



**THE EFFECT OF TRAINING AND DEVELOPMENT ON ORGANIZATIONAL PERFORMANCE: EMPLOYEE COMMITMENT AS MEDIATOR VARIABLE.**

**Addis Ababa University**

**College of Business and Economics**

**Masters of Business Administration**

**A Thesis Submitted to Addis Ababa University College of Business and Economics in Partial Fulfillment of the Requirements for Master's Program, MBA (in management)**

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This is to certify that the thesis is prepared by **Genene Zewdu**, entitled by “The effects of training and development on organizational performance: employee commitment as mediator variable on Addis Ababa city revenue authority and trade bureau” In partial fulfillment of the requirements for the award of masters of business administration in management with the regulation of the university and the accepted standards with respect to originality and quality.

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**DECLARATION**

This thesis is entitled **“the effect of training and development on organizational performance: employee commitment as mediator variable on revenue authority and trade bureau of Addis Ababa city”**. I declare that this is my original work and has not been presented in any other university and institution yet.

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## **CERTIFICATION**

This is to certify that this thesis entitled “**the effect of training and development on organizational performance: employee commitment as mediator variable**” submitted in partial fulfillment of the requirements for the award of masters of business administration in management to the College of Business and Economics, Addis Ababa University by **Genene Zewdu** an authentic work carried out by him under my guidance.

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## ACRONYMS

AMOS	analysis of moment stricture.
ANOVA	analysis of variance
ETS	ethical skill
HRD	human resource development
IPS	interpersonal skill
OL	organizational learning
OP	organizational performance
PSS	Problem solving skill
T&D	training and development
TS	technical skill
SPSS	statistical package for social science

## ABSTRACT

*The research was focused on the effect of training and development on organizational performance by using employee commitment as mediating variable. With the rising of new technology, national strategy, national policy, and short term and long term organizational plan the knowledge and skill of concerned employees in service organizations should be competent and inculcate excellent performance via contentious training and development on selective types of training like technical, interpersonal, problem solving, ethical skill and organizational learning. This study was needed to answer the gap on which types of training and development should organizations has focused on generating commitment that provides good performance in Addis Ababa city administration revenue authority and trade bureau. The research was aimed to know the mediating effects of employee commitment between training and development, and organizational performance. The quantitative approach and descriptive research design in which the data was collected using questionnaires with a convenience nonprobability sampling technique was applied. SPSS and process macro that developed by DR. Andrew Hayes was employed analysis part. Indeed, all independent variables have positively correlated with mediators and dependent variables. The finding from regression analysis indicates that  $R^2$  value is 0.382 which suggests that almost 38.2% change in the value of outcome Variable is explained by Independent Variable. The unstandardized indirect mediation analysis report, training and development on organizational performance via mediating role of affective commitment was 0.0435 and was statistically significant(given that zero does not fall between the confident interval 0.0124, 0.0786).and the mediating effect normative commitment was 0.0326 and statistically significant or zero does not fall between the confidence interval 0.003, 0.633 and also a direct effect has 0.0955 coefficient and statistically significant at a p-value of 0.00. The total effect was the sum of the two parallel indirect effects  $0.0435 + 0.0326 = 0.0761$  which is statistically significant because zero was not fallen between 0.026, 0.1115 and is interpreted as both affective and normative commitments can play mediating effect between training and development and organizational performance. Finally, the statistical significance of direct and indirect effects results in partial mediation. The research can contribute to governmental organizations by indicating the mediating results of employee commitment while providing interpersonal, technical, problem-solving, ethical skill training, and organizational learning.*

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

# CHAPTER ONE

## 1. INTRODUCTION

### 1.1 Background of the study

Training and improvement impact personnel's overall performance and organizational effectiveness, which means that attempts have to be made to make certain that personnel's talents and understanding are completely underutilized via good enough and well-timed education layout and implementation (Falola et al., 2014). This study focused on the mediating role of employee commitment between training and development, and organizational performance. There are deferent explanations on these focused terms, for example, Mathur (2011) states that Training is the acquisition of knowledge, sharpening of skills, concepts, rules, or changing of attitudes and behaviors to enhance the performance of employees through leading to skilled behavior. As Robbins (2012) suggested Training can include everything from teaching employees basic reading skills to conducting advanced courses in executive leadership and he discussed five general skill categories: basic literacy, technical skills, interpersonal skills, and problem-solving skills, and ethics training. According to Daniel (2018), the bulk of governmental, non-public organizations and global corporations aren't spotting the significance of education to grow their worker's productiveness, and whilst the economic system slows or whilst earnings decline, many corporations first are seeking for cuts of their education budgets.

Development is a scientific technique of education and increases with the aid of using which people benefit and follow understanding, talents, insights, and attitudes to control orientation effectively (Nilesh & Yadav, 2018). As Hameed, Abdul (2011) proposed a self-made version and explains the connection between worker improvement and worker overall performance thus worker improvement variable is operationalized with the aid of using the subsequent sub-variables; Employee Learning Skill Growth; Self Directed; Employee mindset, and conduct. On the take, a look at of Butali and Njoroge (2017) improvement refers a studying possibility designed to assist personnel develop and Such possibilities do now no longer ought to be restricted to enhancing personnel' overall performance on their contemporary jobs and it has

long time recognition to assist worker put together for destiny paintings needs at the same time as education makes a specialty of the instant duration to assist repair any contemporary deficits in worker talents. In line with Salah (2016) Development packages are appeared as a precise framework for supporting personnel to expand their non-public attitudes, conduct and therefore enhance their abilities to carry out a precise project inside the organization. Employee dedication displays a mental country that characterizes the personnel' dating with the organization, which has implications for his or her choice to hold or stop a club inside the organization (Butali & Njoroge, 2017). Even if there are numerous dimensions beneath worker improvement, this researcher was investigating simplest at the organizational studying. The period overall performance is a broader primarily based totally idea that incorporates effectiveness, efficiency, economic system, quality, consistency conduct, and normative measures and is the fulfillment of precise project that's measured in opposition to predetermined requirements of accuracy, completeness, pace, and cost (Salah, 2016).

In Ethiopia including the capital city, Addis Ababa offering training and development that depends on the involved worker issues in a maximum employer isn't always a culture rather it relies upon on finances however Sharma & Tanja (2018) point out that as education uplifts the manufacturing of personnel; maximum governmental departments do now no longer recall the importance of training. When the economic system decelerates or sales deteriorate, a lot of those agencies lessen their training monetary finances and consequently, similarly argue that this could result in venture turnover, as a way to bring about better prices of hiring new personnel and reduce organizational lucrativeness. In truth, a wide variety of governmental organizations offer short-time period and long-time period training and development, even the goal and result is vary from one organization to another. in this particular study how effective and normative employee commitment is gained from training and development to enhance organizational performance through technical, interpersonal, problem-solving skills and ethics training, and basic developments which are organizational learning; that was not considered as basic dimensions in a prior study conducted at Addis Ababa city administration.

Indeed, this mediator analysis research was recommended applicable training for the problems observed in revenue authority and trade bureau in the Addis Ababa city administration that how

to improve their overall organizational performance by identifying the training and development dimension and give them for employees.

## **1.2. Statement of the problem**

We cannot score good performance without training and development that focused on the proper lack of employees. Employees should get training on interpersonal, technical, problem-solving, ethical skills, and develop their organizational learning with growing global and national change. Because new rising technology, national strategy, national policy, and short-term and future organizational plan needs the knowledge and skill of concerned employees within the government service organizations to possess competent employees that inculcate excellent performance. However, many scholars studied the effects of training and development on performance. Training and development are vital for the effective performance of employees, improvement of their ability to adapt to the changing and challenging business environment and technology and increase employees' knowledge to develop creative and problem-solving skills (Falola, Osibanjo & Ojo, 2014). Consistent with Dr. Robert K.w Egessa (2015) the effect of skill development attained through training and duties and responsibilities performed by employees allowed them to be effective and contributed to their commitment. The trained employees are applying their skill, knowledge, and ability to improve productivity, efficiency, and commitment and therefore render quality services to customers of the organizations (Cross Ogohi Daniel, 2018). Asfaw, Mesele, and Bayissa (2015) studied and reported high-level performance among the majority of the respondents who were involved in training and development interventions. According to Gottman et al. (1998) studied employee commitment and competence as critical mediating processes underlying the HRD–firm performance link. In summary, in this study First, develop a systematic conceptual model that identifies four dimensions of HRD that have differentiated implications for intermediate employee outcomes, and ultimately, the financial performance of organizations. Second, adopting the configurationally perspective, further examine the synergetic interaction effects between the quantitative and qualitative dimensions of HRD on employee outcomes but Sung & Choi (2018) investigated that distinct functions associated with different a dimension of T&D, their intermediate employee outcomes, and critical boundary conditions to explain organizations performance and in so doing, the study was focused on organization innovation as a critical performance domain.

According to Isa et al. (2018), the role of commitment of personnel is essential and vital to make certain the continuity of the connection between management fashion and organizational effectiveness. In maximum earlier research associated with outcomes of schooling and improvement on organizational overall performance; there has been an opening to expose that mediating outcome of worker commitment among training and development and organizational overall performance via mediator analysis, however, this approach changed into defined as it's far very essential for scientific research like social psychologies and behavioral research.

According to Fairchild & McDaniel (2017) in mediation analysis, researchers identify mediator variables a priori and layout an intervention to govern the one's variables with the final goal of affecting final results and if the mediator relates to the final results as hypothesized, a hit manipulation of that variable need to yield change with inside the goal behavior. The mediator characteristic of the 1/3 variable, which represents the generative mechanism via which the focal impartial variable is in a position to influence the based variable of interest and the presence of correlation among independent and mediator effects in multicollinearity; when the outcomes of independent variable and mediator at the dependent variable are estimated (Baron & Kenny, 1986).

As Robbins (2012) states in his organization behavior theory, there are general skills like technical skills, interpersonal skills, problem-solving, and ethics skill training are necessary for employees in any service organization and organizational learning is very important for overall organizational performance. Therefore when we look at training and development in our city, it has not brought employee commitment and not leads the organization to successful performance as we observe on customer satisfaction. In this research, the author tried to investigate the mediating effects of employee commitment between training and development (interpersonal, technical, problem-solving, ethical skill training, organizational learning) and organizational performance to seek direct, indirect, or total intermediate effect that was not conducted yet. On the other hand, Mediation analysis in human resource management practice specifically how employee commitment mediates training and development and organization performance were not conducted so far and this paper put contribution to the problem of identifying variables that enhance commitment in Addis Ababa city administration revenue authority and trade bureau. Indeed, this paper aimed to contribute the on theoretical and practical evidence for the next

researcher and improvement of governmental organization performance via indicating them on what variables to focus on during training. After completion, it also helps all the leaders and employees in the titled organization should have a concept that how continuous updating through training and development has a positive effect on organizational performance by increasing employee affective and normative commitment.

### **1.3. Research question**

- Do training and development have direct effect on organizational performance?
- Does employee commitment mediate the relationship between training and development, and organizational performance?

### **1.4. Objectives of the study**

#### **1.4.1. General objective**

The general objective of the study is to investigate the mediating effects of employee commitment between training and development, and organizational performance.

#### **1.4.2. Specific objectives**

- To examine the direct effect of training and development on organizational performance.
- To investigate whether employee commitment has mediating effect between training and development and organizational performance or not.
- To evaluate whether the final result is partial or complete mediation.
- To recommend in what ways affective and normative employee commitment can rising and organizational performance is improved.

### **1.5. Significance of the study**

This study was helped the researcher to obtained knowledge and skill of how scientific research is conducted through performing all the processes up and down to finalize the paper especially on mediation analysis. It also significant to know the effect of training and development on organization performance through employee commitment and modifying accordingly. On the other hand, it is important for employees for identifying there gap to be trained and to limit their interest in the basic need of training and development types rather than asking all. The final



significance was putting investigation as a reference for different scholars that need to study on a related topic especially on mediator analysis concerning in management area especially on human resource practice.

### **1.6. Scope of the research**

The study was delimited conceptually, geographically as well as methodologically. Conceptually, this research only focused on dimensions of training and development (interpersonal, technical, problem solving and ethical training, and organizational learning) to know its effect on organizational performance via mediating effect of employee commitment.

Geographically, the geographic scope of the study was delimited on Addis Ababa city administration revenue authority and trade bureau.

Methodologically, the research designs considered in the study were descriptive research designs where a quantitative research approach has employed. On the other hand, the questionnaires were distributed to collect primary data from respondent.

### **1.7. Limitation of the study**

We could conduct this mediation analysis research at the national level via taking regional states as a selected research area and maximized the sample size, and suggests organizations to focus on specific types of training and development that solve the employees' day today problem during their activity. The governmental and non-governmental financial instantiation need to be studied but, this research doesn't include financial sectors. On another hand, the research was only conducted by a quantitative research approach but it was best if it includes a qualitative method using interviews as a tool to explain more about mediation effects of employee commitment on organizational performance.

