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ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
MASTERS OF BUSINESS ADMINISTRATION

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
ORGANIZATIONAL PERFORMANCE: THE MEDIATING ROLE OF
EMPLOYEE COMMITMENT: IN THE CASE OF ADDIS ABABA CITY
ADMINISTRATION REVENUES BUREAU**

**A THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS
AND ECONOMICS IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTER OF BUSINESS ADMINISTRATION (MBA)**

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Advisor: Habtamu Endris (PhD)

June, 2023

ADDIS ABABA

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
MASTERS OF BUSINESS ADMINISTRATION

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May 2023

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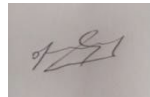
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DECLARATION

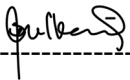
I, undersigned, confirm that that the research Titled " The effect of training and development on organizational performance: The mediating role of employee commitment: in the case of Addis Ababa City Administration Revenues Bureau:" I done this research by my own under the guidance my advisor Habtamu Endris (PhD) and the research has not been submitted earlier for any degree either at this or in any other university.

Name of candidate

Signature

Date

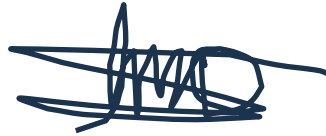
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CERTIFICATION

This is to certify that this project work "The Effect of Training and Development on Organizational Performance: The Mediating Role of Employee Commitment" undertaken by Melkam Tsehai under my guidance for the partial fulfillment of Masters of Business Administration [MBA] at Addis Ababa University. To my belief this research is an original work and which has not been submitted earlier for any degree at this or in any other university.



Habtamu Endris (PhD)

Signature

21/06/2021

Date

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ACRONYMS

OL	Organizational Learning
OP	Organizational Performance
PS	Problem solving skill
SPSS	Statistical Package for Social Science
TD	Training and Development
IS	Interpersonal skill
TS	Technical skill
ES	Ethical skill
ANOVA	Analysis of variance
NC	Normative Commitment
AC	Affective commitment

ABSTRACT

Training and development programs are designed to enhance employees' skills, knowledge, and abilities, leading to improved job performance, and better overall organizational outcomes. The study aimed to identify the impact of training and development on organizational performance, and the role of commitment as a mediating variable in such relationship. The survey was conducted on data collected through a survey of 189 the employees working in Addis Ababa City administration Revenues Bureau. In this study a quantitative method and a descriptive research design were utilized. The finding indicated that there is a direct positive effect of training and development on organizational performance. Furthermore, the analysis reveals that employee commitment, specifically affective and normative commitments, mediate the relationship between training and development and organizational performance. The study concludes that this study demonstrates the significance of training and development in enhancing organizational performance, with employee commitment playing a mediating role.

Keywords: *training and development, employee commitment, organizational performance, mediation analysis*

CHAPTER ONE

INTRODUCTION

This chapter presents the introductory part of the study. It embraces about research background, statement of the problem, research question, and objectives, significance, the scope and organization of the research paper.

1.1 Background of the Study

Training and development affects employees' performance and organizational effectiveness, which implies that effort must be made to ensure that employees' skills and knowledge are fully utilized through adequate and timely training design and implementation (Falola et al., 2014). This study focuses on the mediating role of employee commitment between training and development, and organizational performance. There are different explanations on these focused terms, for example Mathur (2011) states that training is acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees through leading to skilled behavior. As the Robbins (2012) suggested training can include everything from teaching employees basic reading skills to conducting advanced courses in executive leadership and it discuss five general skill categories: basic literacy, technical skills, interpersonal skills, and problem-solving skills, and ethics training. According to Daniel (2018) the majority of governmental, private organization and international organizations are not recognizing the importance of training to increase their employee's productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets.

Development is a systematic process of training and growth by which individuals gain and apply knowledge, skills, insights and attitudes to manage orientation effectively (Nilesh & Yadav, 2018). As Hameed and Abdul (2011) proposed self-made model and explains the relationship between employee development and employee performance accordingly employee development variable is operationalized by the following sub variables; Employee Learning Skill Growth ; Self Directed ; Employee attitude and behavior. On the study of Butali and Njoroge (2017) development refers a learning opportunities designed to help employees grow and such opportunities do not have to be limited to improving employees' performance on their current

jobs and it has long term focus to help employee prepare for future work demands while training focuses on the immediate period to help fix any current deficits in employee skills.

It is necessary that organizations must pay attention to the factors determining the success of the organization in order to gain a sustained competitive advantage. The success of organizations is no longer solely dependent on factors like economies of scale or technological advancements but is increasingly driven by skilled and innovative employees (Quresh et al., 2010).

Successful organizations depend on the excellent performance of their employees to meet their objectives. In order to achieve their strategic aims and keep their competitive advantage, their employees must perform at high levels.

Human Resource is the greatest assets of any given organization. If human resource is said to be the organization's greatest assets, then committed human resources should be regarded as an organization's competitive advantage (Mowdray et.al, 1974).

Employee commitment represents the psychological state that characterizes the relationship between employees and the organization, influencing their decision to stay or leave (Butali & Njoroge, 2017). Many studies highlighted that commitment has a great impact on the successful performance of an organization or vice versa. This is because a highly committed employee will identify with the goals and values of the organization, has a stronger desire to belong to the organization, and again their willingness to display greater organizational citizenship behavior i.e., willingness to go over and beyond the required job duties.

Now a days, everyone recognizes the value of training as a major influence on success of the organization. Owning much better skilled and creative employees can easily avoid wasteful investment to improve efficiency and performance of organization. Training is the most important part of human resource management function on the effective use of human resources.

The constant change in the global market and in technological advancement makes training a key strategy for organizations that wish to stay competitive (Pineda 2010). Training improves employee attitudes and behavior (Tannenbaum et al. 1991; Bhattiand Kaur 2009), which in turn improves an organization's performance and profits.

In this competitive world, training is the key strategy to achieve the organizational objectives. Training benefits employees' performance and organizational effectiveness. Trained employee can face the current and future challenges of organization and achieve the competitive advantages. (ALDamoe et al. ,2012) said in his study that highly skillful and knowledgeable staff is very necessary for the improvement of the organization. Training increases the productivity of employee, improves the services of the employee and brings the positive change in the organization. Training is a broad concept that encompasses various aspects such as knowledge acquisition, skill sharpening, attitude and behavior change, and the development of specific skill categories such as literacy, technical skills, interpersonal skills, problem-solving skills, and ethics training (Mathur, 2011; Robbins, 2012).

Training is a proactive approach to building skills and knowledge, as well as addressing any performance gaps among employees. On the other hand, development is a forward-thinking approach aimed at addressing potential workplace issues before they become problematic. Training and development encompass ongoing efforts to enhance the abilities and satisfaction of employees through educational means. These efforts cover a broad spectrum of purposes in the contemporary workplace, including imparting specific job skills and fostering long-term professional growth.

Performance, as a broader concept, encompasses effectiveness, efficiency, economy, quality, consistency, and adherence to predetermined standards of accuracy, completeness, speed, and cost (Salah, 2016). Despite the importance of training and development, many Ethiopian organizations, including those in Addis Ababa, do not prioritize these initiatives and tend to allocate training budgets based on financial constraints rather than employees' needs (Sharma & Taneja, 2018). This can lead to turnover, increased costs associated with hiring and training new employees, and reduced organizational profitability. While some governmental organizations provide training and development opportunities, the focus and outcomes vary across organizations. This study aims to investigate how employee commitment, gained through training and development programs focusing on technical skills, interpersonal skills, problem-solving skills, ethics training, and job attitude development, can enhance organizational performance, with a specific focus on the Addis Ababa City Administration Revenues Bureau.

Highly successful organizations in competitive environments often have world-class human resource departments that strategically align training practices with business goals (Khalumba, 2012). Effective training practices, including comprehensive employee training, promotion opportunities, and a supportive organizational culture, communicate the organization's care for its employees and the value placed on their contributions.

Aguinis and Kraiger (2009) said that training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services. Thang and Drik (2008) argued that the success of organization is determined by human resources, definitely not physical resources and is highly endorsed to increase the organization' investments in training in order to offer superior expertise, knowledge and features pertaining to employees rather than their competitor's relationship between training and organization performance.

This study specifically focuses on the mediating role of employee commitment in development, training and performance in the organization.

1.2 Statement of the problem and Research question

The statement of the problem addresses the current issues or problems that need to be addressed in the study. Previous literature has highlighted the positive impact of well-structured training and development programs on organizational performance and growth (Newman, Thanacoody & Hui, 2011). Training can enhance job-specific skills, correct performance deficiencies, and develop employees for future organizational needs (Gold, 2001). Moreover, higher levels of training contribute to increased employee satisfaction, loyalty, and reduced turnover (Choo & Bowley, 2007).

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higher levels of training contribute to increased employee satisfaction, loyalty, and reduced turnover (Choo & Bowley, 2007).

Training plays a crucial role in enhancing skills, improving staff performance, and addressing factors that contribute to staff retention, such as perceived support, clarity of roles, and reduced job stress (Landsman, 2004). However, there is a need to examine the relationship between HR practices, including training and development, and employee commitment. HR practices such as organizational culture, recruitment, selection, training, rewarding, and career management are believed to influence commitment and performance (Vaiman et al., 2012). It is important for organizations to invest in these practices to engage employees and drive positive business outcomes.

The development of skills through training and the fulfilment of employees' responsibilities contribute to their effectiveness and commitment (Robert, 2015). Employee commitment is crucial for organizational effectiveness, and it is influenced by factors such as leadership style and HR practices (Isa et al., 2018).

There have been many studies that discuss training, employee commitment and organizational performance. However, previous studies often overlook the mediating role of employee commitment between training and performance of organization. Mediation analysis is a valuable approach that helps identify mediator variables and their effects on the outcome variable. By understanding the mediating role of employee commitment, organizations can design interventions to manipulate this variable and achieve desired changes in performance (Fairchild & McDaniel, 2017).

Therefore, there is limitations in the existing research regarding the mediating effects of employee commitment between training and development and organizational performance. This study aims to fill this gap by examining the role of employee commitment as a mediator and its influence on organizational performance. By understanding the relationship between training, employee commitment, and performance, organizations can develop effective strategies to enhance their workforce's commitment and drive improved outcomes.

