

Impact of Training on Employee Performance: In Case of Ethiopian Police University College

By: Biruk Hussen

Advisor: Abdurezak Mohammed (DBL)

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Approved by Board of Examiners:

Advisor

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

DECLARATION

This research under the title “Impact of training on employee performance in case of Ethiopian Police University College” is my original work and has never been presented in any other University or College for the Award of Degree of Masters.

Declared by: - Biruk HussenYisak

Signature: -----

Date: June, 2019

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Acronyms/Abbreviations

EPUC: Ethiopian Police University College

SPSS: Statistical Package for Social Science

T&D: Training and Development

Abstract

The purpose of this study is to assess the impact of training on employee performance. To tackle the research problem, the researcher had as major objective to find out: whether Ethiopian Police University College has training programs, policy, and methods conducted for all employees; possible training measurement technique and the practical effects training has on the performance of employees. The study used the simple random sampling technique to select permanent employees from all directorates. The researcher got information from 172 respondents through questionnaires, interview, and personal observation. The research reveals that training led to a positive impact on the performance of employee and an improvement in their skills and commitment. It is recommended that Ethiopian Police University College shall participate employees on designing and planning training programs, It should also has training program evaluation technique as well as performance measurement technique.

Keywords: training, development, employee performance, commitment, and Ethiopian Police University College

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Employees are the most dynamic and usually the most expensive of all the organization's resources. They need to be supported and nurtured if they are to achieve their full potential (Josephat, 2011). Because of this we need to care about their learning to increase the employee performance Sumaiya, (2017).

In the field of human resource management, training and development is the field concerned with organizational activity aimed at improving the performance of individuals and groups in an organizational setting Amadi,(2014).

Most companies now a day are acknowledging human resource training and development as their main key for success Serkan and Emir, (2014). Organizations cannot be operating without people; on the other hand, organizations cannot be achievable without well trained and developed people. By understanding these, now a day many organizations are investing on strengthening their training and development program for their employees.

The terms 'training' and 'development' are used as though they are synonymous. However, there are differences in the contexts and techniques of employee training and development.

For Wilson (2001), Training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization. According to The European Centre for the Development of Vocational Training (CEDEFOP, 1996) Training is an activity or programme of activities designed to teach the skills and knowledge required for particular kinds of work. In contrast, Development is the growth or realization of a person's ability, through conscious or unconscious learning (Wilson, 2001). Development programmes usually include elements of planned study and experience, and are frequently supported by a coaching or counselling facility (Manpower services commission, 1981).

According to Armstrong (2010), Training refers to "the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily". In this definition, the organization facilitates training to please their employees on their job.

On the other hand, Training is the use of systematic and planned instruction activities to promote teach (Armstrong, 2006).

As per Josh (2015), Training is “the act of increasing the knowledge and skills of an employee for doing a particular job”. On this case, the organization facilitates training to upgrade the employees’ knowledge and skills. Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context (Bolton, 1995).

Training is given to both old and new employees throughout their stay in the organization. In contrast development includes the process by which administrators acquire both skills and competency in their present jobs as well as capacities for future higher administrative positions (Josh, 2015). Development is the continuous growth of an employee’s ability through formal and informal learning’s (Stika,2011). Development indicates movement to an improved situation that for the individual means advancing towards the physical and mental potential we all possess. In many respects development indicates growth and movement by the learner rather than learning itself (Wilson, 2001).

Training and development basically deals with the acquisition of understanding, know-how, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial, and organizational level Neelam et al (2014).

Therefore, training and development is not only important for employees but also for the organization itself. The best way to answer the question why organization should train people is to answer the question what will happen if they are not trained well.

Training becomes important if there are deficiencies that should be addressed through training (Stika, 2011). In other words training is very important when the employee performs under the expectation of the organization.

In an organization performance is realized at the level of organizations, process and individuals and the interrelationships among these will define the vantage points of the organization Neelam et al, (2014). According to khan et al(2016), Employee performance plays a crucial role for any organization or company, its positivity leads to success while if there its negativity may lead to failure. The main purpose of training and development is to

prepare employees to work in current environment to their best possible abilities and to develop them for upcoming challenges.

The main object of every organization is to improve its performance but it can never be possible without the efficient performance of employees.

The term “employee performance” signifies individual’s work achievement after exerting required effort on the job which is associated through getting a meaningful work Hellriegel et al, (1999). Bernardin(1995), believe that “performance is the outcomes of work because they provide the strongest linkage to the strategic goals of the organization, customer satisfaction, and economic contribution.”

Brumbach(1998), put performance as both behaviours and results. Behaviours emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right- the product of mental and physical effort applied to tasks and can be judged apart from results.

This study aimed at investigating the impact of training and development on employee performance with a case study of Ethiopian police University College.

1.2. Statement of the problem

From their research findings Bayraktaroglu and Cickusic (2014), found out that training and development is really needed in all organizations and that employees should have similar training programs every year since it gives them better performances on the job, commitment, motivation, helps in choosing career path, efficiency and effectiveness, improvements in leadership and decision making, making less mistakes. Many developing countries have invested in education and training and are making good progress in expanding coverage at all level. Yet, absence of well-established training policy, inadequate needs assessment, lack of close supervision and follow up are the reason for not produced the expected result by their labours Jee-Peng et al, (2010). For Murrell (1984), the most critical challenges facing the third world is the training and development of its people.

According to EPUC training manual (2014), Ethiopian police university college has been participating in training since its foundation. The University College have its own training and development department. Any organization can have the right person at the right place through training and development. But, it needs to know the way how the training and development affect the performance of the employees. If there is no integration process

between the training and developmental areas with the actual work environment, the training programme become a ritual. The researcher conducted Primary research assessment from employees. Based on some employees' criticism, Ethiopian Police University College's training and development program is unplanned and unsystematic. Therefore, the researcher intended to assess the impact of training and development on employee performance of Ethiopian Police University College employees.

1.3. Research questions

1. What are the training policy and methods of Ethiopian Police University College?
2. How Does Training program of Ethiopian Police University College influence the workers performance?
3. How the Institution measures the employee's performance before and after the training?
4. What are the training evaluation techniques of the Institution?

1.4. Objectives of the study

1.4.1. General objective

The general objective of the study is to investigate the impact of training on employee performance in Ethiopian police University College.

1.4.2. Specific objectives

- ❖ To identify the training practices and methods of Ethiopian Police University College.
- ❖ To analyse the influence of training on employees' performance and commitment in EPUC.
- ❖ To identify performance measurement practices in EPUC
- ❖ To find out the training evaluation technique of the Institution

1.5. Significance of the study

The study will help to find out how training is impacted the performance of employee. It also encourages the management of EPUC to recheck the training and development program to increase employee's performance. As different literatures have been used, the training and development concept will have a significant role for any types of organizations who wants to understand it. It can also be important for those individuals who want to use it as a reference on this area of study for the future.

1.6. Scope of the study

The scope of the study is about the impact of training on employee performance at Ethiopian Police University College. The study limited on the data which were obtained from EPUC. Therefore, in terms of topic, the scope of the study is limited to the short term training aspects of the institution which can have its own effect on the performance of the employees. And the geographic scope of this study is limited on one selected institution which is the Ethiopia Police University College located in Sendafa Town, North East of Addis Ababa.

1.7. Limitation of the study

Both permanent and impermanent employees are working under Ethiopian Police University College. However, the sample of the population from this Institution and the respondents were taken purposely from permanent employees. Because, the Institution expects a long term service from the permanent employees than the impermanent ones and they are assumed as having better knowledge of training and development program of the Institution. This limitation has to be considered to achieve the objective of the study.

1.8. Definition of key terms

Training: -the act of increasing the knowledge and skills of an employee for doing a job (Josh, 2015).

Development: - is the continuous growth of an employee's ability through formal and informal learning (Stika, 2011).

Learning: - the process by which a person acquires and develops new knowledge, skills, capabilities and attitudes. (Armstrong, 2010)

Employee: - a person employed for wages or salary, especially at non-executive level.

Employee Commitment: - loyalty of an employee to an organization.

Performance: - a completion of a task with application of knowledge, skills, and abilities.

Employee performance: - a record of a person's accomplishments (Armstrong,2010).

The case company: - Ethiopian Police University College.