## 1.8. Definition of terms

**Mediator analysis:** it is a model used to explain the relationship between the independent variable (dimension of training and development) and the dependent variable (organizational performance).

**Training dimension:** these are independent variables taken from types of training and their effects are going to be tested in the study.

**Development dimension:** these are also independent variables that are taken from theoretical parts of employee development as a dimension and which are going to be tested in the analysis

**Interpersonal skill training:** it is a type of training that is provided for employees that require training to improve listening, communicating, and team-building skills.

**Technical skill training:** it is a type of training provided for an employee that requires for upgrading their technical like technological and organizational change

**Problem-solving skill training:** it is training for managers and other employees to sharpen their logic, reasoning, and problem-defining skills as well as their abilities to assess causation, develop and analyze alternatives, and select solutions

**Ethical training:** it is a type of employee training that could be provided for employees and leaders tend them more satisfied and perceive their organizations as more socially responsible.

**Knowledge development:** It is a type of long-term individual employee development especially to improve their educational level for the target of upgrading their commitment and contribution of future organizational performance.

**Skill development:** It is a development variable provided depending on individual gaps of employees and leaders because it needs to succeed in the organizational performance goal by improving individual commitment.

**Ability development:** Is employee and leader development for effective delivery of their knowledge and skill in the organization.

**Organizational learning:** It is an outcome of reciprocal interactions of the processes of knowledge acquisition, knowledge dissemination, knowledge implementation, sense-making, memory, thinking, improvisation, and emotions connected by organizational culture (Robinson, 1995).

**Employee commitment:** It is a positive perception of employees about their organization which is upgraded via training and development and always trying to record effective organizational performance.

**Organizational performance:** It is an effective organizational goal achievement which is coming up from employee commitment through training and development.

**Organization:** a collection of people which encompasses division of work among employees and alignment of the task to achieve the ultimate goal of the organization in this case the bureaus.

## **1.9. Organization of the study**

This mediator analysis research has five main chapters; thus the first chapter deals with the introduction, the second chapter contains a literature review, the third chapter explains the methodology of the research whereas the fourth chapter deals with data analysis and interpretations and finally, conclusion and recommendations are under chapter five.

## CHAPTER TWO

### 2. LITERATURE REVIEW

#### 2.1. Theoretical concept

##### 2.1.1. Theories on Training and Development

Today's business must face huge competition in the market. Therefore, the organization always focuses to get competitive in serving public. Human capital refers to knowledge, advance skills, system understanding, and creativity and motivation to deliver high-quality products and services. The employee's experience, knowledge, skills in an organization is different from others. So, these unique characteristics (called human capital) give the good service of a organizations. Therefore, an employer can enhance the capabilities of human capital through training and development programs. Several theories emphasize the importance of training and development in the organization and provide different alternative methods for training and development. Major theories of training and development are reinforcement, social learning, goal theory, need theory, expectancy, and adult learning theory.

##### 2.1.1.1. Reinforcement Theory

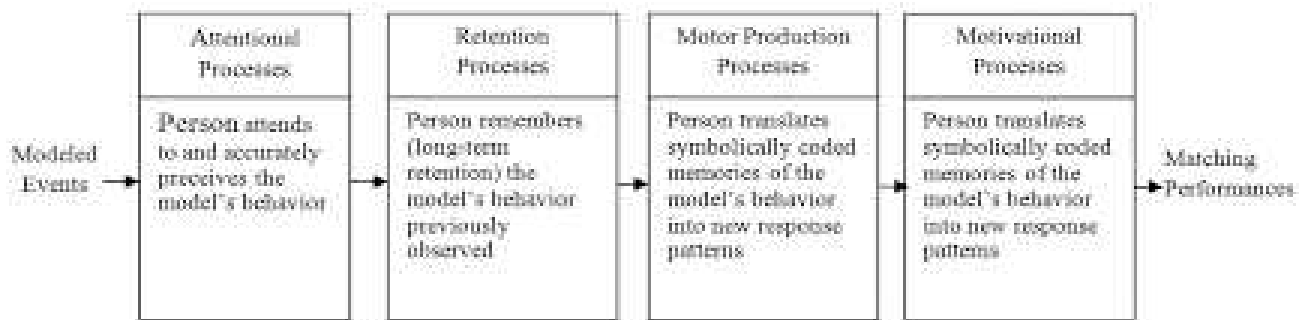
Skinner's theory simply states those employees' behaviors that lead to positive outcomes will be repeated and behaviors that lead to negative outcomes will not be repeated (Skinner, 1953). If the trainer wants to increase the positive behavior of the trainee the trainer should give positive reinforcement every time to do that behavior. Behavior which is reinforced tends to be repeated; behavior which is not reinforced tends to die out-or be extinguished. Several processes in reinforcement theory are: **Positive reinforcement:** Positive reinforcement strengthens a behavior of the employee. If he knows that he will be rewarded for the behavior, he must do it again and again. Different types of rewards the employer can offer such as bonuses, salary raises, promotion and awarding of certificate after the training program. These rewards will generate a positive outcome. **Negative reinforcement:** Negative reinforcement also strengthens behavior because it stops the unpleasant experience of the employee. The employee performs well because he knows that if he does not finish the training program successfully and unable to execute the training on the job he or she will be not considered for promotion. **Extinction:** It is the process of

withdrawing positive or negative reinforcement to eliminate employee's behavior. **Punishment:** Punishment is the opposite of reinforcement. It is designed to weaken or eliminate the response of employees rather than increase it. Punishment is the final step the employer takes against the employee. It may be retrenched from the job.

**Benefits of Reinforcement:** If the employer rewards the employee for positive behavior he or she will be motivated to perform the behavior again and again. They also learn in the training within the easy ways and execute it in the job. These reinforcements increase the opportunity for the trainee to consider a new position in the company.

### 2.1.1.2. Social Learning Theory

Tim R. V. Davis and Fred Luthans (1990) approach states that people learn by observing other persons whom they believe are credible and knowledgeable and they accept the person as their role model. Learning new skills or behavior by the employee may come from directly experiencing the consequences of using a behavior or the process of observing others and seeing the consequences of their behavior. New behaviors can be acquired by observing and imitating others that call social learning theory. Social learning theory produces high responses from the trainee because they learn from their mentors. They observe others' behavior and try to execute in their jobs. It highly motivates the employee. It is also helpful because most of the time the trainee learns with his pleasure. As a result, they learn attentively. It is also like a practical work that makes easy the task for the trainee. According to social learning theory, learning also influenced by a person's self-efficiency, which means the person can judge his or her learning skills and knowledge. High self-efficiency means the person ready to take the training. As a result, the trainee can finish the training and execute the training in the job successfully. The following Model shows social learning theory.



**Source:** social theory of learning (Bandura, 1977)

### 2.1.1.3. Goal-setting theory

According to Locke, E. A., & Latham, G. P. (2013) Goal influence a person's behavior because he or she commits to attaining the goals and the trainee is being more motivated when he or she knows that they will be awarded after performing the task. The goal-setting theory involved establishing specific measurable achievable, realistic and time targeted (SMART) goals. The trainee here knows that what the trainer expects from the trainee. As a result, the trainee performs according to the target. It is important that the employee clearly understands and aware of the goal.

**Figure 2.1 models of goal theory on training and development approaches**



**Source:** Lydia Hooper, 2021

### 2.1.1.4. Need theory

Maslow's and Alderfer's need theories focused on physiological needs, relatedness needs, and growth needs. The major difference between Alderfer's and Maslow's hierarchies of needs is that Alderfer's allows the possibility that if higher-level needs are not satisfied, employees will refocus on lower-level needs. According to McClelland, D.C. and Stahl, M.M. (1986), in the training program, the trainer should identify the trainee's needs and design the session based on the needs that give better results of the training program. Trainers should identify trainees' needs and communicate how training program content relates to fulfilling these needs. Therefore, the trainee actively attends the training program and completes it successfully.

#### **2.1.1.5. Vroom's Expectancy Theory (1964)**

Simply, expectancy theory tells employees are learning when they believe they can learn from the training. The learning and transfer of learning will enhance only when it is linked with the outcomes. Expectancy theory suggests that a person's behavior is based on three factors: Expectancies, Instrumentality, and Valence. Expectancies are the link between trying to perform a behavior and performing well. Instrumentality is a belief that performing a given behavior is associated with a particular outcome such as able to perform better in the job. Valence is the value that a person places on an outcome (i.e. how it is important to perform in the job).

#### **2.1.1.6. Adult Learning Theory**

Adult learning theory describes how adults learn (professionals). It provides an instruction to the trainer to design learning programs that will meet the needs of professionals at each phase of their career path. The aim of adult learning theory is to show how adult learning is distinct and identify which learning styles are best suitable for them.

For example, you design a training program on a basic marketing strategy where most of your learners are 3-4 years of experience in the mid-level marketing position. What's going on? The learners will not be satisfied and unwilling to join the training program. So, as a trainer, you should understand what will be the training content for the professionals. Most of the time it is beneficial to make a training program with real-life problem solving, case study and experience sharing.

#### **2.1.2. Training**

According to Aguinis and Kraiger (2009) training is a manner of a systematic technique to influencing people's knowledge, skills, and attitudes effort to enhance individual, team, and organizational performance. According to Abeba Mitiku Asfaw, Mesele Damte Argaw, Lemessa Bayissa(2014) training is the deliberate and systematic change of behavior via studying events, sports, and applications which ends up with inside the members accomplishing the tiers of knowledge, competencies, skills, and abilities to perform their work effectively.

As King(1989) outlines the training is the deliberate and systematic change of conduct through mastering events, applications, and instruction, which allow people to obtain the tiers of knowledge, talent and competence had to perform their paintings effectively.

In theoretical observation of Robbins (2012), Training can encompass the entirety from coaching personnel fundamental analyzing competencies to carrying out superior guides in government management and it has 5 fashionable talent classes' interpersonal competencies, technical competencies, and problem-fixing competencies and ethics schooling.

#### **2.1.2.1. Interpersonal Skills:**

most employees belong to a pieced unit, and their work performance depends on their ability to effectively interact with their co-workers and boss on the opposite hand Some employees have excellent interpersonal abilities, but others require training to enhance listening, communicating, and team-building skills although, professionals are greatly interested in interpersonal skills training, most evidence suggests that skills learned in such training don't readily transfer back to the workplace(Robbins, 2012). Interpersonal skill is that the ease and luxury of communication between individuals and their organization, superiors, subordinates, customers, and other stakeholders (Sunindijo, 2015). As Wolfelt (2013) widely explain Interpersonal Skills at Work provides a structured and comprehensive overview of the interpersonal skills that are essential for effective working at work and it presents a micro-skills approach to skill development which will be wont to improve interpersonal competence, also as explaining through the utilization of illustrations and practical examples the way to read the particular or potential behavior of others around us. This knowledge can then be wont to guide the way during which we relate to others as we learn to manage our relationships more effectively.

#### **2.1.2.2. Technical Skills:**

In today's global and national competencies of service, organizations have got to nurture their human capital in terms of the latest technology especially in IT to realize lasting competitive advantage. As (Bapna et al., 2013) states it's evident that focusing training effort on technical skills would yield optimal training efficiency. consistent with Robbins (2012) technical skill training is directed at upgrading and improving an employee's technical skills, increasingly important for 2 reasons: new technology and new structural designs within the organization and corporations like Tata and Wipro in India provide new hires with up to three months of coaching to make sure they need the knowledge to perform the technical work demanded. Technically trained employees in technology especially in IT he/she facilitate customer service on time and cost and this increases customer satisfaction.



### **2.1.2.3. Problem-Solving Skills:**

Problem-solving training for managers and different employees can include sports to sharpen their logic, reasoning, and problem-defining abilities additionally as their skills to evaluate causation, develop and examine alternatives, and select solutions, problem-solving training has ended up a community of almost every organizational attempt to introduce self-controlled groups or put into effect quality-control programs (Robbins, 2012). As Lohman (2004) states that HRD practitioners and researchers have few units to decide from while the need arises to assess a person's capacity to get to the bottom of issues inside the workplace. Because employees believe their problem-fixing abilities to deal with increasingly complicated and ambiguous work situations, human aid builders have to have a manner of assessing this higher-stage cognitive talent along with presenting beneficial data while designing, developing, and imposing a very good variety of training, professional development, and overall performance development initiatives. Additionally to the ones Lohman (2004) placed seven levels of powerful trouble-fixing activities: problem identification, aim selection, the era of other solutions, attention of outcomes associated with opportunity solutions, technique to deciding, implementation of solutions, and assessment of solutions.

### **2.1.2.4. Ethical skill training:**

To positively influence competitive advantages over the long term, many organizations have recognized the value of ethical climate in enhancing an organization's image and reputation, as well as its sustainability performance (Lee & Ha-Brookshire, 2017). Organizations that serve their customer's employees have to respect each other; think for others best, do what is good for customers, ethical code of the organization, and respect policies and standards. Individuals who have greater exposure to organizational ethics codes and ethics training do tend to be more satisfied and perceive their organizations as more socially responsible, so ethics training does have some positive effects(Robbins, 2012).