The research intends to investigate the mediating effects of employee commitment between interpersonal, technical, problem-solving, and ethical skill training, organizational learning, and organizational performance. The focus is on understanding the direct, indirect, or total intermediate effect of employee commitment as a mediator. The study specifically applies mediation analysis in the context of human resource management practice to explore how employee commitment mediates the relationship between training and development and organizational performance within the Addis Ababa City Administration Revenues Bureau.

By examining the mediating role of employee commitment, the research seeks to shed light on the influence of various training programs and organizational learning on employees' commitment levels and how this, in turn, influences organizational performance. Training has been found to contribute to employee commitment by developing skills, improving abilities, and signaling that the organization values its employees (Ahmed & Bakar, 2003; Benson, 2006; Keep et al., 2002).

Organizational commitment is vital for success and growth, and training and development programs have been shown to promote commitment and reduce turnover intentions (Al-Emadi & Marquardt, 2007; Xu & Payne, 2018). Properly designed training program can enhance employees' attitude towards work, leading to increased commitment and a sustainable relationship with the organization (Dias & Silva, 2016). Organizations that encourage employee participation in training programs tend to develop a strong base of committed employees (Egan, Yang & Bartlett, 2004; Alamri & Al-Duhaim, 2017).

The study recognizes the importance of building organizational commitment for organizational growth and development. Commitment contributes to employee performance, and it can be examined in terms of the focus of commitment (attachment to individuals and groups) and the bases of commitment (motives creating attachment) (Becker, 1992). Well-structured training and development programs can positively affect job-related outcomes such as motivation, satisfaction, and commitment (Liu, 2019). Training linked to productivity has also been associated with employee and customer satisfaction, as it aligns job performance with organizational needs (Stephen et al., 2007).

Overall, this research seeks to explore the mediating role of employee commitment in the relationship between various training and development programs, organizational learning, and organizational performance within the Addis Ababa City Administration Revenues Bureau. By understanding the mediating effects, the study aims to provide valuable insights and recommendations for enhancing employee commitment and ultimately improving organizational performance in this context.

Hence the following questions provide the basis of this research

- Is there significant relationship between employee commitment and performance of organizations
- What is the mediating effect of employee commitment between employee training and development and organizational performance
- Do training and development have direct effect on organizational performance?

1.3 Objective of the study

- The main objective of the study is to investigate the effect of training and development on organizational performance with the mediating role of employee commitment in Addis Ababa city administration Revenues Bureau. In addition to the above general objective the following particular objectives were addressed
- To examine the relationship between variables under the study
- To investigate whether employee commitment has a mediating effect between training and development and organizational performance.
- To study the direct effect of training and development on organizational performance.

1.4 Significance of the study

There are several valuable benefits expected from this study. This study is significant for the researcher to gain knowledge and skills in conducting scientific research. It is also important for leaders and employees in the Addis Ababa City Administration Revenue Bureau to identify their training and development needs and focus on relevant areas. The study can help the organization group employees based on their training needs and provide training accordingly. Furthermore, the research serves as a reference for scholars interested in studying related topics, particularly

mediation analysis in the context of human resource practices in the Addis Ababa City Administration Revenue Bureau.

1.5 Scope of the study

The research focused on Addis Ababa City Administration Revenue Bureau, a governmental service delivery organization in the capital city of Ethiopia. Data was collected from the bureau's head office for analysis. The study specifically surveys the effects of training and development (interpersonal, technical, problem-solving, and ethical training, and organizational learning) on employee commitment and organizational performance within revenue bureaus in the Addis Ababa City Administration. The research deals with the mediating effects of employee commitment (affective and normative) between training and development and organizational performance.

1.6 Limitation of the study

This study has limitations. Although efforts were made to gain a profound understanding of the effect of training and development on organizational performance, the research was conducted at a regional level, focusing on the selected research area of the Addis Ababa City Administration Revenue Bureau. The study was conducted solely using a quantitative research approach. A qualitative method, such as interviews, could have provided further explanation of the mediating effects of employee commitment on organizational performance.

1.7 Definition of key terms

Employee commitment: -is the measure of the strength of the employee's identification with and involvement in a particular Organization.

Affective Commitment: - an emotional attachment through, identification with involvement in the organization.

Normative Commitment: - An employee feeling in their obligation to remain with the organization

Employee Training: - refers to a learning process that impacts on knowledge and skills of the develop employee skills or knowledge as part of their overall development.

Development: - a carrier-oriented training for employees in which it contributes for employees' career advancement, knowledge, changing attitudes, increased capability and skills

Learning organization -: is an organization that has people constantly enhancing its capacity to realize a commitment and desired performance.

1.8 Organization of the study

The study is pre-arranged in the form of five chapters. The first chapter is the introductory part containing the background of the study, the problem statement, research questions, and objectives. The second chapter presents the literature review, while the third chapter focuses on the research design and methodology. The fourth chapter includes the analysis and presentation of the collected data. Finally, the fifth chapter summarizes the major findings drawn from the data analysis.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter serves as the foundation for the development of the study. It discusses relevant literature relating to the effect of training and development on organizational performance, specifically focusing on the mediating role of employee commitment. The literature review aims to provide answers to the research questions and establish a theoretical framework for the study.

It consists of definition of training and development, why training helps in an organization based on the different research finding. The types of Commitment and the different types of Commitment theories also discussed based on early theories of Commitment and Contemporary theories of Commitment.

2.1 Theoretical concept

In the current era of globalization, the management company must pay attention and improve improving the quality of human capital as the environment is constantly changing. In human capital management, a philosophy required that not only recognizes the importance of employees as individuals but also as an important element of an organization. In today's highly competitive business environment, organizations should strive to gain a competitive edge by focusing on human capital.

2.1.1 Training and Development

Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. It enhances knowledge and information about a certain field and also adds advantage to networking for efficiency and performance of employees

Training is really a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job. It can take place in numerous ways, on the job or off the job; in the organization or outside organization.

Training is considered as the process of improving the existing skills, knowledge, exposure, and abilities in an individual. According to (Saleem and Mehwish ,2011) training is an organized

increase from the know-how skills and sensations needed for staff members to execute efficiently in the offered process, as well as, to operate in underling situation

Training can encompass a wide range of areas, from teaching basic reading skills to executive leadership courses, covering interpersonal skills, technical skills, problem-solving skills, and ethics training (Robbins, 2012).

2.1.2 Interpersonal Skills

Interpersonal skills are crucial for effective workplace interaction among employees, supervisors, subordinates, customers, and other stakeholders (Sunindijo, 2015). While some employees may possess excellent interpersonal abilities, others may require training to improve their listening, communication, and team-building skills (Robbins, 2012). Interpersonal Skills Training at Work provides a comprehensive overview of the essential skills for effective functioning in the workplace, offering a micro-skills approach to skill development and practical examples to enhance interpersonal competence (Wolfelt, 2013).

2.1.3 Technical Skills

In today's competitive service industry, organizations need to invest in developing employees' technical skills, particularly in areas like information technology (Bapna et al., 2013). Technical skill training focuses on upgrading and improving employees' technical abilities, which is increasingly important due to advancements in technology and organizational structural designs (Robbins, 2012). Companies such as Tata and Wipro in India provide extensive training to new hires to ensure they possess the necessary technical knowledge to perform their job responsibilities effectively. Developing employees' technical skills in areas like IT facilitates timely customer service and increases customer satisfaction.

2.1.4 Problem-Solving Skills

Problem-solving training is essential for managers and employees alike, enhancing their logical reasoning, problem-definition, and decision-making skills (Robbins, 2012). Given the increasing complexity of work situations, employees' problem-solving abilities are crucial. However, assessing problem-solving skills can be challenging for HRD practitioners and researchers (Lohman, 2004). Effective problem-solving activities involve stages such as problem

identification, goal selection, generating alternative solutions, considering consequences, decision-making approaches, solution implementation, and evaluation (Lohman, 2004).

2.1.5 Ethical skill training

To positively influence competitive advantages over the long term, many organizations have recognized the value of ethical climate in enhancing an organization's image and reputation, as well as its sustainability performance (Lee & Ha-Brookshire, 2017). In organizations that serve its customers, employees have to respect each other, think for others best, do what is good for customers, practice ethical code of organization, and respect policies and standards. People who are more exposed to organizational code ethics and ethical training are more inclined to be satisfied and see their organization as more socially responsible. Thus, it can be said that ethics training has a positive impact.

2.1.6 Learning Organization

Learning organizational is an organization that has people constantly enhancing its capacity to realize a commitment and desired performance. Where new thinking patterns were expansively grown and where collective aspiration is set and its members continually learning to see the whole together (Senge, 1993).

Organizational learning can be categorized into two -descriptive and normative. The descriptive approach views organizational learning as a common process of changing organizational routines based on feedback from the internal or external environment whether as the normative approach considers organizational learning as a relatively rare phenomenon that occurs under unique conditions, requiring the organization to adapt its operations to discover the most effective learning methods (Robinson, 1995 as cited by Mohammed, 2013).

2.1.7 Employee Commitment

Commitment is knowledge, skills, abilities and experience of the workforce which is useful to the organization only if the employee is willing to apply it to the achievement of the goals of the organization.

(Robbins,2001) defined employee commitment is as a state of in which the employees identify with a particular organization and its goals, and wishes to maintain membership in the organization.

(Mowday,1974) describes three components; “an identification with the goals and values of the organization, a desire to belong to the organization and a willingness to display effort on behalf of the organization. (Allen and Meyer ,1997) categorizes commitment into three dimensions: affective, normative, and continuance commitment. In this study, the research focuses on affective and normative commitments to examine the employee’s emotional attachment and moral obligation to stay and their impact on improving organizational performance.

2.1.7.1 Affective Commitment

Affective commitment measures employees’ emotional attachment and participation in the organization. The emotional attachment an individual feel towards their organization and the work they do. It involves emotional or personal desire to remain with an organization.