1.9. Structure of the thesis

The final paper has five chapters: The first chapter contained background of the study, statement of the problem, basic research questions, objective of the study, significance of the study, and scope of the study. The second chapter deals with the literatures relevant to the study and conceptual framework adapted from previous studies. Under the third chapter, description of the study area, the research design, the population of the study, sampling technique, the sources of data and data collection technique, the data analysis methods, measurement of variables, validity and reliability, and ethicality will be described. Chapter four summarized the results/findings of the study and interprets and/or discusses the findings. Finally, chapter five comprised summary of findings, conclusions, recommendations and suggestions for future study.

CHAPTER TWO

LITERATURE REVIEW

2.1. Introduction

This part of the study addresses relevant conceptual issues related to the topic of the study. It includes definition and concept such as training, employee commitment, development, and employee performance by focusing on previous research and will present the review literatures which can help the researcher to understand and identify the problem being studied more appropriately.

2.2. Overview of Training

All organizations today face rapid and often unexpected change. Giving employees the knowledge, skills and attitudes to cope with such change is a prerequisite to survival and success, both personal and business. This is the vital role of training in modern organization (Garner, 2012).

Training is consisting of organized learning activities capable of improving individual performance through changes in knowledge, skills, or attitudes (Roswell& Kazan,2003). They broaden the training concept by adding “it includes experiences intended to meet essential job requirements, update skills, prepare people for career movement of any kind, rectify knowledge or skill deficiencies, and evoke new insights or even create new knowledge. It is thus an important tool for changing individuals by giving them new knowledge and skills.”

According to Armstrong (2006), Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase ‘learner-based training’. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning.

When local governments plan their training activities, they need to provide the link with the organizational mission and local budget and implementation Amandi, (2014). To provide a formal training program, the organization must contain a budget. But, it should consider its mission and goals. Some authors Amadio (2014), advised that training activities should be examined from the perspectives of their ability to influence individual job performance, rather than isolated experiences that may or may not contribute to the organization’s success.

The best way to answer the question why organisations should train people is to answer the question what will happen if they are not well trained (Stika,2011).

2.3. Benefits of training

According to Garner (2012), organizations can get numerous benefits from conducting training to their employees. These include:

- There is a wider impact in the organization through performance improvements – training could have an impact in the organization after employees’ performance is improved.
- Employee job satisfaction – employees who feel appreciated and challenged through training opportunities may feel more satisfaction towards their jobs.
- Employees feel supported and enabled in their work – The investment in training that the organization shows the employees they are valued.
- Improvements in their confidence, capability, and competence – the training may also build the employee’s confidence because he/she has a stronger understanding of the organization and the responsibilities of his/her job. This confidence may push to perform even better and think of new ideas that can help the organization. Employees who are competent help the organization to hold a position as a leader and strong competitor within the service delivery industry.
- Weaknesses can be addressed – most employees have some weaknesses in their work place skills. A training program allows the organization to strengthen those skills that each employee needs to improve.
- Existing skills and knowledge can be enhanced or updated – an employee who receives the necessary training is better able to perform his/her job. He/she becomes more aware of safety practices and proper procedures for basic tasks.

But, all the above benefit lies on the transfer of learning in to workplace.

2.3.1. The negative effects of lack of training in the work place

Tina (2019) exposed some negative effects due to lack of training in the work place;

Unhappy employees and high turnover – when there is no training, employee do not understand how to do their jobs. This leads to low morale among workers, which results in employee turnover.

Low rates of production – when employees don't know enough to perform their jobs confidently, their rate of production could become low.

Unsafe work environment – injuries on untrained workers can be happen when workers lack the knowledge and skills required to use equipment and supplies safely. This could be a reason for an organization to increase in a wide range of expenses on medicals for injured employees.

Loss of customers – untrained employees cannot deliver high quality services. If they also lack adequate knowledge and skills to provide satisfactory customer service, this combination results can be a reason for unsatisfied customers.

2.4. Methods of assessment of training needs

Joshi (2015) suggested the means to assess the training requirements of an organization. These are:

Performance appraisal – is the systematic evaluation of the performance of an employee by his/her superiors. It is a tool for discovering, analysing, and classifying the differences among workers in relation to job standards.

Observation by managers/supervisors – the employees work under a set of managers/supervisors. They are the right type of personnel to tell about the efficiency of the employees in the job role, and they also come across the deficiencies and short comings of the employees.

Incident method – by observing the behaviour of employees at all levels training need can be early assessed.

By studying the customer grievances – if the customers come across in deficiency in service, they are dissatisfied and bring out complaints and grievances.

Suggestions of the employees – this process helps the organization to assess the specific training needs of its employees.

Reports from co-workers – an employee's teammates are the immediate persons to watch their performance. The workers are frank enough to tell about their colleagues' weakness and strengths.

Questionnaire method – it is the most simple and popular method of assessing the training needs among workers and managers/administrators.

Assessment by external experts – some organizations hire consultants, specialists, management experts and other outside agencies to assess the training needs.

Interviews and discussions – one of the oldest methods in the assessing the training needs.

Tests and examinations – is not administered for locating the defects and to punish the employees. Their purpose is to know the short comings of the employees. So that, they can be improve their performance through training.

2.5. Types of Training Programmes

According Joshi (2015), in his book Human Resource Management, all training programmes of any organizations can be any one of the types stated below:

2.5.1. Job training

Its purpose is to increase the knowledge of workers about the jobs with which they are concerned so that their efficiency and skill of performance are improved. Joshi (2015)

2.5.2. Refresher training

When the employees are forgetting the training method which was thought to them due to the passage of time, Refresher training is arranged to enable them to refresh and improve their knowledge. Joshi (2015)

2.5.3. Promotional training

To minimize the difficulties of a new position, the promoted employees are requiring training so that they may not experience any difficulty to shoulder the responsibilities of the new position to which they have been promoted. Joshi (2015)

According to Armstrong (2006), the content of the training should be related to the work contexts of the employees. He also added that their work should be a main target before the training is designed. To be successful on the training program the training needs of the organization should be identified Appiah (2010). A formal training program is an effort of any organizations that provide opportunities for the employee to acquire job related skills, attitudes and knowledge Ampomah, (2016). To come up with a desired performance from employees at their job side the organizations should have a training program that may have an impact on employee motivation and commitment Engatou, (2017).

According to Armstrong (2006), in his book ‘Human resource management practice’ says that training should be systematic. It should be designed, planned, and implemented to meet

defined needs. Designing the training programme with clearly defined objectives is a vital step in the entire gamut of training activities (Joshi, 2015). Training should be provided by people who know how to train and how to evaluate after the training has been taken. He (Armstrong) also illustrated a four- stage model of systematic training.

The first is the organization should identify the training needs, next they decide on what sort of training is require satisfying these needs, at the third, they use experienced and trained trainers to implement training, the final stage is to follow up and evaluate training to ensure that it is effective.

2.6. Methods of Training

Learning becomes fruitful only when theory is combined with practice. Different methods of trainings are used by different organizations. According to DeCenzo et al (1996), the most popular training and development method used by organizations are on-the-job and off-the-job training.

2.6.1. On-the-job training

This method of training is giving to the employees while they are at work. The main aim of this training is to get the employees familiar with their current working circumstances. During the training time, the trainees will get the direct involvement. It helps the employee to figure out how to confront the difficulties that may happen at the time of execution of the work. In this training method the supervisors or managers shows how to do a specific task to the employee. After the direction the learner takes the responsibility to perform that specific task. DeCenzo et al (1996)

Most of the time this method is used by an organization to train current and future workers. On-the-job training includes apprenticeship, coaching, internship, job rotation and others. (DeCenzo et al, 1996).

2.6.2. Off-the-job training

This type training method is organized far from the original work environment for a specific period. The main reason for giving training at the place that are far from the original work environment is to give the employee a peaceful domain so that they can just focus on learning. The training is for theoretical knowledge. Learning material is provided to the trainees. Case studies, conferences, seminars, Audio-visuals, role play, and lectures are among the off-the-job training. To train the employees this method needs choice of place of

training, arrangement of facilities, hiring the expert who has enough knowledge and experience on that training topic. (DeCenzo et al, 1996).

2.7. Development

Development occurs when a gain in experience is effectively combined with the conceptual understanding that can illuminate it, giving increased confidence both to act and to perceive how such action relates to its context (Bolton, 1995). Development is more concerned with long-term individual or organizational development than short-term performance. It emphasises continuous learning and growth. Harrison (2006) defines development as “Learning experiences of any kind, whereby individuals and groups acquire enhanced knowledge, skills, values or behaviours. Its outcomes unfold through time, rather than immediately, and they tend to be long lasting.”

According to Ampomah (2016), Development perspective examines the current environment, the present state, and helps people on a team, in a department and as part of an institution identify effective strategies for improving performance. He also added that Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change.