### **2.1.3. Development**

Development is an effort influencing individuals' knowledge or skills for the need of or future jobs and/or roles(Aguinis & Kraiger, 2009). As King (1989) defines the two terms separately development is the growth or realization of a person's ability and potential through the provision

of learning and educational experiences. Wilkinson *et al.* (2010) define that 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.

#### **2.1.3.1. Organizational learning**

Robinson (1995 as cited by Mohammed, 2013) categorized definitions given to Organizational Learning into two categories; Descriptive approach and Normative approach definitions of Organizational Learning. The descriptive approach views Organizational Learning as a commonplace process of changing organizational routines based on feedback from the internal or external environment. The normative approach views Organizational Learning as a relatively rare phenomenon that takes place only under a unique set of conditions. This approach requires interaction with the way the organization operates to discover the best way to learn.

Organizational learning is an outcome of reciprocal interactions of the processes of knowledge acquisition, knowledge dissemination, knowledge implementation, sense-making, memory, thinking, improvisation, and emotions connected by organizational culture (Akgün et al., 2003). Realizing the importance of organizational learning has recently commanded a great deal of attention. As a result, the concept of organizational learning has achieved prominence amongst the ideas, which now influence management studies (Rose, 2009).

#### **2.1.4. Employee commitment**

consistent with Armstrong (1989) commitment is that the relative strength of the individual's identification with, and involvement in, a specific organization that consists of three factors: a strong desire to stay a member of the organization; a strong belief in, and acceptance of, the values and goals of the organization; and a readiness to exert considerable effort on behalf of the organization. As Salancik (1977 as cited by Armstrong, 1989) Commitment may be a state of being during which an individual becomes bound by his actions to beliefs that sustain his activities and his involvement and may be increased and harnessed 'to obtain support for organizational ends and interests' through such ploys as participation in decisions about actions. According to Allen and Meyer (1996, 2007 as cited in Butali & Njoroge, and 2017) categorized

commitment in three-dimensional concepts that include affective commitment, normative commitment, and continuance commitment. Affective commitment: refers to employees' emotional attachment, identification with, and involvement within the organization; employees with a strong affective commitment stay with the organization; Continuance commitment: refers to employees' assessment of whether the costs of leaving the organization are greater than the costs of staying; Normative commitment refers to employees feelings of obligation to the organization, except for this study since the researcher need to test employee involvement, emotional attachment and duty to remain and improve their organizational performance only affective and normative commitments were studied.

#### **2.1.4.1. Affective commitment**

Affection for your job occurs once you feel a strong emotional attachment to your organization, and to the work that you simply do and you will most likely identify with the organization's goals and values, and you genuinely want to be there (Meyer and Allen, 1991). As Wilkinson et al. (2010) state that affective commitment is reasonable to believe that strong commitment to work may end in conscientious and self-directed application to do the work, regular attendance, the necessity for supervision, and a high level of discretionary effort.

#### **2.1.4.2. Normative commitment**

This type of commitment occurs once you feel a way of obligation to your organization, even if you're unhappy in your role, or maybe if you would like to pursue better opportunities. This sense of obligation can stem from several factors: you would possibly feel that you simply should remain together with your organization because it's invested money or time in your training; perhaps it provided a gift beforehand, like paying for your college tuition (Meyer and Allen, 1991). Normative commitment is characterized by the mindset that one has an obligation to pursue a course of action of relevance to a target (e.g., remain with a corporation, work toward the attainment of a goal) (Meyer & Herskovits, 2001).

#### **2.1.5. Organizational performance**

Performance is often defined as the evaluation of the constituents that attempt to assess the potential and skill of organizations in achieving the constituents' aspiration levels using efficiency, effectiveness, or social referent criteria, and accordingly Effectiveness: is that the

maximum extent production functions can fulfill and meet the demands and requirements of the customer but Efficiency: is “assessing and evaluating how the resources of a corporation are economically utilized through the accomplishment of functions to realize its objectives” (Jenatabadi, 2015).

Organizational performance is that the achievement of organizational goals within the pursuit of business strategies that cause sustainable competitive advantages as research done by Butali & Njoroge (cited in, 2017 Gephardt & Van Buren, 2008). according to Robbins (2012) Researchers now recognize three major sorts of behavior that constitute performance at work: (1) Task performance: Performing the duties and responsibilities that contribute to the assembly of an honest or service or to administrative tasks Which most of the tasks during a conventional job description; (2) Citizenship: Actions that contributes to the psychological environment of the organization, like helping others when Not required, supporting organizational objectives, treating co-workers with respect, making constructive suggestions, and saying positive things about the workplace; (3) Counter productivity: Actions that actively damage the organization and such behaviors include stealing, damaging company property, behaving aggressively toward co-workers, and taking avoidable absences

## **2.2. Conceptual framework**

### **2.2.1. Training and development, and employee commitment**

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

increasing challenges for higher standards of service delivery and also cope with the competitive technological challenges that are taking place today (Sitienei et al., 2016). Organizations that provide training to employees do promote employee commitment and dedication to their work (Ocen et al., 2017). Training impacts positively and significantly on the commitment of employees and training opportunities are significantly associated with the organizational commitment of employees (Nkosi, 2015).

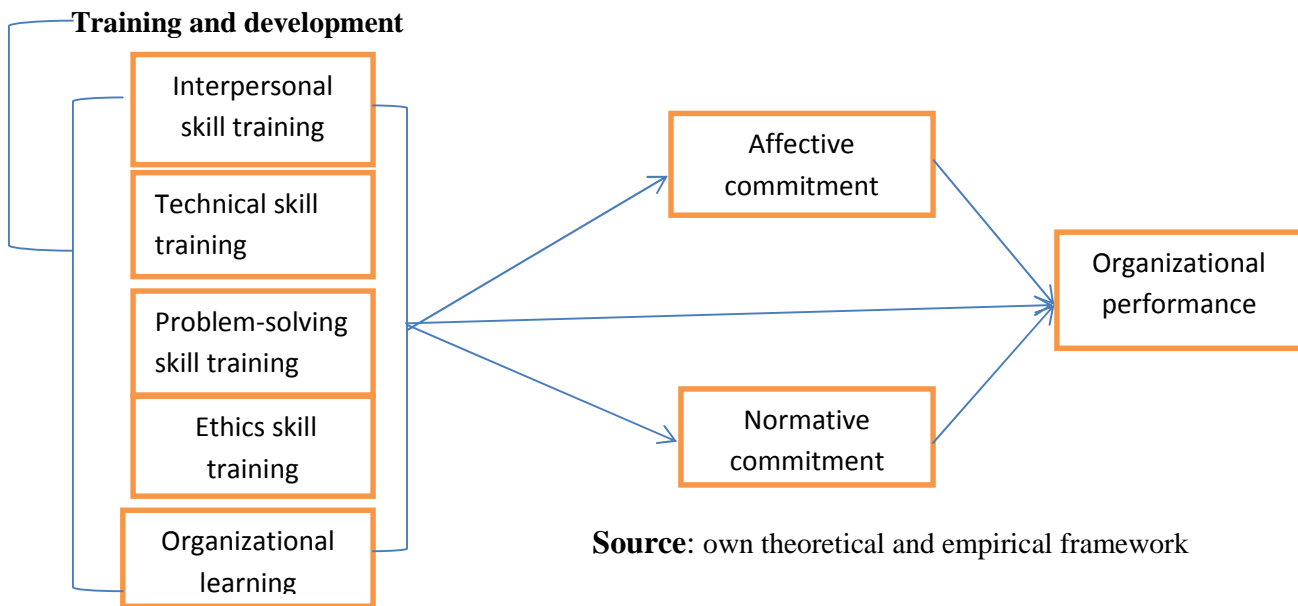
### **2.2.2. Employee commitment and organizational performance**

Training and development improve Employee commitment, thus leads organizational performance. The empirical study done by Ireferin & Mechanic(2014) indicates that there's a reasonably high relationship between employee commitment and organizational performance in Coca Cola Company implying that employee commitment improves the company's performance and deduced that organizational performance can simply be improved through employee commitment; which also found that there's a very high relationship between employee commitment and employees' turnover meaning that employees' employee turnover is very determined by the extent of employee commitment of the workers. According to Isa et al. (2018) studied employee commitment has its role and effectiveness within the organization and it'll be more significant if one is driven by other factors as a stimulus. Instead of the role of commitment of employees is vital and necessary to make sure the continuity of the relationship between leadership style and organizational effectiveness but on its research, employee's commitment was proven to promote the development and therefore the achievement of organization performance. Employee Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect organizational effectiveness (Hameed, Abdul, 2011). As Shafiq (2018) prior studies the dimension used were on-the-job and of the-job, job rotation, and job enrichment training but the study uses training method as and it had been conducted on the private company without using mediator analysis. Some researchers take employee commitment as mediating variable but it intermediate job satisfaction and intent to go away (Clugston, 2000). Other studies deal with the impacts and effects of training on employee performance, but they are doing not use employee commitment as a mediator variable and are foreign studies (Nkosi, 2015; Hiregoudar & Patil, 2020; Sung & Choi, 2018; Nzeru et al., 2015; Ahmed, 2012) and these all are focused on private and industrial

organizations and that they didn't analyze the mediating effects of employee commitment between training and development, and organizational performance. In contrast, during this research, the size for the training is taken from the main sorts of training which are technical skills, interpersonal skills, and problem-solving skills, and ethics training (Robbins, 2012). Organizational learning is taken as development Variables for this study.

Even there are many employee development dimensions, for this research we use affective and normative commitment. Because as Meyer and Allen (1991) state affection for a job occurs when employees feel a strong emotional attachment to their organization, and to the work they do. If employee enjoying their work, they are likely to feel good and be satisfied with their job. In turn, this increased job satisfaction is probably going to feature to their feeling of affective commitment. Meyer & Herscovitch (2001) argue that affective commitment has a stronger impact on behavior and correlates with a wider range of outcome measures as (1) it is defined and operationalized more broadly than continuance and normative commitment; and (2) it is accompanied by a mind-set of desire and the individual perceives the consequences of commitment to be broader than when (continuance and normative) commitment is amid a mind-set of perceived cost or obligation. Employees with high affective commitment, therefore, want to interact in action due to their attachment to, identification with, or shared values with the organization. On the other hand, some people will likely feel a sense of normative commitment if their organization has invested a lot in their training and development, for example. It's nice to possess these types of commitment, however, they seem to be a bonus, not something you ought to seek to create (Meyer and Allen, 1991). therefore the researcher specializes in the two former types of commitment as a mediator between training and development and organizational performance. Therefore we can conceptualize the argument:

**Figure: 2.2 conceptual frameworks**



### 2.3. Research hypotheses

The research has both alternate and null hypotheses:

Ho: training and development have an insignificant direct effect on organizational performance.

H1: employee commitments (affective and normative) have the mediating effect between training and development, and organizational performance.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1. Research approach

The quantitative technique consists of the technology of statistics in a quantitative way which may be subjected to rigorous quantitative evaluation properly and inflexibly (C.R. Kothori, 2004). Quantitative philosophy is probably described as an intense of empiricism steady with which theories are not most effective to be justified through the volume to which became be tested however additionally through software to information acquired (Amaratunga et al., 2002). As described through Frels & Onwuegbuzie (2013) Quantitative studies and/or questions are attempting to find portions in something and to set up studies numerically in such regard researchers view the sector because the truth that may be objectively decided so inflexible publications with inside the system of statistics series and evaluation is very important.

The quantitative approach adopts primary data that was collected from the sampling population through survey questionnaires and analyzing it by using a descriptive statistical instrument to know the existing objectives reality how employee commitment plays the mediation effect between training and development, and organizational performance. Therefore it wa important to use the quantitative approach in this study.

#### 3.2. Research design

A studies layout is the association of situations for series and evaluation of facts in a manner that targets to mix relevance to the have a look at cause with a financial system with inside the procedure and is a conceptual shape inside which studies are conducted; it constitutes the status factor for the series, measurement, and evaluation of facts (C.R. Kothori, 2004). In fact, for the reason, that goal of the locating became to articulating the mediating results of worker dedication among education and development, and organizational overall performance descriptive studies layout became followed to research the accrued facts thru a designed survey questioner. As defined in C.R.Kotheri (2004) Descriptive studies consist of surveys and fact-locating inquiries of various sorts and its main cause is an outline of the situation because it exists at present.



### **3.3. Data source and types**

The quantitative data were collected from both primary and secondary sources of data. The primary source of data was the professional employee that was selected from the population of studies as a respondent by using a survey questionnaire as a tool whereas the secondary source was from scientific researches papers, books, journals, articles, by using the internet.

### **3.4. Population of the study**

The population of this study was the total number of employees from the guard and cleaners to the top leaders of the Addis Ababa city administration revenue authority and trade bureau.