2.1.7.2 Normative Commitment

Normative commitment is a feeling of normal obligation to an organization. Employees with high level of normative commitment feel that they are obliged to remain in the organization. This obligation can arise from the factors sch as the organization’s investment in their training or providing advanced rewards like paying for their education. Normative commitment is characterized by a belief that one has an obligation to peruse a specific course of action such as remaining with the organization and working towards achieving a goal.

2.1.8 organizational performance

Organizational performance refers to the evaluation of an organization's capability and ability to achieve its goals using criteria such as efficiency, effectiveness, and social references. Effectiveness relates to meeting customer demands and fulfilling organizational objectives, while efficiency focuses on the economic utilization of resources to accomplish objectives. Different types of behaviors contribute to performance, including task performance, citizenship behaviors that enhance the organizational environment, and counterproductive behaviors that harm the organization.

According to (Thang and Drik,2008) the success of organization is determined by human resources, definitely not physical resources and is highly suggest the organization' to increase investments in training in order to offer superior expertise, knowledge and features pertaining to employees.

Organization performance is measured through financial and non-financial measures like sale, profit, and market share and non-financial factors measures are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment these factors can increase through training (ALDamoe et al.,2012).

2.1.9 Training and organizational performance

According to (Barzegar andShahroz ,2011), the most important impact of training on employees and organization performance is improve the quality and quantity of organization's output, increase in the organization's profitability, safeguarding the organization stability, minimizing the risk, decrease the organization cost and expenses, improving the management of the organization and establishing the organization as national and international entities.

The goal of training is to enhance the organization effectiveness (Tharenou, Alan and Celia, 2007). It also demands an influence on employee's performance, as well as in relation to organizational performance which is mediated by means of employee's performance. (ALDamoe et al.,2012) claimed that organization performance is measured through financial and non-financial measures like sale, profit, and market share and non-financial factors measures are efficiency, quality of service, productivity of organization, satisfaction of employees and commitment these factors can increase through training. Training enhances the employees' capacity to contribute the optimal performance of the organization (Olaniyan and Lucas, 2008). Therefore, the study intended to test that.

2.1.10 The Mediating Role of commitment

According to the Ashkanasy et.al (2000), work commitment is not a straight forward concept. It is the end product of a complex set of psychological relationship between employer and

employee. The effectiveness of the organization depends on the contribution of people who is working with (Patterson et.al, 2003).

By understanding when and how commitments develop and how they shape attitude and behavior, organizations would be in a better position to anticipate the impact that change will have and to manage it more effectively (Meyer & Allen, 1997)

The underlying belief is that a more committed employee will perform better at their job (Walton, 1985). The likely outcome of employees performing better and being more productive is an overall improvement in workforce stability. Whether employee commitment is enhanced through training, compensation, evaluation, or any other combination of human resource practices, research typically finds that a committed individual is one that remains with the company.

When discussing the effect of employee commitment or engagement into account, it could be caused by a number of factors, (Kamau, 2015). The study suggested that their commitment is influenced by the level of training and development conducted by the organization.

2.2 Empirical review

2.2.1 Studies related to Training and development employee commitment and organizational performance

According to Engetou (2017) findings, training and development is a call for concern in today's growing society because if performances of the employees are not good enough, it will affect the organization and to overcoming human resource personnel deficiencies and ascertain the strength of employees; they may take the necessary action or corrective measures thereby altering work attitude necessary in attaining the goals and objectives of the organization hence it is an undeniable fact that in recent times many organizations have come to realization the importance of the role of training and development as it increases the organization staff efficiency, skills and productivity. Training and development are a continuous effort designed to improve employees' competence and organization performance as a goal to improve on the employees' capacity and performance(Engetou, 2017). The training provided to the employees should be designed in such a way that it makes Public Service better equipped to meet the

increasing challenges for higher standards of service delivery and also cope with the competitive technological challenges that are taking place today(Sitienei et al., 2016).

Organizations that provide training to employees do promote employee commitment and dedication to their work(Ocen et al., 2017). Training impacts positively and significantly on the commitment of employees and training opportunities are significantly associated with the organizational commitment of employees(Nkosi, 2015).

Training and development increase Employee commitment which leads to better organizational performance. The empirical study done by Ireffin & Mechanic(2014) indicate that there is a fairly high relationship between employee commitment and organizational performance in Coca Cola Company Plc implying that employee commitment improves the company's performance and deduced that organizational performance can simply be improved through employee commitment; which also found that there is a very high relationship between employee commitment and employees' turnover meaning that employees' turnover rate is highly determined by the level of employee commitment of the workers.

According to Isa et al. (2018) study employee's commitment has its own role and effectiveness in the organization and it will be more significant if one is driven by other factors as a stimulus. Rather than the role of commitment of employees is important and necessary to ensure the continuity of the relation- ship between leadership style and organizational effectiveness but on its research, employee's commitment was proven to promote the improvement and the achievement of organization performance.

Employee Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness(Hameed, Abdul, 2011).

2.2.2 Research gaps

According to Shafiq (2018) prior studies the dimension used were on-the-job and off –the- job, job rotation, and job enrichment training but the study uses training method as and it was conducted on private company without using mediator analysis. Some researches take employee

commitment as mediating variable but it intermediate job satisfaction and intent to leave (Clugston, 2000).

Other studies deal with impacts and effects of training on employee performance but they do not use employee commitment as mediator variable and are foreign studies(Nkosi, 2015; Hiregoudar & Patil, 2020; Sung & Choi, 2018;Nzeru et al., 2015; Ahmed, 2012)and these all are focused on private and industrial organizations and they do not analyzed the mediating effects of employee commitment between training and development, and organizational performance.

In contrast in this research the dimensions for the training is taken from the major types of training which are technical skills, interpersonal skills, and problem-solving skills and ethics training(Robbins, 2012). Organizational learning is taken as development Variables for this study even if there are many employee development dimensions. The researcher uses affective and normative commitment for mediator variable because as Meyer and Allen (1991) states affection for job occurs when employee feel a strong emotional attachment to their organization, and to the work that they do. If employee enjoying their work, they are likely to feel good, and be satisfied with their job. In turn, this increased job satisfaction is likely to add to their feeling of affective commitment. On the other hand Meyer & Herscovitch (2001) argue that affective commitment has a stronger impact on behavior and correlates with a wider range of outcome measures as (1) it is defined and operationalized more broadly than continuance and normative commitment; and (2) it is accompanied by a mind-set of desire and the individual perceives the consequences of commitment to be broader than when (continuance and normative) commitment is accompanied by a mind-set of perceived cost or obligation. Employees with high affective commitment, therefore, want to engage in action because of their attachment to, identification with, or shared values with the organization. On the other hand, some people will likely feel a sense of normative commitment if their organization has invested a lot in their training and development, for example. It's nice to have these types of commitment, however, they're a bonus, not something you should seek to create(Meyer and Allen, 1991).Therefore the researcher focus on the two former type of commitment as mediator between training and development and organizational performance.

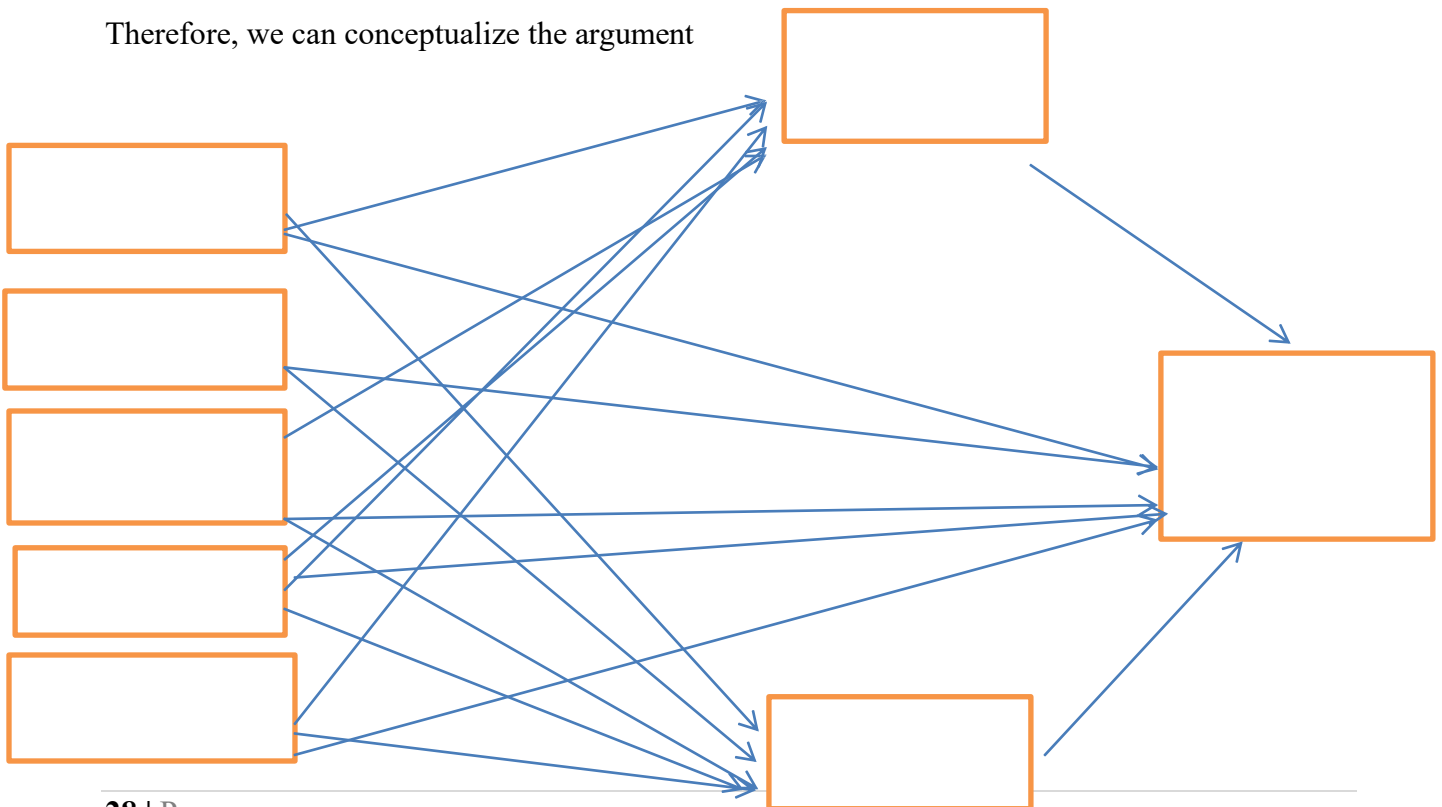
Based on this discussion, the intention of this specific study is to determine the impact of training and development on organizational performance and mediating role of affective and normative commitment between employee training and organization performance.

