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THE EFFECT OF TRAINING PRACTICES ON EMPLOYEE
PERFORMANCE: THE CASE OF MAHIBER KIDUSAN

By

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Acronyms

HR – Human Resources

EP – Employee Performance

TE– Training Evaluation

TNA – Training Needs Assessment

SPSS – Statistical Package for Social Sciences

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Abstract

Many organizations focus on a training organization processes and give little attention to evaluate the impact of the trainings on the trainees. The purpose of this study to determine the effect of training on employee's performance in the case of Mahibere Kidusan. Questionnaire was developed and distributed to the employees. The data was analyzed using Statistical Package for Social Sciences (SPSS). Descriptive and regression analysis methods were applied to interpret the SPSS results. The Pearson-Chi-Square test and regression analysis results revealed that, in the case of Mahibere Kidusan, there is a strong correlation between training and employee performance. On the other hand, irrespective of the general expectation, especially for the case of Ethiopia, employee experience and gender as well as level of education has weak correlation with employee performance. The regression analysis result indicates that, at 95% confidence interval, 69.7% of the variation in employee's performance can be explained by training. This study definitively answers the question regarding the correlation between training programs and employee performance in the case of Mahibere Kidusan.

1. Introduction

1.1.   Back ground of the study

Organizations have their own specific plans to sustain in short and long runs, and are competing each other to outshine and get the maximum benefits what they plan. The sustainability of any organization is highly dependent on the capacity of the organization itself (the system of the organization) and the capacity of each employee in the company. In this competition the one with the best performing employees will have a better chance to win. Thus, organizations use different ways for capacity building in order to exist as per their plans over the competition platforms. The major responsibility of organization in this regard is to build up a right mix of skills, attitude and conceptual understanding among their employees. This implies, human resources management (HRM) shall be part of the plan of any organization.

HRM refers to the practice, system and policies that influence the behavior, performance and attitudes of employee (Cieri et.al, 2008). Human resource practice includes selecting human resource needs, screening, training, rewarding, appraising as well as attending to labor relation, safety and health, and fairness concerns (Dessler, 2007).

On the other hand, HRM is the organizational function, which deal with recruiting, managing, developing and motivating people, including providing functional and specialized support and system for employee engagement and managing system to foster regulatory compliance with employment and human right standard.

HRM, today, is considered as a strategic partner of the other functional areas of business organization; namely: marketing, finance production, purchasing, management, information systems and administration (Eric, 2012). The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its orientation. This is based on the notion that human resource is the competitive advantage what a business organization has. This is because, as said earlier, while equipment, infrastructure, methods of production, packaging and distribution strategies could all be copied by other competitive organizations, however the innate quality, innovativeness, knowledge, abilities and skills of the human resource cannot easily be

copied (Hitt, 2007). To achieve the optimum benefits from the employees, companies shall engaged in delivering different capacity building trainings. However, the effectiveness of any training is highly dependent on the motivation of the employees to attend it (Ahmad et al, 2016).

Training could be defined in different ways. As per (Wajdi et al, 2014), training is a planned process to modify attitude, knowledge, skill or behavior through learning experience to achieve effective performance in activity or range of activities. Moreover, it is the process of increasing the knowledge, and skills for doing a particular job (Ramya, 2016). Or, it can be definedas an organized procedure by which people learn knowledge and skill for a definite purpose (Ramya, 2016). Training is different from learning; as learning is a process of changing what you value, know or can do in some way as a result of experience.

Therefore, although training is vital to increase the employee's performance, training evaluation has to be conducted in order to see whether the training bring the expected change in the company. i.e; evaluation is the key tool to see the impact of the training in relation to the its purpose (Pineda, 2010).

The main purpose of this paper is to explain the effect of training on employees performance in the case of Mahibere Kidusan.

1.2.   Background of the organization

Mahibere Kidusan was established in 1991 by members of different chalice ("tsiwa") associations who were attending Sunday school programs in different universities. These members were gathering in each of the universities and attend the summer religious courses given by Abune Gorgorious-II in Zeway to withstand the church from the challenge imposed by the Atheist and Protestant followers in the universities and the so called educated people and politicians at large. They meet and discuss about the future of the church while they were in a compulsory military service at Bilate Military camp. After the downfall of the Derg regime those members start to continue participating in different chalice associations. In 1991, Abune Gebriel-I discuss with the chalice members and told them to organize in one association and named it Mahibere Kidusan (MK booklet, 1994).

The association utilizes scientific technological products which are useful to expand different religious doctrine, to notify the synods and laities to keep and preserve the gospel, liturgy and

marvel, to fortify and develop the administrational constitution of Ethiopian Orthodox Tewahido Church, to analyze and reinforce the religious, social, economic and political problems of this generation (MK booklet, 1994).

