ST.MARRY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE EFFECT OF TRAINING ON WORKERS PERFORMANCE IN GOVERNMENTAL ORGANIZATION: A CASE OF ETHIOPIAN REVENUE AND CUSTOMS AUTHORITY HEAD OFFICE.

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APPROVED BY BOARD OF EXAMINERS

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Kemal   mohammed   usman

LIST OF ACRONYMS /ABBREVATIONS

TNA: Training Need Assessment
ERCA: Ethiopian Revenue and Customs Authority
OJT: On the Job Training
CBT: Computer-Based Training
HRD: Human Resource Development
HRM: Human resource management
ANOVA: Analysis of variance

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Abstract

The aim of this study was to examine the effect of employees training on performance at Ethiopian Revenue and Customs Authority. In order to achieve the purpose of the study, descriptive and explanatory research designs were used. A questionnaire was developed which was used as primary data gathering instrument. A questionnaire was distributed to 240 sample respondents in head office. A total of 240 employees participated in the study.. Data were analyzed using both descriptive and inferential sthy3']-uh4fatistics. Descriptive statistics such as frequency counts, percentages, and mean were used while inferential statistics such as person correlation and regression coefficient were used. The study findings showed that all variables of training (Training design, training need assessment, training delivery style training evaluation) influence on workers performance. Therefore, the study recommends that the training should be conducted time to time to ensure that employees have better job performance.

Keywords: *Employee Training, Training Need Assessment, Training Design, Training Evaluation, Training objective employees Performance.*

CHAPTER ONE

INTRODUCTION

Introduction deals with the background of the study, the statement of the research problem, objective of the study, research questions, scope of the study, the significance of the study and limitations of the study.

1.1 Background of the Study

Human Resource Management can be described as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations. It has a strong conceptual basis drawn from the behavioral sciences and from strategic management, human capital and industrial relations theories. This foundation has been built with the help of a multitude of research projects (Armstrong, 2010). Human resource management (HRM) is the policies, practices, and systems that influence employees' behavior, attitudes, and performance. Many companies refer to HRM as involving "people practices". There are several important HRM practices that should support the organization's business strategy. Among those HRM practices training and performance management more focus in this paper.

Training is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his or her job well. An aspect of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. According to (Kreitner, 1995), it's been shown that employees that receive regular, scheduled feedback, including training, along with an increase in expectations, actually have a higher level of worker output. The hope is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do.

Organizational performance (OP) is an indicator which measures how well an Organizational achieves their objectives (Hamon, 2003). Organizational performance is concerned with product or service quality, product or service innovation, employee attraction, employee retention, customer satisfaction, management/employee relation and employee relation (Delaney and Huselid, 1996). Hales (1986) stated that many organizations meet their needs for training in an

ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. It is worth noting that Ethiopia has a huge public sector, employing the highest number of human resources with varied skills. The role of public sector is very crucial for the socio-economic development of developing country like Ethiopia. In Ethiopia, the technological improvement, economic prosperity, and social change are possible only through an efficient and effective system of public sector institutions. Public sector has been a labour intensive activity. It mostly renders services of various sorts to the community. Public organization is controlled by the government and it is paid by the taxes.

Public sector efficiency and effectiveness have always been important issues for many countries. The main objective of public sector organizations is to increase service quality to customer approach and to provide social benefits based on limited budgets. For non-profit oriented organizations like the public sector, knowledge sharing can help to increase continuous performance, service delivery, and also customer and staff satisfaction (Ismail and Zawiyah, 2009). Since knowledge is a central source of government services, effective knowledge sharing among employees is a significant management challenge for providing excellent service to the public at all levels. Without the requisite knowledge and skills public officials may not be able to perform their responsibilities and duties effectively, efficiently and with high standards of performance (Ismail and Zawiyah, 2009).

In the public sector operations, human resource occupies central place. It is the most dynamic resource due to its creative abilities as compared to the other. The most precious asset that can contribute greatly to the organizational efficiency and effectiveness is the human resource of organizations (Muhammad, 2009). One such organization in the public sector is Ethiopian Revenue and Customs Authority (here after ERCA) which is located its head office in Addis Ababa around Megenagna near to the office of bole sub city. There are branches which are administered by the head office.

The Ethiopian revenue and Customs Authority (ERCA) is the body responsible for collecting revenues from customs duties and domestic's taxes. In addition to raising revenue, it responsible to protect the society from adverse effect of smuggling and contraband. it seize and takes legal

action on the people and vehicles involved in the act of smuggling, any tax evasion and avoidance while it facilities the legitimate movement of goods and people across the border. The ERCA traces its origin to July 7, 2008 as the result of the merger of the ministry of revenues, the Ethiopian customs authority and the federal inland revenues in to one giant organization.

The objective of the study was to investigate the actual training practice of the ERCA at Addis Ababa head office and its effectiveness in improving the performances of employees. Moreover, the study was focused on the effect of training on worker performance in the stated organization.

1.2 Definition of Terms and Concepts

Human resource management (HRM): is the way organizations manage their staff and help them to develop in order to be able to execute organizations' missions and goals successfully (McCourt & Eldridge 2003, 2).

Training: is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992).

Training Needs Assessment: is the process of identifying and prioritizing gaps between current and desired results (Kaufman, 1993)

Training design: is the process of creating a blueprint for the development of instruction. Whether the training is to be conducted in a classroom, delivered using an electronic format or using some combination of methods, the design process sets the stage for the development of a program that produces results.

Training Objective : Measurable intended end result of a training program expressed in terms of (1) the desired behaviour or skill level, (2) conditions under which it has to occur, and (3) the benchmark against which it will be measured.

Training Evaluation: refers to the process of collecting the outcomes needed to determine whether training is effective or not (Noe,2010**)**

Human resource development: is the integration of individual, career and organization development roles in order to achieve maximum productivity, quality, opportunity and

fulfillment of organizations members as they work to accomplish the goals of the organization (Pace, Smith & Mills 1991, 6).

Employee performance: is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000).

1.3 Statement of the problem

Training is a systematic process to enhance employee's skill, knowledge and competency necessary to perform effectively on job. Overall, training impacts organizational competitiveness, revenue and performance (Tyson and York, 2000).

The majority of governmental and private organization particularly in ERCA not recognizing the importance of training to increase their employee's productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets. These leads to high job turnover then increase the cost to hire new employees which low down the organizational profitability. Past researches proved a positive link between training and employee performance, as training brings benefits for the employee along with for the firm by positively impacting employee performance through the enhancement of employee's competencies and behavior.

Formal and informal interviews were conducted to obtain preliminary information about the problems of training. Based on the information gathered some of the problems are the absence of well –established training police, lack of adequate budget, inadequate needs assessment, inappropriate training objectives, using outdated training methods. The main reason that the researcher wants to conduct this study is to enable the study organization minimize this gaps.

1.4 Research questions

Keeping the above discussion in mind, the significant function of this study is to answer the following research equations.

➢ How does the organization conduct training need assessment?

➢   To what extent training objective has been achieved?

➢   What are the methods used to design the training?

➢   What kind of training delivery techniques are used in the organization?

➢   What methods are used to evaluate training?

➢   How to measure training effect on worker performance in the organization?

1.5 Objective of the Study

1.5.1 General Objective

The general objective of the study is to show the effect of training on workers performance in ERCA at Addis Ababa head office.

1.5.2 Specific Objectives

The following are specific objectives of the study:

To analyze the role of training needs assessment on organizational performance

✓   To point out the role of training design on organizational performance.

✓   To see the role of training delivery style on organizational performance.

✓   To find out the role of training evaluation on organizational performance.

✓   To find out whether training schemes have positive effect on the performances of workers.

✓   To make necessary suggestion based on findings of the study.

1.6 Significance of the Study

The study helps to develop and maintain a quality work life, which provide an opportunity for employee's job satisfaction and self-actualization. Besides, it aids management of ERCA to introduced modern schemes for training, to be able to meet the challenges of change in the future. Finally, this thesis used as a reference material for those individuals who want to conduct a research in this area for the future.

1.7 Scope of the Study

The scope of the study was delimited only to Ethiopia Revenue and Customs Authority among other public organizations particularly the head office by emphasizing on the effect of training on worker performance. Methodological the data instrument was used questionnaire not interview because well-structured questionnaire distributed to the respondents and gathered enough information. However, because of some limitations the study only focuses on the training aspect of the organization.

1.8 limitation of the Study

The limitations of the study that the researcher faced are unwillingness of management to divulge important information in the name of confidentiality, and some resources.

1.9 Organization of the Study

This research paper consists of five chapters. Chapter one introduced the study by giving the background information, the research problem, objectives, and significance of the study, delimitation and limitation of the study. Chapter two deals with the review of related literature on the research problem. Chapter three discussed the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections. Chapter four present the findings on the effect of training on worker performance in Ethiopia Revenue and Customs Authority. It also lay out the researcher analysis on the organization responses to the effect of such training on its employees in terms of performance. Chapter five presents the conclusions that were draw from the research findings and recommendations to enhance organizational effectiveness through training, and to ensure a stable and committed human resource.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter focuses on the theoretical context in which the research is situated. To define and give background to the meanings and importance of training, improvement of employees' performance, training process, training techniques, effective training principles, theoretical frame work and finally research hypothesis.

2.1 Theoretical Literature

2.1.1 Overview of Training

Training is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his or her job well. An aspect of developing employee's skills and abilities is the actual organizational focus on the employee to become better, either as a person or as a contributor to the organization. According to (Kreitner, 1995), it's been shown that employees that receive regular, scheduled feedback, including training, along with an increase in expectations, actually have a higher level of worker output. The hope is that employees who receive training in line with their individual or organizational goals will become more efficient in what they do.

One major area of the human resource management function of particular relevance to the effective use of human resources is training. Few people these days would argue against the importance of training as a major influence on the success of an organization. It is the view of Hales (1986) that the general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to an environment of coaching and support. He also added training is necessary to ensure sustain economic growth and effective performance and for adequate supply of staff that is technically and socially competent.

Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the

necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010).

Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, HR and training staffs, working in collaboration, or by external agents acting on their behalf the aim of the process is to develop in the organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performances of their work and hence for the achievements of the organizational aims and objectives by the most cost-effective means available (Tyson and York, 2000).

Furthermore, training is the most important tool of a business to develop commitment, effectiveness, efficiency and loyalty and to create a culture of cooperation among employees. Sometimes the top management and managerial level employees are found to be uncooperative towards HR training, whilst lower level employees lack the commitment to participate in training activities (Abdullah, 2009). As Meyer et al., (1993) indicated that employee commitment has

Become increasingly important in many organizations. The construct employee commitment is however complex and commitment cannot be seen as a single, homogenous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over times as employee circumstances and needs change. Meyer et al., 1993 defines commitment as purely psychological it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization. According to Morrow (1996), the concept of commitment is four folded, it accounts for an employee's personal involvement in the decision, the attraction of alternative options, the degree of ambivalence-as well as employee satisfaction.

Measuring commitment enables an understanding of why an organization may be losing satisfied employees whilst keeping the complainers as well as why an organization may keep employees despite clear better offers from competitors. Committed employees are one of the greatest assets any company can have. Each year organizations invest substantial amount of money in training their work force only to see talented and productive employees applying for other job, potentially to join the competition. Employee commitment plays a major role in overall business efficiency and profitability (Weiner, 1982).

Ballout (2009) argue that greater level of employee commitment lead to organizational benefit such as continuous flow of improvements, costs and efficiency improvements and active employee participation. Committed employees are believed to enhance an organization as they fell secure in their jobs, are well trained, fell part of a team and are proud of and enjoy doing their jobs. The other important point is dominant model of occupational commitment that comprises three components, namely affective, continuance and normative (Clugston et al., 2000). Affective commitment refers to a psychological attachment or connection individuals have to remain in an occupation or profession because they ³want to.´ Continuance commitment refers to a sense of costliness individuals have about leaving an occupation, thereby leading them to remain in the occupation because they ³need to.´ Normative commitment refers to a sense of obligation individuals have to remain in an occupation because they ³ought to, Whereas employee loyalty can be defined as employees being committed to the success of the organization and believing that working for this organization is their best option. Not only do they plan to remain with the organization, but they do not actively search for alternative employment and are not responsive to offers (Locke, 1968). The other variable that we can find in employee performance is effectiveness. According to Thompson (2010), employee effectiveness is the product of employee engagement and capability (both that of the employee and that of the organization).

2.2 Improvement in Employees' performance

The performances of public sector organizations rely on the performance of their employees. Employees' performance is the degree to which they accomplish job requirements. All the employees of an organization are working as a team, where employees work in accordance with their skills and competencies and in coordination with one another to accomplish organizational objectives (Muhammad, 2009). Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's efforts, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Better performance of a public-sector organization simply means the capability of the organization to achieve desired results or output more efficiently and

effectively. Performance is related to measurable accomplishment or results that primarily address community needs and problems. Poor performance of employees in the public-sector organizations is due to factors such as the quality of supervision and the lack of training and development of employees (Muhammad, 2009). The aim of training is to maximize employees learning of new skill, knowledge, attitudes and behaviors to cope with the demand of dynamic environments. These principles of employee training contribute to the overall organizational development which is a significant reason for organizations to encourage and promote this important human resource management functions (Hartel et al., 2007). It goes without saying therefore that the training of employees is an issue that has to be faced by every organization.

2.3 The Training process

To accomplish the purpose of the planed training organizations should follow different process. Hence, the model below traces the steps necessary in the training process that most organizations practiced (Bratton and Gold, 1999).

Organizational Objectives

Needs Assessment

Training Objectives

Select the Trainees and trainers

Select the Training Methods and Mode

Administer Training

Evaluate the Training

2.3.1 Organizational Objectives

Your business should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Organizations that plan their training process are more successful than those that do not because, training will increase employee

motivation, reduce employee turnover, and increase capacity to adopt new technologies and methods. Therefore, the objective of the organization and the training goal should be congruent and not be opposite each other.

2.3.2 Identifying Training Needs

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the following questions:

Where is training needed?

What specifically must an employee learn in order to be more productive?

Who needs to be trained?

Begin by assessing the current status of the company; how it does, what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training program can be evaluated. Your firm should know where it wants to be in five years from its long-range strategic plan. What you need is a training program to take your firm from here to there. Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program will fail. Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

2.3.3 Training Objective

The Objective of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behaviour or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is

today to where the firm wants him or her in the future. Setting goals help to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success.

2.3.4 Selection of the Trainees and Trainers

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

2.3.5 Training Design

Training Design programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program. Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. The investment will pay off in increased productivity.

2.3.5 Training Administration

Training administration having planned the training program properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals

are being met. Questions to consider before training begins include: location, facilities, accessibility, comfort, equipment, and timing. Careful attention to these operational details will contribute to the success of the training program.

An effective training program administrator should follow these steps:

Define the organizational objectives.

Determine the needs of the training program.

Define training goals.

Develop training methods.

Decide whom to train.

Decide who should do the training.

Administer the training.

Evaluate the training program.

Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line.

2.3.6 Evaluating Training Programs

Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it. Moreover, training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals (Velada and Caetano, 2007).

Companies first must determine if trainees are acquiring the desired skills and knowledge. If not, then they must ascertain why not and they must figure out if the trainees are failing to acquire these skills because of their own inability or because of ineffective training programs. Companies can use qualitative data such as work habits, attitudes, development, adaptability, and initiative to evaluate training programs. Most companies, however, prefer to place more weight on the quantitative data previously outlined (Phillips, 1987).

Furthermore, according to Phillips (1987), companies tend to evaluate training programs on four levels: behaviour, learning, reaction, and results. Businesses examine employee behaviour after training programs in order to determine if the programs helped employees adjust to their environment; also, companies can obtain evidence on employee behaviour via observation and interviews. Throughout the training process, employers monitor how well trainees are learning about the company, the atmosphere, and their jobs.

To evaluate training programs effectively, employers also gauge employee reactions to the programs. This feedback from trainees provides companies with crucial information on how employees perceive their programs. Using questionnaires and interviews, companies can identify employee attitudes toward various aspects of the training programs. Finally, employers attempt to determine the results of their training programs (Bernatek, 2010).

2.3.7   Kirkpatrick's Evaluation of Training

Assessing the effectiveness of training programs often involves the four-level model developed by Kirkpatrick in 1959. The aim of this model, according to Winfrey (1999), is to show the business value and the worth of human capital investments through training programs. It is imperative to assess the impact of training as it allows the trainee to know exactly how the learning process will bring positive results to the organisation. Kirkpatrick's model consists of four (4) levels of evaluation. They are: level 1 Reaction; level 2 Learning; level 3; Behaviour and level 4; Results (Kirkpatrick, & Kirkpatrick, 2009). According to Winfrey (1999) the model of Kirkpatrick's evaluation should always begin at level one, and then, as time and budget allows, should move sequentially through the next level, until level four has been reached. Each successive level represents precise measure of the effectiveness of the training program.

2.3.7.1   Level 1 Evaluation – Reaction

This level measures the extent to what degree participants react favourable to a training program. Such an evaluation is usually conducted immediately after training has been provided and it helps the trainer to understand how receptive the trainees are toward a training program. It helps to evaluate the relevance and quality of a training program. One would, after attending a training course, want to know if such training was a valuable experience, if the training materials, topic, presentation, venue, among others, were worth the time and money invested. Haslinda and Mahyuddin argue that each program should at least be evaluated at this level in order to provide improvement of a training program. Evaluation measures the satisfaction of people who attended the training program. Measuring the reaction helps the trainer understand how well the training program was received by the trainees and whether improvement for future training should be done. A training program will require improvements if its reaction is less favourable or less relevant to the trainee.

2.3.7.2   Level 2 Evaluation – Learning

This level is concerned with measuring whether any learning occurred during a training session. One can only claim that any learning took place if the process of training contributed to a positive change in the trainees' attitudes, or if the trainees experienced an increase in knowledge and whether such knowledge acquired was helpful and related to the task, or greater skills were received as a result of participating in a training program (Kirkpatrick & Kirkpatrick, 2009). This level measures the extent to which participants gained an increase in knowledge, skills and whether a positive change in learning behaviour occurred. According to Haslinda and Mahyuddin (2009) evaluation at level 2 can relate to a method used to transfer attitudes, knowledge and skills. Such a method could be testing the trainees before and after completing a training program. Assessment moves the evaluation beyond the trainee satisfaction and attempts to assess the extend trainees have advanced in attitude, knowledge and skills. Methods of evaluation at this level consist of formal and informal tests, team assessments & self-assessment before and after training, to name but a few. It is important to conduct a learning evaluation as it can help the trainer to improve on future training programs.

2.3.7.3   Level 3 Evaluations – Behavior

This level represents the accurate assessment of a program's effectiveness. It attempts to assess the extent to which the trainees' behaviour or performance changed as a result on a training program and wants to ascertain to what extent participants apply what they have learned during training, when they are back on the job. The level one evaluates how far trainees have changed their behaviour, based on the training they have received. According to Winfrey (1999) this level assesses the application of information received at a training session and whether newly acquired skills, knowledge and attitudes are being used in the everyday working environment. According to Haslinda and Mahyuddin (2009) assessment at this level is to ascertain whether tasks were performed differently before than it is performed after training. In order for positive reactions and learning effects to actually lead to change job behaviour, the transfer of newly acquired skills, knowledge and attitude to a work situation must be ensured. The quality of this transfer of learning is strongly depended on the support trainees receive after training, especially from their supervisors. One can however not claim that no learning took place if behaviour or performance has not changed. Non-performance and non- behaviour change can be attributed to supervisors who do not let participants apply the newly acquired knowledge and skills at work. The low effectiveness of training courses can be attributed to an immediate supervisor who is not dedicated because they (supervisors) do not set a satisfactory example or provide insufficient supervision. The trainees might not receive support, recognition, or reward for their behaviours and as time passes by, they disregard the skills that they have learned and go back to their old behaviour.

