group.

2.1.12 Problems Relating to Training and Development Practice

Presently there are so many complications that every company faces regarding training and development programs. Some of the problems that are faced by the organization include:

- **Turnover:** rate at which employees leave the organization. Too many departures affect negatively on the organization and shows inability to retain employees. If the reason for increased turnover is lack of training, more employees was continue to leave the organization. High turnover costs the organization a lot of money. Every time an employee is terminated, money must be spent to hire someone else. This includes time and money spent to processing termination papers, advertising for someone new, interviewing job applicants, and allowing existing employees and new workers time to adjust to each other. If this adjustment happens frequently, existing employees may grow tired of it.
- **Physical disaster or noncompliance:** in an environment that requires employees to perform physical duties, such as a plant or warehouse forklift operator; lack of training is hazardous to an employee's health and violates federal health and safety laws.

- **Relationship and income loss:** strong business relationships are built on trust and understanding. The absence of employee training may result in incompetent communication that ruins those relationships. Further company loss if projects are improperly designed due to lack of employee training.
- **Productivity and non-productivity:** a well-trained and committed employee is likely to remain with the company because he/she took time to ensure to receive proper training; and is more motivated to give back to the company. An employee who lacks proper training is unmotivated because he/she lacks the knowledge needed to serve the customers. This results in low productivity and inaccurate work, which hurts the company bottom line.

2.1.13 The Effect of Training and Development on Employee Performance

Previous study provides information that there is a strong positive relationship between training and employee performance. Training and development programs as one of the vital human resource management practices positively affect the quality of the workers' knowledge, skills and capability and thus result in higher employee performance on the job (Guest, 1997). Learning through training influences organizational performance by greater employee performance and is said to be a key factor in the achievement of corporate goals (Harrison, 2000). However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart, Mann, Brown, & Price, 2005).

Employee competencies change through an effective training program. It is not only to improve the overall performance of the employees to effectively perform the current job but also to enhance the knowledge, skills and attitudes of the workers necessary for future jobs; and those contributing to superior organizational performance. Through training, employee competencies are developed and enable them to implement the related work efficiently, and achieve firm objectives in a competitive manner (Wright & Geroy, 2001).

According to Swart et al (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing the performance. Training facilitates organization to recognize that it works are

not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firms need. There might be various reasons for poor performance of the employees such as workers may not feel motivated any more to use competencies, or may not be confident enough on their capabilities, or they may be facing work life conflict. All of the above aspects must be considered by the firm while selecting most appropriate training intervention that help the organization to solve all problems and enhance employee motivational level to participate and meet firm expectation by showing desired performance.

According to Wright and Geroy (2001), employee competency change through effective training programs. It's not only to improve the overall performance of the employees to effectively perform the current job, but also to enhance the knowledge, skills and attitude of the workers necessary for the future job and those contributing to superior organizational performance. However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal system, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firms, employee performance decreases not due to lack of lack of relevant knowledge, skills and attitude, but because of hurdles which is mentioned above.

It can be debated that the effect of training program on employee outcome such as motivation, job satisfaction and organizational commitment did not receive much attention so far and rare work was done to test whether firms can affect their workers attitudes through proper training intervention (Amir & Amen, 2013).

2.2 Empirical Review

Study conducted by Tazebachew (2011) that involved 60 employees to assess the effect of training on employee's performance in public organizations found that most employees are not involved in the design and development of the organization training. The researcher found that employee selection for training depended on performance evaluation results and seniority. The researcher also found that some respondents were not clear with the mechanism that the organization practices. In an interview with the training manager, the researcher acknowledged that both on the job training and off the job training methods were available even if the first type

of training is most of the time given to employees. In the same research, the majority of respondents acknowledged that taking training in groups is more beneficial than obtaining it individually.

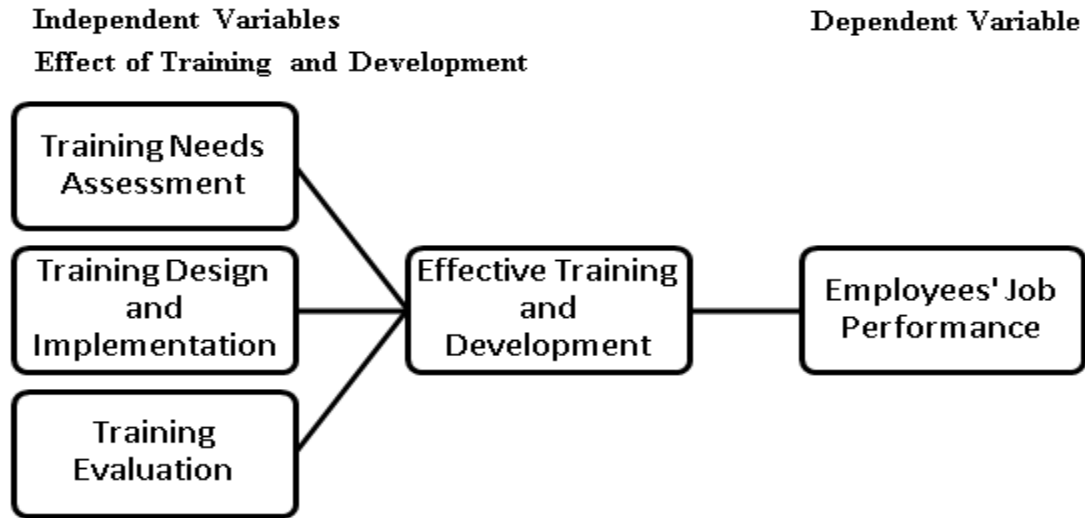
Yebelay (2014) conducted a research on the effect of training and development on employee performance at the Ethiopian Insurance Corporation. One hundred and thirteen respondents were selected using stratified random sampling and consisted of managerial and non-managerial staff. The majority of the respondents complained about the training selection method and mentioned that it was unfair and unsystematic; and also mentioned that off the job training is preferable than on the job training. In addition, the respondents mentioned that management involvement in designing and improving training program of the organization is limited. The findings on the effect of those trained employees performance revealed a significantly positive relationship with $r = 0.777$, $p < 0.01$. This value of correlation indicates a stronger relationship and significant at p value less than 0.01

A study by Kiweewa and Asilimwe (2014) on the implication of training on employee performance in regulatory organizations in Uganda was conducted using a sample size of 80 respondents out of the expected 108 (response rate of 81%). The study showed a significant relationship between training and employee performance in regulatory organization in Uganda. The findings showed the majority of the respondents (54.4%) mentioned that training benefited both the organization and the employees. They have also mentioned that organizations improved in performance due to the skills acquired by employees. Eighty point seven percent of the respondents indicated that the company was satisfied with their performance after training because performance gaps in the identified areas had been met. The study also conducted person correlation in order to know the relationship between the variables and the result is 0.433. In general training and performance have positive relationship.

In general, literature on training and development is scarce and most available are not conducted in line with the performance aspects of African Union. However, this research tries to assess the effect of training and development on employee performance at the African Union Commission.

2.3 Conceptual Framework of the Study

Figure 2.2 Effect of Training and Development on Employee Performance.



Source: Raja, Furguan & Mohammed. (2011).

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

Figure 2.2 shows the relationship between independent (training and development) and dependent variable (employee performance). According to the above model, the first step in training and development process is to identify the organization objectives. The training and development objectives must be in line with organizational objectives. The next step is to conduct Training Needs Assessment (TNA) in order to implement it effectively. After all we have to evaluate the process carefully to know the outcome and results of the process. Employees who have received effective training are likely to do well on the job by increasing the quality of work, hence achieving organizational goal and gaining competitive advantages.

Chapter Three: Research Methodology

3.1 Description of the Study Area

The Commission is the Secretariat of the Union entrusted with executive functions. It is composed of: Elected officials, The Chairperson, The Deputy Chairperson, Eight Commissioners; and Staff members. The structure represents the Union and protects its interest under the auspices of the Assembly of Heads of State and Government as well as the Executive Committee. The AU Commission is made up of directorates. They are: Peace and Security; Political Affairs; Trade and Industry; Infrastructure and Energy; Social Affairs; Rural Economy and Agriculture; Human Resources, Science and Technology; and Economic Affairs. It provides employment to over 1,000 staff members with different professional expertise. It has seven directorates' and 25 departments. The training and development unit of the African Union Commission is housed within the Division of Human Resources management, which in turn is in the department of Administration and Human Resources Management. Training and development unit has its own staff and annual budgetary allocation. The Commission of the African Union has elaborate training and development programs for its employees that include study leave, on-the-job training, off-the-job training, special short courses, mentoring and workshops (African Union Commission, 2015).

3.2 Research Approach and Design

A descriptive research design and exploratory survey was applied in the research using both quantitative and qualitative data collection methods. A descriptive study is used to describe existing situation under study. The study used explanatory study design by explaining, understanding and predicting the cause and effect relationship between variables.