To achieve the above mentioned goals, the association organizes its man power as employed members and compulsory voluntary service giving members. Moreover, the organization has well developed organizational structure which will help it to pin over main agendas throughout the nation and at global scale, to some extent. To achieve this goal, Mahibere Kidusan has about forty nice sub-centers throughout Ethiopia and four outside the country. The overall structural arrangement of the organization is shown below.
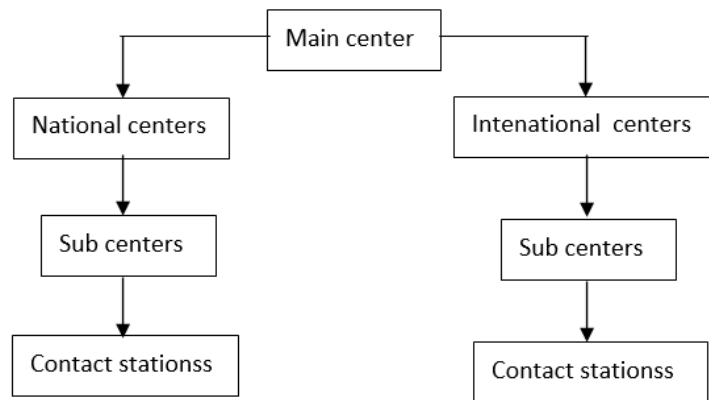
Figure 1: Main structure of Mahibere Kidusan

The structure is in each level is highly dependent on the availability of man power. Mahibere Kidusan has delivering plenty of trainings for its members and different target groups. The main goal of this study is to evaluate the effect of those delivered trainings on performance of Mahibere Kidusan employees.

1.3. Statement of problem

Staff training and development is recognized as crucial element in the attainment of organizational goals and objectives. In order to sustain economic and effective performance, it's important to optimize the contribution of employees to the aims and goals of an organization (Armstrong, 1999). Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving performance. One of the primary

objectives of human resource management is the creation of conditions whereby the latent potential of the employees will be realized and their commitment to the success of the organization secured. (Chang, 1994) points out that the scope of evaluating the training effort should explain how training contributes to the big picture as it is implemented to bring about improvement in job performance.

Training activities have effect on relative competitiveness and economic performance, at both the aggregate level of the national economy or industrial sector, and at the level of individual enterprises. However, in most of the cases, the focus of many companies is to deliver different trainings and not to evaluate whether the trainings bring the planned objective. Thus, it is common to see organization report which comprises the list of different trainings, while the changes because of these trainings are ignored. However, the goal of training is not to deliver the training, rather to bring some planned change because of the trainings. This implies that, in most of the cases, delivering the training is considered as the final target, which is a big gap in relation to training. Therefore, organizations should give a due attention to evaluate the effect of a training based on the purpose which the training is organized to achieve. Thus, the aim of this study is to evaluate the effect of training on employee's performance in the case of Mahibere Kidusan and recommend basic measures to be taken to improve the situation.

1.4. Research questions

1) What is the effect of selection of trainer on employees' performance at Mahibere Kidusan.?
2) What is the effect of training delivery on employees' performance Mahibere Kidusan.?
3) What is the effect of selection of trainees on employees' performance Mahibere Kidusan.?
4) What is the effect of learning material on employees' performance Mahibere Kidusan.?

1.5. Objective of the study

1.5.1. General objective

The general objective of this research is to evaluate the effect of training on performance of Mahibere Kidusan employees.

1.5.2. Specific objectives

The specific objectives of the study are to:

- Determine the effect of selection of trainer on employees' performance Mahibere Kidusan
- Examine the effect of training delivery on employees' performance Mahibere Kidusan
- Determine the effect of selection of trainees on employees' performance Mahibere Kidusan
- Evaluate the effect of learning material on employees' performance Mahibere Kidusan

1.6. Significance of the study

Organizations are always in competition, which they need to have skilled and motivated labor. Training is the key to achieve this goal and make the organization sustain within the competition field. This study is significant to understand the effect of training on employee's job performance in Mahibere Kidusan and also used as:

- ✓ An input to the organization to alter the gaps that makes it unable to achieve the goals of the trainings
- ✓ A bench mark for further studies in Mahibere Kidusan or similar studies to be done over different organizations.
- ✓ Moreover, this study will help the researcher to understand the full package of training (why training is required, which training shall be delivered, how to deliver trainings, how to evaluate trainings?)

1.7. Definition of terms

- Training: A planned and systematic effort to modify or develop knowledge /skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities, (Buckley and Caple, 2009; Armstrong, 2010).
- Training Need assessment (TNA): is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary (Ferreira and Abbad, 2013; Noe,HollenBeck, Gerhart, & Wright, 2008).
- Training Design: is a process of developing a plan of instruction for each training program to be offered to meet training objective (Ford & Sinha, 2009).