Armstrong (2006) defines Development as: an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. It does not concentrate on improving performance in the present job.

2.8. Training and Development

Employee training and development may have differences in their contexts and techniques. Training is the act of increasing the knowledge and skills of an employee for doing a job. It imparts specific skills for specific purposes. It is also mainly job oriented. Both old and new employees of the organization can get training throughout their stay in the organization. On the other hand, development includes the process by which employees and managers acquire not only skills and competency in their present jobs but also capacities for future managerial positions (Joshi,2015). According to Pallavi (2013), training is the nerve that suffices the need of fluent and smooth functioning of work which helps to enhance the performance of employees. Development is a process that leads to qualitative as well as quantitative

advancements in the organization. Development can be said as a continuous process whereas training has specific time and areas.

Training and development programme should be monitored by the organizations, as they are investing a huge amount of budget on these programs. They should also monitor the performance of the employees that whether these programmes are effective in performance of employees or not khan et al (2016).

The main role of training and development in the efficiency of the organizations is to experience the worker in work place. Training and development are traditionally the matters for the concern of individual organisations based on their specific needs. However, there are overlaps where the government intervenes to provide support for training sections of the population in certain widely needed skills (Josephat, 2011). Greatest organisations are mindful of this necessity and invest strength and other sources in the training and development Sumaiya et.al,(2017). Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfilment of their employees through a variety of educational methods and programmes. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies Amphomah, (2016). Training and Development are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gaps among staff.

2.9. Training and Employee commitment

A committed employee is one who strives to complete his job on time and one that will remain with the organization. On his research findings Scott(2007), revealed that training can positively impact commitment. But, providing training to employees by itself is not enough. The benefit of the training is achieved only when the employees accept it and contribute to it. The training opportunities are significantly associated with the organizational commitment of employees Simon(2015). According to Armstrong(2006), it could be a good idea to not to expect too much from commitment as a means of making a direct and immediate impact on performance. Commitment is a wide concept, and tends to be more stable over a period of time and less responsive to transitory aspects of an employee's job. Committed employees

are well known by their characteristics on their job. Such as, they are always looking for new challenges to take on that would not only solve their organization's immediate problems, but also help to expand their level of experience. When committed employee faces obstacles, they are ready to seek ways to overcome it. They know how to carry out any tasks to the best possible standard without the direction of their superiors. A committed employee performs everything better than their less engaged counterparts.

2.10. Employee performance

Employees must know what they need to do to perform their job successfully. Setting performance expectations and goals for individuals and groups are very important to channel their efforts towards achieving organizational objectives amadi (2014).

According to Armstrong (2010), by referring Brumbach (1988), performance means both behaviours and results. Behaviours emanate from the performer and transform from abstraction to action. Not just the instruments for results, behaviours are also outcomes in their own right- the product of mental and physical effort applied to tasks- and can be judged apart from results. He additionally suggested that people need both ability and motivation to perform well, and if either ability or motivation is zero, there will be no effective performance.

According to Hersen (2004), job performance can be defined (and assessed) in terms of quantifiable outcomes of work behaviours such as amount of sales, numbers sold and in terms of behavioural dimensions which may include work-related communication, decision making, problem solving among other skills. Employee performance means using their skills, ability, experience and so forth, to perform the assigned task required by their subordinate with effectiveness and efficiency (DuBrin, 2006).

Aguinis (2009) described that "the definition of performance does not include the results of an employee's behaviour, but only the behaviours themselves. Performance is about behaviour or what employees do, not about what employees produce or the outcomes of their work".

Sila et al (2014) suggested that Training plays an important role in employee performance. This is because through training, skills and knowledge are passed from the trainer to the trainee especially on new products/services and technology. It is through training that one builds the right attitudes towards work and unlearns the negative ones.

The mismatch between the existing and the expected level of performance of employees necessitates the formulation of training programmes both on emergency level as well as on regular basis (Joshi, 2015).

According to Garner (2012) we can plot people's performance at work in one of three ways: targets, standards, and competence.

- Targets – setting someone a target to reach and then measuring whether they reach it or not is one of the simplest ways to judge performance.
- Standards – allow us to compare different people's performance against pre-set levels, such as an average, a high and a low level.
- Competence – is the ability someone must reach a standard and thereby a target. We can help someone to perform better by working on their skills or by getting them to meet standards and targets.

According to Joshi (2015), it has been observed in many organizations that the lack of training is one of the major contributing factors resulting in the shortfall of quality of services. He also added that there may be discrepancy between the actual job roles set out by the organization and the job roles perceived by the employees. In such situation training plays a major in setting right this role ambiguity.

While training is a solution to some of these answers, others can only be addressed by the way people are managed.

2.11. Training evaluation

Training evaluation is a way to find out a contribution of training to the organization. Training evaluation is not a onetime activity, it is an ongoing process. According to Joshi (2015), training evaluation procedures and tools of one organization should be sensitive enough to evaluate the changes in employees' knowledge, skills, abilities, and behaviours in work situations. As many changes are invincible and cannot be subjected to any measurement.

Training evaluation has a purpose to find out; how far the objectives of the training programme have been achieved, to find out the level of participation of the trainees in the training programme, to identify the effectiveness, usefulness and relevance of the course material, methodology, and techniques of training, and it is a tool to show the usefulness of the training in work situation to the management.

2.11.1. Importance of training evaluation

According to Joshi (2015), training evaluation has the following uses;

- Used for modifying the programme contents in future training programmes according to the training needs.
- Improvement in any training facilities can be brought out after going through the feedback given by the participants.
- If the training programme is unnecessarily short or long, duration can be adjusted.
- It may reveal some of the shortcomings of the training department in knowledge and presentation level.
- Based on the evaluation, the budget allocation for training programmes may be revised. Depending on the evaluation result, the budget allocation could become more or less.

2.11.2. Methods of training evaluation

According to Joshi (2015), the lists below are evaluation methods for training;

Concurrent evaluation – here the trainees are asked to evaluate the training programme themselves in various areas on their own initiative and participation. The trainees and course coordinators have the opportunity of modifying the training programme as per the needs of participants. It can be done through questionnaire and one-to-one discussion with trainer/coordinator.

Entry behaviour evaluation—in almost all training programmes, except induction programme, the trainees are not fresh in their jobs. Their level of pre-training job knowledge, skills and attitudes is called ‘entry behaviour.’ It can be assessed through questionnaire, examination, discussion, and interview.

This assessment is done in quantitative terms and it is kept in records.

Exit behaviour evaluation – at the end of the training programme the participants’ level of job knowledge, skills and attitudes is called ‘exit behaviours.’ It is assumed that training brings considerable improvement over the entry behaviour. At the end of the training programme exit behaviour is evaluated through questionnaires, test/examinations, discussions and interviews.

The scores obtained for entry and exit behaviour are compared and the quantum of training effectiveness is arrived at.

The formula is:

Training effectiveness = score of exit behaviour – score of entry behaviour

Classroom training evaluation - through this method the content of the sessions, the effectiveness of presentation, communication, methodology, infrastructure facilities etc, are evaluated. This type of classroom evaluation can be conducted from session to session. The evaluation may be open or closed.

Post-training evaluation – this method concentrates on change of behaviour in job, interpersonal relations, productivity and contributions by the trained employees in achieving the ultimate corporate goals. It is done in the work situation.

2.12. The relationship between training and development and Employee performance

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource practices and organizational performance. Guest (1997) in his study mentioned that training and development programs positively affects the quality of the workers knowledge, skills, and capability and thus results in higher employee performance on job. This relation ultimately contributes supreme organizational performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and said to be a key factor in the achievement of corporate goals. Bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He also added on this concept that, training facilitates organization to recognize that its workers are not performing well and thus their knowledge, skills, and attitudes needs to be moulded according to the firm need.

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

According to Eisenbergeret (1986), workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Gaertner and Nollan (1989), reported that, employees' commitment is a result of some human resource practices, that is, succession planning and promotion, career development and training opportunities.

Bartel(1994), said on his research founding that, there is a positive relationship between effective training program and employee productivity. However to make it possible, it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance.

The above literature provides the evidences regarding the benefits of training and its positive influence on employee performance.

Conceptual Framework



Source: Based on overall review of related literatures.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter is mainly focused on the research methodology that adopted in this study. Therefore, the researcher described the following things in this part: Such as a description of the study area, the research approach, research design, population and sampling technique, sources of data and data collection instruments, methods of data analysis, measurement of variables, validity and reliability.