This study utilized cross-sectional survey in which all relevant data was collected at a single point in time. Questionnaires were used as quantitative survey instrument. Quantitative approach enables to answers questions through a controlled deductive process, allowing for the collection of numerical data, the prediction, the measurement of variables, and the use of statistical procedures to analyze and develop inferences from that data. Interview guide was used to collect

qualitative data. Qualitative methods are based on the facts which are socially constructed rather than objectively and are based on people experience (Noor, 2008).

3.3 Population and Sample

As stated on Neelam et al, (2014) population means the totality of individuals from which some sample is drawn. The AUC has eight directorates and two offices (Bureau of the Chairperson and Deputy Chairperson) with total number 1165 employees. Therefore, the populations of this study consisted of all employees working for the AUC. The population is stratified based on their respective directorate and from each strata sample was drawn (based on their respective proportion) using systematic random sampling technique. The aim of using systematic random sampling is to reduce human bias in the selection process and provides a sample that is highly representative of the population; thus allowing to make statistical conclusion from the data collected. Another advantage of systematic random sampling is that it improves the potential for the units to be more evenly spread over the population (Leard Dissertation, 2012). Using the table developed by Naresh (2009), a sample size of 125 respondents was enough for the study. Adding a 10% non-response rate and the final sample size was 138; this represents about 12 % of the AUC population.

Table 3.1 Sample Size

Population Size	Sample Size		
	Low	Medium	High
51 - 90	5	13	20
91 - 150	13	32	50
281 - 500	20	50	80
501 - 1200	32	80	125
1201 - 3200	50	125	200
3201 - 10000	80	200	315
10001 - 35000	125	315	500
35001 - 150000	200	500	800

Source: Naresh K. Malhotra (2009)

Table 3.2 Sample Size Allocation

No.	Department	Number of Employees	Respective Proportion	Sample Size
1	Bureau of Deputy Chairperson	601	0.52	72
2	Bureau of Chairperson	191	0.16	22
3	Peace and Security	139	0.12	16
4	Human Resource, Science and Technology	54	0.05	7
5	Social Affairs	39	0.03	4

No.	Department	Number of Employees	Respective Proportion	Sample Size
6	Rural Economy and Agriculture	39	0.03	4
7	Political Affairs	29	0.03	4
8	Infrastructure and Energy	27	0.02	3
9	Trade and Industry	24	0.02	3
10	Economic Affairs	22	0.02	3
Total		1165	1	138

Source: Survey Questionnaire

3.4 Data Source and Types

The data for this study was collected from primary and secondary sources. The primary data comprise of responses obtained from questionnaires administered to randomly selected study respondents and structured personal interview with human resource manager in-charge of training and development. Study participants were randomly chosen from all the departments within the AUC headquarters.

The sources of secondary data for this research consist of mainly published textbooks, academic journals, training and development publications, other human resource management publications and web databases like UNIDO (United Nations Industrial Development Organization) and OECD (Organization for Economic Cooperation and Development). The use of secondary data in this study is for comparative analysis.

3.5 Instruments of Data Collection

For quantitative data, a structured standard questionnaire was the instrument for data collection developed by Teklemariam (2015) and Beyene (2015) and modified and adjusted to suite this research. Respondents were issued questionnaires to fill on the information required. The questionnaires consisted of closed-ended questions. The closed-ended questions are set for the respondents in order to ensure uniformity and greater reliability.

Further to collect data, semi- structured interviews was made in order to obtain most accurate answers based on the interviewees' opinion and experience, and to facilitate further analysis. The interview is an insightful tool which focuses directly on the studied topics but also includes bias and can be manipulative. Interviewing is one of the most common sources for collecting qualitative data (Yin, 2009). There are a number of different types of interviews and some of

them are more applicable to one method than to the other. Semi-structured interview are most often used in qualitative research. In the semi-structured form, the interviewer prepares a number of questions that are in the general form of an interview schedule. It is standardized in order to minimize differences between interviews within one project. Moreover, the sequence of questions may vary and the follow up questions can be asked in response to some significant replies (Bryman & Bell, 2003). Interview guidelines and voice recorder were used as data collection instruments. The data were collected through Key Informant Interview (KII). The interviewer used audiotape to document the discussions. The whole interview was recorded so that the correct information was available for use in this research, as well as provides the possibility to go back to analyze in detail what the respondent really said.

3.6 Data Collection Procedures

3.6.1 Quantitative Data Collection Procedure

A facilitator was recruited for data collection. The researcher acted as a supervisor while the data facilitator handed and collect the questionnaires. One day training was given by the researcher to the data facilitator prior to data collection. The training focused on understanding the meaning of each question, obtaining consent, keeping confidentiality of the information he gathered and quality of data collection. Emphasis was given on the significance and the appropriate meanings of each question as well as how to explain for the participants in understandable manner if required.

3.6.2 Qualitative Data Collection Procedure

Key Informant Interview (KII) was held with the head of training division at AIB. The data was collected through KII guide. The interviewer used audio tape to document the discussions. The whole interview was recorded so that the correct information is available for use in this research, as well as provides the possibility to go back to analyze in detail what the interviewee actually said.

3.7 Data Processing and Analysis Procedure

The collected data was checked for its completeness, consistency and accuracy before analysis. The collected data were cleaned, coded and entered into SPSS version 20 for analysis. The data

obtained was tabulated and analyzed in terms of the objectives of the study using descriptive and inferential statistics. The plan of data analysis is as follows:

Descriptive Statistics

- Frequency and percentage was used to assess the Socio-Demographic data as well as issues related with training, development and employee performance.
- Analysis of the mean is based on the scale developed by Zaidatol (2009). . The measurement of the items in the survey questionnaire was based on 5 point likert scales with 1 demonstrating “strongly disagree” to 5 indicating “strongly agree”. Mean score of above 3.80 is regarded as high, 3.40-3.79 is considered moderate and below 3.39 is regarded as low perception. Table 3.3 shows the mean score measurement.

Table 3.3 Mean Score Measurement

Mean Score	Description
≤ 3.39	Low
3.40-3.79	Moderate
≥ 3.80	High

Source: Zaidatol (2009)

Inferential Statistics

Pearson Correlation Analysis

Correlation coefficient is a statistical measure that shows the strength of the association between the variables involved. Higher correlation value indicated stronger relationship between both sets of data (Coetzee, 2003). Correlation coefficients are expressed as values between +1 and -1. A coefficient of +1 specifies a perfect positive correlation. A coefficient of -1 specifies a perfect negative correlation. In negatively correlation, the value of one variable increases as the value of the other decrease.

Regression Analysis

- Regression Analysis was used to determine the relationship of predictor on outcome variables.
 - Individual respondents score will be aggregated for each of the variables (TNA, TDI, TE and EP)
 - The mean score was determined for each variable

- After obtaining the mean score, those respondents who score above 30 points for Training Needs Assessment is regarded as having good perception and given a code 1, those who score below is regarded as bad perception given a code 0. Those respondents who score above 45 points for Training Design and Implementation is regarded as having good perception and given a code 1, those who score below is regarded as having bad perception given a code 0. Those respondents who score above 53 points for Training Evaluation is regarded as having good perception and given a code 1, those who score below is regarded as having bad perception given a code 0. Those respondents who score above 51 points for Employees' Job Performance is regarded as having good perception and given a code 1, those who score below is regarded as having bad perception given a code 0.

Table 3.4 Training and development variables mean score measurements

Variable	Good Perception (Score above the mean)	Code	Bad Perception (score of mean and below)	Code
Training Needs Assessment (TNA).	TNA>30	1	TNA≤30	0
Training Design and Implementation (TDI)	TDI>45	1	TDI≤45	0
Training Evaluation (TE)	TE>53	1	TE≤53	0
Employees' Performance (EP)	EP>51	1	EP≤51	0

Source: Survey Questionnaire

3.8 Validity and Reliability

Internal consistency is a measure of consistency between different items of the same construct. Cronbach's alpha is a reliability measure designed by Lee Cronbach in 1951 (Bhattacharjee, 2012). Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees and for testing the reliability of the data instrument, coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations and .70 may be appropriate in some exploratory studies for some indices. Cronbach's alpha was calculated to test the reliability of the research instrument. The result of the reliability test is shown in the table 3.5:

Table 3.5 Reliability Test Result

Variable	Reliability Statistics	
	Cronbach's Alpha	N of Items
Training Needs Assessment	0.855	10
Training Design and Implementation	0.892	13
Training Evaluation	0.885	17
Employees' Performance	0.931	15
General Reliability Score	0.950	55

Source: Survey Questionnaire, 2017

Validity is the extent to which a measure or scale gives the correct answer. (Kirk & Miller, 1986) It indicates the degree to which an instrument measures what it is supposed to measure. To check the validity of the research, the researcher took the following measures:

- Data was collected using standardized questionnaires from the employees of the AUC.
- The questionnaire was pretested on 10% of sample number (14 employees) to check the validity of the questionnaire and necessary modification was be made on the instrument.
- The pilot study was conducted in Commercial Bank of Ethiopia and Dashen Bank located inside the AU.
- Questionnaire was checked thoroughly for its validity before it was distributed to respondents.
- At time of data collection, filled questionnaires were checked for completeness and consistency of information by the supervisor.
- Data were checked for uniformity and completeness before entry into computer software for analysis.