2.3 Conceptual Framework

Theoretical framework is the theoretical use, or concepts that are derived from the theory, it refers to the justification in the event or in the particular research problem. Conceptual framework is very important to provide an overview of the research direction.

Training and development play a crucial role in improving employee competence and organizational performance. Training programs should be designed to enhance employees' skills, efficiency, and productivity. Providing training promotes employee commitment and dedication to their work, leading to better organizational performance. Commitment (both affective and normative) mediate the relationship between training and development and organizational performance. Affective commitment is driven by emotional attachment and identification with the organization, while normative commitment arises from a sense of obligation due to the organization's investments in training.

Therefore, we can conceptualize the argument



Source: Constructed Based on Literature Review, 2023

Figure 2 1 Conceptual framework

2.4 Research hypothesis

For this study the following hypotheses were developed and tested:

Hypothesis 1 (Ho): There is no significant direct effect of training and development on organizational performance.

Hypothesis 2 (H1): The mediating effect of employee commitments (affective and normative) exists between training and development and organizational performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter discusses the methodologies applied during the research work study, including the research approach, the research design, population and sample size, types of data and method of data collection and data analysis, reliability and validity measures and research ethical issues.

3.1 Research approach

The research approach utilized in this study is quantitative. Quantitative approach involves the generation of data in quantitative form which can be subjected to rigorous quantitative analysis in a formal and rigid fashion. This usually means survey research where a sample of population is studied (questioned or observed) to determine its characteristics, and it is then inferred that the population has the same characteristics (Kothari, 2004). Thus, the quantitative approach was deemed appropriate for this study.

3.2 Research Design

The research design refers to the arrangement of conditions for data collection and analysis, aiming to combine relevance to the study's purpose with procedural economy. It provides the conceptual structure for data collection, measurement, and analysis (Kothari, 2004). Considering the objective of this study, which is to explore the mediating effects of employee commitment, both descriptive and explanatory research designs were employed to analyze the collected data through a designed survey questionnaire. Descriptive research involves surveys and fact-finding inquiries to describe the present state of affairs (Kothari, 2004). Hence this approach enables the researcher to analyze and describe the collected data and gain insights into the objective reality of the mediation effect of employee commitment between training and development and organizational performance. Explanatory research, on the other hand, aims to identify cause-and-effect relationships and assess the impact of specific changes on variables (Riaz, 2011). Therefore, an explanatory research design was used to identify the causal relationships among the independent, dependent, and mediating variables in this study.

3.3 Population and sample of the participant

The population of this study includes employees of the Addis Ababa City Administration Revenues Bureau consisting of 415 head office employees (192 males and 223 females). Hence study basically targets departments of Chief executive, tax issue, Low enforcement Corporate Modernization, and Trade department. This population ranging from top leaders to non-clerical staff a is considered the universe of the study.

3.4 Data Source and Types

The quantitative data were collected from both primary as well as secondary sources the primary data were gathered with the help of questionnaire developed by the researcher. And as a measurement instrument, a 5-point Likert scale was used. The secondary source included scientific research papers, books, journals, articles, online resources and various reports and documents of the organization

3.5 Sampling Technique

When the population from which a sample is drawn is not homogeneous, stratified sampling is applied to obtain a representative sample (Kothari, 2004). In this study, the sampling strata were selected from different departments within the Revenues Bureau. The Five departments from bureau were included: (1) Sixty-two employees from Department of Chief Executive, (2) Thirty-four employees form department of Tax Issue, (3) Sixty-nine employees from Department of Law Enforcement, (4) One hundred and four employees from Department Corporate Modernization and, (5) One hundred and forty-four employees from department of Trade.

3.6 Sample Size

From the two types of sampling design this study have been adopted simple random probability sampling design in order to obtain respondents from work team and work groups which is listed in the sampling frame. The sample size would be 204 using the following formula below (Yemane, 1967).

$$n = \text{_____}$$

Where \pm - Represents acceptable magnitude of error \pm an error factor

N- Number of total populations

n- Represent sample size

Accordingly, sample size for this research is $n = \frac{203 \times 204}{415} = 203.19 \approx 204$

Table 3 1 : Proportional Distribution of sample to each stratum

No	department in the organization	Number of populations in each stratum	Proportionally calculated sample size from each stratum
1	Chief executive department	62	* 203 = 30
2	the tax issue department	36	* 203 = 18
3	law enforcement department	69	* 203 = 34
4	Corporate Modernization department	104	* 203 = 51
5	Trade department	144	* 203 = 71
	Sum	415	204

3.7 Method of Data collection and collection instrument

The data collection for this research involved the use of a survey questionnaire consisting of closed-ended questions. The questionnaire was prepared in English, and it is a widely used method for data collection, especially in large-scale inquiries conducted by individuals, researchers, organizations, and even Governments (Kothari,2002).

3.8 Data analysis method

The collected data from the questionnaires were analyzed using SPSS version 25. Both descriptive and explanatory statistics were employed for data analysis. Descriptive statistics, such as frequency and percentage, were used to describe the characteristics of the respondents. For explanatory statistics, correlation analysis was performed to assess the association between two variables. Additionally, regression analysis was utilized to the magnitude of the relation ship between the variables.

Mediation analysis was conducted to examine the mediation effects of employee commitment. The significance of the direct effect of exogenous variables on the endogenous variable was analyzed, followed by the assessment of the significance of the indirect effect from exogenous variables through the mediator to the endogenous variable.

3.9 Reliability and Validity

Validity

Validity is defined as the degree to which an instrument accurately measures what is supposed to measure. It is concerned with how well the concepts are defined by the measures (Hair et al., 2020). In other words, Validity simply refers to the extent to which the measures used in the questionnaire are truthfully measuring the intended and not something else. The questionnaires were developed based on examination of previous research works and literature review to ensure the validity of instrument used.

Reliability

Reliability refers to the consistency of measurement instruments in providing similar results when applied at different times. In order to achieve internal reliability, various authors accept different values from this test, but the most widely accepted value is 0.70, as it should be equal to or greater than internal reliability (Hair et al., 2003).

In this study, The Cronbach’s alpha was used to assess the reliability of the scales used for research. The reliability of the measurement scales was assessed using SPSS version 25.

Shown below in the table, Cronbach's Alpha coefficient is within the range 0.895 -0.734 for all constructs which indicates internal consistency of the items and considered acceptable.

Table 3 2: Reliability testing (Cronbach’s Alpha)

	Items loadings	Factor	Items	Number of items	Cronbach’s Alpha
Ethical skill training and development	.804		ESTD1	6	0.853
	.803		ESTD2		
	.835		ESTD3		
	.797		ESTD4		
	.808		ESTD5		

	.804	ESTD6		
Problem-solving skill training and development	.862	PSTD1	7	0.895
	.831	PSTD2		
	.828	PSTD3		
	.831	PSTD4		
	.834	PSTD5		
	.824	PSTD6		
	.866	PSTD7		
Technical skill training and development	.907	TSTD1	5	0.869
	.867	TSTD2		
	.854	TSTD3		
	.861	TSTD4		
Interpersonal skill training and development	.875	TSTD5	4	0.734
	.689	ISTD1		
	.625	ISTD2		
	.801	ISTD3		
Organizational Learning	.632	ISTD3	5	0.851
	.833	ORGL1		
	.846	ORGL2		
	.828	ORGL3		
	.811	ORGL4		
Normative commitment	.847	ORGL5	4	0.739
	.787	NC1		
	.774	NC 2		
	.692	NC 3		
Affective commitment	.702	NC 4	6	0.877
	.844	AC1		
	.842	AC2		
	.831	AC3		
	.875	AC4		
	.829	AC5		
Organizational performance	.837	AC6	5	0.878
	.902	OP1		
	.872	OP2		
	.863	OP3		
	.849	OP4		
	.842	OP5		

Source: Own Survey, 2023

3.10 Ethical consideration

Ethical clearance for this research was obtained from the Research Ethical Review Board of the College of Business and Economics, Department of Masters of Business Administration, at Addis Ababa University. While conducting the research the participants in the study were provided with full information about the research and gave their informed consent to participate. The data was obtained with the participants' full consent, the intent of the research was clearly

explained to the participants, objectivity maintained, the subject's rights and confidentiality was protected throughout the study.

CHAPTER FOUR RESULTS AND DISCUSSION

Introduction

In this chapter data presentation, interpretation and discussion are presented. The chapter has three parts which include: response rate, the demographic profile of the respondents, and analysis of the qualitative and quantitative data collected to analysis various factors, including interpersonal skill training, technical skill training, problem-solving skill training, ethical training, organizational learning, employee commitment (affective commitment and normative commitment), and organizational performance.

The chapter presents the results and findings of the research based on the analysis of the collected primary data. Out of the 204 questionnaires distributed to respondents, 189 questionnaires were collected, resulting in a return rate of 93%. The remaining questionnaires were either not returned or were incomplete due to personal reasons. The chapter provides descriptive analysis and inferential analysis using mediation modeling and other statistical tests conducted in the study.

4.1 Respondents Demographic Information

It is essential to show the demographic information of the respondents before going to the detail analysis of the data collected for the study Accordingly, Table 4.1 below presents, the gender, age and educational status and work experience of the respondents.