In fact, in the two organizations, there are 191 male and 222 females' total 413 numbers of employees that were considered as a universe of this research. When we look at the education levels of the study population; 116 are holds diploma, 248 are hold degree and, 49 employees hold master's degree.

### **3.5. Sampling frame**

If the populace from which a pattern is to be drawn does now no longer represents a homogeneous group, then a stratified sampling approach is carried out which will reap a consultant pattern (C.R. Kothori, 2004). The sampling strata of this study were drawn from four departments in revenue authority and one department in the trade bureau as shown below: (1) chief executive department which holds 59 employees;(2) the tax issue department that holds 36 employees; (3) law enforcement department that holds 71 employees;(4) modernization and corporate department that holds 107 employees from revenue authority; and (5) trade department in trade bureau which holds 140 employees.

### **3.6. Sampling size**

From the two types of sampling design, this study was adopted a convenience nonprobability sampling technique to obtain respondents from the work teams and workgroups which were listed in the sampling frame. Since we have slovin's formula for Kwon population

$$n = \frac{N}{1 + Ne^2}$$

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

N- Number of the total population

n- Represent sample size

Accordingly, the sample size for this research is  $n = \frac{413}{1 + 413 \cdot (05)^2} = \frac{413}{2.0525} = 203.19 \approx 203$ .

Table 3.1: proportionally calculated sample size

No	department in the organization	Number of population in each stratum	Proportionally calculated sample size from each stratum
1	Chief executive department	59	$\frac{59}{413} * 203 = 29$
2	the tax issue department	36	$\frac{36}{413} * 203 = 18$
3	law enforcement department	71	$\frac{71}{413} * 203 = 35$
4	Modernization and corporate department	107	$\frac{107}{413} * 203 = 52$
5	Trade department	140	$\frac{140}{413} * 203 = 69$
	Sum	413	203

### 3.7. Data collection procedure

This research was followed the survey questioning method by preparing a closed-ended questionnaire as a tool via both English and Amharic versions. As C.R. Kothori (2004) explained questionnaire method of data collection is quite popular, particularly in the case of big inquiries and it is being adopted by private individuals, research workers, private and public organizations, and even by governments. During the data collection, the researcher used the human resource management directorate of the Addis Ababa city administration revenue authority and trade bureau to properly get the respondents' response without any stray of the prepared questionnaire

### **3.8. Data analysis method**

According to Durrah (2018), researchers constantly prefer to use AMOS pictures because of its easiness in figuring out the relationships among the variables via way of means of the usage of all of the tools supplied. AMOS graphics is a good way to ever be wished in creating and managing route diagrams. In this study, a statistical software program package, SPSS V-25 with process macro version 3.5 was used to analyze the result and AMOS 23 could be followed to draw the structural graphic since process macro cannot produce the structure. Dr. Hayes describes the fundamentals of mediation and he explains how to use PROCESS, a freely available and handy tool and he invented that brings modern approaches to mediation analysis within convenient reach (Hayes & Delivery, 2021). In the evaluation of the mediation consequences of employee commitment, first, examine the importance of the direct impact of the independent variables on the dependent variable and sooner or later assessed the importance of the indirect impact from independent variables via the mediator to a dependent variable by using process macro version 3.5 developed by Dr. Andrew Hayes

### **3.9. Measurement**

#### **3.9.1. Validity**

For the research to yield beneficial results the measuring instrument must measure what it claims and the use of a validated measuring instrument ensures that the findings obtained as a result of the analyses are valid (Sürücü, 2020). According to Heale & Twycross (2015) study, measurement is to be valid it must fulfill that: The extent to which a research instrument; accurately measures all aspects of a construct; the extent to which a research instrument (or tool) measures the intended construct; the extent to which a research instrument is related to other instruments that measure the same variables. Depending on the above finding items for this research are adopted from deferent validated sources as shown here: for interpersonal skill variables from (Imran & Tanveer, 2015 and Sunindijo & Zou, 2013); for technical skill training from (Agarwal & Prasad, 1999); for problem-solving skill from(Lohman, 2004); for ethical skill training from(Victor & Cullen, 1988 and Lee & Ha-Brookshire, 2017); for organizational learning from(Hanaysha, 2016); for an affective commitment from (Bulut & Culha, 2010 ); for a normative commitment from(Tabouli et al., 2016) and overall organizational performance from(Kim, 2005).

### **3.9.2. Reliability**

Reliability is the ability to measure instruments to give similar results when applied at different times and the measuring instrument is an essential consideration for the results of the study to be healthy therefore, researchers should ensure that the measuring instrument used is reliable (Sürücü, 2020). Although the Cronbach's alpha is interpreted in different ways in the literature, the generally accepted approach is presented as: 0.9 The internal consistency of the scale is high; 0.7 < 0.9 the scale has internal consistency; 0.6 < 0.7 the internal consistency of the scale is acceptable; 0.5 < 0.6 the internal consistency of the scale is weak; and 0.5 the scale has no internal consistency. However, the items were adapted from the different scholars there were some little changes on some items. For this reason, the researcher tests the validity and reliability by using Cronbach's alpha.

### **3.10. Ethical consideration**

Ethical clearance was prepared at Addis Ababa University from the research ethical review board from the college of business and economics, department of masters of business administration. On the other hand, full informed consent was forming the respondents that participate in the study and the purpose of the research was clearly explained and the information also keeps in strict confidentiality.

## **CHAPTER FOUR**

### **4. DATA ANALYSIS, INTERPRETATION, AND DISCUSSION**

In this chapter, the collected data has been analyzed and interpreted. The chapter consists of an introduction, respondents' demographic characteristics; Interpersonal skill training, Technical skill training, Problem-solving skill training, Ethical training, organizational learning, employee commitment (affective commitment and normative commitment), and organizational performance as well.

Items of the questionnaire were Likert scaled using five points ranging from 1=Strongly Agree to 5=Strongly Disagree.

Consequently, this chapter presents the results and findings of the research. 203 questionnaires were disseminated for respondents; from which 189 questionnaires were recollected with 93.1 return rates. The remaining questionnaires were unreturned to the researcher and/or incomplete due to the personal reasons of some participants. The chapter mainly includes data results from the statistical tests conducted on the gathered primary data. Descriptive analysis and inferential analysis using mediation modeling and other analysis of the study are presented as follow respectively.

#### 4.1. Demographic Characteristics of Respondents

**Table 4.1 Demographic Characteristics of Respondents**

Items		Frequency	Percentage
Sex	Male	82	43.4%
	Female	107	56.6%
Age	18-25	18	9.5%
	26-35	93	49.2%
	36-45	49	25.9%
	46-55	26	13.8%
	55 and above	3	1.6%
Educational background	Diploma	24	12.7%
	first degree	130	68.8%
	Master's degree	33	17.5%
	PhD degree	0	0.0%
	Others	2	1.1%
Work experience	below one year	2	1.1%
	1-5 years	45	23.8%
	6-10 years	64	33.9%
	11-15 years	35	18.5%
	16-20 years	22	11.6%
	21 and above	21	11.1%
Marital status	Married	123	65.1%
	Single	56	29.6%
	Widowed	5	2.6%
	Divorced	5	2.6%
Total		189	100%

*Source: Own Survey, 2021*

Regarding the demographic variables of the respondents, their sex, age, educational background, work experience, and marital status of respondents were used for description. Accordingly, regarding the sex of the respondents, the majority of them 56.6% were females while the

remaining 43.4% were male respondents. This reflects the composition of respondents, clearly showing the dominance of females.

About the age group of the respondents, the larger group of them was in 26-35 years which makes 49.2% of the respondents, followed by 25.9% of the respondents who are in the age group of 36 – 45 years. The remaining 13.8%, 9.5%, and 1.6% of the total respondents were in the age group 46 - 55 years, 55 years and above, as well as 18-25 years, respectively.

Regarding the educational background of the respondents, the majority of them 68.8% of the total respondents were first degree holders, followed by 17.5% of the respondents who are master's degree holders, the remaining respondents 12.7%, and 1.2% of the respondents were diploma holders and other educational levels other than the above-stated categories, respectively.

Regarding the experience of respondents, 33.9% had 6-10 years of experience, followed by 23.8% of the respondents who had 1-5 years of experience. While the remaining 18.5%, 11.6%, 11.1%, and 1.1% of the respondents had 11-15 years, 16-20 years, 21 and above, and below one year of experience.

## **4.2. Validity and reliability**

The items used for this research was adapted from different scholars but the researcher also test and confirm all criteria suggested by Sürücü (2020) thus, the item to be valid (a) the purpose of each statement is appropriate for the measuring instrument; (b) the statements in the scale are clearly understood by the participants; (c) the readability of all statements in the measuring instrument; (d) the attractiveness of the questionnaire created; (e) the difficulty of each item appropriate for the level of the participants.

In this study, the reliability of measurement scales was assessed by using SPSS version 25. The reliability of the scales was evaluated using Cronbach's alpha coefficient as is seen in the table below, Cronbach's alpha coefficient for all constructs ranges between 0.896 and 0.747 and it is considered acceptable which indicates that all the items are internally consistent (Hair et al., 2010).

**Table 4.2: Cronbach's Alpha reliability**

	Items	Factor loading of items	Number of items	Cronbach's Alpha
Interpersonal skill training	IP1	.689	4	0.747
	IP2	.625		
	IP3	.801		
	IP4	.632		
Technical skill training	T1	.907	5	0.896
	T2	.867		
	T3	.854		
	T4	.861		
	T5	.875		
Problem-solving skill training	PS1	.862	7	0.859
	PS2	.831		
	PS3	.828		
	PS4	.831		
	PS5	.834		
	PS6	.824		
	PS7	.866		
Ethical skill training	ET1	.804	6	0.835
	ET2	.803		
	ET3	.835		
	ET4	.797		
	ET5	.808		
	ET6	.804		
Organizational learning	OL1	.833	5	0.862
	OL2	.846		
	OL3	.828		
	OL4	.811		
	OL5	.847		
Affective commitment	AC1	.844	6	0.866
	AC2	.842		
	AC3	.831		
	AC4	.875		
	AC5	.829		
	AC6	.837		
Normative commitment	NC1	.787	4	0.793
	NC 2	.774		
	NC 3	.692		
	NC 4	.702		
Organizational performance	OP1	.902	5	0.890
	OP2	.872		
	OP3	.863		
	OP4	.849		
	OP5	.842		



### **4.3. Descriptive statistics**

This section represents the respondent's perception of the independent, mediator, and dependent variables. Research participants were asked to indicate the extent to which they agreed and disagree with statements relating to the variables under the study of the five-point Likert scale (5= strongly agree to 1= strongly disagree).

Mean of 3.0 is considered to measure neutrality on the test of variables. Standard deviation was used to indicate variation from the mean. A low standard deviation indicates that points tend to be very close to the mean, whereas a high standard deviation indicates that the data is spread over a large range of values.

Descriptive statistics in the form of mean and standard deviation were presented to illustrate the level of agreement of the respondents with their implications of the organizations. The responses of the respondents for the variables indicated below were measured on a five-point Likert scale with 1= strongly disagree, 2= disagree, 3 = neutral, 4= agree and 5= strongly agree. However, while interpreting the results of mean the scales were reassigned as follows to make the interpretation easy and clear. This formula is adapted from (Vichea, 2005), with 5 point scales, the interval for breaking the range in measuring each variable is calculated by  $5-1/5= 0.8$ . It means items with scores fall between the ranges of: 4.20 – 5.00 are considered as strongly agreed; 3.40 – 4.09 as agreed; 2.60 – 3.39 as Neutral; 1.08 – 2.59 as disagree and 1.00 – 1.79 strongly disagree.

Data from questionnaires were processed by the SPSS program in terms of frequency, mean, and standard deviation (Descriptive statistics).

#### **4.3.1. Inter-personal skill training**

Concerning the provision of interpersonal skills that are the skills employees use every day when they communicate and interact with other people, both individually and in groups, the following items were presented for respondents to rate based on the Likert scale items. Accordingly, the results are analyzed as follows.

**Table: 4.3 Descriptive statistics of Inter-personal skill training**

Items	N	Minimum	Maximum	Mean	Std. Deviation
I clearly express my ideas and information	189	1	5	3.91	1.161
Training has helped me to work with others	189	1	5	3.72	1.148
I am good at conveying and interpreting nonverbal communication through body language and intonation.	189	1	5	2.53	1.282
I enjoy working in a team.	189	1	5	4.11	1.069

*Source: Own Survey, 2021*

Concerning the results, exempt the third item, all the other three items fall in the agreement range mean > 3.4. These items which fall in the agreement range includes whether the employees express their ideas and information to other fellow employees and managers higher in the hierarchy (mean = 3.91 and SD = 1.161), whether raining has helped them to work with others (mean = 3.72 and SD = 1.148), and whether these employees enjoy working in a team (mean = 4.11and SD = 1.069). However, the other item fall in the range of neutrality which asks the respondents whether they are good at conveying and interpreting nonverbal communication through body language and intonation (mean = 2.53 and SD = 1.282).