2.3.7.4   Level 4 Evaluations - Results

The fourth level of Kirkpatrick's training model, attempts to evaluate the business result of the training program. In other words, it attempts to measure the organizational effectiveness or the impact training has achieved. The impact informs one about the return on investment, an organisation receives from training (Learning-technologies, 2013). The level measures the success of a business program in terms of managers and executives can understand. It includes, among others, increased production, improved quality, decreased in costs, a reduction in frequent accident, increase in sales, higher profits, increase in the passing rate, increased employee

retention, high moral, reduction of waste and fewer staff complaints. From a business or organisational perspective, these results are the overall reason for a training program (Winfrey, 1999). The purpose of this study is to investigate the effectiveness of training programs provided to the lecturers of the College of the Arts and the Kirkpatrick's training model provides a basis, to some extent, that can assist in measuring the effectiveness of training programs provided to the lecturers by the College of the Arts. It assists in establishing whether any learning occurred during any in-service training program provided to the lecturers by the College of the Arts. The Kirkpatrick's training evaluation further fits in this study as it assesses the effectiveness of the in-service training program and the effect the training provided has on the performance of the organisation.

2.4 Contemporary training techniques

While new instructional methods are under continuous development, several training methods have proven highly effective and are widely used to acclimate new employee, impart new skills, and improve existing skills. They include structured on-the-job training, role playing, self-instruction, team building games and simulations, computer-based training, vestibule training mentoring, and job rotation (Bernatek, 2010).

2.4.1 On-the-job Training

One of the most common and least expensive methods of training is on-the-job training (OJT). OJT refers to the process of learning skills while working where workers-especially new workers obtain the knowledge and skills they need to complete their tasks through a systematic training program. Research indicates that employees acquire approximately 80 percent of their work-related knowledge and skills on the job, making consideration and implementation of successful OJT programs indispensable for employers. While OJT dates back to ancient apprenticeship programs, much 20th-century OJT remained unmodified and unstructured until the 1980s and 1990s.The structured forms of OJT that emerged promised to remedy problems associated with unstructured OJT by relying on a planned process designed and proven to impart the necessary skills by the end of the OJT period. Nevertheless, like unstructured OJT, structured OJT involves having an experienced employee train a new employee at the work site and having the new

employee receive feedback, advice, and suggestions from coworkers and trainers. Structured OJT generally assumes that new employees lack certain skills and the goal of the OJT program is to instill these skills. Therefore, employers design the training programs so that new employees do not initially perform these new tasks in order to learn. Instead, they gain knowledge and experience that will facilitate the performance of these tasks at the appropriate time and gradually work toward performing these tasks. Moreover, trainers assist and intervene at structured intervals, rather than intervening at random points in the training program as can occur with unstructured OJT.

Implementing a structured OJT program involves five basic steps:

(1) Analyzing the tasks and skills to be learned;

(2) Selecting, training, and supervising trainers;

(3) Preparing training materials;

(4) Conducting an OJT program; and

(5) Evaluating the program and making any necessary improvements or modifications.

2.4.2 Role playing

In role playing, trainees assume various roles and play out that role within a group to learn and practice ways of handling different situations. A facilitator creates a scenario that is to be acted out by the participants and guided by the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself allowing better understanding of their own behaviour.

2.4.3 Self-instruction

It refers an instructional method that emphasizes individual learning. In self- instruction programs, the employees take primary responsibility for their own learning. Unlike instructor- or facilitator-led instruction, trainees have a greater degree of control over topics, the sequence of learning, and the pace of learning. Depending on the structure of the instructional materials, trainees can achieve a higher degree of customized learning. Forms of self-instruction include

programmed learning, individualized instruction, personalized systems of instruction, learner-controlled instruction, and correspondence study. For self-instruction programs to be successful, employers must not only make learning opportunities available, but also must promote interest in these learning opportunities. Self-instruction allows trainees to learn at their pace and receive immediate feedback. This method also benefits companies that have to train only a few people at a time.

2.4.4 Team Building

Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal and methodological process of building work teams with objectives and goals, facilitated by a third-party consultant. Team building is commonly initiated to combat ineffectual group functioning that negatively affects group dynamics, labour management relations, quality, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members.

2.4.5 Games and Simulations Games

Simulations are structured competitions and operational models used as training situations to emulate real-life scenarios. The benefits of games and simulations include the improvement of problem-solving and decision-making skills, a greater understanding of the organizational whole, the ability to study actual problems, and the power to capture the student's interest.

2.4.6 Computer-based Training

In computer-based training (CBT), computers and computer-based instructional materials are the primary medium of instruction. Computer-based training programs are designed to structure and present instructional materials and to facilitate the learning process for the student. Primary uses of CBT include instruction in computer hardware, software, and operational equipment. The last

is of particular importance because CBT can provide the student with a simulated experience of operating a particular piece of equipment or machinery while eliminating the risk of damage to costly equipment by a trainee or even a novice user. At the same time, the actual equipment's operational use is maximized because it need not be utilized as a training tool. The use of computer-based training enables a training organization to reduce training costs, while improving the effectiveness of the training. Costs are reduced through a reduction in travel, training time, and amount of operational hardware, equipment damage, and instructors. Effectiveness is improved through standardization and individualization. In recent years, videodisc and CD-ROM (Compact Disk-Read Only Memory) have been successfully integrated into computer platforms allowing low-cost personal computers to serve as multimedia machines, increasing the flexibility and possibilities of CBT.

2.4.7 Vestibule Training

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

2.4.8 Mentoring

Refers to programs in which companies select mentors²also called advisers, counsellors, and role models²for trainees or let trainees choose their own. When trainees have questions or need help, they turn to their mentors, who are experienced workers or managers with strong communication skills. Mentors offer advice not only on how to perform specific tasks, but also on how to succeed in the company, how the company's corporate culture and politics work, and how to handle to delicate or sensitive situations. Furthermore, mentors provide feedback and suggestions to assist trainees in improving inadequate work.

2.4.9 Job Rotation

Through job rotation, companies can create a flexible workforce capable of performing a variety of tasks and working for multiple departments or teams if needed. Furthermore, employees can cultivate a holistic understanding of a company through job rotation and can learn and appreciate how each department operates. Effective job rotation programs entail more than a couple of visits to different departments to observe them. Rather, they involve actual participation and completion of actual duties performed by these departments. In addition, job rotation duties encompass typical work performed under the same conditions as the employees of the departments' experience. Because of the value some companies place on job rotation, they establish permanent training slots in major departments, ensuring ongoing exposure of employees to new tasks and responsibilities.

2.5 Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behaviour. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002), training can achieve:

1) High morale - employees who receive training have increased confidence and motivation.

2) Lower cost of production training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.

3) Lower turnover & training brings a sense of security at the workplace which reduces labour turnover and absenteeism is avoided.

4) Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion. 6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and

7) Help to improve the availability and quality of staff.

2.6 Ten principles Behind Effective Employees' Training

Training should be effective to make employees productive. Keep these 10 principles behind effective employees' training to make training more effective for your employees (Becker and Gerhart, 1996). They also suggest that you cannot really say for sure that your company would not need to hold any training session for your employees. This is because there will always come a time when you would need to hold supplemental training. At the fast pace that businesses move these days, you really need to prepare yourself for whatever changes you would have to incorporate in your company, to make your training sessions all the more productive and effective. Thus, there is a need to incorporate certain strategies to make employees' training more effective. Here they are 10 principles behind effective employees' training.

1. Make use of stories when discussing key points during training. Really, who does not enjoy a good story? Of course, to make your story even better, you need to choose and share one that incorporates that particular lesson you want to impart to your trainees. Make sure your story is catchy so that your trainees can retain the lesson as well as apply it easily.

2. Know the difference between facilitating and teaching. You may not think this is the case, but there is actually a subtle difference between the two. When you are teaching, you merely impart the lesson to your trainees. However, when you are facilitating, you become more participative in the process. You go the extra mile than just preparing and distributing materials to your trainees. You actually facilitate the learning experience for them.

3. Involve your trainees. This is very important because this catches the attention of your trainees. Thus, make sure to involve your trainees every step of the way. Create opportunities for your trainees to share their experiences and the knowledge they have acquired over the years as well.

4. Role-playing with real life roles is a must. Any lesson learned during training will not be effective unless applied in real life. What better way to prepare your trainees for the application process than by incorporating role-playing in your training session's right from the start?

5. Conduct demos as well. It always pays to have someone demonstrate just what trainees are supposed to learn. By demonstrating the new skill to be learned, trainees are then given the chance to debrief themselves about what they just saw from the demo.

6. Employ humour. Humour is definitely a must in training. Nothing good can come out of training that is way too serious in terms of atmosphere. Jokes, funny stories, cartoons, all of these facilitate a more creative atmosphere for your trainees.

7. Use metaphors and analogies. This can give more variety to your training sessions. Also, by incorporating analogies, you actually test just how many your trainees understand your lessons.

8. Pop culture should be utilized as well. Pop culture is pretty much popular these days, so why not incorporate this in your training sessions? Use popular movies TV shows, comics, and the like for your sessions.

9. Foster games and friendly competition. Games and friendly competition create a very energetic ambience in your training. What better way to make your sessions fun for everyone?

10. Use music to soothe the rigors of training. Incorporate music into your program, like in your exercises and such. It is better to go with popular music here to foster better atmosphere. Keep these ten principles behind effective employee's training in mind, and you are sure to make training more efficient and fun for everyone, even for yourself as the trainer.

Research conducted by (Velada and Caetano, 2007). impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer

Taiwo (2001) found that objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical

risks. Obisi (1996) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Taiwo (2001) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations. According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance. Knowledge • Training programs increase an employee's job knowledge. An increase in job knowledge means that the employee will feel more comfortable doing his job and will perform at a high-level Satisfaction

Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels. Innovation

Training employees about the organization, where each employee fits in the organization and how the organization fits into its overall industry creates innovation. In other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term. Career Orientation

When training programs are offered as a method to progress in one's career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers. Goal Orientation

Effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an employee aware of her goals and how she will reach them.