3.1. Description of the Study Area

Ethiopian police university college (EPUC) which is formerly called Aba Dina Police College is opened in 1946, staffed by Swedish instructors dedicated to train police officers. Ethiopian police University College is one of the primary higher education institutions in Ethiopia. The university college has been providing training courses in police science, criminal law, tactics, traffic control, criminology, and physical education. The Education Institution has taken a major play in the peace and security sector of the country. The university college has a vision to become centre of excellence in police training and education in Africa by 2025. On this academic year EPUC started a second degree (masters) program in criminology. The university college is located in Sendafa Town (40kms far from the capital city of the country), North East of Addis Ababa. The University College also have Health Education Institution branch at Kolfe, Addis Ababa.

There are 350 employees engaged in the Ethiopian police university college permanently and those employees have different professions. They are Teachers, Supportive administrative officers, Health officers, and Finance and Procurement workers. (EPUC Semi-Annual Report, 2019).

The Institution has the following core values; faithful to the FDRE constitution, accept and respect diversity, respect for police profession and emblem, customers first, quality for maximum achievement, respect ethical principles, sprit of serving the public, innovation, continuous improvement, and exemplary to others.

3.2. Research Approach

Qualitative, quantitative, and mixed research are the three types of approaches in the social study. The researcher used mixed research approach for this study which uses both qualitative and quantitative. Rosilyn (2015) revealed that mixed approach of research used to get more

relevant data and to keep the validity of the data. The difference between qualitative research and quantitative research is identified in terms of using words rather than using numbers, or using closed-ended (quantitative) questions rather than open-ended(qualitative) questions.

3.3. Research Design

For this study the researcher used a descriptive research type. According to Creswell (2014), a descriptive study deals with the what, how and who of a phenomenon study. To address the study, the researcher used both primary and secondary data. Primary data are collected through distributing close-ended questionnaires to the permanent staff employees of the University College from selected educational level. And also the researcher conducted a face to face interview with the EPUC's training and development department coordinator.

The researcher used a 5point Likert scale on closed-ended questionnaire to collect data from respondents and to measure variations. The researcher also used a semi-structured interview to crosscheck the reliability of some responses from the questionnaires and to get some additional information.

To give each individual a probability of being selected in the study and to minimize bias during study, the researcher preferred to use a simple random sampling method. The study is cross sectional because it is a onetime study on a selected institution. The quantitative data are analysed by using SPSS software and the qualitative data is described by using words.

3.4. Study Population

There are 350 permanent employees who are both teachers and staff members in the institution. From this number by using simple random sampling technique the sample for this study was 187 who have diploma and above education level, and those who works under President Office, Police Staff Directorate, Forensic Directorate, Research directorate, procurement and finance Directorate, Indoctrination Directorate, and Medical Directorate. This is because, the researcher wanted to include all directorates under this study.

3.5. Sampling Techniques

Here, the researcher decided to employ simple random sampling technique. Yemane(1967) portrayed that the formula for simple random sampling is $n = N / (1 + Ne^2)$ where n = Number of samples, N = Total population and e = error tolerance. The total number of target

population of the study area was 350 employees which means $N=350$ and it is given that error tolerance is 0.05 (i.e. $e=0.05$). $n = \frac{350}{1+350(0.05)^2}$ $n = 187$

Therefore, the sample for this study was 187 employees of the study area.

Also a researcher was used a purposive sampling to select purposively interview key informant from training and development department of Ethiopian police university college.

3.6. Sources of Data and Data Collection Instrument

Both primary and secondary data sources are used for this study. Thus, the primary data are collected through questionnaires and interview designed by Tazebachew (2011) on his unpublished thesis. The questionnaire contained close-ended questions. These questionnaires were distributed to the targeted population. The researcher also collected data through interview from Training and development department coordinator of the EPUC. According to Nigel et al (2002), three types of interview are available during collecting a data to make specific research: 1) Structured 2) Semi-structured 3) Unstructured or depth interview. In a Semi-structured interview, the interviewer has the freedom to probe interviewee to elaborate on the original response or to follow a line of inquiry introduced by the interviewee. The type of interview carried out for this study was semi-structured. The conducted interviews were face-to-face: the study was performed in Ethiopian Police University College. The interviewee had an aware of the aims of the interview.

Secondary data were collected from the Institution's reports, different work related documents, websites, books, publications, research studies, and articles.

3.7. Data Analysis

The data that are collected through questionnaire is analysed by using Statistical Package for Social Sciences (SPSS) version 20. Both descriptive and inferential systems are applied in order to come up with a better result. Inferential statistics is used to find the correlation and regression analysis of the variables whereas Descriptive statistics are used to describe the result of frequency of occurrence, means, and standard deviations scores of each items.

Correlation analysis is used to find the level of relationships among the independent variables and the dependent variable. Regression reflects the impact of the unit change in the independent variable on the dependent variable.

The information collected through the interview from the Training and development department coordinator is described by using words.

3.8. Measurement of Variables

Likert scale is a psychometric (measurement of attitudes, abilities, etc.) response scale primarily used in questionnaires to obtain participant's degree of agreement with a statement Dane (2004). The researcher used a Likert scale to measure variations within the items. The scale had a five range responses.

For training and development and employee performance the scale responses are 'strongly disagree', 'disagree', 'neutral', 'agree', and 'strongly agree', with a numeric value representation of 1-5, respectively.

3.9. Validity and Reliability

3.9.1 Validity

The researcher adopted the questionnaires based on specific objectives. And to validate the study from bias, the questionnaires were forwarded for one subject matter graduate officer of the Institution.

In addition, face to face interviews with the Institution's Training department coordinator carried out to support some parts of the information collected through questionnaires, validated the outcome of the analysis. According to Nicholas et al (2016), qualitative data collected using semi-structured interview is a significant way of triangulating quantitative data collected by other ways such as questionnaire.

3.9.2 Reliability

The reliability of the questionnaire is tested by Cronbach's alpha or called the alpha coefficient to show the internal consistency of the questionnaires as stated by Joseph and Mary (2003). The closer the reliability coefficient to 1.00 is the better. Reliabilities less than 0.60 are considered poor, those in the range of 0.60 to 0.80 are considered good and acceptable. Pilot test is carried out on 20 respondents to test the reliability of data from questionnaires. As the result showed below:

Table 3.1 Cronbach's alpha reliability test

Variables	Number of Item	Cronbach's alpha reliability test
Independent variable	18	.702
Dependent variable	16	.876

Source: Own pilot test result (2019)

3.10. Ethical issues

According to Mark, Philip and Adrian (2016), most ethical issues have fallen into one of the following four categories; informed consent, confidentiality, security and honesty. Therefore, the researcher is considered all these issues in the questionnaire guidelines in the following manner:-

Informed consent: all participants were briefly informed about the reason of conducting such study, therefore, it enabled them to join with full consent. Right to privacy (confidentiality): the researcher kept the nature and quality of participants' performance strictly confidential. No information is recorded about respondents. Security: the researcher did not expose the participants to unusual stress, embarrassment, or loss of self-esteem. Honesty: the researcher reported the findings in complete honesty.

CHAPTER FOUR

DATA ANALYSIS, RESULT, and DISCUSSION

4.1. Data Analysis

The study attempted to examine the relationship between training and development and employee performance in case of Ethiopian Police University College. This section focuses on the analysis and report of the results of the study. Here data are presented based on the training and development and of what impact it has on the employee performance in the Ethiopian Police University College context.

A total of 187 questionnaires were distributed and 171 were received, which means 17 questionnaires were unfilled. The questionnaire was developed in five scales ranging from one to five; where 1= strongly disagree 2= disagree 3= neutral 4= agree and 5= strongly agree. The collected data were presented and analysed by using SPSS (version 20) statistical software. The study used descriptive statistics and inferential statistics. Correlation and regression analysis were performed for measuring dependent variable and independent variable.

4.1.1. Demographic characteristics of the respondents

This part of the questionnaire requested limited amount of information about the respondents' personal and demographic status. This includes age, gender, educational level, marital status, and year of services. Therefore, these variables are summarized and described in the tables shown below.

Table 4.1 Respondents' age

	Frequency	Percent	Valid Percent	Cumulative Percent
18-25	57	33.3	33.3	33.3
26-35	76	44.4	44.4	77.8
Valid 36-45	34	19.9	19.9	97.7
46-55	4	2.3	2.3	100.0
Total	171	100.0	100.0	

Source: own survey result (2019)

Table 4.1 presents the age of respondents who participated in the questionnaire. The results in the table reveal that from the total number, 76 respondents (44.4%) were between the ages of 26-35, 57 respondents (33.3%) were between the ages of 18-25, 34 respondents (19.9%) were between the ages of 36-45, and 4 respondents (2.3%) were between the ages of 46-55. The above results showed that majority of the respondents were at the younger age.