The above result indicates that in terms of interpersonal skills, employees were found to be able to express their ideas and information with others, the provision of training has also helped employees to work with others, and lastly, these employees have easiness when encountered with a teamwork problem

#### **4.3.2. Technical skill training**

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

**Table 4.4: descriptive statistics of Technical skill training**

Items	N	Minimum	Maximum	Mean	Std. Deviation
Training helped me to accomplish my tasks more quickly	189	1	5	3.67	1.241
After training about new technology I improved my job	189	1	5	3.54	1.173
Training helps me to use new technology	189	1	5	3.77	1.129
Training helps me to improves my new technology skill	189	1	5	3.88	1.100
Training enables me to use new technology to do my job easier	189	1	5	3.94	1.078

*Source: Own Survey, 2021*

Consequently, results presented in the above table, all the responses fall in the agreement range mean > 3.4. these items include; whether training helped them to accomplish their tasks more quickly (mean = 3.67, and SD = 1.241), whether employees improved their job after training about new technology(mean = 3.54, and SD = 1.173), whether training helps them to use new technology(mean = 3.77, and SD = 1.129), whether training helps them to improves their new technology skill (mean = 3.88, and SD = 1.100) whether Training enables them to use new technology to do their job easier(mean = 3.94, and SD = 1.078).

The above result implies that the delivery of technical training for employees has helped them to complete their tasks more rapidly, upgraded their profession after training about new technology, to use new technology, improves their new technical skill, and to use new technology to do their job easier.

### **4.3.3. Problem-solving skill training**

Problem-solving skills help employees to determine why a problem is happening and how to resolve that issue. It's one of the key skills that employers seek in their employees. Problem-solving starts with identifying the issue, coming up with solutions, implementing those solutions, and evaluating their effectiveness. Therefore, to measure the problem-solving skill training

delivery advantages and whether it yields the required objectives of the training, the following items were presented for respondents.

**Table 4.5: Problem-solving skill training**

Items	N	Minimum	Maximum	Mean	Std. Deviation
I consider relevant factors when analyzing problems at work.	189	1	5	3.97	1.139
I establish appropriate goals for solving work problems.	189	1	5	3.85	1.017
I generate two or more possible solutions when dealing with a work problem	189	1	5	3.87	.992
I recognize positive consequences associated with possible solutions to work problems.	189	1	5	3.76	1.028
I select a solution only after considering all possible consequences associated with possible solutions	189	1	5	3.86	.963
I implement solutions in a timely and effective manner.	188	1	6	3.99	.913
I seldom follow up after solutions have been implemented to determine their effectiveness.	189	1	6	3.48	1.188

*Source: Own Survey, 2021*

Therefore, created on the result presented in the above table, the entire item responses fall in the agreement range mean > 3.4. These items include; whether they consider relevant factors when analyzing problems at work (mean = 3.97and SD = 1.139), whether they establish appropriate goals for solving work problems(mean = 3.85and SD = 1.017), whether they generate two or more possible solutions when dealing with a work problem(mean = 3.87and SD = .992), whether they recognize positive consequences associated with possible solutions to work problems(mean = 3.76and SD = 1.028), whether they select a solution only after considering all possible consequences associated with possible solutions(mean = 3.86and SD = .963), whether they implement solutions in a timely and effective manner(mean = 3.99and SD = .913), and whether they seldom follow up after solutions have been implemented to determine their effectiveness(mean = 3.48and SD = 1.188).

The above result implies that the delivery of problem-solving training for employees has assisted them to consider pertinent influences when analyzing problems at work, found suitable goals for

resolving work problems, produce two or more conceivable resolutions when commerce with a work problem, recognize positive consequences associated with possible solutions to work problems, select a solution only after considering all possible consequences associated with possible solutions, implement solutions in a timely and effective manner, and rarely follow up after solutions have been implemented to determine their effectiveness

#### 4.3.4. Ethical training

One of the purposes of ethics training is to enable employees to identify and deal with ethical problems developing their moral intuitions, which are implicit in everyday choices and actions. Therefore, to measure the ethical training delivery compensations and whether it produces the required objectives of the training, the following items were presented for respondents.

**Table 4.6: Ethical training**

Items	N	Minimum	Maximum	Mean	Std. Deviation
The most important ethics is thinking about the good of all the people	189	1	5	4.27	1.024
My major concern is always what is best for the other Person	189	1	5	3.69	1.136
In my offices' people look out for each other's good	189	1	5	3.40	1.151
I always do what is right for public	189	1	5	4.06	1.012
In my organization, the ethical code of the profession is a major consideration.	189	1	5	3.87	1.157
Everyone is expected to respect the organization policies and standards	189	1	5	4.19	.998

*Source: Own Survey, 2021*

Thus, the result presented in the above table, the whole items' responses fall in the agreement and strongly agreement range mean > 3.4. These items include; whether employees believe that the most important ethics is thinking about the good of all the people (mean = 4.27 and SD = 1.024), whether my major concern is always what is best for the other person (mean = 3.69 and SD = 1.136), whether in their offices' people look out for each other's good (mean = 3.40 and SD = 1.151), whether they always do what is right for public (mean = 4.06 and SD = 1.012), whether,

in their organization, ethical code of the profession is a major consideration. (Mean = 3.87 and SD = 1.157), and whether everyone is expected to respect the organization policies and standards (mean = 4.19 and SD = .998)

The above result implies that the delivery of ethical training for employees has supported employees to believe in the most important ethics is thinking about the good of all the people, to make their main concern the good of another person, looking out for each other's good in their organization, having ethical code of the profession is a major consideration and everyone is expected to respect the organization policies and standards as well

#### 4.3.5. Organizational Learning

According to various kinds of literature presented in chapter two of this paper, organizational learning is the process of creating, retaining, and transferring knowledge within an organization. An organization improves over time as it gains experience. From this experience, it can create knowledge. This knowledge is broad, covering any topic that could better an organization. Consequently, to measure the organizational learning for the creation required intentions of the training, the following items were presented for respondents.

**Table 4.7: Organizational Learning**

Items	N	Minimum	Maximum	Mean	Std. Deviation
My organization creates continuous learning opportunities.	189	1	5	3.20	1.292
My organization encourages knowledge sharing among the staff.	189	1	5	3.32	1.249
The leader of our institution supports learning at the individual, team, and organization levels.	189	1	5	3.16	1.266
My organization establishes systems to capture and share learning.	189	1	5	3.05	1.230
My organization connects the staff to the environment through various programs.	189	1	5	2.80	1.275

Since all items presented in the above table fall in the range of neutrality (mean <3.4 and > 2.6), therefore, the organization has been found to creates unbroken learning chances, inspires knowledge allotment among the staff, maintenances of learning at the individual, team, and

organization levels, launches systems to capture and share learning, and connects the staff to the environment through various programs.

#### 4.4. Correlational Results

Correlation refers to a synonym for association or the relationship between variables. It measures the degree to which two sets of data are related. In this section Pearson’s Product, Moment Correlation Coefficient was computed. With the help of these statistical tools, conclusions are drawn concerning the sample, and decisions are made to the research questions. The following Pearson’s Product Moment Correlation Coefficient was used to determine the relationship between the dependent, mediator, and independent variables.

**Table 4.8: Correlational Results**

	OP	sex	age	educa tion	experi ence	marital status	IP	TS	PSS	ETS	OL	AC	NC
OP	<b>1</b>												
sex	<b>.144*</b>	1											
age	<b>.088</b>	-.072	1										
education	<b>.079</b>	-.179*	.025	1									
experience	<b>.192**</b>	-.055	.781**	.076	1								
marital status	<b>-.017</b>	.018	-.152*	-.005	-.108	1							
IP	<b>.384**</b>	.117	.054	-.005	.091	-.031	1						
TS	<b>.331**</b>	-.097	.025	.049	.079	-.099	.494**	1					
PSS	<b>.502**</b>	.022	-.009	.076	.064	-.015	.536**	.397**	1				
ETS	<b>.524**</b>	.071	-.093	.010	.012	-.050	.451**	.367**	.685**	1			
OL	<b>.486**</b>	.117	.052	.074	.130	.016	.426**	.289**	.367**	.421**	1		
AC	<b>.542**</b>	.123	-.009	.053	.080	-.097	.489**	.380**	.455**	.552**	.492**	1	
NC	<b>.505**</b>	.080	-.139	.066	-.066	.037	.444**	.332**	.453**	.496**	.350**	.539**	1

NB. \* Correlation is significant at the 0.05 level (2- Tailed) and \*\* Correlation is significant at the 0.01 level (2- Tailed). Sample size 189.  
**Source:** (own survey result 2021)

Depending on the template of correlational analysis the demographic factors were used as a control variable. The latent variables of T&D that are interpersonal skill training, technical skill training, Problem-solving skill training, Ethical skill training, and Organizational learning are

positively correlated with organizational performance with the value of correlation 0.384, 0.331, 0.502, 0.524, and 0.486 respectively with  $P < 0.05$ .

Affective commitment is highly correlated with the dependent variable organizational performance with the value of 0.542 and  $P < 0.05$  and with the independent variable (interpersonal skill training 0.489, technical skill training 0.380, problem-solving skill training 0.455, ethical skill training 0.552, and organizational learning 0.492 with all  $P < 0.05$ ).

Normative commitment is positively correlated with an organizational performance by a value of 0.505 and  $P < 0.05$  and with dependent variables (interpersonal skill training 0.444, technical skill training 0.332, problem-solving skill training 0.453, ethical skill training 0.496, and organizational learning 0.350 with all  $P < 0.05$ ).

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

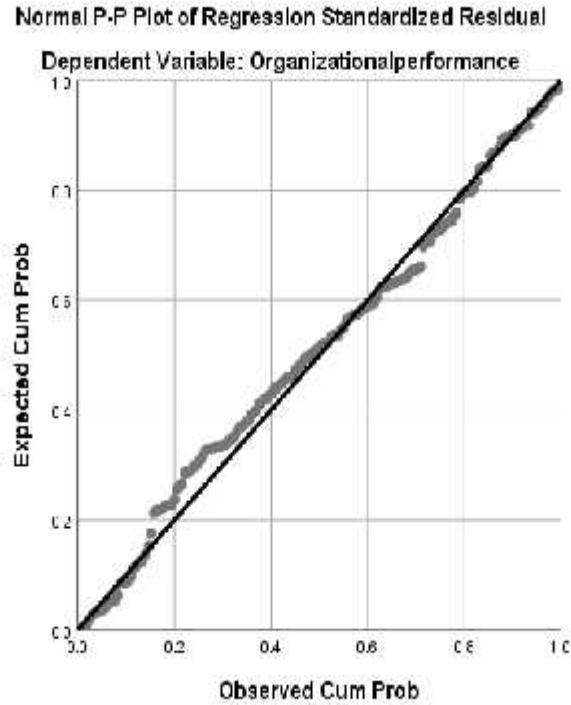
#### **4.5. Assumption test**

Before computing mediation analysis, the following assumptions were tested between the independents and dependent variables. It enables to determine the strength of the relationship between variables and the predictive power of the independent variables on the dependent variable. The basic assumption tests for the mode must be carried out. This is a compulsory precondition in explaining the relationships between dependent and explanatory variables. Four major assumptions namely, Linearity Test, Homoscedasticity Test, Auto Correlation (Durbin Watson Test), and Normality Test checked and proved to be met reasonably well. Each test is explained below:

##### **4.5.1. Linearity Test**

The linearity of associations between the dependent and independent variables can be tested by looking at the P-P plot for the model. The closer the dots lie to the diagonal line, the closer to normal the residuals are distributed. As depicted in the below graph, the visual inspections of the p-p plot revealed that there exists a linear relationship between the dependent and independent variables