- Employees: servants which are working in Mahibere Kidusan on the permanent or volunteer basis
- Employee's performance: the effectiveness, quality, efficiency of employees and their contribution for the organization to attain its goals.

1.8. Scope and limitations of the study

1.8.1. Scope of the study

As shown in fig-1, Mahibere Kidusan has significant number of branches and members including fulltime staffs. The organization delivers different types of trainings for its members in all levels. However, this study focusses only on the main center and one national center called "Addis Ababa Center." However, the study result is important for all centers, sub-centers and contact stations of the organization found around the world.

1.8.2. Limitations of the study

Lack of finance and time are among the major limitations of this study. These will make the study to focus only on the main center and Addis Ababa center. Moreover, as there are many volunteer member which are not always available in the organizations office, it was a challenge to make them respond the questionnaires in the due time. Therefore, the population number is limited based on the fulltime staffs and the frequently available volunteer members.

1.8.3. Report organization

The study is organized into five chapters. Chapter one introduced the study by giving the background information, the research problem, objectives, and significance of the study. Chapter two deals with the review of relevant literature related to the research problem. Chapter three discusses the methods and procedures used in the study. It presents the utilized techniques for the study and some relevant justifications. The data analysis and result presentation are dealt in chapter four. Chapter five deals about the summary, conclusion, recommendations on the findings of the study.

CHAPTER TWO

REVIEW OF THE RELATED LITERATURE

2. Introduction

This chapter discusses human resource management, principles of training, HR training need, Concept of training, Training and development methods, employee performance and finally some of factors affecting employee performance.

2.1. Human Resource Management

As per (Armstrong, 2006), the term "people management" comprises two related concepts: Human resources management (HRM) - sometimes called "personnel management" and Human Capital Management (HCM). These two management aspects are interrelated and their relation is shown in the figure below.

People management

The policies and practices which govern how people are managed and developed in organizations.

Human resource management

'A strategic and coherent approach to the management of an organization's most valued assets – the people working there who individually and collectively contribute to the achievement of its objectives.'

Human capital management

'An approach to obtaining, analysing and reporting on data which informs the direction of value-adding people management strategic investment and operational decisions at corporate level and at the level of front line management.'

Personnel management

'Personnel management is concerned with obtaining, organizing and motivating the human resources required by the enterprise.'

(Armstrong, 1977)

Figure 2: Relationship between people management (Armstrong, 2006)

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both

their short and long term survival in the market. In order for HRM to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, different researchers despite the fact that they all serve the same purpose of making available effective human resources have differently classified HRM functions. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling.

The overall purpose of human resource management is to ensure that the organization is able to achieve success through people. To achieve this goal, HRM shall operates through human resource systems that bring together in a coherent way (Armstrong, 2006):

- HR philosophies describing the overarching values and guiding principles adopted in managing people.
- HR strategies defining the direction in which HRM intends to go.
- HR policies, which are the guidelines defining how these values, principles and the strategies should be applied and implemented in specific areas of HRM.
- HR processes consisting of the formal procedures and methods used to put HR strategic plans and policies into effect.
- HR practices comprising the informal approaches used in managing people.
- HR programmes, which enable HR strategies, policies and practices to be implemented according to plan.

2.2. Function of HRM

The major function of HRM extends from staffing (recruitment and selection) to employee motivation (like Pay and benefits, Maintaining and providing good working conditions, company policies align with labor laws and principles of natural justice) in which employee training and development (convey proper training and the right developments of the employees) is one of the core component. In general, HRM functions could be subdivided in to managerial functions and operative functions as shown in the figure below.
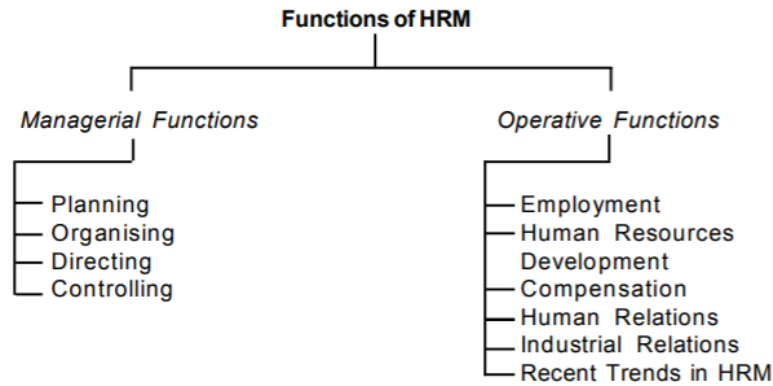
Figure 3: HRM Functions (Rao and Kumar, 2014)

Training as a set of activities that are put in place when managing people in organizational contexts, is an HRM practice that can also be thought of as a process comprising four stages: needs assessment, training design, training delivery, and training evaluation (Ferreira, 2016).