3.9 Ethical Consideration

All aspects of ethics were considered in this research. The researcher assured all study participants that their names will not be revealed in the questionnaire and data analysis. In order to safeguard the participation of the respondents to give their responses genuinely, respondents have been given a verbal and written description of the study and they were eager to contribute in the study and all participants' answers were confidential. All assistance, cooperation of other and sources from which information was obtained are acknowledged. Finally, the researcher will give a copy of the final report to AUC.

Chapter Four: Results and Discussions

4.1 Introduction

This chapter deals with the presentation, analysis and interpretation of the data collected from 125 AU staff at the headquarters in Addis Ababa. The data were collected through questionnaire from all 10 directorates in the commission. Besides, information gathered through document analysis; all the data gathered through closed ended questionnaire were organized in tabular form and interpreted using percentage, mean, and frequency; correlation and regression analysis was also used to ascertain the effect of training and development on employees' job performance. The information gathered through interview, document analysis and open ended questionnaire were also qualitatively described in words in order to give answer for the basic research questions set in this study.

The first part of this chapter discusses about the characteristics of respondents while the second part deals with the analysis and interpretation of the findings of the study, corresponding to the basic research questions.

4.1.1 Response Rates

Out of the 138 questionnaires that were distributed to 10 directorates, 125 were returned thus making the response rate 91% as shown in table 4.1.

Table 4.1 Survey Responses

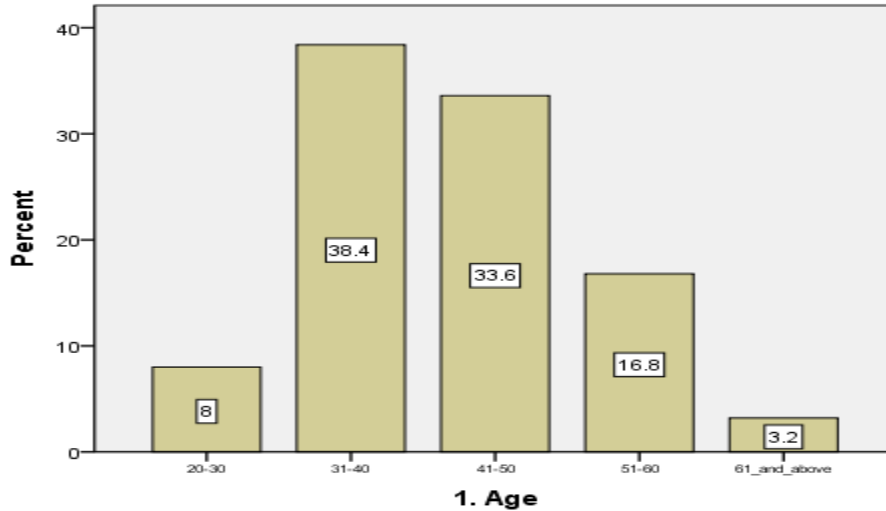
No.	Directorate	Distributed	Returned	Non-Response
1	Bureau of Deputy Chairperson	72	71	1
2	Bureau of Chairperson	22	20	2
3	Peace and Security	16	13	3
4	Human Resource, Science and Tech	7	5	2
5	Social Affairs	4	4	0
6	Rural Economy and Agriculture	4	3	1
7	Political Affairs	4	2	2
8	Infrastructure and Energy	3	2	1
9	Trade and Industry	3	2	1
10	Economic Affairs	3	3	0
Total		138	125	13

Source: Researcher own survey, 2017

4.1.2 General Characteristics of the Respondents

4.1.2.1 Age of the Respondents

Figure 4.1 Age Distribution of the Respondents

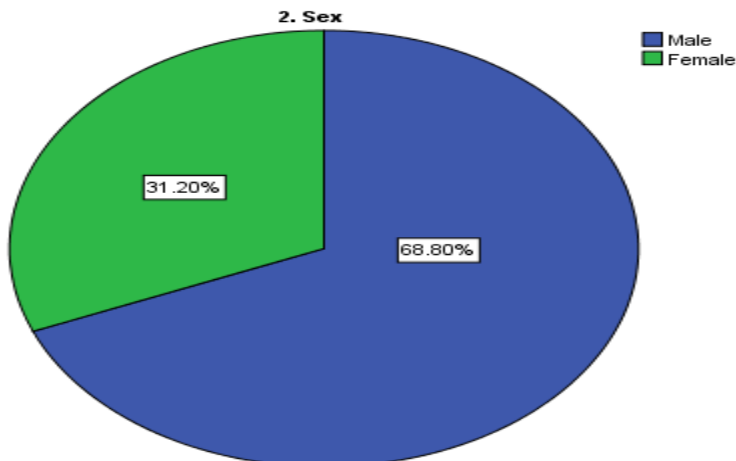


Source: Researcher own survey, 2017

Figure 4.1 shows that the majority of the respondents (38.4%) were between the ages 31-40. The next largest group (33.6%) were between the ages 41-50, followed by 51-60 (16.8%); from the data it is obvious that a large proportion of the workforce are young and an opportunity for the AU perform better and give attention to training and development.

4.1.2.2 Gender of the Respondents

Figure 4.2 Gender Classifications of the Respondents

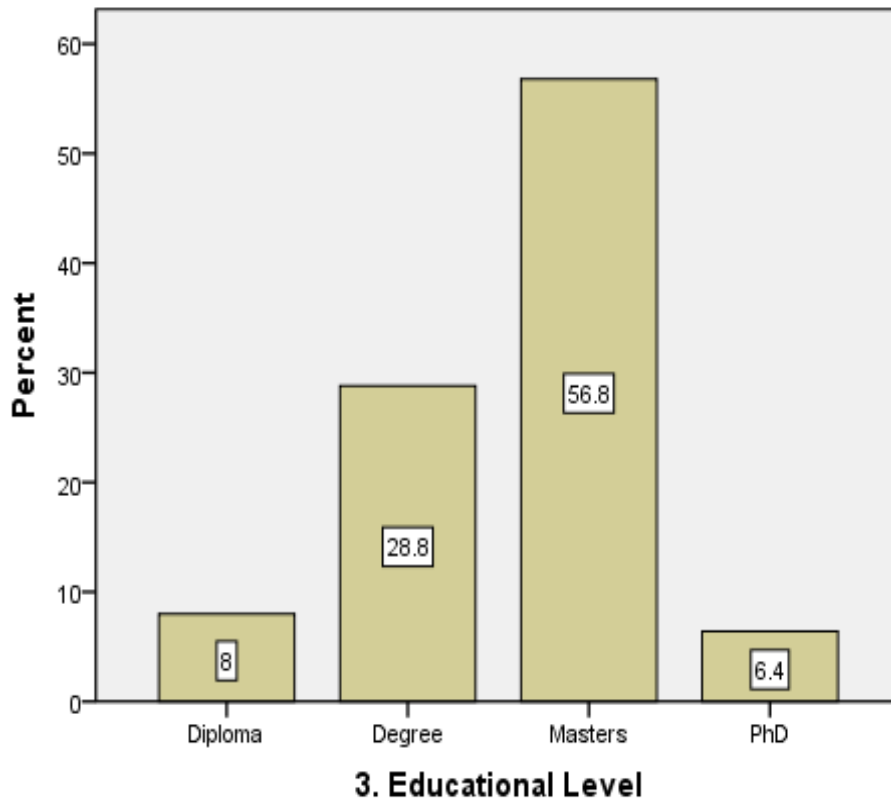


Source: Researcher own Survey, 2017

Figure 4.2 shows gender classification of the respondents. As shown in the figure, males formed majority of the target population with a total of 86 representing 68.8%, while 39 of the respondents were females representing 31.2%. This implies that the number of male respondents were greater than female respondents who participated in this study.

4.1.2.3 Educational Level of the Respondents

Figure 4.3 Educational Backgrounds of the Respondents



Source: Researcher own Survey, 2017

The researcher tried to identify the respondents' educational levels. Figure 4.3 shows that more than half of the respondents (56.8%) are Master's degree holders, 28.8% were Degree holders while 8% and 6.4% were Diploma and PhD holders' respectively. This shows that a large number of AU employees' are professionals.