Public service performance, i.e. the performance of workers and organizations in delivering public services, is a multi-faceted concept. It can be understood in an expansive or a narrower way. The expansive understanding includes factors internal to an organization such as job

satisfaction, organizational citizenship behaviour voluntarily helping others in the workplace Organ (1988), and organizational commitment (the strength of a person's attachment to and involvement in an organization, see Grusky 1966).

(Mwita, 2000) All of these have in turn been shown to be conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness. Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization

2.9 Conceptual Framework of the Study

Based on the literature review and the empirical study the following framework has been designed.

Independent variable   **Dependent variable**
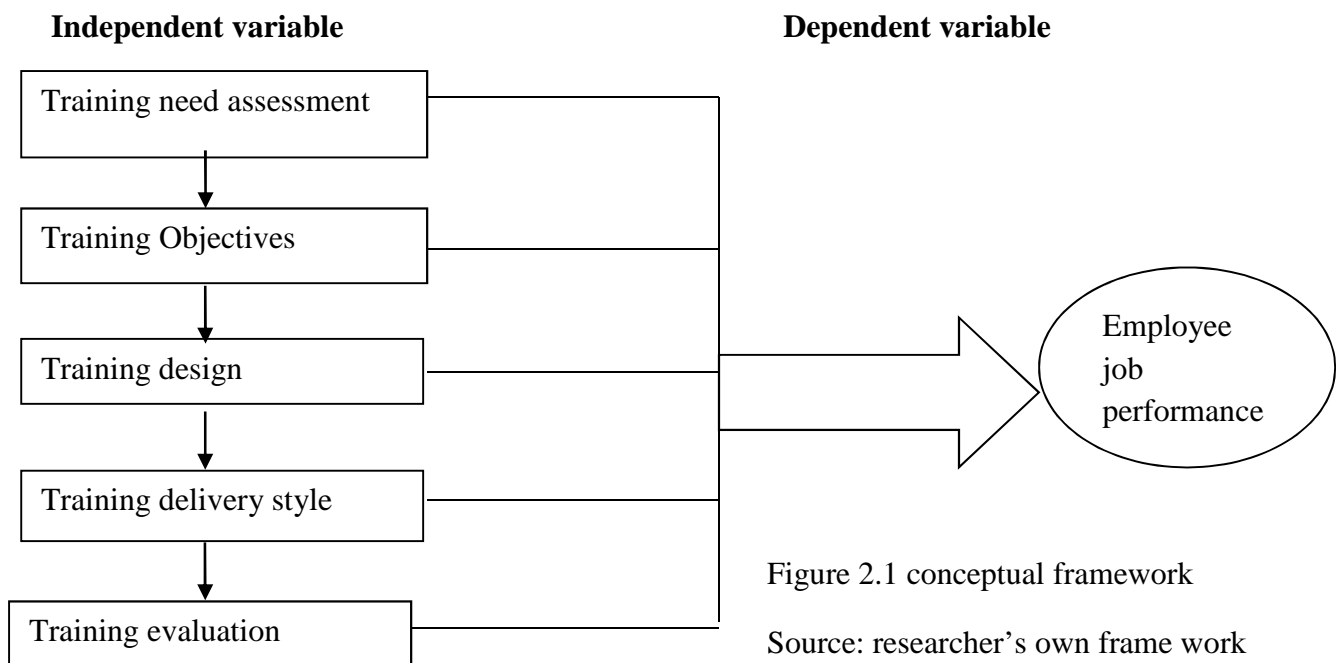
Figure 2.1 conceptual framework

Source: researcher's own frame work

2.10 Research Hypothesis

Hypotheses are predictions about the outcome of the results to be estimated. The hypotheses are concerned with the relationship between training practiced within ERCA and its relationship with the performance of employees and based on the research question the following five hypotheses are formulated;

H01: training need assessment has a significant effect on workers performance in ERCA.

H02: Training design has a significant effect on workers performance in ERCA.

H03: Delivery style has a significant effect on workers performance in ERCA.

H04: Training evaluation has a significant effect on workers performance in ERCA.

H05: Training has a significant effect on workers performance in ERCA.

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CHAPTER THREE

RESERCH DESIGN AND METHODOLOGY

This chapter presents a description of the methodology that was employed in the study. It spells out the techniques and methods of sampling, data collection, processing, analysis, and the area in which the study was carried out. The chapter also highlights the limitations and problems encountered while collecting data.

3.1 Research Design and Approach

In this research, quantitative research approach was used. Because quantitative research includes surveys and questionnaires, this can help organizations to improve their products and services by enabling them to make informed decisions. Quantitative research is about asking people for their opinions in a structured way so that research can produce hard facts and statistics to guide you. To get reliable statistical results, it's important to survey people in fairly large numbers and to make sure they are a representative sample of the target.

This study utilized descriptive research design in an effort to examine the relationship between Training and workers performance. Correlation research methods were used to determine relationships and patterns of relationships among variables in a single group of subjects. In correlation studies, a researcher may be able to state a hypothesis about an expected relationship. If two variables are correlated, then one variable can be used to predict the other. Four Elements of training included as independent variables in this study were: Tanning need assessment, training design, training delivery and training evaluation. Employee's performance was the dependent variable in this study. The research methodology was based on empirical data collected through questionnaire surveys with employees working in ERCA.

This is also an exploratory research based solely on insights drawn from the analysis of the existing literature of different studies, reports, periodicals and books related to the topic of study in order to investigate the relationships between training and employee performance. This research work will serve as a means to help acquire useful information or knowledge about the subject area. By drawing on the existing literature, not only topic under consideration is theorize,

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but also formulates and discusses the proposition that will help illuminate and discuss some ways for the firms to understand the effect of training on employees' performance. As posited by Gummesson (2002, p. 283), one burdensome task with all research is not to collect or rather generate more data, but to interpret and combine what is already there and make some sense out of it. We submit to this assertion and try to make the most out of the insights.

3.2 Population Sample Size and Sampling Technique

3.2.1 Research Population

All employees of the ERCA at head office comprising accountant, computer operators, managers, secretaries, lawyers, engineers, messengers and others are the target population. Therefore, the focus is at the head office of ERCA that has six hundred (600) employees.

3.3 Sampling Technique

There are two basic sampling techniques; which are probability sampling and non-probability sampling. Probability sample is defined a sample in which every element of the population has equal chance of being selected. Alternately, if sample units are selected on the basis of personal judgment the sampling method is non-probability sampling (Adams, Kahan, Raseside and White,2007)

Non-Probability Sampling: it is sampling procedure which doth not afford any basis for estimating the probability that each item in the population has of being included in the sample .non-probability sampling is also known by different names purposive sampling, judgment sampling in this type of sampling , items in the sample are selected deliberately by the researcher ; his choice   concerning the items remains supreme .in other hands ,under non-probability sampling the organizers of the inquire purposely choose the particular units of the universe for constituting sample on the basis that the small mass that say so select out a huge one will be typical or representative (C.R.Kothari,2004).

3.3.1 Sample Size:

As the researcher mention under the target population, the focus group consisted 600 employees of ERCA at the head office in Addis Ababa.

To ensure all categories of employees were represented in the sampling process, stratified random sampling technique was used to sample the survey respondents from the target population. The employees were categorized into four strata of top level management, middle level employees, top employees and junior employees. Since the target population, N, was known, the study adopted the formula of Israel (1992) as shown in equation 1 below, to determine the sample size, n, of survey respondents:

(Equation1)

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

Where n was the optimum sample size, N the number of target population of employees at ERCA, e the probability of error (i.e., the desired precision, e.g., 0.05 for 95% confidence level). For example, Target population of 600 employees, implying n was approximately 240 as derived in equation 2 below:

(Equation 2)

$$n = \frac{6}{1 + 6 \quad (0.0\ )^2} = 240$$

3.4 Instrument of Data Collection

The primary data is collected from the employees of ERCA by self-administered questionnaire that were distributed to the sampled employees.

3.5 Sources of Data

At the very beginning, the researcher focused on using primary sources of data. However, besides the primary sources of data the researcher also considers secondary sources of data to tight the study although secondary data are somewhat exposed to bias. For instance, the researcher has traced the history of ERCA and its role of training over the last few years from secondary sources. The primary data is collected from employees and managers of the selected organization.

3.6 Data Collection procedures

The researcher used questionnaires to collect data. The purposes of questionnaires are to investigate the awareness of training program and the role of ERCA plays in the training of its employee's. In addition, secondary sources of information are gathering from ERCA human resource management policies, magazine, books and journals on human resource management, and previous researches. In these procedures, the researcher collected data about the effect of training on worker performance by considering both the independent variable i.e. training and the dependent variables which are employee effectiveness, commitment, and efficiency which can be combined as performance.

3.7 Methods of Data Analysis

After collecting the data through different techniques, the researcher has organized and prepares the various data depending on the sources of information. Moreover, in order to ensure logical competence and consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps are rectified as soon as possible. Once editing has done, data are analyzed qualitatively and quantitatively Data analysis was also done using frequency distribution and percentages, which were used to determine the proportion of respondents choosing the various responses. The collected data was presented in the form of tables and charts to ensure easy understanding of the analyses... The quantitative data analysis is done by the use of version 22-SPSS software. The techniques for quantitative data analysis are the frequency distribution and percentages besides regression and correlation which use to determine the proportion of respondents choosing the various responses and to see the

relationship between training and performance. This is done for each group of items relating to the research question and objectives. Tables and charts are also used to ensure easily understanding of the analysis.

Table 3.1 variables of the study

INDEPENDENT VARIABELS	DEPENDANT VARIABEL
Training need assessment	Employees performance
Training Objective	
Training design	
Training delivery	
Training evaluation	

Regress employees' performance on the training dimensions

Employees performance =f (training need assessment, training design, training delivery and training evaluations)

TNA

TD

TDS

EP= EP1, EP2, EP3, EP4…..EP12

EP= 1+ 2TNA+ 3TD$_{+ \ 4TDS+e}$

Where:-

EP=Employs' performance

TD= Training design

TDS= training delivery style

TE= Training evaluation

OT= Objective of training

E=model of error

Mathematically, Yi= 1+ 2X2+B3X3

3.8 Pilot Testing

3.8.1 Validity

Kothari (2004) defines validity, as the degree to which an instrument that measures what it is supposed to measure. The validity of the questionnaire was determined by ensuring that questions or items in it conform to the study's Conceptual Framework (Fig 2.1). The researcher also used expert judgment which was done by contacting managers and other employees to ensure the relevance, wording and clarity of the questions or items in the instrument.