Table 4 1 Demographic Information of Respondents

Items		Frequency	Percentage
Sex	Male	79	41.80%
	Female	110	58.20%
Age	18-25 years	22	11.64%
	26-35 years	91	48.15%
	36-45 years	48	25.40%
	46-55 years	24	12.70%
	55 years and above	4	2.12%
	below one year	3	1.59%
Work experience	1-5 years	43	22.75%
	6-10 years	65	34.39%
	11-15 years	36	19.05%

	16-20 years	24	12.70%
	21 and above	21	11.11%
Educational background	Diploma	19	10.05%
	First degree	131	69.31%
	Master's degree	34	17.99%
	PhD degree	1	0.53%
	Certificate	1	0.53%
Total		189	100%

Source: Own Survey, 2023

About (58.20%) of the respondents were females, while rest 41.80% were male. This indicates that more respondents in the sample are female.

As it is shown on table 4.1 above, 11.64% of the respondents were aged 18 to 25 years, 48.15% of the respondent aged 26 to 35 years, 25.40 % of the respondent aged between 36 to 45 years, 12.70 % of the respondent aged 46 to 55 years while the remaining 2.12 % of the respondents indicated that they were above 50 years old. This is a majority of the employees at head office (73.55%) are young workers aged between 26 to 45 years old

Regarding the distribution of the respondents with respect to work experience , 1.59% of the respondents have a work experience of less than one years, 22.75% of the respondents had a work experience ranging 1 to 5 years, 34.39 % of the respondent indicated that they had worked for a period ranging between 6 to 10 years, 19.05% of the respondents had experience ranging between 11 to 15 years ,12.70 % had work experience with in the range of 16 to 20 and the remaining 11.11% of the respondents have more than 21years of experience. This implies that most of the employees (77.25%) have above 5 years of experiences.

Educational Background shows considerably large number of the of respondents (69.31%) has first degree, while 17.99% and 10.05% are diploma and master's degree holders. Of the remaining two, one individual (.53%) is identified as PhD holder and similarly the other one (.053) holds certificate. This indicates that most of the company's employees are first degree holders. This result adds recognized value for this study, as most of the respondents have enough work experience and education that can enable them to understand the issues raised in the questionnaires distributed.

4.2 Descriptive statistics

This section provides an overview of the respondents' perceptions of the independent, mediator, and dependent variables. The participants were asked to denote their level of agreement or disagreement with statements related to the variables on a five-point Likert scale, where 5 represented "strongly agree" and 1 represented "strongly disagree."

4.2.1 Inter-personal skill training and Development

The study is sought to establish the view of respondents regarding the provision of interpersonal skills training. The data analyzed was organized based on based on the views of employee's on impact of training on their ability to work as a team, proficiency in conveying and interpreting nonverbal communication through body language, collaborate with others, and express their ideas and information to their colleagues and supervisors. The result of the analysis is presented below.

Table 4 2 Respondents opinion on Inter-personal skill training

Items	SA	A	N	D	SD	Mean
I like working in a team.	55.6% 105	24.9% 47	11.6% 20	3.3% 6	5.8% 11	4.0
I am good at conveying and interpreting nonverbal communication through body language and intonation.	6.4% 12	50.3% 95	25.4% 48	16.4% 31	1.6% 3	3.4
Training has helped me to work with others	7.9% 15	48.7% 92	29.1% 55	12.2% 23	2.1% 4	3.5
I can express my ideas and information clearly	5.3% 10	33.8% 64	29.1% 55	13.8% 26	18.0% 36	3.59

As presented in table 4.2 Item1 , the first statement sought to investigate whether employees enjoyed working in a team. About 9.1 % of the respondents strongly disagreed or disagreed, 11.6% of the respondents felt neutral and 80.4 % of the respondents agreed or strongly agreed. This shows that most respondents agreed they enjoy when working in a team.

Table 4.2 Item 2 sought investigate the measure the respondents' ability in interpreting and conveying nonverbal communication. About 56.7% of the respondents either agreed or strongly

agreed that they good at conveying and interpreting nonverbal communication through body language.

Similarly, 56.6% and 39.1% of the respondents agreed or strongly agreed with the statements; employees’ ability to collaborate with others and express their ideas and information to their colleagues and higher-level managers respectively. In contrast, 14.3% and 31.8 %of the respondent either disagreed or strongly disagreed. However most of the respondents (58.2%) felt neutral about it. This shows employees’ opinion is neutral regarding their ability to collaborate with others and express their idea.

In summary these results indicate that in terms of interpersonal skills, employees believe they have demonstrated the ability to express their ideas and information to others. The provision of training has positively impacted their ability to work collaboratively, they enjoy working in a team their proficiency in conveying and interpreting nonverbal

4.2.2 Technical skill training

Regarding the technical skill training given for employees that could improve their work and their adjustment skills for new technologies, the following items were provided.

Table 4 3 Respondents opinion on of Technical skill training

Items	SA	A	N	D	SD	Mean
Training enables me to use new technology to do my job easier	19.1% 36	43.9% 83	18.5% 35	12.7% 24	5.8% 11	3.94
Training helps me to improves my new technology skill	21.7% 41	46.1% 87	17.0% 32	11.1% 21	4.23% 8	3.88
Training helps me to usenew technology	11.6% 22	46.3% 87	35.4% 67	5.8% 11	1.1% 2	3.77
I improved my job after training about new technology, I improved my job	6.3% 12	50.2% 95	20.6% 39	20.1% 38	2.6% 5	3.54

Source: Own Survey, 2023

As presented in table 4.3, the employees’ opinions on the technical skill training of the organization.. The majority of the respondents (63%) agreed Training enabled employees to

utilize new technology to perform their job more easily. Similarly, 67.8%,57.9%, and 56.5% of the respondents agreed with the statements; Employees improved in their skills related to new technology after the training, Employees improved their job after receiving training on new technology, the training helped employees to accomplish their tasks more quickly respectively.

Therefore, it can be can be deduced from the data that, that most of the participants agreed that provision of technical skill training has been beneficial for employees. It has helped them to enhance their task completion speed, improve their job performance in relation to new technology, effectively utilize new technology, enhance their skills in using new technology, and make their job easier by utilizing new technology.

4.2.3 Problem-solving skill

Problem-solving skills are essential for employees to identify the causes of problems and find effective solutions. These skills are highly valued by employers as they enable individuals to address issues and make informed decisions. The problem-solving process involves identifying the problem, generating potential solutions, implementing them, and assessing their effectiveness.

Table 4 4 Respondents opinion on Problem-solving skill training

Items	SA	A	N	D	SD	Mean
I consider relevant factors when analyzing problems at work.	15.8% 30	42.8% 81	19.0% 236	21.1% 40	1.1% 2	3.97
I establish appropriate goals for solving work problems.	8.9% 17	43.9% 83	28.8% 53	17.4% 33	1.6% 3	3.85
I generate two or more possible solutions when dealing with a work problem	11.6% 22	46.3% 87	35.4% 67	5.8% 11	1.1% 2	3.87
I recognize positive consequences associated with possible solutions to work problems.	5.3% 10	41.3% 78	32.8% 62	18.0% 34	2.7% 5	3.76
I select a solution only after considering all possible consequences associated with possible solutions	4.23% 8	41.8% 79	16.93% 32	34.4% 65	2.7% 5	3.86
I implement solutions in a timely and	1.6%	51.9%	32.8%	39.2%	1.1%	3.99

effective manner.	3	98	62	74	2	
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Source: Own Survey, 2023

The above table presents opinion of employees about on Problem-solving skill training. Most of the respondents that is 58.6%, 52.8%,57.9%,48.6%,46%and 53.5% either agreed or strongly agreed that they consider relevant factors when analyzing problems at work, establish appropriate goals for solving work problems generate two or more possible solutions when dealing with a work problem ,recognize positive consequences associated with possible solutions to work problems ,select a solution only after considering all possible consequences associated with possible solutions, implement solutions in a timely and effective manner respectively.

This implies employees believe that the delivery of problem-solving training for employees has been effective. Employees have demonstrated the ability to consider relevant factors when analyzing problems, set appropriate goals for problem-solving, generate multiple solutions, recognize positive outcomes of potential solutions, make decisions based on considering all consequences, and implement solutions in a timely and effective manner

4.2.4 Ethical training

Ethical training aims to enable employees to identify and address ethical issues by developing their moral intuitions and ethical decision-making abilities. To assess the effectiveness of ethical training and its impact on achieving the desired training objectives, the following items were presented to the respondents.

Table 4 5 Respondents opinion on Ethical training

Items	SA	A	N	D	SD	Mean
The most important ethics is thinking about the good for all thepeople	10.1% 19	50.7% 96	30.1% 57	4.7% 9	4.2 8	4.27
Doing what is best for the other person always my major concern is	12.2% 23	51.9% 98	26.9% 51	31.7 6	5.8% 11	3.69
people look out for each other's good in my offices	15.8% 30	42.8% 81	31.2% 59	8.9% 17	1.1% 2	3.40
I always do what is right for public	31.7% 60	29.7% 56	16.4% 31	15.3% 29	6.8% 13	4.06
Ethecal code of the profession is a major consideration in my	19.5% 37	21.16% 40	4.2% 8	5.2% 10	2.1% 4	3.87

organization						
Everyone is expected to respect policies and standards in my organization	22.2% 42	33.3% 63	27.00% 51	15.8% 30	2% 5	4.19

Source: Own Survey, 2023

Table 4.5 presents employees' opinion on Ethical training. As it is presented in the table, in all the items most respondents agreed and strongly agreed with the proposed statement ; that most important ethics is thinking about the good of all the people , major concern is always what is best for the other person , people in their offices look out for each other's good ,they always do what is right for the public ,the ethical code of the profession is a major consideration in their organization and everyone is expected to respect the organization's policies and standards .The result indicates that the delivery of ethical training for employees has influenced their beliefs and behaviors regarding ethical considerations. Employees demonstrate a belief in prioritizing the good of all people, considering the best interests of others, looking out for each other's well-being, maintaining the ethical code of their profession, and adhering to organizational policies and standards.

4.2.5 Organizational Learning

Organizational learning is a process described in various literature sources discussed in Chapter Two of this study. It involves the creation, retention, and transfer of knowledge within an organization. Through experience, an organization can improve and develop knowledge in various areas that can benefit its operations. To assess the level of organizational learning and the extent to which training has achieved the desired objectives, the following items were presented to the respondents.