4.1.2.4 Service Year

Table 4.2 Service Year of the Respondents

5. How long have you been working for the AU?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Less than 1 Year	11	8.8	8.8	8.8
	1-5 Years	51	40.8	40.8	49.6
	6-10 Years	42	33.6	33.6	83.2
	11-15 Years	9	7.2	7.2	90.4
	Above 15 Years	12	9.6	9.6	100.0
	Total	125	100.0	100.0	

Source: Researcher own Survey, 2017

The respondents' service year was deemed important to evaluate the level of experience the respondents have in the AU. Table 4.2 shows that 40.8% of the respondents worked between 1-5 years, 33.3% worked between 6-10 years, 9.6% worked for more than 15 years, 8.8% worked for less than a year while 7.2% worked between 11-15 years. This shows that the majority of the staffs have long work experience and that these staff requires regular training and development to update their skills.

4.2 Analysis of Training Needs Assessment Practices in the AU

Table 4.3 Responses on Training Needs Assessment

No.	Question	Responses	Frequency	Percentage
1	Have you had any form of training since you joined the AU?	Yes	125	100
		Total	125	100
2	In your department, who is responsible for selecting employees for training?	Immediate Supervisor	93	74.4
		Management Committee	12	9.6
		Human Resource Manager	20	16.0
		Total	125	100
3	How were you selected for training (you can select more than one)?	Compulsory for all employees upon joining the Organization	26	16
		Supervisors recommendations based on performance appraisal	54	33.3
		Upon Employee Request	66	40.7
		Don't Know	16	9.9
		Total	162	100

No.	Question	Responses	Frequency	Percentage
4	What kind of training have you gone through since joining the AU?	On the Job Training	30	24.0
		Off the Job Training	32	25.6
		Both	63	50.4
		Total	125	100
5	The selection of trainees in the AU is fair	Strongly Disagree	11	8.8
		Disagree	28	32.0
		Neither Agree Nor Disagree	40	22.4
		Agree	40	32.0
		Strongly Agree	6	4.8
		Total	125	100
6	The AU periodically conducts training needs assessment of its employees	Strongly Disagree	14	11.2
		Disagree	30	24.0
		Neither Agree Nor Disagree	27	21.6
		Agree	49	39.2
		Strongly Agree	5	4.0
		Total	125	100
7	I sponsored myself at least once for further studies to acquire new knowledge, skills and abilities as long as employed in AU.	Strongly Disagree	18	14.4
		Disagree	20	16.0
		Neither Agree Nor Disagree	16	12.8
		Agree	43	34.4
		Strongly Agree	28	22.4
		Total	125	100
8	My views regarding training needs assessment are taken into consideration	Strongly Disagree	12	9.6
		Disagree	28	22.4
		Neither Agree Nor Disagree	38	30.4
		Agree	43	34.4
		Strongly Agree	4	3.2
		Total	125	100
9	In the past, my identified training and development needs were actually met	Strongly Disagree	14	11.2
		Disagree	37	29.6
		Neither Agree Nor Disagree	30	24.0
		Agree	40	32.0
		Strongly Agree	4	3.2
		Total	125	100
10	I am confident that the existing process was meet my future training and development needs aspiration	Strongly Disagree	8	6.4
		Disagree	28	22.4
		Neither Agree Nor Disagree	37	29.6
		Agree	44	35.2
		Strongly Agree	8	6.4
		Total	125	100

No.	Question	Responses	Frequency	Percentage
11	The process used to identify training and development needs are effective	Strongly Disagree	10	8.0
		Disagree	34	27.2
		Neither Agree Nor Disagree	46	36.8
		Agree	31	24.8
		Strongly Agree	4	3.2
		Total	125	100
12	Training need assessment process was participatory.	Strongly Disagree	11	8.8
		Disagree	39	31.2
		Neither Agree Nor Disagree	32	25.6
		Agree	38	30.4
		Strongly Agree	5	4.0
		Total	125	100
13	Training needs identified was helpful for upcoming training.	Strongly Disagree	6	4.8
		Disagree	21	16.8
		Neither Agree Nor Disagree	39	31.2
		Agree	50	40.0
		Strongly Agree	9	7.2
		Total	125	100
14	Training need assessment documents are well organized and used.	Strongly Disagree	6	4.8
		Disagree	28	22.4
		Neither Agree Nor Disagree	47	37.6
		Agree	36	28.8
		Strongly Agree	8	6.4
		Total	125	100

Source: Researcher own survey, 2017

Table 4.4 The mean value of Training Needs Assessment

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TNA	125	1	5	3.051	1.0712
Valid N (listwise)	125				

Responses to training need assessment are shown in table 4.3. All of the employees' in the AU (100%) had gone through some form of training since joining the organization. When asked who is responsible for selecting employees' for training, almost two third of the respondents (74.4%) mentioned their immediate supervisor. In a multiple response question regarding how they were selected for training, 40.7% of the respondents said that they were selected based upon employee request while 33.3% said that they were selected based on supervisors' recommendation. This is also supported by the interview made with the key respondents that observed that selection for

training is largely based on criteria developed from the training survey. Additionally, there are generic trainings whose selection is based on review of application forms. Lastly, some trainees are chosen based on the recommendations of their supervisors, either via performance appraisal or supervisors preference. When questioned about the most common type of training staffs usually go through, 50.4% of the respondents' said that they have gone for both on and off the job training. This is in keeping with the key informant interview that observed that 70% of trainings at the AUC are on-the-job.

When asked about the fairness of employee selection for training, more than a third of the respondents (36.8%) agreed that the process for selecting employees for training at the AU is fair, 31.2% disagreed with this notion while 32% neither agreed nor disagreed. This greatly shows the employees are indifferent when it comes to the training selection process. When questioned about whether the AU periodically conducts training needs assessment of its employees, a little under half (43.2%) of the respondents agreed with this notion, a little over a third (34.2%) disagreed with statement while 21.6% were neutral. A little over half of the respondents (56.8%) sponsored themselves at least once for further studies to acquire new knowledge, skills and abilities while 30.4% disagreed with the notion meaning that they already have the necessary knowledge and skill to perform their job. Regarding whether their views regarding training needs assessment are taken into consideration; 37.6% mentioned that their views are taken into consideration, 32% disagreed while 30.4% neither agreed nor disagreed with the statement. When probed about whether their identified training and development needs were met in the past; 40.8% disagreed, 35.2% agreed while a close to a fifth (24%) remained indifferent. In addition when asked whether the process used to identify training and development needs are effective, 35.2% disagreed, 28% agreed while 36.8% neither agreed nor disagreed with the statement. When asked whether training needs assessment process was participatory, 40% disagreed with the statements while 34.4% of the respondents agreed.

The aforementioned observations are consistent with the findings of the interview made with key informants that revealed that training need assessment is done at three levels: At individual employee level, a survey is carried out to determine their training needs; At departmental level, every department forward their training requests to the training and development Unit for review and action; and at the organizational level, the strategic policy and strategic plan are reviewed to come up with training programs that will allow for the attainment of the organizational goals and targets. The

implication is here is that there is need to give more weight to employees' survey when it comes to training need assessment.

The mean value of the Training Needs assessment is 3.051 ± 1.0712 . This implies that AU staff disagreed with regards to the questions and interview discussed above; although very few number of respondents expressed their agreement.

4.3 Analysis of Training Design and Implementation in the AU

Table 4.5 Responses on Training Design and Implementation

No.	Question	Response	Frequency	Percentage
1	I was given sufficient information on the objectives of the training course before my arrival.	Strongly Disagree	12	9.6
		Disagree	25	20.0
		Neither Agree Nor Disagree	22	17.6
		Agree	54	43.2
		Strongly Agree	12	9.6
		Total	125	100
2	The training course encouraged exchange of information and expression of ideas successfully	Strongly Disagree	5	4.0
		Disagree	6	4.8
		Neither Agree Nor Disagree	17	13.6
		Agree	79	63.2
		Strongly Agree	18	14.4
		Total	125	100
3	The objectives of the training fulfilled my needs.	Strongly Disagree	5	4.0
		Disagree	11	8.8
		Neither Agree Nor Disagree	30	24.0
		Agree	68	54.4
		Strongly Agree	11	8.8
		Total	125	100
4	The objectives of the training were achieved	Strongly Disagree	5	4.0
		Disagree	12	9.6
		Neither Agree Nor Disagree	33	26.4
		Agree	62	49.6
		Strongly Agree	13	10.4
		Total	125	100

No.	Question	Response	Frequency	Percentage
5	The topics covered were relevant to my job	Strongly Disagree	2	1.6
		Disagree	11	8.8
		Neither Agree Nor Disagree	16	12.8
		Agree	85	68.0
		Strongly Agree	11	8.8
		Total	125	100
6	The content was organized and easy to follow.	Strongly Disagree	3	2.4
		Disagree	8	6.4
		Neither Agree Nor Disagree	14	11.2
		Agree	88	70.4
		Strongly Agree	12	9.6
		Total	125	100
7	I consider that the training programs are designed at level of abilities and education of employees	Strongly Disagree	5	4.0
		Disagree	24	19.2
		Neither Agree Nor Disagree	23	18.4
		Agree	62	49.6
		Strongly Agree	11	8.8
		Total	125	100
8	The time allotted for the training was sufficient.	Strongly Disagree	3	2.4
		Disagree	34	27.2
		Neither Agree Nor Disagree	20	16.0
		Agree	60	48.0
		Strongly Agree	8	6.4
		Total	125	100
9	I received updated training which is required for my job position	Strongly Disagree	10	8.0
		Disagree	37	29.6
		Neither Agree Nor Disagree	28	22.4
		Agree	39	31.2
		Strongly Agree	11	8.8
		Total	125	100