3.8.2 Reliability

Before applying statistical tools, testing of the reliability of the scale is very much important as its shows the extent to which a scale produces consistent result if measurements were made repeatedly. This is done by determining the association in between scores obtained from different administrations of the scales. If the association is high, the scale yields consistent result, thus is reliable. Gay (1996) defined reliability as the degree of consistency that the instrument demonstrates. The researcher used pilot testing method because it was expected that some items or questions would have several possible answers. The researcher established the reliability of the questionnaires by computing the alpha coefficient of the items (questions) that constituted the dependent variable and that of the items that constituted the independent variable.

Cronbach's alphais a coefficientto reliability. It is commonly used as measure of Cronbach's alpha is most widely used method. It has mentioned that its value varies from 0 to 1 but satisfactory value is required to be more than 0.6 for the scale to be reliable (Cronbach, 1951). In the present study, the researcher used Cronbach's alpha scale as a measure of reliability. Data was analyzed to measure reliability. The study computed separate and combined reliability estimates,

which are similar to the normally used coefficient alpha statistics. Cronbach value beyond (= .7) signifies acceptable reliability (Cuieford, 1965). Inter item consistency reliability or Cronbach's alpha reliability coefficients of one dependent and four independent variables were obtained, they all were above (= .70). Cronbach's alpha calculated is given in the Table 3.2. As the coefficients get closer to (= 1.0) the better is reliabilities and coefficients, and less than (= .60) are considered poor. Training need assessment was measured by 9 items and had a Cronbach's alpha of (= .813), Training design scale contained 5 items with (= .847) Cronbach's alpha value, Training delivery was measured through 10 items with Cronbach's alpha of (=.921), Training evaluation measured by 7 item scales with Cronbach's alpha (=.889), and the dependent variable perceived workers performance was also measured by 23 items scale with Cronbach's alpha value of (=.870).

Table 3.2: Reliability Table

Scale	No. of Items	Cranach's Alpha ( )
1. Training need assessment	9	.813
2. Training design	5	.847
3. Training delivery	4	.889
4. Training evaluation	7	.889
5. Workers performance	23	.870

Source: own survey, 2017

Survey data the internal consistency reliability of the measurers used in the study can be considered to be good and reliable. It is observed that the scale of the present study was highly reliable for data analysis. Validation procedures involved initial consultation of the questionnaires. The experts also judged the face and content validity of the questionnaires as adequate. Hence, researcher satisfied reliability and validity of the scale.

3.9 Ethical Considerations

The information /data obtained from any sources was for the exclusively use of this study. It cannot be disclosed to any part of and rather kept confidential. The rights of the respondents

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The study sought to find out the effects of training on workers performance in the Ethiopian Revenue and Customs Authority (ERCA) Head Office at Addis Ababa. The findings are presented such that section 4.2 presents the demographic characteristics of the respondents. Section 4.3 the statistical findings of the training and employee performance. Section 4.4 the role of training on employee performance. From the 240 target respondents, data were successfully gathered from all with a response rate of 100%.

4.2. Demographic Characteristics of the Respondents

4.2.1 Gender of the Respondents

As it can be observed from table 1, among the total respondents, three fourth, 180 (75.0%) of the study participants were males and the rest 60 (25.0%) were female workers. The total number of male employees in the organization is greater than female employees.

Table 4.1: Gender of respondents

Gender of the Respondents	Frequency	Percentage
Males	180	75.0
Female	60	25.0
Total	240	100

Sources: own survey, 2017

4.2.2 Age of Respondents

Regarding age of respondents, majority 92 (38.3%) of the respondents was aged between 26 - 35 years. Those aged 18 - 25 years were 54 (22.5%); 36 - 45 years 52 (21.7%); 46 - 50 were 28 (11.7%) and those aged above 50 years were only 14(5.8%). This implies that most of the employees are young and trainable.

Table 4.2: Ages of Respondents

Age of Respondents	Frequency	Percentage
18 – 25	54	22.5
26 – 35	92	38.3
36 – 45	52	21.7
46 – 50	28	11.7
Above 50	14	5.8
Total	240	100

Sources: own survey, 2017

4.2.3 Education Level of Respondents

The educational status of the respondents under study showed that a higher percentage of respondents had Bachelor's degree 210 (87.5%) while 8.3% were Diploma holders with 4.2% being Master's graduates. This indicates that most of the employees in the organization are well educated; it can be conclude that almost all employees are capable of understanding and answering the questions of the questionnaire.

Table 4.3: Educational level of respondents

Educational level o	Frequency	Percentage
Bachelor's degree	210	87.5
Diploma	20	8.3
Master's	10	4.2
Total	240	100

Sources: own survey, 2017

4.2.4 Marital Status of Respondents

The table 4.1 indicates marital status of the study participants. A little higher than half of the respondents (55%) were married, followed by (48.8%) were single.

Table 4.4: Marital status of respondents

Marital status	Frequency	Percentage
Single	105	48.8
Married	128	53.3
Widowed	2	0.8
Divorced	5	2.1
Total	240	100

Sources: own survey, 2017

4.2.5. Respondents work experience

Nearly half of the respondents have been working for five to ten years. Additionally, the respondents have been serving in ERCA ranging from one year to over 30 years. This means most of the respondents have good knowledge about the environment and they are well aware of the activity performed.

Table 4.5: Respondents' years of work experience in ERCA

Work experience	Frequency	Percentage
1 -5 years	90	37.5
6 - 10 years	118	49.2
11 -20 years	18	7.5
21 - 30 years	12	5.0
Above 30 years	2	0.8
Total	240	100

Sources: own survey, 2017

4.2.6. Salary of respondents

Three fourth 180 (75.0%) of the respondent had earned a monthly salary which ranges from 3001 to 5000ET Birr each month.

Salary	Frequency	Percentage
< 2000	12	5.0
2001 – 3000	18	7.5
3001 – 5000	180	75.0
5001 – 7000	15	6.25
> 7001	15	6.25
Total	240	100

Sources: own survey, 2017

Table 4.6: salary of respondents

4.2.7 Positions of Participants in Current Organization

Positions	Frequency	Percentage
Manager	8	3.33
Professionals	192	80.04
Supervisor	25	10.41
Support staff	15	6.25
Total	240	100

Sources: own survey, 2017

Table 4.7: Positions of the Participants

The above table shows that 3.3% of the participants are the positions of management and 10.41% at the supervisory positions while the rest 80.04% were non managers. This shows that the most of the respondents are in non managerial position. Most training is delivered to the employees rather than the supervisors and managers so those which are for non-managerial positions are more conscious how training actually conducted.

4.3. Descriptive Statistics

Descriptive statics like table, frequency and percentage are used to analyse the quantities data through statically methods of analysis including descriptive statistics through SPSS version 22, while summery and narration are used to analyze the qualitative data. Analysis is also made based upon the findings in collaboration with the literature reviewed.

Furthermore, the researcher analysis is based on the employees 'awareness of the following areas: Organization strategic plan and objective, Tanning need assessment, Training design, Training delivery and training evaluation finally relation with performance.

4.3.1 Training Needs Assessment

The researcher found out whether proper training needs assessment was carried out by ERCA before organizing training for staffs since it is believed that training needs assessment has positive effect on performance of employees.

Table 4.3.1: Respondents opinion of Training Needs Assessment

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	I am involved in identifying Training needs	5.0	30.0	37.5	21.3	6.3	3.06
2	Training needs assessments is mostly conducted by management team	22.5	53.8	20.0	3.8	0.0	3.95
3	Training programs are usually organized in ERCA by conducting training need assessment	20.0	50.0	21.3	6.3	2.5	3.79
4	Exit interview is used to determine training needs for your organization	22.5	62.5	12.5	2.5	0.0	4.05
5	Performance appraisal information is used to determine needs for your organization	10.0	38.8	31.3	13.8	6.3	3.33
Average mean							**3.64**

Sources: own survey, 2017

As shown in table 4.3 the majority of the respondents 37.5percent were neutral that involved training needs assessment whereas 35.0 percent were agreement the rest which is 27.6 percent were disagree. And this clearly indicates that ERCA should take into consideration participate employees to identify training needs assessment; 85 percent of respondents in agreement that training need assessment mostly conducted by management team; 70 percent of the respondents were the in agreement that Training programs are usually organized in ERCA by conducting training need assessment; 85 present of respondents were in agreement Exit interview is used to determine training needs for your organization; 48.8 percent of the respondents were in agreement . As indicated in table 4.3 above, the average mean of training needs assessment is high level which is 3.84 and according to the respondents.

4.3.2 Training Design

It is very necessary for the organization to design the training very carefully (Armstrong, 2000).

The design of the training should be according to the needs of employees (Ginsberg,1997).

It seems that Training design plays Avery vital role in the employees as well as organizational performance. Abad training design is nothing but the loose of time and money (Tsaur andlin, 2004).

Table 4.4.1: Respondents opinion of Training Objective

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	Sufficient information on the objectives of the training course was given for me before my arrival	8.8	43.8	17.5	21.3	8.8	3.23
2	Training objectives were coherent with the actual work	23.8	51.2	21.3	2.5	1.3	3.94
3	The objective of the training were achievable	17.5	66.3	11.3	3.8	1.3	3.95
Average mean							**3.7**

Sources: own survey, 2017

As shown in table 4.4 under the objective of training, 52.6 percent of respondents were in agreement about Sufficient information on the objectives of the training course was given for me before their arrival where as 30.1 and 17.5 percent where in disagreement and neutral respectively; majority of the respondents at 70 percent were in agreement that objective of the training were coherent with the actual work; majority of the respondents at 83.8 percent were in agreement that training objectives were achievable. The   above result clearly shows that the organization should revised its system in order to make sure that all of the trainees should get sufficient information about the objective of training before their arrival since quite large number of respondents which are 30.1 were in disagreement and 17.5 were not sure that there is such kind of practice in ERCA. The average mean of the objective of training is moderate and   A lot

should be done in order to make sure that objective of the training should have bigger effect on the performance of training.