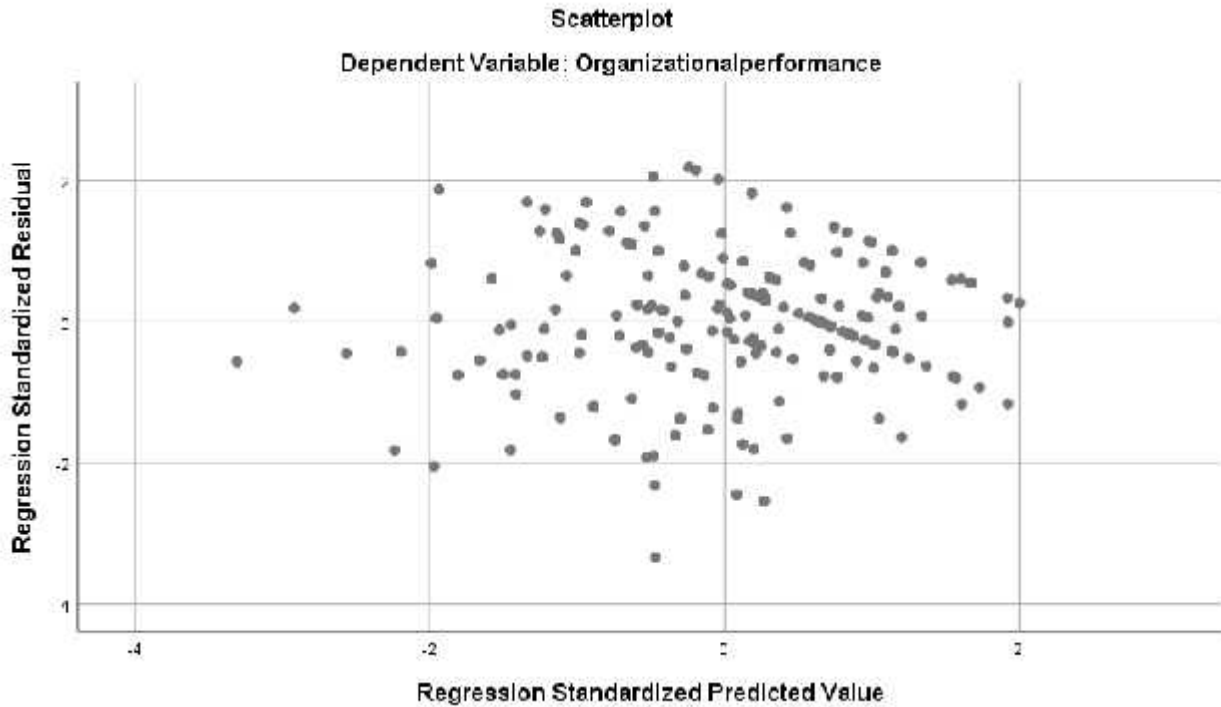




**Fig 4.1: P-P Plot of Regression Standardized Residual**

#### **4.5.2. Homoscedasticity Test**

The assumption of homoscedasticity refers to the equal variance of errors across all levels of the independent variables (Osborne & Waters, 2003). This implies it requires an even distribution of residual terms or homogeneity of error terms throughout the data. Homoscedasticity can be checked by visual examination of a plot of the standardized residuals by the regression standardized predicted value (Osborne & Waters, 2003). If the error terms are distributed randomly with no certain pattern, the problem is not detrimental for analysis. The scatterplot in fig 4.2 shows that the standardized residuals in this research are distributed evenly which shows that no violation of homoscedasticity.



**Fig 4.2: Scatterplot of standardized residuals**

#### 4.5.3. Auto Correlation (Durbin Watson Test)

Autocorrelation or independence of errors refers to the assumption that errors are independent of one another, implying that subjects are responding independently. Durbin-Watson statistic can be used to test the assumption that our residuals are independent (or uncorrelated). This statistic can vary from 0 to 4. For this assumption to be met, the Durbin-Watson value needs to be close to 2, and Values below 1 and above 3 are problematic and cause for concern. To check this assumption we need to look at the Model Summary box presented below.

**Table 4.9: Durbin Watson statistics**

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

The above reveals that errors are responding independently and autocorrelation is not a concern with the Durbin-Watson value of 1.341. Therefore, it is possible to say the auto-correlation test has been met.

#### 4.5.4. Normality Test

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

Frequency distribution comes in many different shapes and sizes. Therefore, it is quite important, to have some general description for common types of distributions. In an ideal world, our data would be distributed symmetrically around the center of all scores. As such, if we draw a vertical line through the center of the distribution then it should look the same on both sides. This is known as normal distribution and is characterized by a bell-shaped curve. This shape implies that the majority of scores lie around the center of the distribution and the normal distribution graph was shown in fig 4.3 below and revealed that the assumption of normality has been met.

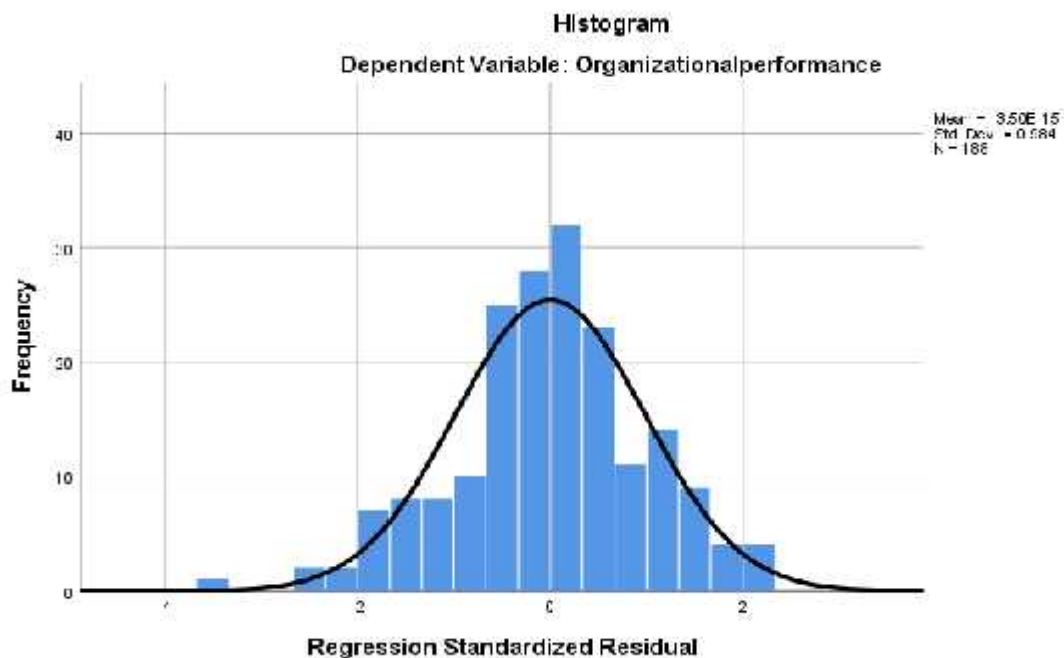


Fig 4.3 Normality Histogram

## 4.6. Regression analysis

The lessons behind the linear regression answer two main questions. One is on the capacity of predictors whether they do justice in explaining the change on Outcome variables and the second one is the identification of independent variables which indicates a significant change in the outcome. Regression also answers to what extent the variable explains and indicates the direction of estimate represented by beta.

The below ANOVA table indicates how well the recorded data responds to the presumed model. Model of fitness shows the difference among the values that are observed and the anticipated which were parts of the questions asked in the model. In the table obtained after conducting regression analysis the value under the column of Sig. indicates the significance of model fit. If this value is less than 0.05 then the model is fit for further analysis and interpretation. If not then the model needs to be revisited. In the current assumption, the F value is significant which is anticipated and the actual data is not different.

**Table: 4.10 ANOVA<sup>a</sup>**

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1049.950	6	174.992	18.735	.000 <sup>b</sup>
	Residual	1699.947	182	9.340		
	Total	2749.898	188			

a. Dependent Variable: OP

b. Predictors: (Constant), TD, age, educational background, marital status, sex of respondent, work experience

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

**Table 4:11 model summery**

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

In the table of Beta Coefficient below the demographic variables were used as a control variable and the result indicates that the change in the value of organizational performance by 0.562 if the

value of training and development increase by 1. The sign with the beta determines the direction of changes. The significant value of Beta describes that whether it is worthwhile to examine the Beta value or not.

**Table 4:12 coefficients of beta**

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

Dependent Variable: OP

#### 4.7. Mediation Analysis

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

OUTCOME VARIABLE:  
 AC

Model Summary

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

Model

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

\*\*\*\*\*

OUTCOME VARIABLE:  
 NC

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5512	.3038	3.4048	81.6019	1.0000	187	.0000

Model

	Coeff	se	t	p	LLCI	ULCI
Constant	4.0433	.7801	5.1829	.0000	2.5044	5.5823
TD	.0947	.0105	9.0334	.0000	.0740	.1154

The process macro version 3.5 result indicates that training and development is a significant predictor of an affective commitment by  $\beta = 0.224$ ,  $P = 0.001$ . This result tells as increasing a unit on training and development causes to increase 0.0224 on the affective commitment of employees.

The regression result shows that training and development significantly affect normative commitment with a coefficient of  $\beta = 0.095$  and p-value of 0.001. From the result, increasing one unit on training and development causes increases 0.095 on normative commitments of employees.

OUTCOME VARIABLE:  
OP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.6444	.4153	8.6916	43.7947	3.0000	185.0000	.0000

Model

	Coeff	se	t	p	LLCI	ULCI
Constant	.9257	1.3345	.6936	.4888	-1.7072	3.5585
TD	.0955	.0223	4.2740	.0000	.0514	.1395
AC	.1942	.0597	3.2524	.0014	.0764	.3120
NC	.3440	.1229	2.8004	.0056	.1017	.5864

As the process macro result points out training and development affect organizational performance with  $\beta = 0.0955$  and p-value of 0.001, affective commitment is also a significant predictor of organizational performance with  $\beta = 0.1942$  and p-value of 0.001, and normative commitment is significantly influenced organizational performance with  $\beta = 0.344$  and p-value of 0.007. This means when training and development are increases by a unit organizational performance also increases by 0.0955 in presence of mediator variables. Increasing affective commitment by one unit organizational performance also increases by 0.1942 and a unit increasing of normative commitment causes to increase organizational performance by 0.344.

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

OUTCOME VARIABLE:

OP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5755	.3312	9.8347	92.6125	1.0000	187.0000	.0000

Model

	Coeff	se	t	p	LLCI	ULCI
Constant	2.6074	1.3259	1.9665	.0507	-.0082	5.2230
TD	.1715	.0178	9.6235	.0000	.1364	.2067

**Total effect of X on Y**

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

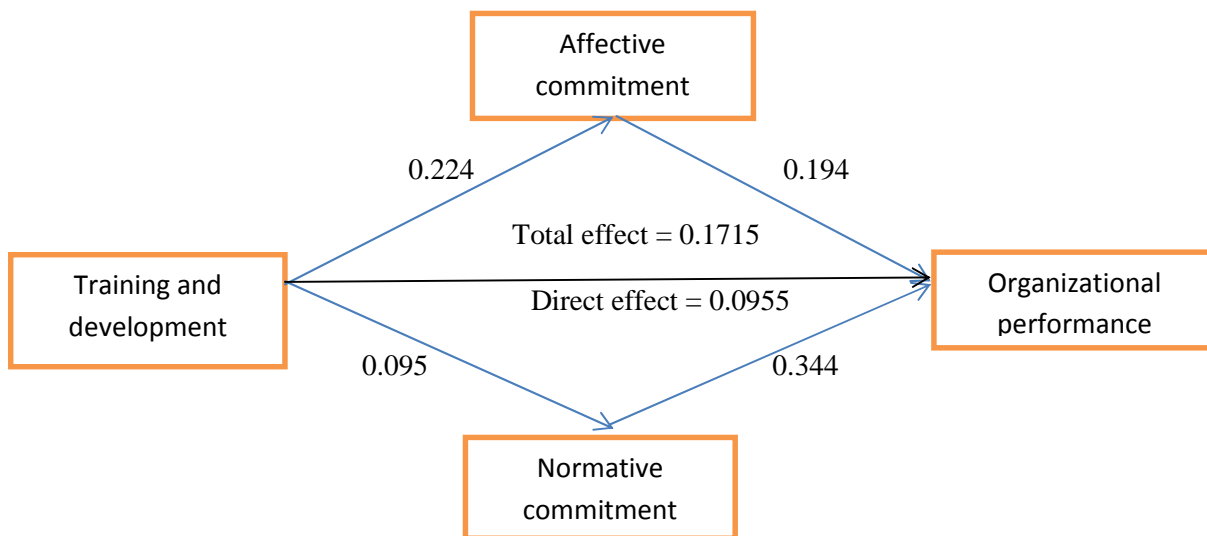
**Direct effect of X on Y**

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

**Indirect effect(s) of X on Y:**

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

**Figure: 4.5 Total, direct and indirect result**



Source: own regression result

From the process, Marco's version 3.5 result of the total effect of training and development on organizational performance is significant with  $\beta = 0.1715$  and a p-value of 0.000.

Thus, increasing one unit of training and development causes increases organizational performance by 0.1715 in the absence of mediating variable.

**H<sub>0</sub>:** training and development have an insignificant direct effect on organizational performance.

The first research hypothesis was about the direct effects between independent and dependent variables in the presence of mediators. As Baron and Kenny (1986) suggested if the effects of the independent variable on the dependent variable are significant in the presence of mediators there is a direct effect. Therefore our hypothesis was rejected because the direct effect between training and development, and organizational performance is significant.

**H<sub>1</sub>:** employee commitment (affective and normative) has the mediating effect between training and development, and organizational performance.

From the unstandardized indirect mediation analysis report, training and development on organizational performance via mediating role of affective commitment was 0.0435 and was statistically significant (given that zero does not fall between the confidence interval 0.0124, 0.0786). and the unstandardized indirect effect indicates that the effect of training and development on organizational performance through normative commitment was 0.0326 and statistically significant or zero does not fall between the confidence interval 0.003, 0.633. The sum total of two mediators of the indirect effects is  $0.0435 + 0.0326 = 0.0761$  which is statistically significant because zero is not fall between 0.026, 0.1115.