No.	Question	Responses	Frequency	Percentage
10	The practical activities of the training and teaching methods were effective.	Strongly Disagree	4	3.2
		Disagree	10	8.0
		Neither Agree Nor Disagree	22	17.6
		Agree	75	60.0
		Strongly Agree	14	11.2
		Total	125	100
11	The training session is flexible and includes variety of energizers	Strongly Disagree	5	4.0
		Disagree	15	12.0
		Neither Agree Nor Disagree	33	26.4
		Agree	62	49.6
		Strongly Agree	10	8.0
		Total	125	100
12	The training I took part uses different media (flipcharts; videos; Music etc.) in the training room	Strongly Disagree	3	2.4
		Disagree	12	9.6
		Neither Agree Nor Disagree	18	14.4
		Agree	79	63.2
		Strongly Agree	13	10.4
		Total	125	100
13	The training program I received accommodates different learning styles	Strongly Disagree	2	1.6
		Disagree	14	11.2
		Neither Agree Nor Disagree	31	24.8
		Agree	66	52.8
		Strongly Agree	12	9.6
		Total	125	100
14 What are the major challenges of human resource training and development in the AU? (You can select more than one)				
14.1	Shortage of Training Material	Yes	10	8.3
		No	110	91.7
		Total	120	100
14.2	Shortage of Budget	Yes	79	65.8
		No	41	34.2
		Total	120	100
14.3	Low Commitment from Top Management	Yes	46	38.3
		No	74	61.7
		Total	120	100

No.	Question	Responses	Frequency	Percentage
14.4	Inadequate Training Needs Assessment	Yes	61	50.8
		No	59	49.2
		Total	120	100
14.5	Lack of Qualified Trainers	Yes	18	15.0
		No	102	85.0
		Total	120	100
14.6	Lack of Training and Development program awareness	Yes	48	40.0
		No	72	60.0
		Total	120	100

Source: Researcher own survey, 2017

Table 4.6 The mean value of Training Design and Implementation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TNA	125	1	5	3.52	0.9452
Valid N (listwise)	125				

Detail of the training design and implementation process in the AU is shown in table 4.5. When asked about whether sufficient information on the objectives of the training course were given beforehand, a little over half of the respondents' (52.8%) agreed while 29.6% disagreed with the statement. When asked whether the objective of the trainings fulfilled their needs, 63.2% of the respondents agreed while 12.8% disagreed with the statement. Sixty percent of the respondents agreed that the objectives of the trainings were achieved, while 13.6% disagreed with this statement. When inquired about whether the topics covered were relevant to their job, 76.8% of respondents agreed with this notion while 10.4% disagreed. The abovementioned observations are in keeping with the findings of the key informants that asserted that the trainings are very relevant to the employees' needs. Additionally, trainings are based on inputs from employees either through surveys or nomination from their department. Additionally, some other training programs are based on AUC strategic policy and strategic plans.

Concerning whether training content was well organized and easy to follow, 80% of respondents agreed with this statement while 8.8% disagreed. When asked whether the time apportioned for training was sufficient, a little over half of the respondents (54.4%) agreed with the statement while 29.6% disagreed with this statement. When probed on whether they received updated training that is required for their job position; 40% agreed with the statement while 37.6%

disagreed with the statement. When inquired about whether the practical activities of the training and teaching methods were effective; 71.2% agreed with this notion while 11.2% disagreed. The key informants' interview observed that most of the AUC training is practical, for example training on leadership, project management, performance management, program management etc. This implies that the training and development program of AUC will most likely improve employees' job performance.

When asked about the major challenges facing the AU regarding training and development, the top three challenges were shortage of budget (30.2%), inadequate training needs assessment (23.3%) and lack of training and development program awareness (18.3%). According to the key informants, the yearly budget for training and development at the AUC is roughly 800,000 USD, that is, less than 1% of AUC recurrent expenditure budget (76 million USD). This implies that the training and development program of the AUC is underfunded. Most staff will not enjoy the necessary training that they deserve and this will affect their job performance. Financing and inadequate funding to meet training needs is a big challenge. Over dependent on partners is also a major issue. The implication of this is that of lack of predictable and sustainable funding for training. Additionally, partners may also come with their preferred set of trainings that may not necessarily align with organizational or individual interest. Furthermore, retaining trained staff is a challenge at the AUC. This has huge implication on on-the-job training that is responsible for training and developing 70% of employees. To address the abovementioned challenges, AUC is calling for in-house trainers in various disciplines, diversification of collaborating partners so as to increase resource base and innovative mechanism to retain the trained employees.

The mean value of the Training Design and implementation is 3.52 ± 0.9452 . This implies that AU staffs were moderate with regards to the questions and interview discussed above.

4.4 Analysis of Training Evaluation in the AU

Table 4.7 Responses on Training Evaluation

No.	Question	Response	Frequency	Percentage
1	I often face knowledge and skill gaps to do certain job.	Strongly Disagree	9	7.2
		Disagree	38	30.4
		Neither Agree Nor Disagree	30	24.0
		Agree	43	34.4
		Strongly Agree	5	4.0
		Total	125	100

No.	Question	Responses	Frequency	Percentage
2	Before I have attended training, my knowledge, skills and performance needed improvement.	Strongly Disagree	8	6.4
		Disagree	30	24.0
		Neither Agree Nor Disagree	34	27.2
		Agree	48	38.4
		Strongly Agree	5	4.0
		Total	125	100
3	Trainings are conducted whenever they are required as per the situation	Strongly Disagree	12	9.6
		Disagree	51	40.8
		Neither Agree Nor Disagree	29	23.2
		Agree	28	22.4
		Strongly Agree	5	4.0
		Total	125	100
4	Trainings related to job responsibilities are given which helps in overall development	Strongly Disagree	7	5.6
		Disagree	31	24.8
		Neither Agree Nor Disagree	33	26.4
		Agree	47	37.6
		Strongly Agree	7	5.6
		Total	125	100
5	The time allotted for training is sufficient	Strongly Disagree	6	4.8
		Disagree	38	30.4
		Neither Agree Nor Disagree	28	22.4
		Agree	49	39.2
		Strongly Agree	4	3.2
		Total	125	100
6	I am satisfied with the training quality	Strongly Disagree	5	4.0
		Disagree	19	15.2
		Neither Agree Nor Disagree	28	22.4
		Agree	66	52.8
		Strongly Agree	7	5.6
		Total	125	100

No.	Question	Responses	Frequency	Percentage
7	I am satisfied with the trainer(s) whom so ever	Strongly Disagree	1	.8
		Disagree	14	11.2
		Neither Agree Nor Disagree	33	26.4
		Agree	71	56.8
		Strongly Agree	6	4.8
		Total	125	100
8	The management request feedback from trainees' during their training process.	Strongly Disagree	5	4.0
		Disagree	27	21.6
		Neither Agree Nor Disagree	27	21.6
		Agree	60	48.0
		Strongly Agree	6	4.8
		Total	125	100
9	The management request feedback from trainees' after training.	Strongly Disagree	8	6.4
		Disagree	33	26.4
		Neither Agree Nor Disagree	35	28.0
		Agree	40	32.0
		Strongly Agree	9	7.2
		Total	125	100
10	I have realized change in my performance after attending any training in the AU	Strongly Disagree	5	4.0
		Disagree	14	11.2
		Neither Agree Nor Disagree	32	25.6
		Agree	65	52.0
		Strongly Agree	9	7.2
		Total	125	100
11	I was able to transfer the new skills into my job	Strongly Disagree	6	4.8
		Disagree	10	8.0
		Neither Agree Nor Disagree	28	58.4
		Agree	73	22.4
		Strongly Agree	8	6.4
		Total	125	100
12	There are relevant criteria to evaluate training program.	Strongly Disagree	3	2.4
		Disagree	25	20.0
		Neither Agree Nor Disagree	40	32.0
		Agree	49	39.2
		Strongly Agree	8	6.4
		Total	125	100