Table 4.5: Respondents opinion of Training Design

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
1	The training module has been prepared in line with the training objective	10	72.5	12.5	5.0	0.0	3.88
2	The training design is well communicated to the employees	12.5	67.5	15.0	5.0	0.0	3.71
3	Different training methods were used during training programs which helped me to understand the subject matters	10	53.8	16.3	18.8	1.3	3.53
4	The schedule of the training were aligned with the objectives of the training programs	12.5	57.5	20.0	8.8	1.3	3.71
5	Trainers have sufficient knowledge, skill and attitude for a given training	21.3	51.2	21.3	6.3	0.0	3.88
Average mean							**3.74**

Sources: own survey, 2017

As table 4.5 above under training design majority of the respondents at 82.5 percent were in agreement the training module in line with the objectives of the training, 12.5 and 5.0 percent were neutral and disagreement respectively; majority of the respondents 70 percent were in agreement that The training design is well communicated to the employees where as 20.0 and 10.0 percent were neutral and disagreement respectively; majority at 63.8 percent were in agreement that Different training methods were used during training programs which helped me to understand the subject matters where as 21.1 and 16.3 percent were in disagreement and neutral respectively. Majority of the respondents at 70 percent were in agreement that the schedules of the training were aligned with the objectives of the training programs where as 20.0

and 10.0 percent of the respondents neutral and disagreement. Majority of the respondents at 72.5 percent were in agreement that Trainers have sufficient knowledge, skill and attitude for a given training where as 23.3 and 6.3 percent were neutral and in disagreement respectively.

Generally the average mean training design is 3.74 which is clearly shows that ERCA did a lot in design training by designing training objective which is coherent to the actual work and achievable. But according to the respondents there were areas that ERCA was still need to improve like sufficient information of the objective of the training program should be given to the trainees before their arrival.

4.3.3 Training Delivery

Delivery style is very important part of training (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style (Michael Armstrong,2000). It is very necessary for a trainer to engage its audience during the training session (Phillip, 2005)

The researcher further sought to find out the effect of training delivery on employee's performance and three questions are prepared and filled by the respondents and finally all the data which were collected by the researcher analyzed on table 4.5

Table 4.5.1: Respondents opinion of Training Delivery

No.	Statement	Strongly Agree 5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree 1	Mean
1	The topic covered on the training program were relevant to my job assignment	28.7	57.5	8.8	5.0	0.0	4.1
2	The training program I received accommodates different learning styles	26.3	56.3	16.3	1.3	0.0	4.08
3	The time allotted for the training was sufficient	16.3	41.3	11.3	26.3	5.0	3.38
Average Mean							**3.85**

Sources: own survey, 2017

As table 4.5 above under training delivery majority of the respondents at 86.2 percent were in agreement The topic covered on the training program were relevant to their job assignment, 8.8 and 5.0 percent were neutral and disagreement respectively; majority of the respondents 82.6 percent were in agreement that The training program their received accommodates different learning styles where as 16.3 and 1.3 percent were neutral and disagreement respectively; majority at 57.6 percent were in agreement that The time allotted for the training was sufficient where as 11.3 and 31.3 percent were in disagreement.

In general the average mean of training delivery is 3.85 which is high level and this shows that the respondents were in agreement that the trainings delivered by ERCA were good enough for them to acquire knowledge.

4.3.4 Training Evaluation

The researcher further sought to point the effect of training evaluation on employee's performance by dividing in to sup sections such as , Evaluation- Reaction , Evaluation – Learning , Evaluation – Behavior and Evaluations – Result and eight questions prepared and filled by the respondents and finally all the data which are collected by the researcher were analyzed table 4.6

Table 4.6.1: Respondents opinion of Training Evaluation

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Mean
	Evaluation – Reaction						
1	The delivery method that the organization used is convenient to get the necessary knowledge and skills	15.0	67.5	11.3	5.0	1.3	3.90
2	The topic covered on the training program were relevant to my job assignment	28.7	57.5	8.8	5.0	0.0	4.1
	Evaluation – Learning						
1	Employees training offers me an opportunities to learn new skills	36.3	52.5	7.5	3.8	0.0	4.21

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
2	The training received from ERCA, help to accomplished activates by minimizing wastage than before	37.4	50.0	10.0	1.3	1.3	4.21
No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	
	Evaluation – Behavior						
1	I am take personal responsibility for my job outcomes after being trained	21.3	61.3	11.3	3.8	2.5	3.95
2	Aftertraining Ifeel thatI amcommitted formy work	21.3	56.3	13.8	8.8	0.0	3.90
	Evaluations - Result						
1	The training provides by the organization helped me to perform my work efficiently	17.5	68.8	8.8	5.0	0.0	3.99
2	The training given by ERCA has increased your creativity and innovation	31.3	40.0	21.3	6.3	1.3	3.94
					Average Mean		**4.025**

Sources: own survey, 2017

As table 4.5 above under training evaluation- reaction majority of the respondents at 82.5 percent were in agreement The delivery method that the organization used is convenient to get the necessary knowledge and skills, 11.3 and 6.3 percent were neutral and disagreement respectively; majority of the respondents 86.2 percent were in agreement that The topic covered on the training program were relevant to my job assignment where as 8.8 and 5.0 percent were neutral and disagreement respectively.

As table 4.6 above under training evaluation- learning majority of the respondents at 88.8 percent were in agreement Employees training offers me an opportunities to learn new skills, 7.5 and 3.8 percent were neutral and disagreement respectively; majority of the respondents 87.4 percent were in agreement that The training received from ERCA, help to accomplished activates

by minimizing wastage than before   where as 10.0 and 2.6 percent were neutral and disagreement respectively.

As table 4.6 above under training evaluation- behavior   majority of the respondents at 86.3 percent were in agreement The training provides by the organization helped me to perform my work efficiently, 11.3 and 11.3 percent were neutral and disagreement respectively; majority of the respondents 76.6 percent were in agreement that After training I feel that I am committed for my work   where as 13.8 and 8.8 percent were neutral and disagreement respectively.

As table 4.6 above under training evaluation- result   majority of the respondents at 82.6 percent were in agreement I am take personal responsibility for my job outcomes after being trained, 8.8 and 5.0 percent were neutral and disagreement respectively; majority of the respondents 71.3 percent were in agreement that The training given by ERCA has increased your creativity and innovation where as 21.3 and 7.6 percent were neutral and disagreement respectively.

In general, the average mean of training evaluation is 4.025 which is high level and this shows that majority of respondents were very mach happy and satisfied with the training programs.

4.4 Results of Inferential Statistics

In this section, person's product movement Correlation coefficient, single regression and multiple regression analysis were computed. With the help of this statically tools, conclusions were drown with regards to the sample and decisions were made with respect to the research questions.

4.4.1 Pearson Product Moment Correlation Coefficient

Correlation refers to synonyms for associations or the relationship between variables it measures the degree to which two sets of data are related. Higher correlation values indicate stronger relationship between both sets of data (Coetezee, 2003).

Pearson's product movement moment correlation coefficient was used to determine the relationship between training need assessment with employee's performance, training design with employee's performance and training delivery with employees' performance.

4.4.1. The Relationship between Training and Workers Performance

In this research we want to estimate the effect of training on employee's performance. Pearson correlation was used to check whether the relationship between training need assessment, designs, delivery style, and training evaluation have any relationship with workers performance in ERCA.

Correlations

		Employees performance	Training need assessment	Training Design	Training Delivery style	Training evaluation
Employees performance	Pearson Correlation	1	0.625^{**}	0.517^{**}	0.781^{**}	0.834^{**}
	Sig. (2-tailed)		0.000	0.000	0.000	.000
	N	240	240	240	240	240
Training need assessment	Pearson Correlation	0.625^{**}	1	0.343^{**}	0.570^{**}	0.617^{**}
	Sig. (2-tailed)	.000		.000	.000	.000
	N	240	240	240	240	240
Training Design	Pearson Correlation	0.517^{**}	0.343^{**}	1	0.484^{**}	0.468^{**}
	Sig. (2-tailed)	.000	.000		.000	.000
	N	240	240	240	240	240
Training Delivery style	Pearson Correlation	0.781^{**}	0.570^{**}	0.484^{**}	1	0.836^{**}
	Sig. (2-tailed)	.000	.000	.000		.000
	N	240	240	240	240	240
Training evaluation	Pearson Correlation	0.834^{**}	0.617^{**}	0.468^{**}	0.836^{**}	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	240	240	240	240	240

Table 4. 6.2: The relationship between training and employees performance

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

A correlation result has shown in Table 4.6 Correlations amongst variables are positive. Correlation interpretation is based on following five classical rules introduced by Franzblau (1985) to interpret correlation coefficient amongst different variables,

(r = 0 to .20) indicates negligible or no correlation

(r = .20 to .40) indicates positive but low degree of correlation

(r = .40 to .60) indicates positive moderate degree of correlation

 (r = .60 to .80) indicates positive and marked degree of correlation

(r = .80 to .1.00) indicates positive and high degree of correlation

All variables are treated symmetrically, i.e. there is no distinction between dependent and independent variables. Two variables are said to be correlated when they tend to simultaneously vary in the same direction. If both the variables tend to increase or decrease together, the correlation is said to be direct or positive. When one variable tends to increase and the other decreases, the correlation is said to be negative.

As depicted in the (**Table 4.6.2**) below positive and significant relationship between training variable (training need assessment, designs, delivery style and training evaluation) and workers performance was observed, which mean when the score of training and development increases the score of performance increase. These relationships were found statistically significant at $P < 0.05$.In the current study the maximum correlation (r= 0.834) was existed between training evaluation and employee performance (r= 0.834, $P < 0.01$); followed by the association (r = 0.781, $P < 0.01$) between training delivery style and employee performance; training need assessment and employee performance (r = 0.625, $P < 0.01$) and training design and employee performance (r = 0.517, $p < 0.01$).