Table 4.2 Respondents' gender

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	118	69.0	69.0	69.0
Valid female	53	31.0	31.0	100.0
Total	171	100.0	100.0	

Source: own survey result (2019)

Table 4.2 presents the gender of the respondents. The table shows that the male respondents formed the majority of the target population with a total number of 118(69%) while 53(31%) of respondents were female.

Table 4.3.Education level of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Diploma	13	7.6	7.6	7.6
Valid Degree	114	66.7	66.7	74.3
Valid Masters	44	25.7	25.7	100.0
Total	171	100.0	100.0	

Source: own survey result (2019)

Table 4.3 shows that from the total number, 44 respondents (25.7%) have 2nd degree (MA/MSC), 13 respondents (7.6%) have diploma, and 114 respondents(66.7%) have degree which have the highest number from the rest of education level of the respondents.

Table 4.4. Year of service of the respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1-5	77	45.0	45.0	45.0
6-10	53	31.0	31.0	76.0
11-15	25	14.6	14.6	90.6
16-20	11	6.4	6.4	97.1
above20	5	2.9	2.9	100.0
Total	171	100.0	100.0	

Source: own survey result (2019)

Table 4.4 Represents the categories of years of service as indicated by the respondents. It is evident that 90.6% of the respondents were worked for the institution for 1-15 years, the rest 6.4% and 2.9% were represented by 16-20 and above 20 years of service respectively.

4.1.2. Descriptive statistics

4.1.2.1 Extent of training and employee performance

The mean or average is a type of measure of central tendency that are calculated by finding the sum of the study data and dividing it by the total number of data. In other words, it offers a general picture of the data without unnecessarily covering one with each of the observations in the data set. The mean of respondents in each variable shows the average amount responses of the respondents on each variable.

The questionnaires of this study are designed by using a 5 point Likert scale to get appropriate response by using: 1- strongly disagree, 2- disagree, 3- neutral, 4- agree, and 5- strongly agree. In order to show the results the researcher used the following assumption: a Mean(M) score of 0-1.5 means that the respondents are strongly disagreed, a score of 1.5-2.5 means they are disagreed, 2.5-3.5 means the respondents were neutral, 3.5-4.5 means they were agreed, and above 4.5 means the respondents were strongly agreed.

Table 4.5. Existence of training department

	N	Minimum	Maximum	Mean	St. Deviation
There is a separate department responsible for training in my organization	171	1.00	5.00	4.0468	.96292

Source: own survey result (2019).

Based on the above table, the result of the mean value of the response on the existence of the training department in EPUC is between 3.5 and 4.5, which imply that the respondents agreed to the fact that there is a separate training department responsible for facilitating training program for the employees. This result shows that the Institution is highly desirable to improve the performance of the employees when they lack skills, ability and knowledge on their work through training and development department.

Table 4.6. Participation in the Institution's training program

	N	Minimum	Maximum	Mean	St. Deviation
Since I joined EPUC I did not participate in any form of training	171	1.00	5.00	2.4094	1.19643

Source: own survey result (2019).

The above result indicated that, the mean value is less than 2.5, which imply that the respondents accepted that they took training in EPUC at least once on their job career in the Institution. This result shows that the Institution is tried to deliver training for permanent employees.

Table 4.7. Employees' effort to sponsor themselves for further studies

	N	Minimum	Maximum	Mean	St. Deviation
I sponsored myself at least once for further studies to acquire new skills, knowledge and abilities as long as employed in the institution.	171	1.00	5.00	3.6316	1.25039

Source: own survey result (2019).

Based on the analysis, the result of the mean value is between 3.5 and 4.5, which imply the respondents agreed to the fact that they sponsored themselves to acquire new knowledge, skills, and abilities which can add values on their work performance while they were under the supervision of EPUC.

Table 4.8. The management takes feedback from employees' to improve the training effectiveness

	N	Minimum	Maximum	Mean	St. Deviation
The management makes use of the trainees' feedback to improve the effectiveness of the training.	171	1.00	5.00	3.2047	1.29214

Source: own survey result (2019)

Based on the analysis, the result of the mean value is between 2.5 and 3.5, which imply the management's effort using employee's feedback to improve the effectiveness of the training is moderately applied. According to Bartel(1994), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance.

Table 4.9. The management willingness to take feedback from employees

	N	Minimum	Maximum	Mean	St.Deviation
The management request feedback from trainees' during their training.	171	1.00	5.00	3.2573	1.28950
The management request feedback from trainees' before and after training.	171	1.00	5.00	2.8655	1.17300

Source: own survey result (2019).

Table 4.9.shows the Mean value of response of employees on the Institution's management willingness and effort to assess the effectiveness of training program from trainees before, during, and after training. The above two responses Mean value were between 2.5 and 3.5 this implies that, the above two practices were moderately applied.

Table 4.10. Employees' involvement in designing the Institution's training program

	N	Minimum	Maximum	Mean	St. Deviation
As an employee I was involved in the designing and development of training programs in EPUC	171	1.00	5.00	2.5906	1.30462

Source: own survey result (2019).

Based on the table 4.10 result, the mean value of employees' involvement in the Institution's training program is above 2.5 and below 3.5. It means that the practice is moderately applied

to the EPUC employees. In other words, not every employee is participating in the Institution's training and development program design.

Table 4.11. Providing both on-the-job and off-the-job training by the Institution

	N	Minimum	Maximum	Mean	St. Deviation
My organization is good in providing both on the job and off the job training methods such as class room training, seminars, workshops etc frequently.	171	1.00	5.00	3.3216	1.18150

Source: own survey result

Table 4.11 indicated that, the Institution uses both on-the-job and off-the-job training method reasonably. In other words, the respondents were respond the questionnaire based on their experience from the method of training they took before. From DeCenzo et al (1996), point of view on-the-job training is giving to the employees while they are at the work. And off-the-job training organized far from the original work environment for a specific period.

Table 4.12. Suitability of the training method to get the necessary knowledge and skills

	N	Minimum	Maximum	Mean	St. Deviation
The delivery method that the institution used is convenient to get the necessary knowledge and skills.	171	1.00	5.00	3.7018	1.03409

Source: own survey result (2019).

The above table result indicated that, the mean value of the response is 3.7, which means the respondents' were agreed that the delivery method of the institution is convenient enough to get the necessary knowledge and skills. According to Scott (2007), the benefit of training is achieved only when the employee accept it and contribute to it.

Table 4.13. Trainers' competency to deliver training

	N	Minimum	Maximum	Mean	St. Deviation
Trainers who deliver the required training are competent enough.	171	1.00	5.00	3.5088	1.09742

Source: own survey result (2019)

Table 4.13. Indicated that, respondents were agreed trainers are capable enough to deliver training for the Institution employees. As the mean value shows more than 3.5. Training should be provided by people who know how to train (Armstrong, 2006).

Table 4.14. Relationship with Trainers

	N	Minimum	Maximum	Mean	St.Deviation
I have a good relationship with my trainer to learn more in the training so that I will ask what I did not understand to increase my competence	171	1.00	5.00	3.8830	.95073

Source: own survey result(2019)

Table 4.14 shows that, the respondents have a good relationship with their trainers. As the mean result shows 3.5 and 4.5. Which means a good relationship enables trainees to ask the trainers what they didn't understand. Due to this reason they can increase their competency level.

Table 4.15. Level of participation during training

	N	Minimum	Maximum	Mean	St.Deviation
I feel that my level of participation was high at the time of training	171	1.00	5.00	4.0643	4.04990

Source: own survey result(2019)

Table 4.15 indicated that, respondents agreed that they were highly participative at the time of training. As the mean value shows between 3.5 and 4.5.

Table 4.16. Importance of active participation during training

	N	Minimum	Maximum	Mean	St.Deviation
I think that active participation during training has a positive effect on my commitment to the institution and for my work	171	1.00	5.00	4.0351	.90029

Source: own survey result (2019).

Table 4.16.Result shows, active participation during the training time enables them more effective and committed for their Institution and to their work. As the mean result shows

between 3.5 and 4.5 which means they are agreed on it. The training opportunities are significantly associated with the organizational commitment of employees Simon, (2015).