No.	Question	Responses	Frequency	Percentage
13	Training evaluation process was participatory.	Strongly Disagree	4	3.2
		Disagree	32	25.6
		Neither Agree Nor Disagree	30	24.0
		Agree	57	45.6
		Strongly Agree	2	1.6
		Total	125	100
14	There are formal training evaluation formats in the commission	Strongly Disagree	8	6.4
		Disagree	28	22.4
		Neither Agree Nor Disagree	51	40.8
		Agree	36	28.8
		Strongly Agree	2	1.6
		Total	125	100
15	Problems are timely solved based on the training evaluation.	Strongly Disagree	6	4.8
		Disagree	31	24.8
		Neither Agree Nor Disagree	58	46.4
		Agree	25	20.0
		Strongly Agree	5	4.0
		Total	125	100
16	I have sufficient time to perform after trainings	Strongly Disagree	7	5.6
		Disagree	24	19.2
		Neither Agree Nor Disagree	52	41.6
		Agree	40	32.0
		Strongly Agree	2	1.6
		Total	125	100
17	Overall, I am satisfied with the trainings I underwent	Strongly Disagree	4	3.2
		Disagree	16	12.8
		Neither Agree Nor Disagree	27	21.6
		Agree	70	56.0
		Strongly Agree	8	6.4
		Total	125	100

Source: Researcher own survey, 2017

Table 4.8 The mean value of Training Evaluation

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TNA	125	1	5	3.18	0.9582
Valid N (listwise)	125				

Training evaluation at the AU is shown in table 4.7. When employees at the AU were asked whether they face knowledge and skill gaps to do certain job, 38.4% agreed, 37.6% disagreed while 24% remained indifferent. Additionally, when inquired that before they attended any training whether their knowledge, skills and performance needed improvement; 78.4% agreed with this statement, 30.4% disagreed while 27.2% remained neutral. When probed whether the time allotted for training was sufficient, 42.4 % of respondents agreed with notion, 22.4% were neutral while 35.2% disagreed. On whether the employees were satisfied with the training quality, 58.4% concurred with the statement, 22.4% were indifferent while 19.2% disagreed. When asked whether they are satisfied with the trainers, 61.6% agreed, 26.4% were neutral, while 12.0% disagreed with the statement.

Regarding whether the AU requests feedback from its staff during training, a little over a half of the respondents (52.8%) agreed with the statement; however, when asked whether the AU requests feedback from trainees after training, 39.2% agreed with the statement, 32.8% disagreed while 28% remained indifferent. When inquired whether they have realized any change in performance after attending any training in the AU; 59.2% agreed with statement, 15.2% disagreed while 25.6% neither agreed nor disagreed. When asked whether they were able to transfer the new skill and knowledge they have gained from their trainings, 64.8% agreed, 12.8% disagreed while 22.4% respondents' remained neutral. When asked whether they had sufficient time to perform after trainings, a third of the respondents (33.6%) agreed, 24.8% disagreed while 41.6% neither agreed nor disagreed with the statement. When probed about training evaluation process, 47.2% of respondents agreed that the process is participatory, 24.0% were neutral while 28.8% disagree with the statement. About 46% of respondents asserted that AU has relevant criteria to evaluate training programs while 22.4% disagreed with the statement.

The abovementioned observations on training evaluation are in keeping with the findings of the key informant interview. Two levels of training evaluation are carried out at the AUC. The first level is reactive evaluation, which is done immediately. It assesses expectations, quality of training, mode of delivery, level of trainers' expertise, etc. Six months after the training, another evaluation is done to assess the effect of the training on job performance. A third and important level is impact assessment, which AUC has not yet commenced. By implication, the absence of

impact evaluation will mean that it will be difficult to justify the need for adequate funding of the training and development program. Donor funding becomes difficult to access in the absence of impact evaluation. When inquired whether there are formal training evaluation formats in the commission, 40.8% neither agreed nor disagree with this statement while a little less than a third (30.4%) of the respondents agreed with the statement. This implies that there is need for AUC to strengthen its training evaluation process. Finally, when respondents were asked whether they were satisfied overall with the trainings the employees underwent while working for the AU, a great majority of the respondents (62.4%) agreed with the statement.

The mean value of the Training Evaluation is 3.18 ± 0.9582 . This implies that AU staff disagreed with regards to the questions and interview discussed above; although very few number of respondents expressed their agreement.

4.5 Analysis of Training Policy Awareness in the AU

Table 4.9 Responses on AU Training Policy

No.	Question	Response	Frequency	Percentage
1	Are you aware of the training and development policy of the AU?	Yes	53	42.4
		No	46	36.8
		Not Sure	26	20.8
		Total	125	100
2	If yes, how did you know about it?	During Orientation	11	20.8
		Official Communication to me	22	41.5
		Through AU Publication	17	32.1
		Information From Colleagues	3	5.7
		Total	53	300.1
3	How do you rate your understanding of the human resource training and development policy of your organization?	Very Low	2	3.8
		Low	6	11.3
		Average	24	45.3
		High	16	30.2
		Very High	5	9.4
		Total	53	700.2

Source: Researcher own survey, 2017

Table 4.9 shows responses on training policy at the AUC. The level of the awareness of AU training and development policy among the respondents is low (42.4%), while employees who are not aware

or are not sure account to 57.6% of respondents. Of those who are aware of the training and development policy of the AU, 41.5% came to know about it through official communication to them, 32.1% through AU publication, while 20.8% during orientation. In addition when asked to rate their level of understanding of training and development policy of the AU, 45.3% rated average while 30.2% rated high. Contrarily, the key informant interview observed that the AUC has had a policy on training and development in place since 2007. The employees are sensitized on the policy through various internal communication channels, for example Microsoft Outlook. Additionally, employees were expected to have made input during the development of the policy. Furthermore, a committee tagged Training Advisory Committee with representatives from all the different departments are also involved in raising staff awareness and attends to staff training needs. It is obvious from the foregoing that there is need for more awareness creation and education of the AUC employees on the training and development policy.

4.6 Analysis of Employee Job Performance Perception in the AU

Table 4.10 Responses on Employee Job Performance

Responses on Employees Performance				
No.	Question	Response	Frequency	Percentage
1	The work knowledge is increased through the training programs?	Strongly Disagree	5	4.0
		Disagree	15	12.0
		Neither Agree Nor Disagree	21	16.8
		Agree	64	51.2
		Strongly Agree	20	16.0
		Total	125	100
2	The job satisfaction increases through the training?	Strongly Disagree	6	4.8
		Disagree	14	11.2
		Neither Agree Nor Disagree	27	21.6
		Agree	63	50.4
		Strongly Agree	15	12.0
		Total	125	100
3	The training provided by the organization helped me to perform my work quickly and efficiently.	Strongly Disagree	4	3.2
		Disagree	13	10.4
		Neither Agree Nor Disagree	39	31.2
		Agree	59	47.2
		Strongly Agree	10	8.0
		Total	125	100

No.	Question	Response	Frequency	Percentage
4	Because of the knowledge, skills and attitude that I received from the training, I can accomplish activities without waste.	Strongly Disagree	4	3.2
		Disagree	12	9.6
		Neither Agree Nor Disagree	44	35.2
		Agree	57	45.6
		Strongly Agree	8	6.4
		Total	125	100
5	I feel that training enable me to perform my work with greater accuracy and precision.	Strongly Disagree	3	2.4
		Disagree	15	12.0
		Neither Agree Nor Disagree	30	24.0
		Agree	65	52.0
		Strongly Agree	12	9.6
		Total	125	100
6	The employees' attitude/behavior becomes willing to accept more challenging assignments after receiving the training?	Strongly Disagree	3	2.4
		Disagree	15	12.0
		Neither Agree Nor Disagree	40	32.0
		Agree	57	45.6
		Strongly Agree	10	8.0
		Total	125	100
7	The employees become more responsible after the training?	Strongly Disagree	2	1.6
		Disagree	16	12.8
		Neither Agree Nor Disagree	46	36.8
		Agree	48	38.4
		Strongly Agree	13	10.4
		Total	125	100
8	The employees become committed toward their jobs after getting the training?	Strongly Disagree	2	1.6
		Disagree	11	8.8
		Neither Agree Nor Disagree	51	40.8
		Agree	51	40.8
		Strongly Agree	10	8.0
		Total	125	100

No.	Question	Response	Frequency	Percentage
9	The employees become more supportive of the company values after receiving training?	Strongly Disagree	4	3.2
		Disagree	15	12.0
		Neither Agree Nor Disagree	45	36.0
		Agree	50	40.0
		Strongly Agree	11	8.8
		Total	125	100
10	The employees become more productive after receiving training?	Strongly Disagree	3	2.4
		Disagree	11	8.8
		Neither Agree Nor Disagree	37	29.6
		Agree	59	47.2
		Strongly Agree	15	12.0
		Total	125	100
11	After receiving training, the employees' job performance helps in enhancing the organization's productivity?	Strongly Disagree	3	2.4
		Disagree	11	8.8
		Neither Agree Nor Disagree	34	27.2
		Agree	61	48.8
		Strongly Agree	16	12.8
		Total	125	100
12	I feel a strong sense of belongingness to the AU since it has good training methods, to acquire the needed skills and to become loyal for different activities.	Strongly Disagree	8	6.4
		Disagree	18	14.4
		Neither Agree Nor Disagree	47	37.6
		Agree	43	34.4
		Strongly Agree	9	7.2
		Total	125	100
13	I think that active participation during training has a positive effect on my commitment and for my work.	Strongly Disagree	3	2.4
		Disagree	11	8.8
		Neither Agree Nor Disagree	21	16.8
		Agree	73	58.4
		Strongly Agree	17	13.6
		Total	125	100