Table 4 6 Respondents opinion on Organizational Learning

Items	SA	A	N	D	SD	Mean
My organization creates continuous learning opportunities.	5.3% 10	32.8% 61	41.3% 78	18.0% 34	2.6% 5	3.20
My organization encourages knowledge sharing among the staff.	1.1% 2	31.2% 59	47.6% 90	18.5% 35	1.6% 3	3.32
Leaders in my organization supports learning at the individual, team, and organization levels.	2.6% 5	38.6% 73	51.8% 98	6.3% 12	0.1% 1	3.16
There is system established to capture and share learning in my organization	8.4% 16	28.1% 53	43.9% 83	18.5% 35	1.1% 3	3.05

My organization connects the staff to the environment through various programs.	8.4% 16	26.4% 50	42.8% 81	18.5% 35	3.7% 7	2.80

Source: Own Survey, 2023

As presented in table 4.6 the majority of the respondents felt neutral for the statement that organization provides continuous learning opportunities (41.5%). Similarly, 47.6%, 51.8% ,43.9 and 42.8 % of the respondents felt neutral with the statements; the organization encourages knowledge sharing among employees, establishes systems for capturing and sharing knowledge, and connects employees to the environment through various programs respectively. This implies that employees’ opinion about Organizational Learning close to neutral.

4.3 Correlational Results

Pearson’s Product, Moment Correlation Coefficient was employed in the study. With the help of these statistical tools, conclusions are drawn concerning the sample, and decisions are made to the research questions. The following Pearson’s Product Moment Correlation Coefficient was used to determine the relationship between the dependent, mediator, and independent variables.

Table 4 7 Correlational among the study variables

		1	2	3	4	5	6	7	8	9	10	11	12
Organizational Performance	1												
Sex	0.264	1											
Age	0.208	0.048	1										
Education	0.199	-0.059	0.145	1									
Experience	0.312	0.065	0.901	0.196	1								
Marital Status	0.103	0.138	-0.032	0.115	0.012	1							
Inter-personal skill	0.504	0.237	0.054	0.115	0.211	0.089	1						
Technical skill	0.451	0.023	0.025	0.169	0.199	0.021	0.614	1					
Problem-solving skill	0.622	0.142	0.111	0.196	0.184	0.105	0.656	0.517	1				
Ethical Skill	0.644	0.191	0.027	0.13	0.132	0.07	0.571	0.487	0.805	1			
Organizational	0.606	0.237	0.172	0.194	0.25	0.136	0.546	0.409	0.487	0.541	1		

Learning													
Affective Commitment	0.662	0.243	0.111	0.173	0.200	0.023	0.609	0.500	0.575	0.672	0.612	1	
Normative Commitment	0.625	0.200	-0.019	0.186	0.054	0.157	0.564	0.452	0.573	0.616	0.470	0.659	1

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

The result of the correlation coefficient show that all independent variables are positively related with dependent variable (Organization performance) within the range of 0.451-0.662 and all are significant at $p < 0.01$

The latent variables of training and development, including interpersonal skill training, technical skill training, problem-solving skill training, ethical skill training, and organizational learning, exhibit positive correlations with organizational performance, with correlation values 0.504,0.451,0.622,0.644 and 0.606 respectively, all at a significance level of $P < 0.01$.

Affective commitment demonstrates a high correlation with the dependent variable, organizational performance, with a correlation value of 0.662 and significance level of $P < 0.01$. Furthermore, affective commitment shows significant correlations with the independent variables: interpersonal skill training (0.609), technical skill training (0.500), problem-solving skill training (0.575), ethical skill training (0.672), and organizational learning (0.612), all at a significance level of $P < 0.01$.

Normative commitment is correlated positively with organizational performance, with a correlation value of 0.625 and significance level of $P < 0.01$. Similarly, normative commitment exhibits significant correlations with the dependent variables: interpersonal skill training (0.564), technical skill training (0.452), problem-solving skill training (0.573), ethical skill training (0.616), and organizational learning (0.470), all at a significance level of $P < 0.01$.

In summary, all the correlations mentioned above indicate positive relationships between the independent, mediator, and dependent variables, with a significance level of 0.01.

From all the above correlation interpretations independent, mediator, and dependent variables are positively correlated with a significance level of 0.01.

4.4 Assumption test

In this section Classical Linear Regression Model (CLRM) tests are done before conducting the mediation analysis, several assumptions were tested. The following basic assumption tests were conducted to evaluate the strength of the relationships between the independent and dependent variables, as well as the predictive power of the independent variables on the dependent variable: Linearity Test, Homoscedasticity Test, Auto Correlation (Durbin Watson Test), and Normality Test.

Linearity Test, Homoscedasticity Test, Auto Correlation (Durbin Watson Test), and Normality Test.

4.4.1 Auto Correlation (Durbin Watson Test)

Autocorrelation assumption states that that the errors are uncorrelated with one another. If the errors were not uncorrelated with one another, it would be stated that they are ‘auto correlated’ or that they are ‘serially correlated’ (Brooks, 2008). Durbin–Watson test and the Breusch–Godfrey test are the most common test of autocorrelation. Thus, in this study Durbin–Watson is used to test the assumption of independence or correlation in the residuals. This statistic ranges from 0 to 4. In order for this assumption to be satisfied, the Durbin-Watson value should be close to 2. Values below 1 and above 3 can be problematic and raise concerns about the presence of autocorrelation. To evaluate this assumption, we examine the Model Summary box provided below.

Table 4 8 Durbin Watson statistics

Model	Std. Error of the Estimate	Durbin-Watson
1	2.93849	1.655
a. Predictors: (Constant), Affective commitment, Technical skill training, Organizational learning, Problem-solving skill training, Interpersonal skill training, Ethical skill training		
b. Dependent Variable: Organizational performance		

Based on the Durbin-Watson value of 1.341, it can be concluded that the errors demonstrate independent behavior, and autocorrelation is not a significant concern. Hence, we can affirm that the auto-correlation test has been satisfied.

4.4.2 Normality Test

Multiple regressions require the independent variables to be normally distributed. This means that errors are normally distributed and that a plot of the values of the residuals will approximate a normal curve (Osborne & Waters, 2003).

Frequency distribution comes in many different shapes and sizes. Therefore, it is quite important, to have some general description for common types of distributions. In an ideal world, our data

would be distributed symmetrically around the center of all scores. As such, if we draw a vertical line through the center of the distribution then it should look the same on both sides. This is known as normal distribution and is characterized by a bell-shaped curve.

Such a distribution indicates that the most of scores cluster around the center. The normal distribution graph, presented in Fig 4.4.4 below, shows that the residuals are normally distributed. Thus it can be concluded that there is no problem of normality on the model.

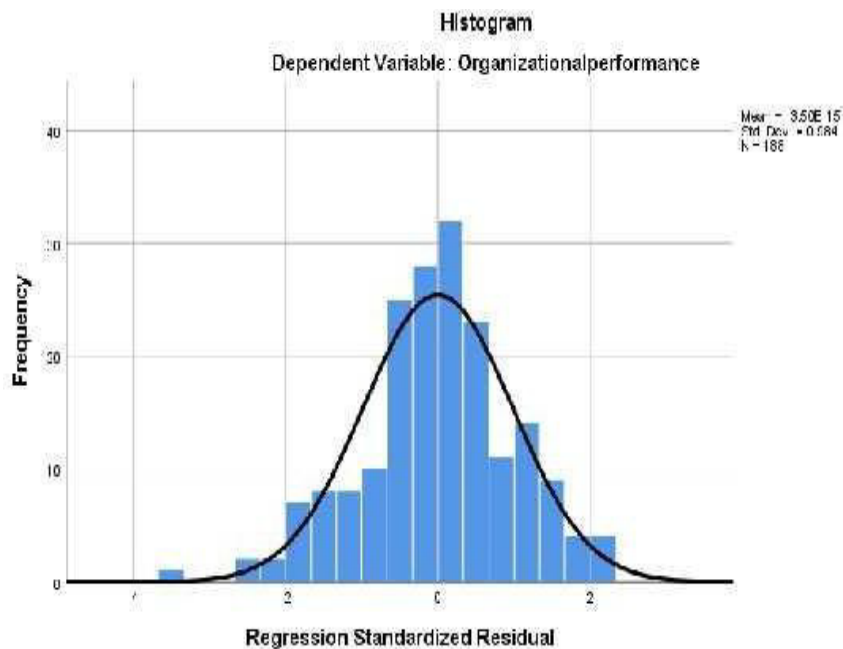


Figure 4 1 Normality Histogram

4.4.3 Homoscedasticity Test

The homoscedasticity assumption refers to the equal variance of errors across all levels of the independent variables (Osborne & Waters, 2003). It implies that the residual terms should be evenly distributed or show homogeneity of error terms throughout the data. To check for homoscedasticity, a visual examination of a plot depicting standardized residuals against regression standardized predicted values can be conducted (Osborne & Waters, 2003). If the error terms are randomly distributed without any discernible pattern, it indicates no violation of homoscedasticity.

In this study, the scatterplot in Figure 4.2 demonstrates that the standardized residuals are evenly distributed, suggesting no violation of homoscedasticity. The absence of a clear pattern in the scatterplot indicates that the assumption of homoscedasticity is upheld in this analysis.