2.3. The Concepts of Training and Development

Training is one of the major areas of the human resources management functions that are particularly relevant to the effective utilization of human capita of the organization. (Barbara et al, 2014) categorize the definition of training in to two:

- It is delivery of information which has to be used by the trainees after the training.
- It is delivery of information which may not necessarily applied by the trainees after the training.

According to (Ramya,2016), the goal of training on organizational and individual level is different:

- For the organization: training leads to improve profitability while cultivating more positive attitudes toward profit orientation.
- For the individuals: training development and improve job knowledge while also helping in identifying with the goals of the organization.

2.4. Types of trainings

Based on its content and the venue at which they are delivered, training could be subdivided in to two:

1- On-the-Job training: it is type of a training carried out in the working place while employees are doing their daily works, which is also called unstructured training

(Vasanthi and Basaria, 2019). This kind of training becomes more important when objectives are to build economies around high productivity, and it is more common in larger firms because of their larger internal structure (Ahmad et al, 2016; Vasanthi and Basaria, 2019).

2.4.1. Methods of on-the job training

Coaching, mentoring, Job rotation, apprentice, job instruction, committee assignment and internship are some of the methods of on-the-job-training (Vasanthi and Basaria, 2019; Barbara et al, 2014).

Table 1: Advantages and disadvantages of on-the-job-training

Advantages	Disadvantages
It is cost effective	As it is to be delivered in the working place and during working time (training while doing the regular work), the trainer may miss the deadline, if he/she has some.
As it is directly related to the current job, employees could be well motivated	The trainer should have adequate knowledge to transfer for the trainee.
	As the training is on regular working time, the trainer may miss to explain the theoretical backgrounds of the training.

2- Off-the-Job training: this one is carried out off-site and offline. This type of training is recommended for absolutely new (have no any experience on the company environment and current work of the company) employees.

Being new for the organization environment and goals, plan to increase the skills of junior employees and to make them familiar with new technologies are among the reasons which necessitate employee training (Vasanthi and Basaria, 2019).

2.4.2. Methods of off-the-Job-Training

Vestibule training (using the actual equipment, however out of the actual working place), simulation exercise, classroom lectures, audiovisual and case studies are among the methods to deliver off-the-job-training.

Table 2: Advantage and disadvantages of off-the-job-trainings

Advantage	disadvantage
Trainings will be provided by experts	Not cost effective
The training has systematically organized program	May not be directly related to the current job
The training could be planned on off hours without affecting the regular work	The employees may not be motivated to attend
The training materials will be used for the trainees to use them again and again.	

2.5. Evaluation of training outcomes

(Andy et al, 2009) shows the four level Kirkpatrick model which is useful to evaluate the training outcomes. These are:

a) Reaction: is a level of evaluating the interest, motivation and attention levels of participants. As mentioned above, the trainee's motivation is a core for effectiveness of a training.

b) Learning: it is a level of evaluating the trainees understanding. This could be done by letting the trainees to demonstrate what they understand.

c) Behavior: is the stage of evaluating the trainees if they could apply the new skill they acquire from the training while they back to their working place.

d) Results: this is the stage evaluating the overall impact of the training. i.e, what is new in the company after the training is delivered to a group of its employees It could be economical, moral or any kind of change which is expected from the training.

2.6. Training principles

According to (Nair & Nair 2004), the following are some of the principles of training which are applicable in of universal level:

1. **Training plan**: Training must be planned, predesigned and ably execute. Effective implementation depends to a great extent to planning.
2. **Organizational objectives**: Training and development must meet objectives of the organization.
3. **Equity and fairness**: All employees must enjoy equal opportunity to drive benefit out of such training and must have equal chance to undergo such trainings.
4. **Appropriateness**: Training must be appropriate to suit the needs of organization as well as individuals.
5. **Application specific**: Training content is balanced between theory and practice. It must be Application specific ''.
6. **Upgrading information**: Training and development should be continuously reviewed at periodic intervals in order to make them up-to-date in terms of knowledge and skill.
7. **Top management support**: To management support is essential to make training and development effective.
8. **Centralization**: For economy of effort, uniformity and efficiency, a centralized training department is found more common and useful.
9. **Motivation**: Training and development must have motivational aspect like increment, promotion, pay, certificate etc...

2.7. HR training needs

According to (Wognum, 2001), training and development needs may occur at three organizational levels; namely:

1. **Strategic level:** this is where needs are determined by top management while considering organization's goals, mission, strategy and problems, which need to be resolved or fixed.
2. **Tactical level:** at this level of training, needs are determined with middle management while considering developments needs to the coordination and cooperation between organization units.