Table4.17. Respondents’ feeling on taking training in group, and working in group.

	N	Minimum	Maximum	Mean	St. Deviation
I feel that taking training in group has greater value for learning of knowledge, skills and attitudes than individually	171	1.00	5.00	4.1170	1.00487
I think that carried out works in group after training enable me more effective than individually	171	1.00	5.00	3.8129	.96410

Source: own survey result (2019).

Table4.12. Reveal that, respondents’ feels taking training in group has greater value for learning of knowledge, skills, and attitudes than taking individually. And that’s why they are more effective on their work when they are working in group. As the result of mean value shows the two practices between 3.5 and 4.5 which means agreed. In addition to their response, the researcher also observed that the military science takes working in group and taking training in group as mandatory, especially when they are in operation.

Table4.18. Response on how the Institution Selects trainees for training

	N	Minimum	Maximum	Mean	St. Deviation
I think that the basis for the selection of trainees my institution used is Performance evaluation result.	171	1.00	5.00	2.5848	1.15687
I think that the basis for the selection of trainees my organization used is Seniority.	171	1.00	5.00	3.8480	1.10093

Source: own survey result (2019).

As outlined table 4.18above, most of the respondents agreed that seniority is the basis for the selection of employees for different types of training, as the mean value shows 3.8. On the other hand, sometimes the Institution uses performance evaluation result as the basis for selection of employees for training as the above table mean value result shows between 2.5 and 3.5. According to Joshi (2015), performance appraisal, managers’ observation, observing

employees' behaviour, employees' suggestion, and co-worker's report can be the means to assess the training requirements of the organization.

Table4.19. Training at EPUC is planned and systematic

	N	Minimum	Maximum	Mean	St. Deviation
In my opinion, training at EPUC is planned and systematic.	171	1.00	5.00	2.4678	1.15446

Source: own survey result (2019).

The above table revealed that, the respondents were disagreed on the sentence of training at the Ethiopian Police University College is systematic and planned, as the result of the Mean value shows between 1.5 and 2.5. According to Armstrong (2006), training should be systematic, designed, planned, and implemented to meet defined needs. Wilson (2001) also said “training is a planned process to modify attitude, knowledge or skill behaviour through learning experience to achieve effective performance in range of activities.

Table4.20. Training relevancy

	N	Minimum	Maximum	Mean	St. Deviation
The training received is relevant to my work	171	1.00	3.6140	5.00	1.01323

Source: own survey result (2019)

On table 4.20 respondents were agreed that the training they received were relevant to work as the mean value result shows 3.6. Which means the Institution delivers the right type of training for the right person. Scott (2007) suggested, the benefit of training is achieved only when the employee accept it and contribute to it.

Table 4.21. Respondent's level of satisfaction on training program

	N	Minimum	Maximum	Mean	St.Deviation
I am satisfied with the training program of EPUC	171	1.00	5.00	3.0468	1.10514

Source: own survey result (2019)

The above table shows the mean result of 3.04. Based on the result, the respondents' level of satisfaction on the institutions' training program was at the middle. Training program is a very important part of training and development. Employees are very conscious on the training program and delivery style Armstrong (2006).

Table 4.22. An employee is given the required training

	N	Minimum	Maximum	Mean	St.Deviation
Whenever the performance evaluation shows that the employee performs poorly, an employee is given the required training	171	1.00	5.00	3.2164	1.20537

Source: own survey result (2019)

Table 4.22 Revealed that, the practice of giving the required training when the performance evaluation shows the employees performs poorly was moderately applied as the mean value result shows between 2.5 and 3.5.

Table 4.23 Satisfaction on the training condition

	N	Minimum	Maximum	Mean	St.Deviation
I am satisfied with the training condition including the material and facility of the training that the institution provides to increase my work commitment	171	1.00	5.00	3.3801	1.21339

Source: own survey result (2019).

Based on the result of table 4.23, the mean value of response on the training condition including the material and facility of the training is between 2.5 and 3.5. This indicates that the respondents' level of satisfaction was at the middle point.

Table 4.24. Training and employee performance

	N	Minimum	Maximum	Mean	St. Deviation
In my opinion, training has helped me to improve my performance since I joined EPUC	171	1.00	5.00	4.0000	.97619

Source: own survey result (2019)

The above table mean result is 4.00. This implies, the respondents were agreed that training helped them to improve their performance since they joined the Institution.

Table 4.24. Training on the performance of employees

	N	Minimum	Maximum	Mean	St.Deviation
I can say that after training employees in EPUC are working well their regular activities	171	1.00	5.00	3.7251	.90775
The training provided by the institution helped me to perform my work quickly and efficiently	171	1.00	5.00	3.8772	.99535
Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste	171	2.00	5.00	3.7661	.88332
I feel that training enable me to perform my work with greater accuracy and precisely	171	1.00	5.00	3.8538	.87227

Table 4.24 illustrates that, the respondents were agreed and feel that training provided by the institution enable them; to work well their regular activities, to perform their work with greater accuracy and precisely, to perform their work quickly and efficiently, and to accomplish their activities without waste. As mean value of the result shows between 3.5 and 4.5. Training is one of the most important potential motivators which can lead to both short-term and long-term benefits for individual and organization Aidah (2013).

Table 4.25. Training on employee commitment

	N	Minimum	Maximum	Mean	St. Deviation
Because of the good training practices of the institution, employees are committed for their work and for the institution	171	1.00	5.00	3.5731	1.13198
After training I feel that I am committed for my work	171	1.00	5.00	3.7235	.94213
I feel a strong sense of belonging to this institution since it has a good training methods to acquire the needed skills and to become loyal for different activities	171	1.00	5.00	3.6491	1.08179

Source: own survey result (2019).

Regarding to employees' commitment based on the institution's training methods and practices, the mean value result shows between 3.5 and 4.5. Imply respondents were agreed to the fact that they were committed for their work and for their Institution. A committed employee is one who strives to complete his job on time and one that will remain with the organization Scott (2007).

Table 4.26 Effectiveness of training

	N	Minimum	Maximum	Mean	St. Deviation
I feel I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the training.	171	1.00	5.00	3.6374	.94409

Source: own survey result (2019).

Table 4.26 shows the mean value result between 3.5 and 4.5. This indicates that, the respondents believe they were capable enough to do things easily when they were in difficult situation because of the knowledge, skills, and attitude they learned from training.

Table 4.27 Good training practice and employees' moral obligation

	N	Minimum	Maximum	Mean	St. Deviation
Because of good training practice of EPUC I feel I have a moral obligation to respond to the needs of the society.	171	1.00	5.00	3.6433	1.02107

Source: own survey result (2019).

Table 4.27 revealed that, the mean value result is between 3.5 and 4.5. Which indicate, respondents were agreed they have a moral obligation to respond to the society since there is a good training practice in EPUC.

Table 4.28 Good Institution culture to provide training on time

	N	Minimum	Maximum	Mean	St. Deviation
Since the culture of the institution is good enough to provide training on time, I am so specialized in the services that will be delivered to the clients of Ethiopia Police University College	171	1.00	5.00	3.5088	1.12390

Source: own survey result (2019).

On table 4.2 the mean value result 3.5 shows that, the respondents were agreed on the institution's good culture to provide training on time was the reason for their specialization to provide services to EPUC clients.

4.1.3. Inferential Statistics for Training and Employee Performance

4.1.3.1. Correlation Analysis

Correlation measures the strength and direction of linear relationships between pairs of continuous variables. A Pearson (correlation) is a number between -1 and +1 that indicates to what extent two metric variables are linearly related. -1 indicates there is perfectly negative linear relationship, 0 indicates there is no relationship, and +1 indicates there is perfectly positive linear relationship. According to Nandini (2005), the strength can be assessed by these general guidelines: values of ± 0.1 represent a small effect, ± 0.3 represent a medium effect, and ± 0.5 is a large effect.

4.1.3.2. Correlation between Training and Employee Performance

Table 4.30. Pearson correlation between the sum of training and employee performance

		Sum of training and development	Employee performance
Training	Pearson Correlation	1	.560**
	Sig. (2-tailed)		.000
	N	171	170
Employee performance	Pearson Correlation	.560**	1
	Sig. (2-tailed)	.000	
	N	170	170

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

Table 4.21 shows that, the correlation coefficient (r) between training and employee performance is 0.560** with the significant level of 0.000. This correlation coefficient value is high. Because of this the employee performance and training and development have a strong relationship and positively correlated.