No.	Question	Response	Frequency	Percentage
14	I continue to work diligently for the AU because I don't believe another organization could offer me such a kind of an interesting training.	Strongly Disagree	22	17.6
		Disagree	28	22.4
		Neither Agree Nor Disagree	43	34.4
		Agree	27	21.6
		Strongly Agree	5	4.0
		Total	125	100
15	Training improves employees' job performance	Strongly Disagree	4	3.2
		Disagree	4	3.2
		Neither Agree Nor Disagree	12	9.6
		Agree	66	52.8
		Strongly Agree	39	31.2
		Total	125	100

Source: Researcher own survey, 2017

Table 4.11 The mean value of Employee's Job Performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
TNA	125	1	5	3.48	0.9317
Valid N (listwise)	125				

Table 4.10 shows responses on employees' job performance. When asked whether work knowledge is increased through training programs, greater majority (67.2%) agreed with the statement. On whether job satisfaction is increased through training, 62.4% majority of the respondents agreed with the statement. When inquired whether training helps employees perform their duties faster and more efficiently, 55.2% agreed with the notion, while 13.6% disagreed. On whether training enable employees perform their work with greater accuracy and precision, 61.6% majority agreed with the statement. When asked whether employees become more responsible after training, 48.8% of respondents agreed, 36.8% neither agree nor disagree, while 14.4% disagreed with the statement. Similarly, 48.8% of respondents asserted that they became more committed towards their jobs after getting training as against 10.4% that disagreed with the statement, 40.8% were indifferent. Furthermore, 59.2% of respondents agreed that they became

more productive after training compared to 11.2% that disagreed with the statement, 29.6% neither agreed nor disagreed. When probed whether employees become more supportive of the organization after receiving training, 48.8% of respondents agreed with this statement while 15.2% disagreed. Finally when asked whether training improves employees' performance, vast majority of the respondents (84%) agreed with this statement. From the abovementioned observations, the importance of training and development in an organization like the AUC cannot be overemphasized.

The mean value of the Employees' Job Performance is 3.48 ± 0.9317 . This implies that AU staffs were moderate regards to the questions and interview discussed above.

4.7 Pearson Coefficient Correlation

The researcher used Pearson coefficient correlation analysis to examine the degree of relationship between two variables; Independent variable (Training Need Assessment, Training Design and Implementation and Training Evaluation) and dependent variable (Employees Job Performance).

Accordingly, in this study correlation result is given on table 4.12 which shows the relationship between the independent variable (training and development) and dependent variable (job performance). To interpret the result it is better to see Franzblu (1985) definition which has five classical rules as shown below in interpreting the coefficient of correlation between two different variables.

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

4.7.1 Correlation between independent variables and dependent variable

The researcher tests whether there is any relationship between independent variables and job performance and table 4.12 shows that there is a positive but low degree relationship between independent variable and job performance. There is positive but low degree correlation between

training need assessment and job performance ($r = 0.351, p < 0.001$). There is negligible or no degree of correlation between training design and implementation and job performance ($r = 0.288, p < 0.001$). However, there is positive but low degree of correlation between training evaluation and job performance ($r = 0.389, p < 0.001$).

Table 4.12 Correlation between independent variable and job performance.

Correlations

		TNA_ca	TDI_cat	TE_cat	EP_cat
		t			
TNA_ca	Pearson	1	.399**	.383**	.351**
	Correlation				
	Sig. (2-tailed)				
	N	125	125	125	125
TDI_cat	Pearson	.399**	1	.485**	.288**
	Correlation				
	Sig. (2-tailed)				
	N	125	125	125	125
TE_cat	Pearson	.383**	.485**	1	.389**
	Correlation				
	Sig. (2-tailed)				
	N	125	125	125	125
EP_cat	Pearson	.351**	.288**	.389**	1
	Correlation				
	Sig. (2-tailed)				
	N	125	125	125	125

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

Source: Researcher Own Survey, 2017

4.8 Effect of training and development on employees' job performance

The result was tested using regression analysis. Regression is a measure of association between two quantitative variables. The following table shows the regression analysis of the effect of training and development on employees' performance.

Table 4.13 Model Summary for the effect of Training and Development on Employee Performance

Model	R	R Square
1	.189	.253

Table 4.14 Predictors of Employees' Job Performance

Model	Unstandardized Coefficient		Sig	Standardized Coefficient		Sig.	Exp(B)
	Beta	Standard Error		Beta	Standard Error		
Training Needs Assessment	1.484	.387	.000	1.086	.416	.009	2.962
Training Design and implementation	1.209	.382	.002	0.321	0.466	.491	1.378
Training Evaluation	1.646	.390	.000	1.317	.412	.001	3.734
Constant	-	-	-	-1.032	.315	.001	.356

Source: Researcher own Survey, 2017

According to table 4.13, 25.3% of the variation in job performance in the AU is explained by training and development. The result of the regression analysis is shown in table 4.14. Training Needs Assessment and Training Evaluation came out as predictor variables for employees' job performance. The interpretation of the above table 4.9.4 is as the following:

- The Beta value of Training Design and Implementation is 1.086 which indicates that a change in one standard deviation in the predictor variable results in a change 108.6 standard deviation. Thus there is higher effect of training evaluation on employee job performance. At 95% confidence interval; employees with higher scores (positive perceptions) towards Training Needs Assessment were 3 times ($2.9 \cong 3$) more likely to exhibit better employee job performance; keeping Training Evaluation constant.
- The Beta value of Training Evaluation is 1.317 which indicates that a change in one standard deviation in the predictor variable results in a change 131.7 standard deviation. Thus there is higher effect of training evaluation on employee job performance. At 95% confidence level; employees with higher scores (positive perceptions) towards Training Evaluation were 4 times ($3.7 \cong 4$) more likely to exhibit better employee job performance; keeping Training Needs Assessment constant.

Chapter Five: Summary, Conclusion and Recommendation

5.1 Summary

The purpose of this study is to examine the effect of training and development on employee job performance the case of the African Union Commission. This section summarizes the major findings.

- The majority of the respondents, 125 (68.8%) were males. Large proportions (72%) of the AUC employees are young, age range 31 – 50 years, implying a greater opportunity to train and develop the young population. A little over half of the respondents (56.8%) were holders of Master's degree which shows that a large number of AUC employees' are professionals. More than 90% of the respondents have worked for more than one year at the AUC.
- All of the employees' at the AUC (100%) had gone through some form of training since joining the organization and almost two third of the respondents (74.4%) were nominated by their immediate supervisor. The mean value for Training Needs Assessment is 3.05 ± 1.07 which is low. A little less than half (43.2%) of the respondents agreed that AU periodically conducts training needs assessment of its employees. A third of the respondents perceived the selection process as being unfair, another third claimed the process is fair and the last third were indifferent. However, though not statistically significant, more than 40% of the respondents viewed the selection process as not being participatory and their identified training and development needs were never met in the past. There is positive but low degree correlation between training need assessment and job performance ($r = 0.351, p < 0.001$); and employees' with higher scores (positive perception) in training needs assessment were 3 times highly likely to exhibit good job performance.
- The mean value for Training Design and Implementation is 3.52 ± 0.94 which is moderate. The study revealed that majority (52.8%) of the AUC employees receive information on the objectives of training before hand, implying they are better prepared for the training. Similarly, greater majority of employees agreed that the training

objectives were met and that training was relevant to their job. Trainings were also well organized, practical and effective.

- Training implementation has a significant funding challenge; the allocated budget is less than 1% of the AUC recurrent expenditure budget. Additionally, the little funding is donor dependent as such it is less predictable and sustainability cannot be guaranteed.
- The mean value for Training Evaluation is 3.18 ± 0.95 which is low. The study observed that more than 75% of the respondents needed their knowledge and skills to be updated before they were given opportunity to undergo a training and development exercise. The study also observed that greater majority of the trained employees was able to transfer the acquired knowledge and skills to other employees. Greater majority of respondents asserted that they are satisfied with the AUC training and development program. There is positive but low degree of correlation between training evaluation and job performance ($r = 0.389$, $p < 0.001$); and employees' with higher scores (positive perception) in training evaluation were 4 times highly likely to exhibit good job performance.
- The study showed that greater majority of AUC employees are not aware of the Training and Development Policy. This is despite the fact that the AUC employees were sensitized on the policy through various internal communication channels, for example Microsoft Outlook, Memos, etc. Of the employees that are aware of the policy only a third showed greater understanding of the policy.
- The mean value for Employees' Job Performance is 3.48 ± 0.93 which is moderate. The study showed that greater majority of respondents asserted that training and development improves employee job performance, job satisfaction, job knowledge and job accuracy and precision.
- Regression analysis revealed that only Training Need Assessment and Training Evaluation were significantly correlated with employee job performance.