4.4.3 Regression Analysis

Regression is a measure of association between two quantitative variables. This form of statically test is only possible with interval or ratio data (www.spss for psychologist) the following table below shows the regression analysis of the effect of training on employees performance.

4.4.3.1 Simple Linear Regression

In simple liner regression we have only two variables one variable as defined as independent is the cause of the behavior of another one defined as dependant variable.

Since this research was designed to investigate any possible causal relationship among training and development with employee performance, linear regression analysis was used.

4.5.1. Effect of Training Need Assessment on Workers Performance in ERCA

Model summary of regression analysis has presented in Table 4.7. R-Square is a commonly used statistic to evaluate model fit. The adjusted R^2, also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. It indicates that 39% of the changes on employee performance is explained by training need assessment, while 61% of variation in employee performance can be attributed to other variables which are not considered in this study. If another factor is presented, it would further explain 38.8% as shown by the Adjusted R square.

Table 4.7.1: Regression of training needs assessment and employee performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.625[a]	.390	.388	.88010

a. Predictors: (Constant), Training need assessment

The F-statistic of 152.368 at 1 and 238 degrees of freedom is statistically significant at 99% confidence level; which implies the variation in employee performance that is explained by training need assessment expressed by R-square is statistically significant. The Beta-value indicates that one unit increase in conducting need assessment of training would lead to a 0.645 units increase in employee's performance.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	118.021	1	118.021	152.368	.000[b]
	Residual	184.350	238	.775		
	Total	302.371	239			

a. Dependent Variable: Employees performance

b. Predictors: (Constant), Training need assessment

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.787	.159		11.230	.000	1.473	2.100		
	Training need assessment	.645	.052	.625	12.344	.000	.542	.748	1.000	1.000

a. Dependent Variable: Employees performance

4.5.2. Effect of Training Delivery Design on Workers Performance in ERCA.

As it is indicated in the table 4.8 correlation between training design and employee performance is given by 0.517. Additionally, R square and adjusted R square value of the simple linear regression is given by 0.267 and 0.264, respectively. This is interpreted as 26.7% of variance in employee performance is explained by training design, while 73.3% of variation in employee performance can be attributed to other variables which are not considered in this study.

Table 4.8 Regression of training design and employee performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.517[a]	.267	.264	.96513

a. Predictors: (Constant), Training Design

The F-statistic of 86.61 at 1 and 238 degrees of freedom is statistically significant at 99% confidence level; which implies the variation in employee performance that is explained by training design expressed by R-square is statistically significant. The Beta-value of 0.584 indicates that one unit increase in qualities (degree) of training design accounts for 0.584 units increase in employee's performance.

ANOVA [a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	80.677	1	80.677	86.612	.000[b]
	Residual	221.693	238	.931		
	Total	302.371	239			

a. Dependent Variable: Employees performance
b. Predictors: (Constant), Training Design

Coefficients [a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Colinearity Statistics	
		B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
1	(Constant)	1.751	.210		8.322	.000	1.336	2.165		
	Training Design	.584	.063	.517	9.307	.000	.460	.707	1.000	1.000

a. Dependent Variable: Employees performance

4.5.3. Effect of Training Delivery Style on Workers Performance in ERCA

As it is indicated in the table 4.9, R square and adjusted R square value of the simple linear regression is given by 0.61 and 0.608, respectively. This is interpreted as 61% of variance in employee performance is explained by training delivery, while 39% of variation in employee performance can be attributed to other variables which are not considered in this study.

Table 4.9: Regression employee performance on delivery style

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.781[a]	.610	.608	.70389

a. Predictors: (Constant), Training Delivery style

The F-statistic of 372.282at 1 and 238 degrees of freedom is statistically significant at 99% confidence level; which implies the variation in employee performance that is explained by training delivery is expressed by R-square is statistically significant. The Beta-value indicates that one unit increase in training delivery would lead to a 0. .814 units increase in employee's performance.

ANOVA[s]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	184.451	1	184.451	372.282	.000[b]
	Residual	117.920	238	.495		
	Total	302.371	239			

a. Dependent Variable: Employees performance

b. Predictors: (Constant), Training Delivery style

Coefficients

Model	Un standardized Coefficients		Standardized Coefficients	T	Sig.	95.0% Confidence Interval for B		Colinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.860	.150		5.728	.000	.564	1.156		
Training Delivery style	.814	.042	.781	19.295	.000	.731	.897	1.000	1.000

a. Dependent Variable: Employees performance

4.5.4 Effect of Training Evaluation on Workers Performance in ERCA

As it is indicated in the table 4.10, R square and adjusted R square value of the simple linear regression is given by 0.695 and 0.694, respectively. This is interpreted as 69.5% of variance in employee performance is explained by training evaluation, while 30.5% of variation in employee performance can be attributed to other variables which are not considered in this study.

Table 4.10: Regression employee performance on training evaluation

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.834[a]	.695	.694	.62255

a. Predictors: (Constant), Training evaluation

The F-statistic of 542.186 at 1 and 238 degrees of freedom is statistically significant at 99% confidence level; which implies the variation in employee performance that is explained by training evaluation is expressed by R-square is statistically significant. The Beta-value indicates that one unit increase in training evaluation would lead to a 0.848 units increase in employee's performance.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	210.131	1	210.131	542.186	.000[b]
	Residual	92.240	238	.388		
	Total	302.371	239			

a. Dependent Variable: Employees performance

b. Predictors: (Constant), Training evaluation

Coefficients'

Model	Un standardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Co linearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
(Constant)	.691	.132		5.228	.000	.430	.951		
Training evaluation	.848	.036	.834	23.285	.000	.777	.920	1.000	1.000

a. Dependent Variable: Employees performance

4.4.4 MULTIPLE REGRESSIONS

In order to determine the extent to which the explanatory variables explain the variance in the explained variables, multiple regression analysis was performed.

4.4.4.1 Effect of Training on Workers Performance in ERCA

In order to determine the extent to which the explanatory variables explain the variance in the explained variable, multiple regression analysis was performed. Multiple regression analysis was performed to identify the predictors of employee performance as conceptualized in the model.

Multiple regression analysis calculates multiple correlation coefficients, $R2$; it is the proportion of variance in dependent variables explained by the independent variables. The contribution of independent variables towards dependent variables is measured by the Beta value and can be explained on the basis of p or t value.

Model summary of regression analysis has presented in Table 4.11. R^2 is a commonly used statistic to evaluate model fit. The adjusted R^2, also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. It indicates that 74.5% of the changes on employee performance could be attributed to the combined effect of the predictor variables.

The training (training need assessment; training design; delivery style and training evaluation) in the above model revealed the ability to predict employee performance ($R^2 = 0.745$). In this model value of R^2 denotes that 74.5% of the observed variability in employee performance can be explained by the training and development activities explicitly training need assessment; training design; delivery style and training evaluation. This variance has highly significant as indicated by the F value (F=171.95 and P < 0.001).

Table 4. 11 The relationship between training and employees performance

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.863[a]	.745	.741	.57243

a.   Predictors: (Constant), Training evaluation , Training Design, Training need assessment, Training Delivery style.

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	225.368	4	56.342	171.946	.000[b]
	Residual	77.003	235	.328		
	Total	302.371	239			

a. Dependent Variable: Employees performance

b. Predictors: (Constant), Training evaluation , Training Design, Training need assessment, Training Delivery style

Table 1 indicates that the model explains the most possible combination of predictor variables that could contribute to the relationship with the dependent variable. The regression equation established that taking all factors into account (training need assessment; training design; delivery style and training evaluation) constant at zero employee performance in ERCA will be 0.199. The findings presented also show that taking all other independent variables at zero, a unit increase in the training need assessment would lead to a 0.154 increase in employee performance in ERCA and a unit increase in the training design would lead to a 0.143 increase in the employee's performance.

Further, the findings shows that a unit increases in the training delivery style would lead to a 0.222 increase in the employee performance at ERCA. In addition, the findings show that a unit increase in training evaluation would lead to a 0.513 increase in employee performance at ERCA. Overall, training design had the least effect on the workers performance in ERCA, followed by training need assessment. The study result shows that all training variables; training need assessment, design, delivery style and evaluation is positively related with workers performance with (t=3.523, p<0.01) for training need assessment, (t=3.328, p<0.01) for training design, (t = 3.462, p<0.01) for training delivery style and (t =7.944, p<0.001) for evaluation.

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	.199	.146		1.367	.173		
Training need assessment	.154	.044	.149	3.523	.001	.608	1.645
1 Training Design	.143	.043	.126	3.328	.001	.750	1.333
Training Delivery style	.222	.064	.213	3.462	.001	.286	3.497
Training evaluation	.513	.065	.505	7.944	.000	.269	3.723

a. Dependent Variable: Employees performance

FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1 Summary of Major Findings

From the study, the following particular and major findings were observed:

The mean score of training need assessment (3.64), training design (3.7), training delivery style (3.85) and training evaluation (4.025) which indicates high mean score for the case of training design, delivery style and training evaluation and moderate for the case of training need assessment, which means training variables (need assessment, design, delivery style and evaluation) of the training program of ERCA were satisfactory and statistically significant related.

In the case of training need assessment, responses' from respondents indicated that ERCA failed to analyze employees performance gap which can be used as a main tool for designing any training program and this has negative impact that ERCA might not address the real deficiency gap of its employees while designing and delivering employees training.

The findings on the role of training design on employee's performance showed that ERCA failed to give sufficient information on the objective of the training course to its trainees before their arrival and this brings that trainees might not be well prepared for the training program since they did not have full understanding about training objective. In addition, significant numbers of respondents were neutral and in disagreement on giving response on the question about updated and timely training were given by ERCA which is required for their position.

In the case of training delivery, responses from respondents showed that the time allotted for the training and the duration of the training program were not sufficient and appropriate to grasp enough knowledge and keep them motivate for learning and their might result that the trainees might end up in getting not enough knowledge and as the result they might not be motivated to go for another program.