3. **Operational level:** where needs are determined with lower executive management and other employees while considering problems related to operations such as performance problems of individual workers and departments in subject.

In order to enable an organization formulate human resource training and development goals that will enable both formal and informal human resource training and development methods and programs create a workforce that enables effectiveness and competitiveness, it is worth giving consideration to, providing proper coordination as well as proper incorporation of the needs within the three levels(Nasseri,2012).

The first issue is to identify the needs relevant to the organizations objectives. According to (Wognum, 2001; Torrington et al., 2005), there are three categories of identifying training and development needs. These are: i) resolving problems, which focuses on workers' performance, ii) improving certain working practices, which focuses on improvement regardless of the performance problems and iii) changing or renewing the organization situation, which may arise because of innovations or changes in strategy.

2.8.   Motives for carrying out training

The accomplishments or issues experienced by the organization are highly dependent on the performance of its employees. Every organization has the desire to be successful over differentiated programs, services, capabilities, and products. However, well-trained individuals are required while such elements are to be proposed, developed, executed, and sustained. Citing (Katcher and Snyder, 2003), (Kum *et al*, 2014) mentions the following are some of the reasons to carry out a training.

i.   Capital improvement

Organizations tend to spend millions of rinds on upgrading their plants and equipment, yet little on upgrading their human capital. Employees are an asset to the organization but employers are more concerned about reaching deadlines and profit maximization rather than employees skills development, without which employee performance could be hampered. Although the organisation still achieves productivity, the focus should also be on the dedication, commitment and loyalty of employees. If employees do not receive ongoing training, up-to-date equipment will not be used optimally.

ii.   Morale improvement

Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well. It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees may be productive, but employees that are more productive are happier.

iii.   Ability to adapt to change

The more skilled the workforce is, the easier it will be for the entire organisation to adapt to changes that may arise in the domestic and global market place in the demand of its products and services. Sometimes employees are reluctant to adapt to change because of the uncertainty involved, but one of the objectives of the Skills Development Act 97 of 1998 is to develop the skills of the South African workforce as well as increasing levels of investment in education and training in the labor market.

The trainings delivered based on the above motives will result in different purposes. (Jehanzeb & Bashir, 2013) categorize these benefits in to individual benefits and organizational benefits.

(1) Individual benefits from the trainings
   i.   Career Competencies

The employees will learn the soft and technical skills as required by their jobs. In one way, the training will make them familiar with the organizations they join. On the other hand, the trainings will enable them to have the knowledge they required to retain their abilities and talent according to current requirement of the market: to be up to date.

ii.   Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them. One of the ways that organizations show they care about their employees is by providing training and development programs. This will increase the employee's level of satisfaction and decreases the turnover, which in turn will benefits the organization.

iii.   Employee Performance

Training effects on behavior of employees and their working skills, which resulted in enhanced employee performance and further constructive changes that helps to increase employee

performance. Every employee needs to "feel" to remain successful. Effective trainings are among the tools used to realize this feeling.

(2) Organizational Benefits

i.   Market Growth

Employee development programs are important for any organization to stay competitive and leading in the market. Although it is expensive for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market and increase their profits. However, employee training and development programs not only increase the profit of organizations, but also provide difference within their native market. Leading organizations have a chance to work with most outstanding employees and have opportunities to create a big market field with different clients.

ii.   Organizational Performance

Work-related performance and attitudes mainly depend on the perception of the employees as the employees think that their organizations are taking care of them. If the employee's performance is increased by delivery of effective trainings, the cumulative effect will be an increase in organizational performance.

iii.   Employee Retention

Employee retention is a challenging notion and there is no particular method to retain employees with the organization (Jehanzeb & Bashir, 2013). However, organizations that invest on their employees have a better success in retaining their employees. The reason could be satisfaction of their employees to stay in the organization.

As discusses above, an effective organization of training program has many constructive benefits. However, there is no redline between each benefit. Rather, they interlinked with each other and all will contribute for the success of the organization.

2.9.   The Context of Training

Training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Because this process is tied to a variety of organizational purposes, training

can be viewed either narrowly or broadly. In a limited sense, training provides employees with specific, identifiable knowledge and skills for use on their present jobs. Sometimes a distinction is drawn between training and development, with development being broader in scope and focusing on individuals gaining new capabilities useful for both present and future jobs (Stredwick, 2005).