5.2 Recommendations

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

1. The AUC training and development program design and organization is currently not doing badly. A sustained and improved performance is recommended.

2. African Union needs to embark on more awareness creation and education of its employees about the African Union training and development policy.
3. African Union needs to make the training and development policy better comprehensible for all employees using simple languages and terminologies.
4. African Union needs to revise its training needs assessment approach to address the specific needs of different categories of staff. In this regard, the use of objective and transparent performance appraisal system is recommended.
5. African Union should incorporate impact evaluation as part of its training evaluation so as to make the AUC training and development program fit for purpose. Impact evaluation will also serve as a bargaining tool for resource mobilization.
6. The study also calls on the African Union to increase budgetary allocation to the training and development program.

5.3 Recommendations for Further Studies

The present study indicates areas for further research on the effect of training and development on employees' job performance at the African Union Commission. Some suggestions for further studies are provided below:

- A longitudinal study that will examine the impact of training and development on employee job performance is warranted. This will justify the need for continuing investment in the training and development program of the African Union Commission.
- Secondly, the present research was carried out at the African Union headquarters only. Future research that will look at all the African Union offices across the African continent and beyond is recommended. Such a study will reduce bias; improve reliability and accuracy of data.
- Lastly, further research on how African Union can retain its trained staff so as to improve on-the-job training and increase the number of in-house trainers is suggested.

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Appendices

Appendix I: Survey Tool

Addis Ababa University
School of Commerce

Masters of Arts program in Human Resource Management
QUESTIONNAIRE TO ASSESS THE EFFECT OF TRAINING AND
DEVELOPMENT ON EMPLOYEES' JOB PERFORMANCE
AT THE AFRICAN UNION COMMISSION

ID. No: _____/_____/_____/_____

Date: ___/04/2017

This questionnaire has been designed to gather data on the “*The Effect of Training and Development on Employees' Job Performance at the African Union Commission*”. The findings of the study will be used for a research paper to be presented for the partial fulfillment for the awards of Masters of Arts in Human Resource Management at Addis Ababa University. The responses will be aggregated and used in summary so that no one's response will be identified in isolation. There are no direct or indirect negative consequences by participating in this survey. The data collected will be used only for the purpose stated in here and will not be shared with anybody else. The questionnaire consists of 6 pages (excluding the cover page). It will take 15-20 minutes to complete the questionnaire. Your **genuine** responses will be helpful in the successful completion of the paper. Please give your responses to **all the questions**.

The researcher would like to thank you in advance for your time and consideration in giving the responses.

Regards,

Ganiyat Olasumbo Tajudeen

Tel: +251 (0) 921-37-8206

Email: sumbolakolajuly29@yahoo.com

Decision:

- I have read the above statement, and decided to participate in this study.
- I have read the above statement, and decline to participate in this study.

Directions for filling the questionnaire

- Do not write your name.
- Put the “✓” mark in the box provided for choice questions
- The researcher is scheduled to get the filled questionnaire back at the end of the day.

Part One: Background Information

1. Age:

- 20-30 31-40 41-50 51-60 61 and above
a) b) c) d) e)

- 2. Sex:** a) Male b) Female

- 3. Educational Level:** a) Diploma b) Degree c) Masters d) PhD
e) Others (Specify) _____

4. Job Title _____

5. Directorate _____

6. How long have you been working for the AU?

- a) Less than 1 Year b) 1-5 Years c) 6-10 Years d) 11-15 Years
e) Above 15 Years

Part II: Questions Related To Training and Training Needs Assessment

- 1. Have you had any form of training since you joined the AU?** a) Yes b) No

2. In your department, who is responsible for selecting employees for training?

- a) Immediate Supervisor b) Management Committee c) Human Resource Manager

3. How were you selected for training? (You can select more than one)

- a) Compulsory for all employees upon joining the company b) Supervisors recommendations based on performance appraisal
c) Upon Employee Request d) Don't Know

4. What kind of training have you gone through since joining the AU?

- a) On-the-job Training b) Off-the-job Training c) Both

To what extent do you agree with the following statements:

No.	Statements	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
5.	The selection of trainees in the AU is fair					
6.	The AU periodically conducts training needs assessment of its employees					
7.	I sponsored myself at least once for further studies to acquire new knowledge, skills and abilities as long as employed in AU.					
8.	My views regarding training needs assessment are taken into consideration.					
9.	In the past, my identified training and development needs were actually met.					
10.	I am confident that the existing process will meet my future training and development needs aspiration.					
11.	The process used to identify training and development needs are effective.					
12.	Training need assessment process was participatory.					
13.	Training needs identified was helpful for upcoming training.					
14.	Training need assessment documents are well organized and used.					

15. What are the major challenges of human resource training and development in the AU? (You can select more than one)

- | | | | |
|---------------------------------------|--------------------------|---|--------------------------|
| a) Shortage of Training Material | <input type="checkbox"/> | b) Shortage of Budget | <input type="checkbox"/> |
| c) Low Commitment from Top Management | <input type="checkbox"/> | d) Inadequate Training Needs Assessment Process | <input type="checkbox"/> |
| e) Lack of Qualified Trainers | <input type="checkbox"/> | f) Lack of Training and Development program awareness | <input type="checkbox"/> |

Part III: Questions on Training Design And Delivery Style

To what extent do you agree with the following statements:

Training Design objective of the training course		Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
1	I was given sufficient information on the objectives of the training course before my arrival.					
2	The training course encouraged exchange of information and expression of ideas successfully.					
3	The objectives of the training fulfilled my needs.					
4	The objectives of the training were achieved					
Training content		Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
5	The topics covered were relevant to my job					
6	The content was organized and easy to follow.					
7	I consider that the training programs are designed at level of abilities and education of employees					
8	The time allotted for the training was sufficient.					
9	I received updated training which is required for my job position					
Learning Styles		Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
10	The practical activities of the training and teaching methods were effective.					
11	The training session is flexible and includes variety of energizers					
12	The training I took part uses different media (flipcharts; videos; etc.) in the training room					
13	The training program I received accommodates different learning styles					

Part IV: Questions Related To Training Evaluation

No.	Statements	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
1.	I often face knowledge and skill gaps to do certain job.					
2.	Before I have attended training, my knowledge, skills and performance needed improvement.					
3.	Trainings are conducted whenever they are required as per the situation					
4.	Trainings related to job responsibilities are given which helps in overall development					
5.	The time allotted for training is sufficient					
6.	I am satisfied with the training quality					
7.	I am satisfied with the trainer(s) whom so ever					
8.	The management request feedback from trainees' during their training process.					
9.	The management request feedback from trainees' before and after training.					
10.	I have realized change in my performance after attending any training in the AU					
11.	I was able to transfer the new skills into my job					
12.	There are relevant criteria to evaluate training program.					
13.	Training evaluation process was participatory.					
14.	There are formal training evaluation formats in the commission					
15.	Problems are timely solved based on the training evaluation.					
16.	I have sufficient time to perform after trainings					
17.	Overall, I am satisfied with the trainings I underwent					

No.	Employees performance	Strongly Disagree 1	Disagree 2	Neither Agree Nor Disagree 3	Agree 4	Strongly Agree 5
9.	The employees become more supportive of the company values after receiving training?					
10.	The employees become more productive after receiving training?					
11.	After receiving training, the employees' job performance helps in enhancing the organization's productivity?					
12.	I feel a strong sense of belongingness to the AU since it has a good training methods, to acquire the needed skills and to become loyal for different activities.					
13.	I think that active participation during training has a positive effect on my commitment and for my work.					
14.	I continue to work diligently for the AU because I don't believe another organization could offer me such a kind of an interesting training.					
15.	Training improves employees' job performance					

Appendix II: Interview Guide

Addis Ababa University

School of Commerce

Masters of Arts program in Human Resource Management

QUESTIONNAIRE TO ASSESS THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' JOB PERFORMANCE AT THE AFRICAN UNION COMMISSION

Interview with the Head of training unit at the African Union

Position: _____

Service Year: _____

1. Does the AU have human resource training and development policy?
2. If your answer is yes, have you communicated to all employee and what media was used?
3. How are training and development needs assessment determined? How does AU incorporate an employees' interest in the training and development programs?
4. What are the bases for selecting trainees'? Is the trainee selection process appropriate? & who is the responsible body for selection?
5. What are the methods used for training employees/ teachers, instructors and staff members?
6. Does the AU have adequate and modern training facilities?
7. Does AU have sufficient trainers both in quality and quantity in all fields?
8. Are the training and development programs relevant to the needs of trainees and are they relevant to the current AU training policy?
9. Are the training provided by the AU practical?
10. How much is the total investment/ expenditure by the AU to train employees per year? Roughly.
11. How do you evaluate the training and development programs in the AU and when do you evaluate the program?
12. What are the major challenges of the AU in the training and development programs?
13. What measures should be taken to overcome the prevailing challenges of training and development in your organization?