According to Baron and Kenny (1986), the indirect effect is the impact of the independent variable on the dependent variable via mediator ( $a*b$ ). From the process macro version 3.5 analysis result of this research, the indirect effect of training and development on organizational performance is statistically significant. Thus, the alternate hypothesis was accepted.

As the overall regression analysis shows the mediating effects of employee commitment (affective and normative) between training and development and organizational performance is partial mediation analysis due to there both direct and indirect effect was that significant.



## 4.8 Desiccation

This research was aimed at mediating effects of employee commitment between training and development and organization performance and the finding confirms both the direct and indirect effects are significant and this describes that employee commitment arises from training and development which also causes good organizational performance. The research consisted of some scientific findings listed below. Abogsesa & Kaushik (2018) that conclude employee training enhances the five mediator factors, which directly impact the performance of managerial level employees positively and indicate employee training is an effective tool that an organization can use to gain competitive advantage, as the enhanced performance of the employees can enhance the performance of the organization in the competitive business environment. According to Gottman et al. (1998) finding employee commitment a critical mediating process underlying the HRD–firm performance link Aguinis and Kraiger (2009) training is a way of a systematic approach to influencing individuals’ knowledge, skills, and attitudes to improve individual, team, and organizational performance. As King (1989) defines the training and development are the planned and systematic modification of behavior through learning events, programs, and instruction, which enable individuals to achieve the levels of knowledge, skill, and competence needed to hold out their work effectively. Wilkinson et al. (2010) define that 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. Engetou (2017) Training and development are a continuous effort designed to improve employees’ competence and organization performance as a goal to improve the employees’ capacity and performance. The training provided to the employees should be designed in such a way that it makes Public Service better equipped to meet the increasing challenges for higher standards of service delivery and also cope with the competitive technological challenges that are taking place today(Sitienei et al., 2016). Irefin & Mechanic(2014) indicate that there is a fairly high relationship between employee commitment and organizational performance in Coca-Cola Company Plc implying that employee commitment improves the company’s performance and deduced that organizational performance can simply be improved through employee commitment. Asfaw, Mesele, and Bayissa (2015) studied and

pronounced high-stage overall performance of the various majority of the respondents who have been concerned in schooling and improvement interventions. Additional training module results in a widespread boom in overall performance and for the average worker, a further training direction allows enhance overall performance by 2.1 % (Bapna et al., 2013). As Imran & Tanveer (2015) of their effect evaluation of training & development on employees' overall performance in banks of Pakistan finish that Training and Development put together the employees to make a contribution greater to their organizations. Training and improvement is a name for issue in recent times developing society because of the reality if performances of the employees aren't appropriate sufficiently, it's going to affect the organization and It adds a simple reality that nowadays many organizations have come to focus the significance of the characteristic of training and improvement as it will increase the organization frame of people efficiency, skills, and productivity (Hiregoudar & Patil, 2020). Training performs an essential position with inside the construction of skills of recent in addition to contemporary personnel to carry out their activity in a powerful manner and taken into consideration to be a key thing for progressed overall performance; as it may decorate the extent of worker and corporation competency (Sharma & Taneja, 2018). The impact of ability improvement attained thru schooling and obligations and obligations completed through employees allowed them to be powerful and contributed to their commitment (Sitienei et al., 2016).

## CHAPTER FIVE

### 5. CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summery

The main aim of the study was to investigate mediating effects of employee commitment between training and development, and organizational performance. Service organization should have train their employees on dimensions that they face on their day today activities like interpersonal, technical, problem-solving, ethical skill training and organizational learning. This study tried to answer the direct effect of training and development on organizational performance and the mediating effect of employee commitment on organizational performance. A sample size was selected using convenience sampling technique. Based on the theoretical frame work and objectives of the study questioners were provided in a five point Likert scale to the respondents. The gathered data was analyzed by using SPSS version 25 and the mediation analysis was connected by Hayes process macro version 3.5.3.

The regression result show that there direct effect of training and development on organizational performance and also the process macro result indicates that employee commitment(affective and normative ) play mediating role between training and development.

#### 5.2. Conclusions

In terms of interpersonal skills, employees were found to be able to express their ideas and information with others, the provision of training has also helped employees to work with others, and lastly, these employees have an easiness when encountered with a teamwork problems Delivery of technical training for employees have helped them to complete their tasks more rapidly, upgraded their profession after training about new technology, to use new technology, improves their new technical skill and to use new technology to do their job easier.

Problem-solving training for employees has assisted them to consider pertinent influences when analyzing problems at work, found suitable goals for resolving work problems, produce two or more conceivable resolutions when commerce with a work problem, recognize positive consequences associated with possible solutions to work problems, select a solution only after considering all possible consequences associated with possible solutions, implement solutions in

a timely and effective manner, and rarely follow up after solutions have been implemented to determine their effectiveness.

The provision of ethical training for employees has supported employees to believe in the most important ethics is thinking about the good of all the people, to make their main concern the good of another person, looking out for each other's good in their organization, having ethical code of the profession is a major consideration and everyone is expected to respect the organization policies and standards as well.

Since all items presented in the above table fall in the range of neutrality (mean  $<3.4$  and  $> 2.6$ ), therefore, the organization has been found to creates unbroken learning chances, inspires knowledge allotment among the staff, maintenances of learning at the individual, team, and organization levels, launches systems to capture and share learning, and connects the staff to the environment through various programs. Based on the correlational analysis, all the demographic variables and training and development independent variables (interpersonal skill training, technical skill training, problem-solving skill training, ethical skill training, and organizational learning) were found to have a positive correlation with affective and normative commitment (mediating variable) and dependent variable (organizational performance) at alpha level 0.01.

Total effect of training and development on organizational performance is significant with  $\beta = 0.1715$  and a p-value of 0.000 in the absence of mediating variable. As the process macro result points out training and development directly affect organizational performance with  $\beta = 0.0955$  and p-value of 0.001 in presence of mediators.

Affective commitment has indirect mediating effect between training and development, and with unstandardized coefficients of 0.0435 and statistically significant (given that zero does not fall between the confident interval 0.0124, 0.0786) and normative commitment has meditation effect between training and development and, organizational performance with unstandardized coefficients 0.0326 and statistically significant or zero does not fall between the confidence interval 0.003, 0.633. The sum total of two mediators of the indirect effects is  $0.0435 + 0.0326 = 0.0761$  which is statistically significant because zero is not fall between 0.026, 0.1115.

Based on mediation analysis, the training variables (Interpersonal skill training, Technical skill training, Problem-solving skill training, Ethical training, and Organizational learning) had both

direct and indirect effects on organizational performance via the mediator of employee commitment (Affective and Normative). Thus, the result of the mediation is partial.

### **5.3. Recommendation**

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

the organizational performance by providing commitment for employees including confidence because they fill their gap. So organizations should give attention to provide these types of training and development for their employees.

#### **5.4. Future direction**

During the study of this research, many gaps came to the researchers as an idea to be done and that can be future directions for another researcher's. One is to include the third mediator which is continece commitment to see the effects of the mediation part. The second is expanding of the research at national levels via taking regional states as a research area and increasing the number of sample size and looking at the mediation effect because the independent latent variables are not further studied before this research in Ethiopia government service sectors doing on wide-area makes good for the future researcher. The third direction is doing similar research on financial institutions is needed because financial institutions now a day should be competitive in serving their customer to be profitable. The fourth direction is on the approach used for this research which only adopted quantitative technique but the future researchers can add a qualitative approach to explain results more.

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## Section 2. Types of training and development

State your opinion by using the following scale 1= strongly disagree, 2= disagree, 3= neutral, 4= agree and 5= strongly agree

1. Interpersonal skill training						
No	Items	Scale				
		strongly disagree	disagree	neutral	Agree	strongly agree
IP1	I clearly express my ideas and information					
IP2	Training has helped me to work with others.					
IP3	I am good at conveying and interpreting nonverbal communication through body language and intonation.					
IP4	I enjoy working in a team.					
2. Technical skill training						
T1	Training helped me to accomplish my tasks more quickly.					
T2	After training about new technology I improved my job.					
T3	Training helps me to use new technology.					
T4	Training helps me to improve my new technology skill.					
T5	Training enables me to use new technology to do my job easier.					
3. Problem-solving skill training						
PS1	I consider relevant factors when analyzing problems at work.					
PS2	I establish appropriate goals for solving work problems.					
PS3	I generate two or more possible solutions when dealing with a work problem.					
PS4	I recognize positive consequences associated with possible solutions to work problems.					
PS5	I select a solution only after considering all possible consequences associated with possible solutions.					
PS6	I implement solutions in a timely and effective manner.					
PS7	I seldom follow up after solutions have been implemented to determine their effectiveness.					

<b>4. Ethical training</b>						
No	Item	Scale				
		strongly disagree	Disagree	neutral	Agree	strongly agree
ET1	The most important ethics is thinking about the good of all the people.					
ET2	My major concern is always what is best for the other person.					
ET3	In my offices' people look out for each other's good.					
ET4	I always do what is right for the public.					
ET5	In my organization, the ethical code of the profession is a major consideration.					
ET6	Everyone is expected to respect the organization's policies and standards.					
<b>5. organizational learning</b>						
OL1	My organization creates continuous learning opportunities.					
OL2	My organization encourages knowledge sharing among the staff.					
OL3	The leader of our institution supports learning at the individual, team, and organization levels.					
OL4	My organization establishes systems to capture and share learning.					
OL5	My organization connects the staff to the environment through various programs.					
<b>SECTION 3. EMPLOYEE COMMITMENT</b>						
<b>3.1. Affective commitment</b>						
AC1	I would be very happy to spend the rest of my career in this organization.					
AC2	I feel as if this organization's problems are my own.					
AC3	I feel like part of the family at my organization.					
AC4	I feel emotionally attached to this organization.					
AC5	This organization has a great deal of meaning for me.					
AC6	I feel a strong sense of belonging to my organization.					

### 3.2. Normative commitment

No	Item	Scale				
		strongly disagree	disagree	neutral	agree	strongly agree
NC1	Continued loyalty is a moral value.					
NC 2	I consider moving from one organization to another is immoral.					
NC 3	I consider my commitment to the organization is a moral obligation.					
NC 4	I would feel guilty if I left work in the organization.					

### section 4 - Organizational performance

#### 4.1 Overall organizational performance

No	Item	Scale				
		strongly disagree	disagree	neutral	agree	strongly agree
OP1	The goal attainment is very high in my organization.					
OP2	My organization has conduct service relations with outside customers very promptly.					
OP3	The quantity of service in my organization has increased.					
OP4	Overall, the quality of work performed is increased.					
OP5	In my organization service quality has increased.					

Annex 2 Translated items

አዲስ አበባ ዩኒቨርሲቲ

የቢዝነስና ኢኮኖሚክስ ኮሌጅ

የቢዝነስ አድሚኒስትሬሽን ትምህርት ክፍል

የዚህ መጠይቅ አላማ ከተመረጡ የአዲስ አበባ ከተማ አስተዳደር ገቢዎች እና ንግድ ቢሮዎች ሰራተኞች መረጃዎችን በማሰባሰብ ስልጠናና ልማት በሰራተኛው ያስራ ዝግጁነት ላይ የሚመጣውን ውጤት በማወቅ በመስርያ ቤቱ ጥቅል አፈጻጸም ያለውን ውጤት መረዳትና መተንተን ሲሆን የጥናቱ ተግባርም ከአዲስ አበባ ዩኒቨርሲቲ በቢዝነስ አድሚኒስትሬሽን ሞያ ለሁልትኛ ዲግሪ መመረቅያነት ይወላል። በዚህ መጠይቅ ላይ ላረጋግጥላቸው የምፈለግው ነገረ ቢኖረ የምትሰጡት መረጃ ለትምህርት(ለአካዳሚ ጥናት ) ብቻ የሚወል መሆኑን ነው።ይህ ጥናት የሚሳካው በእናነት ልዩ ተሳትፎ መጠይቆቹ በታላቀ ሃላፊነትና ታማኝነት ሲሞላ ብቻ ነው።

በዚህ መጠይቅ : ስምዎትን መጻፍ አያስፈልግም

በተቻሎዎት ሁሉ ትክክለኛ ያሚሉትን ምላሽ በትክክልኛው ሰአት ይስጡ።

ስለትብብርዎ እጅግ በጣም አመሰግናለሁ!