The dependent and independent variable are statistically positive and significantly correlated. The most significantly correlated and strong relationship of all the variables of employees

performance is training design (r=0.601, P < 0.01) which employees performance. In similar fashion, a correlation between the effect of the combined variables of employees training i.e. (training need assessment, training design and delivery style) and the companied of employees performance resulted from strong positive relation with r=0.620, p< 0.01. This value of correlation indicates stronger relationships and statistically significant at P values less than 0.01.

Finally , the regression analysis result reveals the beta value is 0.848 which indicates a changes of one standard deviation in the predicator variables i.e. training resulted in a change of standard deviation in the criteria variable i.e. employees performance. Hence, the effect of the training on employee's performance is positive and statistically significant.

5.2 Conclusions

The purpose of this study is to examine the effects of employees training on workers performance at Ethiopian Revenue and Customs Authority Head Office. The study had been successful in addressing the five research questions. Based on the findings of the study the following conclusions were drawn.

Training Need Assessment

 In ERCA training need assessment mostly conducted by management team, the employees not involved to identify training need assessment. Training programmers are organized by conducting by training need assessment and finally, exit interview is used to determine training needs it helps to know knowledge gaps.

Training Objective

Majority of the respondents were in agreement that the objectives of the training were coherent with the actual work and the training objectives were achievable where as sufficient information on the objective of the training course was not given for all employees before arrival.

Training Design

Majority of the respondents were agreement the training module in line with the objective of the training. The training design was well communicated to the employees and different training methods were used during training programmers which helped to understand the subject matter but ERCA used limited training methods.

Training Delivery

Majority of the respondents were in argument that the topic covered on the training programs were relevant to the job assignment, the training program their received accommodates different learning styles where as the time allotted to the training was not sufficient.

Training Evaluation

Majority of the respondents were agreement the delivery method that the organization used is convenient to get the necessary knowledge and skill. The topics covered on the training program were relevant to their job assignment. In under training evaluation –learning majority of the respondents were in agreement employees training offers an opportunity to learn new skills and the training their received help to accomplished activities by minimizing wastage than before. In under training –behavior majority of the respondents were in agreement the training provides by the organization helped to perform their work efficiently. In under training evaluation – result majority of the respondents were in agreement that the training given by ERCA has increased their creativity and innovation.

Discussion and findings of all the results proves the hypotheses;

H1: Training need assessment has significant effect on worker performance the maximum correlation ($r = 0.625$, $P < 0.01$), Therefore, Hypothesis 1 of this study supported.

H2: Training design has significant effect on employee worker the maximum correlation ($r = 0.517$, $p < 0.01$) Therefore, Hypothesis 2 of this study supported.

H3: Training delivery style has significant effect on workers performance the maximum correlation($r = 0.781$, $P < 0.01$), Therefore, Hypothesis 2 of this study supported.

H4: Training evaluation has significant effect on workers performance the maximum correlation ($r = 0.834$, $P < 0.01$), Therefore, Hypothesis 4 of this study supported.

H5: Employee training has significant relation with workers performance the maximum correlation($r = 1$, $P < 0.01$), Therefore, Hypothesis 5 of this study supported.

 More over from the correlation analysis result it can be conclude that training is positively and significant correlated with employee's performance all relationship between the dependent variable (performance) and independent variables of training (training needs assessment, training design, training delivery style and training evaluation)

5.3 Recommendations

In light of major findings of the study, the following recommendations were forwarded for the management of ERCA.

Training Need Assessment should be given primary importance to determine the real performance gap between what the employees presently do and what the employee should do. A training program should be implemented to enhance the capabilities of employees. Investing in the improvement of the knowledge and skills of employees would enable to develop more productive and effective employees.

Sufficient information on the objective of training should be given to employees before their arrival so that they can have a better understanding about the main objective of training in which they will be taking and as a result this will help them to grasp required knowledge, skill and attitude.

The duration of the training should be sufficient and appropriate for trainees to grasp enough knowledge.

The employee training activity shall be based on a systematically identified knowledge and skill deficit so as it maximize the effort of the both the employee and organization.

ERCA should be able to evaluate its training program and the evaluation of training program should be based on based on clear objectives methods and standards, as the result the organization will be able to have clear information about the effectiveness of its training program and this will help also in designing new training programs.

In general, to provide effective training and to improve employee performance public organization should allocate enough budgets, develop clear performance measurement system before and after training, properly followed the training process, design and accordingly followed the police and give a chance for employees to involve the decision making regarding training need assessment.

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APPENDIX

ST.MARY'S UNIVERSITY

SCHOOL OF GRADUATED STUDIES

MASTERS OF BUSINESS ADMINISTRATION

<u>Questionnaire to be filled by ERCA employees</u>

Dear Respondents,

The purpose of this research is to examine the effect of employees training on workers performance at Ethiopian Revenue and Customs Authority Head Office. Your genuine responses to the questions are critical to the success of the research. Your response will be used for the purpose of the research only and will be kept anonymous.

➢ ERCA stands for Ethiopian Revenue and Customs Authority.

Thanks for your cooperation.

PART I: **BASIC DEMOGRAPHIC DATA (PLEASE PUT "√" IN SIDE THE BOX)**

1. What is your Age (Years)

      18 -25 ☐   26 - 35 ☐

      36 -45 ☐   46 - 55 ☐

      56 - 59 ☐   60 -65 ☐

2. What is your Gender?

Male ☐ Female ☐

3. What is your Educational background of the respondent?

Senior High School ☐ Diploma ☐

First Degree ☐ Masters Degree ☐

Other, please specify -------------------------------------

4. What is your salary per month?

Below 2000 birr ☐ 2001 birr—2500 birr ☐

2501 birr—3000 birr ☐ above 3000 birr ☐

5. What is your marital status?

Married ☐ Single ☐

Widowed ☐ Divorced ☐

6. What is your position in ERCA? ---------------------------------------

7. How long have you been working with ERCA?

1 -5 years ☐ 6 - 10 years ☐

11 -20 years ☐ 21 - 30 years ☐

Above 30 years ☐

Section II: - Opinion Survey on training at ERCA

What do you think the contribution of the Authority training in helping you to perform better?

Instruction: please indicate your level of rating based on the following five point scale
(5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree)

2.1.1 Organization Strategic Plan and Objective

No.	Statements	Rating Scale				
		Strongly Agree5	Agree4	Neutral 3	Disagree2	Strongly Disagree1
1	The organization's training plan is aligned with its organizational objective					
2	The organization considers training as part of organizational strategy					
3	The organization has a clearly designed training plan					
4	Training program assisted me to contribute towards the achievement of the organization strategic objective					

2.1.2. Training Needs Assessment

No.	Statements	Rating Scale				
		Strongly Agree5	Agree4	Neutral 3	Disagree2	Strongly Disagree1
1	I am involved in identifying Training needs					
2	Training needs assessments is mostly conducted by management team					

No.	Statements					
3	Training programs are usually organized in ERCA by conducting training need assessment					
4	Exit interview is used to determine training needs for your organization					
5	Performance appraisal information is used to determine needs for your organization					

2.1.3 Training Objective

		Rating Scale				
No.	Statements	Strongly Agree5	Agree4	Neutral 3	Disagree2	Strongly Disagree1
1	Sufficient information on the objectives of the training course was given for me before my arrival					
2	Training objectives were coherent with the actual work					
3	The objective of the training were achievable					

2.1.4 Training Design

No.	Statements	Rating scale				
		Strongly Agree5	Agree4	Neutral 3	Disagree2	Strongly Disagree1
1	The training module has been prepared in line with the training objective					
2	The training design is well communicated to the employees					
3	Different training methods were used during training programs which helped me to understand the subject matters					
4	The schedule of the training were aligned with the objectives of the training programs					
5	Trainers have sufficient knowledge, skill and attitude for a given training					

2.1.4 Training Delivery

No.	Statements	Rating Scale				
		Strongly Agree5	Agree4	Neutral3	Disagree2	Strongly Disagree1

No.	Statements					
1	The topic covered on the training program were relevant to my job assignment					
2	The training program I received accommodates different learning styles					
3	The time allotted for the training was sufficient					

2.1.5 TRIANING EVALUATION

		Rating Scale				
No.	Statements	Strongly Agree5	Agree 4	Neutral 3	Disagree 2	Strongly Disagree1
	Evaluation – Reaction					
1	The delivery method that the organization used is convenient to get the necessary knowledge and skills					
2	The topic covered on the training program were relevant to my job assignment					
	Evaluation – Learning					
1	Employees training offers me an opportunities to learn new skills					

No.	Statements	Strongly Agree5	Agree4	Neutral 3	Disagree2	Strongly Disagree1
2	The training received from ERCA, help to accomplished activates by minimizing wastage than before					
				Rating Scale		
No.	Statements	Strongly Agree5	Agree4	Neutral 3	Disagree2	Strongly Disagree1
	Evaluation – Behavior					
1	I am take personal responsibility for my job outcomes after being trained					
2	After training I feel that I am committed for my work					
	Evaluations - Result					
1	The training provides by the organization helped me to perform my work efficiently					
2	The training given by ERCA has increased your creativity and innovation					

SECTION TWO: Opinion Survey on concerning employees performance at ERCA

No.	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
	KNOWLEDGE					
1	The training provide by the ERCA enabled me to perform my work with greater accuracy and precisely					
2	The training given by ERCA has increased your creativity and skill					
3	The training provide by the bank helped me to perform my work quickly and efficiently					
	SKIIL					
1	Employees training offers me an opportunities to learn new skills					
2	The training helped me to minimizes errors at work while I accomplished my work					
3	Because of training which I received by ERCA , I accomplished activates by minimizing wastage than before					
	ATTITUDE					
1	Staff training at ERCA has improved my willingness					

DECLARATION

I, the undersigned, declare that this study is my original work this study is my original work and has not been presented for a degree in any other university, and that all the sources of material used for the study have been duly acknowledged.

Declared by   Confirmed by adviser

 Kemal Mohammed   SHOA JEMAL (Asst. Prof)

Signature ------------------   Signature...............................

Date....................................   Date--------------------------------

ENDORSEMENT

This thesis has been summated to St. Mary's University, School of Graduated Studies for examination with my approval as a University's adviser.

Shoa Jemal (Asst. Prof)   ....

Adviser   Signature & date