4.1.3.3. Regression Analysis

Linear regression is used when we want to predict the value of a variable based on the value of another variable. The multiple linear regression analysis is used to understand which among the independent variables are related to the dependent variable, and to explore this relationship Nandini (2005).

4.1.3.4. Model Summary

Table 4.31. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.560 ^a	.314	.310	7.98183

a. Predictors: (Constant), Training and development

Table 4.22 Shows, $R = 0.560$ indicates that training and employee performance have a linear relationship with each other. But, the linear relationship is at medium level.

The value of $R^2 = 0.314$ states that 31% of the total variation in employee performance is explained by training and development programs. The value of R^2 indicates that there may have other variables that contribute to the determination of employee performance.

Accordingly, employee performance is a dependent variable and training is independent variables in the regression model.

4.1.3.5. ANOVA

Table 4.32. ANOVA analysis

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	4898.907	1	4898.907	76.894	.000 ^b
Residual	10703.217	168	63.710		
Total	15602.124	169			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Training and Development

Table 4.23 indicates that, the regression model predicts the dependent variable well. Because, The F value is the Mean square regression (4898.907) divided by the mean square Residual (63.710), yielding $F = 76.894$. Here, the P value associated with this F value is < 0.0005 which is below 0.05, and indicates, overall, the regression model statistically significantly predicts the dependent variable.

4.1.3.6. Coefficient

Table 4.33. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	30.169	3.373		8.945	.000
Training	.517	.059	.560	8.769	.000

- a. Dependent variable: employee performance

The coefficient table is used to test predictor variables at $\alpha=0.001$. Therefore, the value of training is 0.000 which is statistically significant with 0.001 levels. In other words training has effect on employee performance.

The B-value indicates that employee's performance is increase when the independent variable is increased by .517. This shows that training and development influence the Institution's employee performance.

4.2. Result Discussion

4.2.1. Result of the questionnaires

As we have seen from the descriptive analysis, the result of the mean value of existence of training department is greater than 3.5, which imply the respondents agreed to the fact that the Institution has its own training and development department. The respondents also agreed that they have taken training at least once on their job carrier in the institution.

The mean values result of the management willingness to take feedback from employees before, during, and after the training to improve the training effectiveness was between 2.5 and 3.5.

These imply that those practices were moderately applied. Involving employees in the Institutions training program design was also moderately applied as the mean value result shows between 2.5 and 3.5.

Both on-the-job and off-the-job training methods were moderately applied. The reason is on-the-job training is to get the employees familiar with their current working circumstances. On the other hand, off-the-job is to give the employee a peaceful domain and it makes them focus on learning. As the mean value result shows between 2.5 and 3.5.

Trainers were competent enough to give training and the respondents have a good relationship with the trainers which make them highly participative during the training. This is why their level of participation was high at the time of training and also the respondents believed that active participation during training has a positive effect on their commitment to the institution and on their work. As the mean value result shows between 3.5 and 4.5.

Taking training in group and working in group has a positive effect for respondents on their learning and work. The Institution has a weakness on selection of trainees. As the mean value result of selection of trainees based on seniority is greater than (3.8) selection of trainees

based on performance evaluation (2.5). This implies seniority takes more attention than performance evaluation.

The Institution's training was unplanned and unsystematic according to respondents. As the mean value result shows 2.4. This implies that, the Institution has a weakness on being a systematic and planned on training program. The respondents were strongly agreed to the fact that, the training they received was relevant to their work. As the mean value result shows 5.00.

The mean result shows between 2.5 and 3.5 when respondents asked if they were satisfied on the Institution's training program (it also includes the training facilities). This implies that, the Institution has some weaknesses on the training program.

The mean values of response on training and employee performance was between 3.5 and 4.5. This implies that training has its own positive effect on employee performance. On the other hand, the mean value result between 3.5 and 4.5 on employee commitment implies that, respondents were highly committed because of the training they have taken.

As we seen from the correlation matrix result, the correlation coefficient value of training and development and employee performance was $.560^{**}$. Their significant level was 0.000. Therefore, training and development have positive relation with employee performance. So, employee performance and training have a strong and positive relationship. The correlation has significant level of 0.000.

As we have seen from regression result, $R = .560$ indicates that training and development and employee performance was positively related. But, a linear relationship was medium. The value of $R^2 = .314$ means that 31% of the total variation in employee performance is described by those predictor variables. The low value of R^2 states that there may be other variables that contribute to the determination of employee performance.

The significant value $F(1,168) = 76.894$, $P = 0.000$. The significance value of 0.000 indicates that the regression relationship is significant in predicting the impact of training and development on employee performance.

As the coefficient table shows, the sig. (P-value) of predictor variable is < 0.001 , which is statistically significant with 0.001 levels. The B-value indicate that, employee performance is increase when the value of independent variable increased by .517.

In general training has a relation to employee performance with the statistical significant level. The regression result shows, training has a positive and medium effect on employee performance.

4.2.2. Result of Interview Questions

The researcher has conducted an interview with the Institution's training and development coordinator to support quantitative questionnaires and to get some additional information about the Institution's training and development program and practices. He assured that EPUC have a training policy. According to Sussane (1999), training policy is a document that outlines the department's mission statement, objectives, customers, and actual policy items. An effective training policy gives a broad direction to training activities and provides guidance for allocating department resources such as trainers, money, and time. In the interview the department coordinator stated that the training and development department mainly focus on giving the training for the University College members randomly as seniority takes more attention and then performance evaluation. He added that "we are not focus on what our training policy says".

For Joshi (2015), the purpose of training is to increase the quantity and quality of output, helps the individual member to utilize and develop his/her potential, and to feel the employees being taken care of by the management and this lead to an increase in their morale. As the EPUC training and development department coordinator stated that the purpose of the training that the Institution needs to attain is to improve employee knowledge, skills, attitude in order to perform their roles effectively. The training also has a purpose for new employees especially to induct new recruited teachers.

The types of training that are utilized depends on the amount of resources available for training, the organization's type, and the priority the organization places on training (Joshi, 2015).The department coordinator stated that the University College uses both methods of training. Seminar, job orientation, conference, and job rotation are among on-the-job and off-the-job training methods that are available in the University College.

Regarding to training evaluation, the department coordinator admitted that "the University College gives more attention on controlling the trainer's ability, trainees' participation, and training program during training and sometimes the Management of the University College also receives feedback from trainees and trainer just by attending accidentally at the training place". But, the researcher also observed that sometimes the University College Management

receives a training report from the training department just to allocate budget for the training program.

Continuous learning is essential to the ongoing success of any organization. It allows employees to cope with and also excel at increased job demands (Joshi, 2015).

The reason for confusion about what should be measured and lack of staff who understand measurement methodologies is that many organizations don't measure the impact of their staff training and development on performance (Nelam, 2014). The researcher asked if the University College has a mechanism to identify and measure the training effect on employees performance and the department coordinator replied that "The Institution has not adopt any mechanism to evaluate the effect of training program on employee performance". He also added that, "Our department mainly focuses on facilitate and delivery of training for employees". Based on the coordinator's response we can say that there is no system or training need assessment as suggested by Joshi (2015), to measure at what level the employee performance was before the training, what type of training the employees should take to fill the skill gap, and what changes are occurred on employee performance after the training has been taken. However, the respondents of the questionnaire agreed that, they were performing well after they took the training provided by the Institution. This shows that even the respondents were performing well because of training they get, it is clear to say that the Institution's training and development program is not systematic, planned, and organized.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

This chapter provides the summary of the findings from chapter four, and it also gives the conclusions and recommendations of the study based on the objective of the study. The objective of this study was to determine the impact of training and development on employees' performance at Ethiopian Police University College.

5.1. Summary of findings

The study attempted to establish a relationship between training and employee performance. Of the 187 questionnaires given to respondents, 171 questionnaires were valid and the responses used for data analysis. This is a response rate of 91.4%.

Majority of respondents agreed that there is a training and development department in the EPUC, which is responsible for facilitating training and development program for the employees of the Institution. Due to this, more than a half of respondents disagreed on the question "they didn't get any training from the institution". As their mean value result shows 4.04 and 2.4 respectively.

Managements' request feedback from trainees during, after, and before the training and use it to improve the effectiveness of the training is moderately applied as the mean value of respondents shows between 2.5 and 3.5.

Based on the mean value of impact of training on employee performance, it shows the positive effect. However, the respondents were disagreed on the Institution's training and development program is planned and systematic. On the other hand, because of the research area is a military institution, it is highly appreciable, allowed, and sometimes mandatory to take training in group and to perform work in group as the respondents also agreed on this.