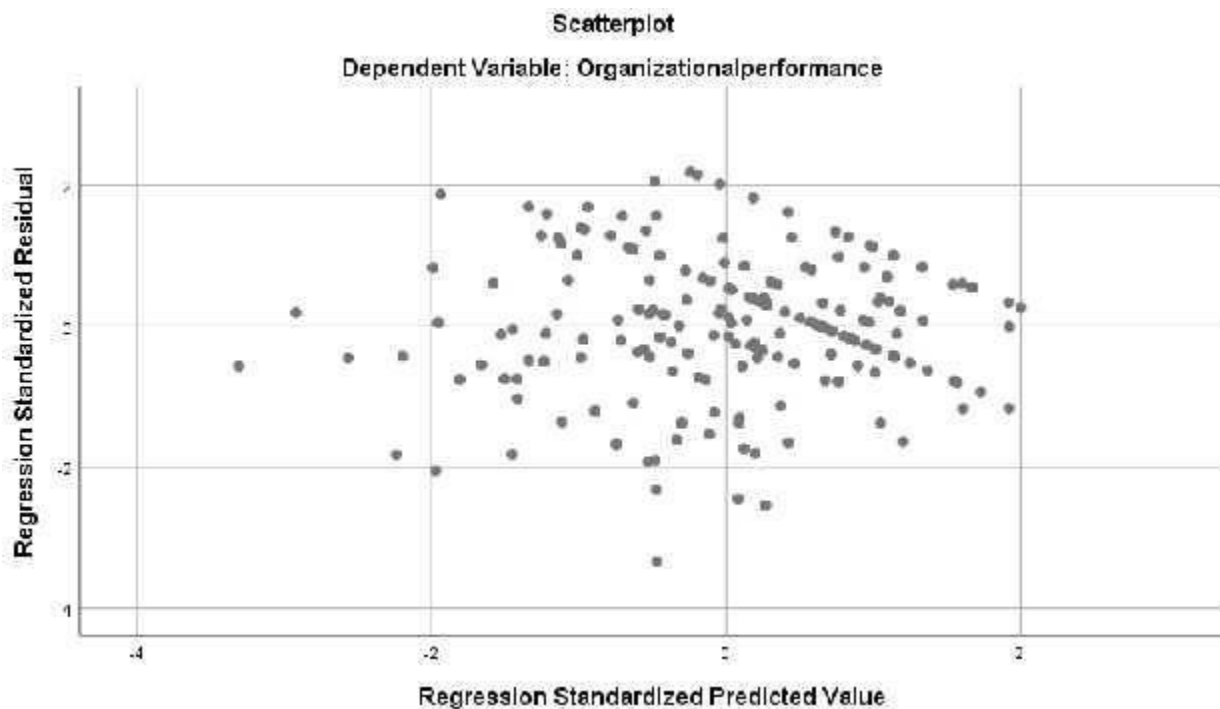


Figure 4.1 Scatterplot of standardized residuals

4.5 Regression analysis

The regression analysis serves two primary purposes. Firstly, it examines the effectiveness of predictors in explaining the variation in outcome variables. Secondly, it identifies independent

variables that have a significant impact on the outcome. Regression analysis also quantifies the extent to which a variable explains the outcome and provides the direction of the estimate represented by beta.

The ANOVA table below assesses the goodness of fit of the recorded data to the assumed model. The model fitness reveals the disparity between the observed values and the expected values based on the model's questions. The "Sig." value in the table indicates the significance of the model fit. If this value is less than 0.05, then the model is considered suitable for further analysis and interpretation. If the value exceeds 0.05, then the model requires revision. In the present analysis, the F value is significant, aligning with the expected outcome and confirming that the actual data does not differ significantly

Table 4 9 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1049.950	6	174.992	18.735	.000 ^b
	Residual	1699.947	182	9.340		
	Total	2749.898	188			

- a. Dependent Variable: Organizational Performance (OP)
- b. Predictors: (Constant), Training and Development, (TD) age, educational background, marital status, sex of respondent, work experience

The model summary below describes details about how much variation in the predicted variable has been explained by the independent variable. In the current regression analysis, the value of R Square is 0.382 which suggests that almost 38.2% change in the value of outcome Variable (organizational performance) is explained by Independent Variable (training and development).

Table 4 10 Model summery

R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
				R Square Change	F Change	df1	df2	Sig.F Change
.618 ^a	.382	.361	3.05620	.382	18.735	6	182	.000

Table 4 11 Coefficients of beta

	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.010	1.904		.531	.596
Sex	.881	.457	.115	1.927	.056
Age	-.197	.402	-.047	-.490	.624
Educational level	-.616	.364	-.101	-1.696	.092
Work experience	.588	.278	.200	2.117	.036
Marital status	.159	.334	.028	.476	.635
Training and Development	.168	.018	.562	9.511	.000

Dependent Variable: Organizational Performance (OP)

In the above Beta Coefficient table, the demographic variables were included as control variables. The results show that for every 1-unit increase in training and development, there is a corresponding increase of 0.562 in the value of organizational performance. The sign of the beta coefficient indicates the direction of this change. The significance value of the beta coefficient determines whether it is meaningful to consider the beta value or not.

4.6 Mediation Analysis

Mediation analysis involves quantifying the degree to which a variable plays a role in transmitting changes from a cause to its effect. It is a concept rooted in causality and cannot be defined solely in statistical terms.

M: 4
Y: OP
X: TD
M1: AC
M2: NC

OUTCOME VARIABLE:
AC

Model Summary

R	R-sq	MSE	F	df1	df2	p
.6045	.3654	14.4098	107.6711	1.0000	187.0000	.0000

Model	Coeff	se	T	p	LLCI	ULCI
Constant	1.4962	1.6049	.9323	.3524	-1.6699	4.6623
TD	.2239	.0216	10.3765	.0000	.1813	.2664

OUTCOME VARIABLE:
NC

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5512	.3038	3.4048	81.6019	1.0000	187	.0000
Model	Coeff	Se	t	p	LLCI	ULCI
Constant	4.0433	.7801	5.1829	.0000	2.5044	5.5823
(TD)	.0947	.0105	9.0334	.0000	.0740	.1154

The results from the Process Macro version 3.5 indicate that training and development is a significant predictor of affective commitment, with a coefficient (β) of 0.224 and a p-value of 0.001. This means that a one-unit increase in training and development leads to a 0.224 increase in affective commitment among employees.

Similarly, the regression analysis reveals that training and development have a significant impact on normative commitment, with a coefficient (β) of 0.095 and a p-value of 0.001. This suggests that a one-unit increase in training and development results in a 0.095 increase in normative commitment among employees.

OUTCOME VARIABLE:

OP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.6444	.4153	8.6916	43.7947	3.0000	185.0000	.0000
Model	Coeff	se	T	p	LLCI	ULCI
Constant	.9257	1.3345	.6936	.4888	-1.7072	3.5585
TD	.0955	.0223	4.2740	.0000	.0514	.1395
AC	.1942	.0597	3.2524	.0014	.0764	.3120
NC	.3440	.1229	2.8004	.0056	.1017	.5864

According to the results obtained from the process macro, training and development have a significant impact on organizational performance, with a coefficient (β) of 0.0955 and a p-value

of 0.001. This means that a one-unit increase in training and development leads to a 0.0955 increase in organizational performance, considering the mediator variables.

Furthermore, affective commitment is also found to be a significant predictor of organizational performance, with a coefficient (β) of 0.1942 and a p-value of 0.001. This suggests that a one-unit increase in affective commitment results in a 0.1942 increase in organizational performance.

Similarly, normative commitment is significantly associated with organizational performance, with a coefficient (β) of 0.344 and a p-value of 0.007. This indicates that a one-unit increase in normative commitment leads to a 0.344 increase in organizational performance.

In summary, the results indicate that training and development, affective commitment, and normative commitment all have positive and significant effects on organizational performance. Increasing these factors by one unit corresponds to respective increases in organizational performance, as described by their respective coefficients.

***** TOTAL EFFECT MODEL *****

OUTCOME VARIABLE:

OP

Model Summary

	R	R-sq	MSE	F	df1	df2	p
Model	.5755	.3312	9.8347	92.6125	1.0000	187.0000	.0000
		Coeff	Se	t	p	LLCI	ULCI
Constant		2.6074	1.3259	1.9665	.0507	-.0082	5.2230
TD		.1715	.0178	9.6235	.0000	.1364	.2067

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI
.1715	.0178	9.6235	.0000	.1364	.2067

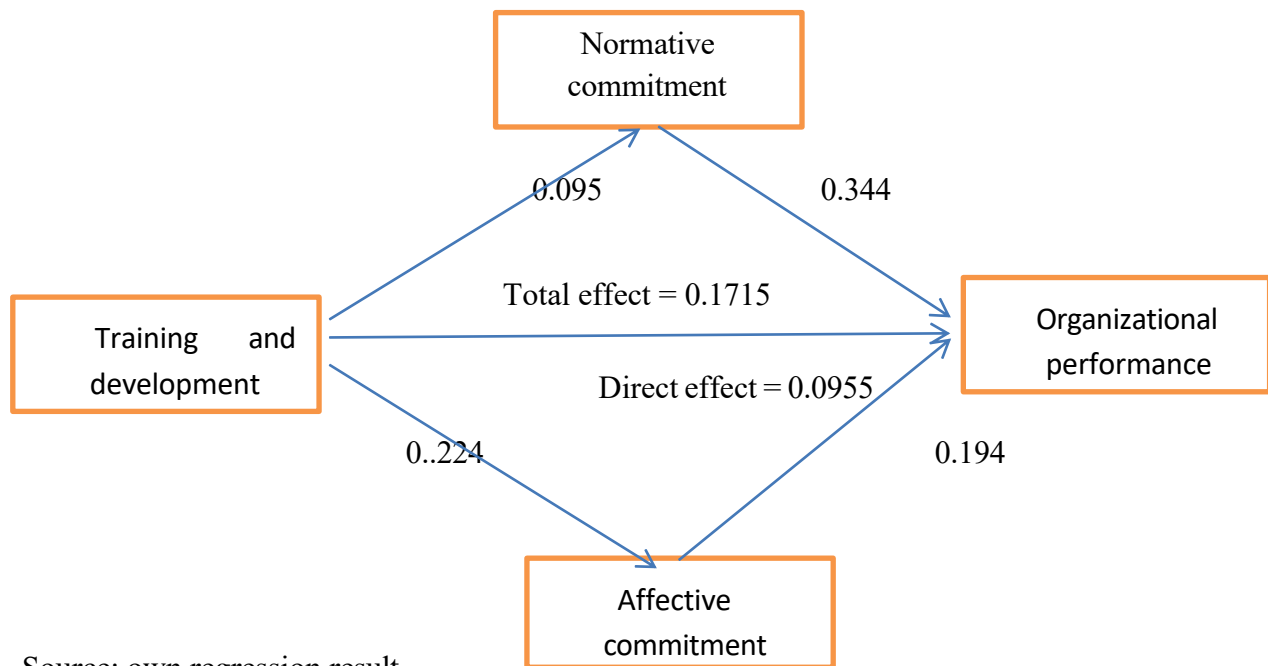
Direct effect of X on Y

Effect	se	T	p	LLCI	ULCI
.0955	.0223	4.2740	.0000	.0514	.1395

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.0761	.0174	.0426	.1115
AC	.0435	.0170	.0124	.0786
NC	.0326	.0154	.0030	.0633
(C1)	.0109	.0273	-.0423	.0654

Figure 4 2 Total, direct and indirect result



Source: own regression result

The results obtained from the process macro version 3.5 indicate that training and development have a significant total effect on organizational performance, with a coefficient (β) of 0.1715 and a p-value of 0.000. This means that a one-unit increase in training and development leads to a 0.1715 increase in organizational performance in the absence of mediating variables.