2.10. Training principles

There are about six training principles on which training design and delivery underlies. These are:

- **Learner-Centered**: This training environment pays careful attention to the knowledge, skills, attitudes and beliefs that participants individually bring to the space. This is because, training design and delivery starts with the consideration of participant's needs.
- **Inclusive sensitive**: these trainings acknowledges diverse participants bring different experiences and perspective to training that can enrich the training experience for all.
- **Actionable**: these trainings focus on knowledge, skills and attitudes that have a particular utility and will help the participants make impact. Need assessment before training design allows for training content that is directly linked to realistic actions that participants can do after the training.
- **Experimental**: Start with an analysis of participants' needs then identify the appropriate activities for the training audience and content. Experiential activities can range from activities that are conducted within the training space as well as those that participants can do outside of the training space.
- **Active**: these type of trainings enables participants to engage with training content in an interactive manner. Several activities allow for an active training environment, including role-playing, pairing participants for activities, and movement exercises. These elements, when intentionally and appropriately used in trainings result in increased participation, enlivened learning, deepened retention, and meaningful application.
- **Measureable**: these trainings use learning objectives to develop appropriate evaluation plans and techniques that help extract learning which can be applied to training design and delivery. Trainings are designed to lead to the impact that programs aim to make. The changes that result from trainings shall be measurable so that it is possible to evaluate and learn from each training experience. Formative and summative assessments

help the organization strengthen its trainings to be effective at providing skills that lead to positive impact for participants

2.11. Training and development methods

Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring. On the other hand, off-the-job training examples include conferences, role-playing.

2.12. Employees Performance

Performance management can be defined as a systematic process for improving organizational performance by developing the performance of individuals and teams. It is a means of getting better results from the organization, teams and individuals by understanding and managing performance within an agreed framework of planned goals, standards and competence requirements (Armstrong 2010).

The training by itself may not be the overall reason to determine the employee performance. Many organizations do invest precious resources on training and development but without examining how training interventions could effectively contribute in the achievement of organizational objectives, eventually resources are wasted (Pifra *et al*, 2011). To yield desired level of performance, it is an imperative that organizations effectively plan, implement and evaluate their training interventions. (Fisseha, 2009) did a research to see the problems and prospects of farmer's training centers: the case of Ada'a Woreda. The study finding revealed that the organizational and operational status of farmer's training centers was poor. As per the study, community participation, lack of budget, lack of training materials and other factors determine the effectiveness of the trainings.

Different 2nd degree level studies have been conducted to evaluate the effect of training on employee's performance in different sectors located in Ethiopian. (Roza, 2017) did such a

research on commercial bank of Ethiopia employees and conclude that training has a positive impact on employee's performance. Moreover, (Alemayehu, 2017) did similar research on customs authority at customs procedure sector and conclude that training has a positive impact on employee performance.

(Shanko, 2018; Mesfin and Eshetu, 2016), conducted a research to see the effect of training on commercial bank of Ethiopia located in different parts of the country. (Shanko, 2018) measure the employee performance in terms of motivation, efficiency and satisfaction, and conclude that training has a significant impact on employee performance. (Mesfin and Eshetu, 2016) also reach at similar conclusion regarding the impact of training on employee performance.

2.12.1. Aims of Performance Management

The overall aim of performance management is to establish a high performance culture in which individuals and teams take responsibility for the continuous improvement of business processes and for their own skills and contributions within a framework provided by effective leadership. Its key purpose is to focus people on doing the right things by achieving goal clarity. Specifically, performance management is about aligning individual objectives to organizational objectives and ensuring that individuals uphold corporate core values. It provides for expectations to be defined and agreed in terms of role responsibilities and accountabilities (expected to do), skills (expected to have) and behaviors (expected to be). The aim is to develop the capacity of people to meet and exceed expectations and to achieve their full potential to the benefit of themselves and the organization (Armstrong, 2010).

Performance Appraisal is the identification, measurement and management of human performance in an organization Gomez et al (2012).

2.12.2. Factors affecting employee performance

Nowadays, the competition between organizations and the quest for swift response to the rapidly changing operational conditions is increased. Moreover, personnel requirements, which the firms are expected to fulfill, are highly changing. Thus and similar factors has escalated the necessity to identify those factors that affect employee performance.

As discussed in (Diamantidis and Chatzoglou, 2018), firm/environment-related factors (training culture, management support, environmental dynamism and organizational climate), job-related factors (job environment, job autonomy, job communication) and employee-related factors

(intrinsic motivation, skill flexibility, skill level, proactivity, adaptability, commitment) are some of the factors which affect the employee's performance and they are highly interrelated to each other. Thus, the employee performance is not dependent only on one defined factor. Rather, a series factors will affect it.

2.13. Effective training

Training is any planned activity to transfer or modify knowledge, skills and attitudes through learning experiences. Training have a wide range of benefits starting from the individual to the organization performance. However, only organizing a development training by itself could not be a reason for success. Rather, there should be a harmony between the training materials, the trainer, the training environment, training delivery methods and other elements of training. The following are some of the elements to be considered for effective training delivery.