Employees are committed for their work and the Institution because of a good methods and practice of training, as the mean value result shows between 3.5 and 4.5.

The correlation coefficient value of training is .560^{**}. And its significant level is 0.000. This implies that training have a high relation with employee performance.

As we have seen from the regression analysis result, $R = 0.560$ indicate that, training have a linear relationship with employee performance. But, the relationship is at the medium level.

The value of $R^2 = .314$ which means that 31% of the total variation in employee performance is described by the predicted variable. The low value of R^2 shows as there may have another variables that contribute to the determination of employee performance.

The B-value indicated that, employee performance is increase when the value of independent variable is increased by .517.

The significant value is $F(1,168) = 76.894$, $P = 0.000$. The significance value of 0.000 indicated that the regression relationship is significant in predicting the effect of training and development on employee performance.

Generally, training and development have a positive effect on employee performance.

Summary of the interview result is as follows:

There is a training and development department. And the department have its own training policy. But, the training program is preparing randomly which is unplanned and unsystematic.

The University College uses both on-the-job and off-the-job training method. This system is very important for both new recruited and old employees.

Improving employees' knowledge, skills, and abilities is the major purpose of the Institution to attend through training program.

There is no training evaluation technique in Ethiopian Police University College. The training program is goes based on the generated conceptual ideas of training and development department and the Institution's management. And also, there is no performance evaluation measurement technique as the selection of the trainees also on seniority or year of services/status basically.

5.2. Conclusion

In conclusion, the researcher required to investigate the impact of training on employee performance. It was observed that respondents were disagreed with the Ethiopian Police University College training and development program is planned and systematic. Ethiopian Police University College has not training evaluation technique, even if they have training policy. The University College also does not measure the employees' performance after training. In fact, the employees' were agreed that training and development have a strong positive effect on their performance. And as we have seen below some researchers concluded

that, effectively applying training and development practice has a strong direct effect on employee performance.

Abeba et al.(2015) concluded that “The training and development activities have a positive outputs and outcomes. However, it needs to improve the systematic identification of the training need and skill deficit of the employees, monitor, and evaluate with objective tools or criteria so as the program helps to maximize the impact of training and development activities”. Neelam et al.(2014) concluded that, “Training and development is important for organization to get skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task”. Inga (2017) concluded that “Training and development is a call for concern in today’s growing society. Because, when the performance of employee is not good enough, it will affect the performance of organization”.

In this study the result showed that, training is significantly correlated with employee performance. And the dependent variable (employee performance) and the independent variable (training) relationship are significantly correlated in their correlation. And the regression result showed that a higher impact of training on employee performance and R^2 is 0.314 which implies that 31% of employee performance is explained by training.

5.3. Recommendations

Based on research findings, the researcher recommended that the Institution’s training and policy and program shall be planned, systematic, and need based and not run as a ritual. The training department should be work together with every employee’s immediate superior to identify the training needs. The employees should be participative and engage in the development and designing of the Institution’s training and development program. This will increase their commitment and loyalty towards their Institution. The management should receive feedbacks from employees about the Institution’s training program and practice before, during, and after providing training. These can improve the current and future training program of the institution. The management should also be regularly review employees’ working condition, their skill, knowledge, and ability before and after the training has been taken, these will enables them to identify at what level the employees’ performance is and it helps to decide on “what to do next?” Because, the training may not be the only solution if there is a gap between what the Institution expected and what the employee was performing. The researcher also has suggestion on training evaluation; the University College should have

training evaluation technique and procedures which can be sensitive enough to evaluate the training program. Training evaluation means finding out the benefits of contribution of training to the organization and it is not a one-time process, it is an ongoing process in order to determine the developmental objectives were achieved and if the method of instruction was effective (Joshi, 2015).

5.4. Suggestions for future research

This study was focused only on a single organization precisely Ethiopian Police University College. The only focus was training impact on the performance of employees. Impact of training and development on employee motivation, on employee satisfaction, on employee effectiveness and efficiency were not included in this study. Those, further studies can carry out on this issue. The findings may not be applied directly to other organizations. Therefore, in the future, researchers may focus on the other aspects of this study and could stretch its scope.

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Appendices
Addis Ababa University
College of Business and Economics
Appendix -1: Questionnaires

This questionnaire has designed to solicit information for purely academic purposes. This to enable the researcher BIRUKHUSSEN YISAK a final year student of Addis Ababa university in faculty of business and economics to complete his thesis on the topic; THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE: A CASE OF ETHIOPIA POLICE UNIVERSITY COLLEGE, in pursuance of Master of Human Resource Management degree. I would like to thank you in advance for your cooperation and for scarifying your valuable time.

N.B:

1. You don't need to write your name
2. All information given would be treated with utmost confidentiality.
3. EPUC stands for Ethiopian Police University College.

SECTION A

BASIC DEMOGRAPHIC DATA (Please put “√” inside the box)

1. Age

18 – 25

46 – 55

26 – 35

56 – 59

36 – 45

60 – 65

2. Sex

Male

Female

3. Educational background of the respondent;

Degree

master's degree

Phd

4. Marital status

Married

Single

5. How long have you been working with EPUC?

1 – 5 years

11 – 15 years

6 – 10 years

16 – 20 years

Above 20 years

The following set of statements describes your general feelings towards training and performance Please **Tick** “√” on one answer inside the box. There are no right or wrong answers

SECTION B

QUESTIONNAIRES ON TRAINING

No.	Questions or Descriptions	<i>Strongly Agree</i>	<i>Agree</i>	<i>Neutral</i>	<i>Disagree</i>	<i>Strongly disagree</i>
		5	4	3	2	1
1	There is a separate department responsible for training in my organization					
2	Since I joined EPUC I did not participate in any form of training					
3	I sponsored myself at least once for further studies to acquire new skills, knowledge and abilities as long as employed in the institution.					
4	The management makes use of the trainees' feedback to improve the effectiveness of the training.					
5	The management request feedback from trainees' during their training.					
6	The management request feedback from trainees' before and after training.					
7	As an employee I was involved in the designing and development of training programs in EPUC					
8	My organization is good in providing both on the job and off the job training methods such as class room training, seminars, workshops etc frequently.					
9	Trainers who deliver the required training are competent enough.					
10	I feel that my level of participation was high at the time of training					
11	The delivery method that the institution used is convenient to get the necessary knowledge and skills.					
12	I feel that taking training in group has greater value for learning of knowledge, skills and attitudes than individually.					
13	I think that the basis for the selection of trainees my institution used is Performance evaluation result.					
14	I think that the basis for the selection of trainees my organization used is Seniority.					

15	In my opinion, training at EPUC is planned and systematic.					
16	I am satisfied with the training program of EPUC					
17	The training received is relevant to my work					

SECTION C

QUESTIONNAIRES ON EMPLOYEE PERFORMANCE

No.	Questions or Descriptions	<i>Strongly agree</i>	<i>Agree</i>	<i>neutral</i>	<i>disagree</i>	<i>Strongly disagree</i>
1	In my opinion, training has helped me to improve my performance since I joined EPUC					
2	Whenever the performance evaluation shows that the employee performs poorly, an employee is given the required training					
3	I can say that after training employees in EPUC are working well their regular activities					
4	The training provided by the institution helped me to perform my work quickly and efficiently					
5	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste					
6	I feel that training enable me to perform my work with greater accuracy and precisely					
7	I think that carried out works in group after training enable me more effective than individually					
8	Because of the good training practices of the institution, employees are committed for their work and for the institution					
9	After training I feel that I am committed for my work					
10	I feel a strong sense of belonging to this institution since it has a good training methods to acquire the needed skills and to become loyal for different activities					
11	I think that active participation during training has a positive effect on my commitment to the institution and for my work					

12	I have a good relationship with my trainer to learn more in the training so that I will ask what I did not understand to increase my competence					
13	I am satisfied with the training condition including the material and facility of the training that the institution provides to increase my work commitment					
14	I feel I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the training.					
15	Because of good training practice of EPUC I feel I have a moral obligation to respond to the needs of the society.					
16	Since the culture of the organization is good enough to provide training on time, I am so specialized in the services that will be delivered to the clients of Ethiopia Police University College.					

Appendix - 2

Interview Questions

1. Does EPUC have a training policy?
2. What are the major purposes of training that the institution need to attain?
3. Does training in EPUC is planned and systematic?
4. In presenting the training;
 - a) What are the methods of training used?
 - b) How is training evaluated?
5. Does training have an effect on worker performance? How do you measure training effect on worker performance?