The research hypothesis stating that training and development has an insignificant direct effect on organizational performance (H_0) was rejected because the direct effect between training and development and organizational performance was found to be significant.

On the other hand, the alternate hypothesis (H1) stating that employee commitment (affective and normative) mediates the relationship between training and development and organizational performance was accepted. The unstandardized indirect mediation analysis revealed that training and development indirectly affects organizational performance through affective commitment and normative commitment. The indirect effect of training and development on organizational performance via affective commitment was 0.0435, and via normative commitment was 0.0326, both statistically significant.

The overall regression analysis indicates that the mediation effects of employee commitment (affective and normative) between training and development and organizational performance are partially significant. This means that both the direct and indirect effects play a significant role in explaining the relationship.

The findings of the research align with previous studies, which highlight the positive impact of training and development on employee performance and organizational performance. They emphasize that employee commitment is a critical mediator in this relationship. It is recognized that training and development programs enhance employees' knowledge, skills, and attitudes, leading to improved performance and organizational competitiveness.

Furthermore, the research suggests that the training provided to employees should be designed to meet the challenges of delivering high standards of service and coping with technological advancements. The study also supports the notion that employee commitment contributes to improved organizational performance.

In conclusion, training and development have a direct and indirect significant impact on organizational performance. Employee commitment acts as a mediator, linking training and development to organizational performance. The research findings highlight the importance of continuous training and development efforts in enhancing employee competence and overall organizational performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

This section provides a summary of the research findings, presents the conclusions drawn from the study, and offers relevant recommendations.

5.1 Summary

The primary objective of this study was to examine the mediating effects of employee commitment between training and development and organizational performance.

The study was conducted on Addis Ababa City Administration Revenues Bureau. Based on the theoretical frame work and objectives of the study questioners were provided in a five-point Likert scale to the respondents Data collected from 189 participants was analyzed using SPSS version 25, and the mediation analysis was conducted using Hayes process macro version 3.5.3. In this study a quantitative method and descriptive as well as explanatory research design were utilized.

The regression analysis conducted using training and development as a dependent variable revealed that there is a direct effect of training and development on organizational performance, while the mediation analysis indicated that employee commitment (affective and normative) played a mediating role between training and development and organizational performance.

5.2 Conclusions

The study findings showed that interpersonal skills training enabled employees to effectively communicate and work with others. Technical training facilitated quicker task completion,

improved proficiency in new technologies, and enhanced job performance. Problem-solving training helped employees analyze and resolve work-related issues efficiently. Ethical training contributed to employees prioritizing ethical considerations and adhering to organizational policies. Organizational learning opportunities were found to positively influence knowledge sharing and employee engagement.

Based on the correlational analysis, all demographic variables and training and development dimensions were positively correlated with affective and normative commitment as well as organizational performance.

The total effect of training and development on organizational performance was significant, with a coefficient (β) of 0.1715 and a p-value of 0.000. The process macro analysis revealed a direct effect of training and development on organizational performance, with a coefficient (β) of 0.0955 and a p-value of 0.001 in the presence of mediators.

Affective commitment mediated the relationship between training and development and organizational performance, with an unstandardized coefficient of 0.0435, and normative commitment mediated the relationship with an unstandardized coefficient of 0.0326. The combined indirect effect of the two mediators was 0.0761, which was statistically significant.

The study concluded that training and development had both direct and indirect effects on organizational performance through the mediation of employee commitment. Therefore, the mediation was found to be partial.

5.3 Recommendation

Based on the research findings, the following recommendations are proposed:

- ✓ To engage in the training and development to improve employee commitment the materials for interpersonal, technical, problem-solving, ethical, and organizational learning are relatively enough and adequate and the administration must do on training need assessment issues, on the objective of the training, the language used, this helps the training program to be effective besides the improving commitment and to arise organizational performance as well.

- ✓ To position the organization for success, management must empower departments to engage in training and development depending on the interest of employees.
- ✓ The organization management should ensure that the training offered to employees should be relevant to their needs. All employees should be given equal opportunities in terms of sponsorship. To achieve this, a training needs analysis should be conducted to ascertain the possible gaps. Training committees that represent all cadres of employees should be formed to ensure fairness in the award of training and development.
- ✓ Since employees have different limitations to perform their jobs the organization should think about the types of training they provide to their employees to get an affective and normative commitment that ensures the performances of the organizations.
- ✓ As indicated on findings, when employees are trained on their interpersonal skill their commination external and internal are modified and working with team skills improved; technical skill training is good for employees to improve their technology like a computer using the ability to complete their tasks with a short period; problem-solving skill is essential for organizations that serve public and when employees get this type of training they know from how to identify problems, putting solution and evaluating the solution in their organization. Ethical training is related to ethics that should once employees hold to serve the community and their organization and the result shows that the organization has train their employees about ethics they can have. Employees need organizational learning which helps them modify their qualifications, to share knowledge in their organization; even with the society, they serve. All these ensure the organizational performance by providing commitment for employees including confidence because they fill their gap. So organizations should give attention to provide these types of training and development for their employees.

5.4 Future direction

The study identified several areas for future research:

- ✓ Including the third mediator, continuance commitment, to further examine its effects in the mediation process.

- ✓ Expanding the research to national levels by studying different regions within the country and increasing the sample size to obtain a broader perspective on the mediation effects in Ethiopian government service sectors.
- ✓ Conducting similar research in the financial sector to explore the effects of training and development on organizational performance in that context.
- ✓ Integrating qualitative research approaches to provide deeper insights and explanations for the obtained results.
- ✓ By considering these future directions, researchers can build upon the current study and enhance the understanding of the relationship between training and development, employee commitment, and organizational performance.

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Appendix

Questionnaire

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
MASTERS OF BUSINESS ADMINISTRATION

Dear Respondents

I sincerely appreciate your willingness to participate in our study and for generously allocating your valuable time to complete this questionnaire. The primary aim of this research is to examine the impact of training and development on organizational performance, with a specific focus on the mediating role of employee commitment. We assure you that any information you shared will be treated as confidential and will only be used solely for the purpose of academics.

Instruction

- It is not required that you write your name
- Put “√” in the box provided for your choice

We appreciate itn!

Part 1: Socio- Demographic Information

1. Sex

Male

Female

2. Age

A) 20-30 years

B) 31 – 40 years

C) 41 – 50 years

D) Above 50 years

3. Educational background

High school and below

Diploma

First Degree

Master's Degree and above

4. Experience

< 5 years

5 – 10 years

11- 15 years

Above 15 years

Part 2: Training and Development Dimensions

Put a Tick (✓) or check the proper cell by conveying your opinion on the following 5-points scale shown below to the best as you can.

Rating Scale: 1=Strongly Disagree (SD); 2= Disagree (DA); 3=Neutral (N); 4= Agree (A); 5=Strongly Agree (SA).

Inter-personal skill training		Responses				
		5	4	3	2	1
1.	I like working in a team.					
2.	I am good at conveying and interpreting nonverbal communication through body language and intonation.					
3.	Training has helped me to work with others					
4.	I can express my ideas and information clearly					
Technical skill training		5	4	3	2	1
1.	Training enables me to use new technology					
2.	Training helps me to improves my new technology skill					
3.	Training helps me to do my job easily.					
4.	I improved my job after training about new technology, I improved my job					
5.	Training enables me to accomplish my tasks more quickly					
Problem-solving skill training		5	4	3	2	1

1.	I consider relevant factors when analyzing problems at work.					
2.	I establish appropriate goals for solving work problems.					
3.	I generate two or more possible solutions when dealing with a work problem					
4.	I recognize positive consequences associated with possible solutions to work problems.					
5.	I select a solution only after considering all possible consequences associated with possible solutions					
6.	I implement solutions in a timely and effective manner.					
Ethical training		5	4	3	2	1
1.	The most important ethics is thinking about the good for all the people					
2.	Doing what is best for the other person always my major concern is					
3.	people look out for each other's good in my offices					
4.	I always do what is right for public					
5.	Ethical code of the profession is a major consideration in my organization					
6.	Everyone is expected to respect policies and standards in my organization					
Organizational Learning		5	4	3	2	1
1.	My organization creates continuous learning opportunities.					
2.	My organization encourages knowledge sharing among the staff.					
3.	Leaders in my organization supports learning at the individual, team, and organization levels.					
4.	There is system established to capture and share learning in my organization					
5.	My organization connects the staff to the environment through various programs.					
EMPLOYEE COMMITMENT		5	4	3	2	1
Affective commitment						
1.	I would be very happy to spend the rest of my career in my organization					
2.	I feel as if my organizations problems are my own.					
3.	I feel like part of the family in my organization.					

4.	I am emotionally attached to my organization.					
5.	My organization has a great deal of meaning for me.					
6.	I feel a strong sense of belonging to my organization.					
Normative commitment		5	4	3	2	1
1.	Continued loyalty is a moral value.					
2.	Moving from one organization to another is immoral.					
3.	My commitment to the organization is a moral obligation.					
4.	Leaving work in my organization would make me feel guilty.					
Organizational Performance		5	4	3	2	1
1.	The goal attainment is very high in my organization.					
2.	My organization has conduct service relations with outside customers very promptly.					
3.	The quantity of service in my organization has increased.					
4.	Overall, the quality of work performed is increased.					
5.	In my organization service quality has increased.					

Thank you for your participation again!