የሚከተሉትን ጥያቄዎች በማክበብ ይመልሱ

ክፍል 1. ግላዊ ሁኔታ

1. ጾታ:

- 1. ውንድ
- 2. ሴት

2. እድሜ:

- 1. ከ18 - 25
- 2. ከ26 - 35
- 3. ከ 36 - 45
- 4. ከ46 - 55

5. ከ 55 በላይ

3. የትምህርት ሁኔታ:

- 1. ዲፕሎማ
- 2. የመጀመርያ ዲግሪ
- 3. ማስተርስ
- 4. ዶክትሬት
- 5. ሌላ

4. የሰራ ልምድ: 1. ከአንድ አመት በታች 2. ከ1-5 አመት 3. ከ6-10 አመት 4. ከ11 - 15 አመት 5. ከ16 - 20አመት 6. 21 አመትና ከዛ በላይ

5. የጋብቻ ሁኔታ 1. ያገባ/ች/ 2. ያላገባ/ች/ 3. ባል ውይም ሚስት የሞተበት 4. የፈታ/ች/



**ክፍል 2. የስልጠናና ልማት አይነቶች**

የሚከተሉትን ስኬሎች በመጠቀም [ ] ምልክት በምርጫዎት ላይ ያስቀምጡ

1. በጣም አልስማማም      2. አልስማማም      3. ገለልተኛ ነኝ      4. እስማማለሁ  
5. በጣም እስማማለሁ

1. የተግባራት ክህሎት ስልጠና						
ተ. ቁ	የጥያቄ ዝርዝር	ስኬል				
		በጣም አልስማማም	አልስማማም	ገለልተኛ ነኝ	እስማማለሁ	በጣም እስማማለሁ
IP1	ሀሳቤን እና መረጃዬን በግልፅ እገልጻለሁ።					
IP2	ስልጠና ክህሎች ጋር እንድሠራ ረድቶኛል።					
IP3	የምልክት ቋንቋ እና በኢንፎንቴ አማካኝነት በቃል ያልሆነ ግንኙነትን በማስተላለፍ እና በመተርጎም ጎበዝ ነኝ ።					
IP4	በቡድን ውስጥ መሥራት ያስደስተኛል ።					
2. የቴክኒክ ችሎታ ስልጠና						
T1	ሥራዎቼን በበለጠ ፍጥነት እንዳከናወን ሥልጠና ረድቶኛል።					
T2	ስለ አዲስ ቴክኖሎጂ ከሠለጠንኩ በኋላ ሥራዬን አሻሽያለሁ።					
T3	ስልጠና አዲስ ቴክኖሎጂን እንድጠቀም ይረዳኛል።					
T4	ስልጠና አዲስ የቴክኖሎጂ ችሎታዬን እንዳሻሽል ይረዳኛል።					
T5	ሥልጠና ሥራዬን በቀላሉ ለማከናወን አዲስ ቴክኖሎጂን እንድጠቀም ያደርገኛል።					

3. ችግር የመፍታት ችሎታ ስልጠና

PS 1	በሥራ ላይ ያሉ ችግሮችን ሲተነትኑ አግባብነት ያላቸውን ምክንያቶች እመለከታለሁ ::					
PS 2	የሥራ ችግሮችን ለመፍታት ተገቢ ግቦችን አወጣለሁ ::					
PS 3	ከስራ ችግር ጋር በተያያዘ ሁለት ወይም ከዚያ በላይ ሊሆኑ የሚችሉ መፍትሄዎችን አወጣለሁ::					
PS 4	ለሥራ ችግሮች መፍትሔ ሊሆኑ ከሚችሉ ጋር ተያይዘው የሚመጡ አዎንታዊ ውጤቶችን አውቃለሁ ::					
PS 5	አንድ መፍትሔ የምመርጠው ከሚኖሩ መፍትሄዎች ጋር ተያይዘው ሊከሰቱ የሚችሉትን ውጤቶች ሁሉ ከግምት ካስገባሁ በኋላ ብቻ ነው::					
PS 6	መፍትሄዎችን በወቅቱ እና ውጤታማ በሆነ መንገድ ተግባራዊ አደርጋለሁ ::					
PS 7	ውጤታማነታቸውን ለመለየት የመፍትሄ ሃሳቦች ከተተገበሩ በኋላ እምብዛም እከታተላለሁ ::					

**4. የስነ ምግባር ስልጠና**

ተቁ	የጥያቄ ዝርዝር	ስኬል				
		በጣም አልስማማም	አልስማማም	ገለልተኛ	እስማማልሁ	በጣም እስማማልሁ
ET1	በጣም አስፈላጊው ሥነ ምግባር ስለ ሁሉም ሰዎች መልካም ነገር ማሰብ ነው።					
ET2	የእኔ ትልቁ ጭንቀት ሁል ጊዜ ለሌላው ሰው የሚበጀው ነው።					
ET3	በኔ መስርያ ቤት ሰዎች አንዳቸው ለሌላው መልካም ነገርን ይመለከታሉ።					
ET4	እኔ ለህዝብ ትክክለኛ የሆነውን ሁልጊዜ አደርጋለሁ።					
ET5	በድርጅቱ ውስጥ የሙያው ሥነ ምግባር ደንብ ዋነኛው ግምት ነው ።					
ET6	የመስርያ ቤቱን ፖሊሲዎች እና መመዘኛዎች ሁሉም ሰው እንዲያከብር ይጠበቃል።					

**5. መስርያቤታዊ ትምህርት**

OL1	የእኔ መስርያ ቤት ቀጣይነት ያለው የመማር ዕድሎችን ይፈጥራል ።					
OL2	መስርያ ቤቱ በሰራተኞቹ መካከል የአውቀት መጋራትን ያበረታታል ።					
OL3	የተቋማችን መሪ መማር በግለሰብ ፣ በቡድን እና በመስሪያ ቤት ደረጃዎች ይደግፋሉ ።					
OL4	መስርያ ቤቱ ትምህርትን ለመያዝ እና ለማጋራት ስርዓቶችን ያወጣል ።					
OL5	መስርያ ቤቱ ሰራተኞቹን ከአካባቢው ጋር በተለያዩ ፕሮግራሞች ያገናኛል ።					

ክፍል 3. የሥራ-ተኛው ቁርጠኝነት

3.1. ከሥራ ፍላጎት የመነጨ ቁርጠኝነት

AC1	ቀሪውን የሙያ ጊዜዬን በዚህ መስርያ ቤት ውስጥ በማሳለፍ በጣም ደስ ይለኛል።					
AC2	በእውነቱ የዚህ መስርያ ቤት ችግሮች የራሴ እንደሆኑ ይሰማኛል።					
AC3	በመስሪያ ቤቱ ውስጥ 'የቤተሰብ አካል' እንደሆነ ይሰማኛል።					
AC4	ከዚህ መስርያ ቤት ጋር «በስሜታዊነት» እንደተያዘኩ ይሰማኛል።					
AC5	ይህ መስርያ ቤት ለእኔ ትልቅ ትርጉም አለው።					
AC6	የመስሪያ ቤቱ አባል መሆኔ ጠንካራ ስሜት ይሰማኛል።					

3.2. መደበኛ ቁርጠኝነት

ተ.ቁ	የጥያቄ ዝርዝር	ስኬል				
		በጣም አልሰማም	አልሰማም	ገለልተኛ	እስማማል	በጣም እስማማል
NC1	ቀጣይነት ያለው ታማኝነት የሞራል እሴት ነው።					
NC 2	ከአንድ መስርያ ቤት ወደ ሌላው መዛወር ሥነ ምግባር የጎደለው እንደሆነ እቆጥረዋለሁ ።					
NC 3	ለመስሪያ ቤቱ ያለኝን ቁርጠኝነት እንደ ሥነ ምግባር ግዴታ እቆጥረዋለሁ።					
NC 4	በመስርያ ቤቱ ውስጥ ሥራዬን ብተው የጥፋተኝነት ስሜት ይሰማኛል።					

**ክፍል 4 — የመስርያ ቤቱ አፍጻጸም**

ተ.ቁ	የጥያቄ ዝርዝር	ስኬል				
		በጣም አልሰማማም	አልሰማማም	ገለልተኛ	እስማማልሁ	በጣም እስማማልሁ
OP1	በመስርያ ቤቱ ውስጥ የግብ መሳካት በጣም ከፍተኛ ነው።					
OP2	መስረያ ቤቱ ከውጭ ደንበኞች ጋር በአፋጣኝ የአገልግሎት ግንኙነቶች ያካሂዳል።					
OP3	በመስርያ ቤቱ ውስጥ የሚሰጠው የአገልግሎት ብዛት ጨምሯል።					
OP4	በአጠቃላይ የተከናወነው ሥራ ጥራት ጨምሯል።					
OP5	በመስርያ ቤቱ ውስጥ የአገልግሎት ጥራት ጨምሯል።					

### Annex .3

## Process macro analysis result

Run MATRIX procedure:

\*\*\*\*\* PROCESS Procedure for SPSS Version 3.5.3 \*\*\*\*\*

Written by Andrew F. Hayes, Ph.D. [www.afhayes.com](http://www.afhayes.com)  
Documentation available in Hayes (2018). [www.guilford.com/p/hayes3](http://www.guilford.com/p/hayes3)

\*\*\*\*\*

Model: 4

Y: OP

X: TD

M1: AC

M2: NC

Sample

Size: 189

\*\*\*\*\*

OUTCOME VARIABLE:

AC

Model Summary

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

Model

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

Standardized coefficients

Coeff

TD .6045

\*\*\*\*\*

OUTCOME VARIABLE:

NC

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5512	.3038	3.4048	81.6019	1.0000	187.0000	.0000

Model

	Coeff	se	t	p	LLCI	ULCI
Constant	4.0433	.7801	5.1829	.0000	2.5044	5.5823
TD	.0947	.0105	9.0334	.0000	.0740	.1154

Standardized coefficients

Coeff

TD .5512

\*\*\*\*\*

OUTCOME VARIABLE:

OP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.6444	.4153	8.6916	43.7947	3.0000	185.0000	.0000

Model

	Coeff	se	t	p	LLCI	ULCI
Constant	.9257	1.3345	.6936	.4888	-1.7072	3.5585
TD	.0955	.0223	4.2740	.0000	.0514	.1395
AC	.1942	.0597	3.2524	.0014	.0764	.3120
NC	.3440	.1229	2.8004	.0056	.1017	.5864

Standardized coefficients

	Coeff
TD	.3203
AC	.2414
NC	.1984

Test(s) of X by M interaction:

	F	df1	df2	p
M1*X	.2221	1.0000	184.0000	.6380
M2*X	.4216	1.0000	184.0000	.5169

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

OUTCOME VARIABLE:

OP

Model Summary

R	R-sq	MSE	F	df1	df2	p
.5755	.3312	9.8347	92.6125	1.0000	187.0000	.0000

Model

	Coeff	se	t	p	LLCI	ULCI
Constant	2.6074	1.3259	1.9665	.0507	-.0082	5.2230
TD	.1715	.0178	9.6235	.0000	.1364	.2067

Standardized coefficients

	Coeff
TD	.5755

\*\*\*\*\* TOTAL, DIRECT, AND INDIRECT EFFECTS OF X ON Y \*\*\*\*\*

Total effect of X on Y

Effect	se	t	p	LLCI	ULCI	c_ps	c_cs
.1715	.0178	9.6235	.0000	.1364	.2067	.0449	.5755

Direct effect of X on Y

Effect	se	t	p	LLCI	ULCI	c'_ps	c'_cs
.0955	.0223	4.2740	.0000	.0514	.1395	.0250	.3203

Indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.0761	.0175	.0419	.1115
AC	.0435	.0170	.0114	.0783
NC	.0326	.0153	.0047	.0641
(C1)	.0109	.0272	-.0424	.0642

Partially standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.0199	.0046	.0112	.0293
AC	.0114	.0045	.0030	.0207
NC	.0085	.0040	.0013	.0170
(C1)	.0028	.0071	-.0111	.0172

Completely standardized indirect effect(s) of X on Y:

	Effect	BootSE	BootLLCI	BootULCI
TOTAL	.2553	.0583	.1393	.3722
AC	.1459	.0562	.0381	.2601
NC	.1094	.0511	.0156	.2132
(C1)	.0365	.0903	-.1424	.2140

Specific indirect effect contrast definition(s):

(C1) AC minus NC

\*\*\*\*\* BOOTSTRAP RESULTS FOR REGRESSION MODEL PARAMETERS \*\*\*\*\*

OUTCOME VARIABLE:

AC

	Coeff	BootMean	BootSE	BootLLCI	BootULCI
Constant	1.4962	1.4395	1.6300	-1.9022	4.5052
TD	.2239	.2245	.0212	.1845	.2676

OUTCOME VARIABLE:

NC

	Coeff	BootMean	BootSE	BootLLCI	BootULCI
Constant	4.0433	4.0531	.8688	2.3573	5.7696
TD	.0947	.0946	.0113	.0720	.1164

OUTCOME VARIABLE:

OP

	Coeff	BootMean	BootSE	BootLLCI	BootULCI
Constant	.9257	.9804	1.4151	-1.7015	3.8676
TD	.0955	.0944	.0246	.0460	.1423
AC	.1942	.1946	.0740	.0520	.3411
NC	.3440	.3457	.1518	.0534	.6473

\*\*\*\*\* ANALYSIS NOTES AND ERRORS \*\*\*\*\*

Level of confidence for all confidence intervals in output: 95.0000

Number of bootstrap samples for percentile bootstrap confidence intervals:

5000

END