2.14. Training design

Before organizing any type of training, the organization shall pass through the training design processes. This process comprises many components including:

    i.   Training need assessment

In the very beginning, the company shall assure if there is a need for training and shall identify the type of training to be organized. Observing workers performing normal duties, interviewing workers and others, refereeing reports or performance reviews or identifying performance problems, can achieve this. This will help to identify the main gaps and decide type of training to be delivered to fill these gaps.

    ii.   Defining training programs and learning objectives

The learning objective would be derived from the training need assessment. These should be observable and measurable actions, which each trainee will be able to demonstrate while participating in training activities. Moreover, these training objectives shall be clear and align with the organization goals and the identified gaps.

    iii.   Creation and implementation of the training

This stage is dependent on different factors including experience and education level of the personnel and time and resource available for training.
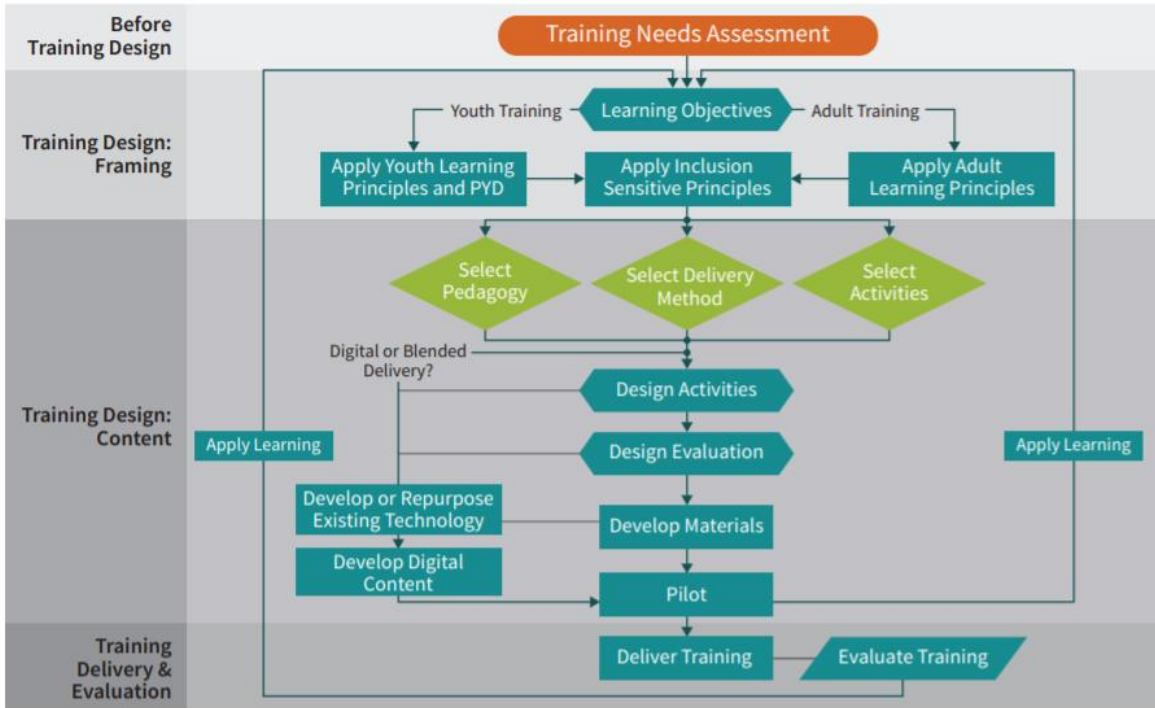
Figure 4: Training design and delivery processes

2.15. Training delivery

After designing the training and fulfilling the whole elements, the next step is training delivery. At this stage on the top of the trainer's quality, selecting the best training delivery method is very important. (Abhishek & Senthilkumar, 2016) shows that, there is   a significant change in training delivery methods. Figure-4 shows different delivery methods.

As indicated on fig-4, the training delivery methodology is changing from classroom sessions (lecture) to immediate use (when people are about to join the job/project, the training conducted for them will be of immediate use). The participatory condition increases from top to bottom of the triangle shown in the figure-4. Thus, it is fundamental to choose appropriate training delivery method based on the training purpose and training environments.

2.16. Conceptual Framework

The conceptual model formulates to show the relationship between Training and development programs and employee's performance. In this study, employee's performance is dependent variable while Training and development, i.e., trainee selection, trainer selection, training delivery and learning material are independent variable.
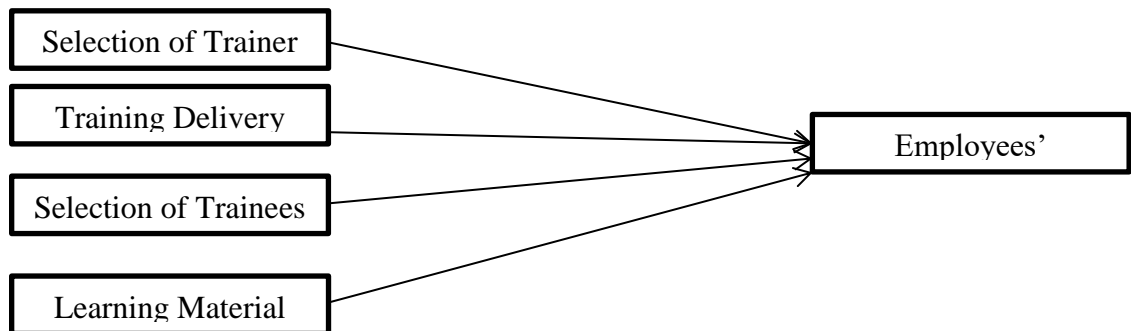
Figure 6: Conceptual framework of the study (developed based on the objective of this study)

CHAPTER THREE

3. Research design and methodology

3.1. Introduction

This chapter presented the following; research design, the population of the study, the sample and sampling techniques, instruments for data collection and method, data analysis and presentation methods and the research procedures. This is used for obtaining data to enable the researcher test hypothesis or answer research questions.

3.2. Research design

A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure. On the other hand, it is the conceptual structure within which research is conducted; it constitutes the blueprint for the collection, measurement and analysis of data (Kothari, 2004). The descriptive and explanatory research design was used as a means of assessing the effects of Training on Mahibere Kidusan employees.

3.3. Data source

To get the required information about the effect of trainings on Mahibere Kidusan employees, the researcher collects primary and secondary data. The trainers, trainees and management staffs were considered as the sources for the primary data. Structured questioner has been used for the primary data collection purpose.

3.4. Population and sampling design

3.4.1. Population

According to (Sekaran, 2001), population is the entire group of people, events or things of interest that the researcher wishes to investigate. While the target population is the total collection of elements, about which the researcher wishes to make some inferences (Okiro & Ndungu, 2013). The dependent variable in this study was the employee performance while the independent variable was employee engagement, motivation and satisfaction. The target population for this study was the 110 employees of Mahibere Kidusan. The choice was based on their employment type.

3.4.2. Sampling Technique

For the purpose of this study, simple random sampling technique was adopted for current employees. Out of the total employees of Mahibere Kidusan, 100 employees were selected as a sample and questionnaires were distributed for them. Out of the distributed questionnaire 86 (86%) were returned questionnaires. It is believed that the sample taken is representative of target population.

To get a representative sample for the population under the study the following sample technique (Yamane, 1967) was utilized.

$$n = \frac{P}{(1+P(E^2))}$$

Where: n = sample size

P = population size

E = level of precision. As 95% confidence level is considered, the utilized E value is 0.05.

3.4.3. Data collection methods

For this research, structured questionnaire was designed, distributed and filled by the sampled respondents to collect primary data. Questionnaires were prepared in two groups. The first is for different department staffs and the second is for the managerial staffs. 85 questionnaires were distributed for the first groups and out of which 79   questionnaires were returned. Among the returned questionnaires, four were rejected and five was returned empty. On the other category, the distributed 15 questionnaires were returned and used in this study.

3.5. Data analysis and Statistical Techniques

The purpose of data analysis is to describe, discuss, evaluate and explain the content and characteristics of collected information to be able to answer the research questions (Matthews and Ross, 2010). On the other hand, data analysis is the process of editing and reducing accumulated data to a manageable size, developing summaries, seeking for patterns and using statistical methods. The completed questionnaires were cleaned, coded and analyzed using descriptive statistical methods, frequencies and percentage with the aid of Statistical Package for Social Science version 20.0 (SPSS). Descriptive and inferential analysis methods were utilized to address the research questions. Regression analysis was applied to support the inferential analysis.

Experts, who have knowledge and experience on related subject matter, evaluated the instrument's validity and reliability. Then after, the researcher did the explanation about the questionnaire filling and the representation of each Likert scale values.

3.6. Ethical considerations and validity

Moreover, in this study, ethical issue was taken into consideration. The privacy of all respondents was respected in the reporting of this research. The respondents are assured that their response will remain confidential and will not be exposed to other party. To increase the confidence of respondents and to get their actual reflection on each item, the confirmation statement about the confidentiality was provided with the questionnaire.

3.7. Reliability test

Before performing analysis of questionnaire, the reliability of the responses should be tested, which is called the reliability test. Cronbach's Alpha, K-test, T-test, One-way ANOVA are among the methods used to perform the reliability test. Cronbach's alpha is a statistic commonly quoted by authors to demonstrate that tests and scales that have been constructed or adopted for research projects are fit for purpose (Taber, 2016). Thus, Cronbach's alpha test is adopted in this research. According to (Taber, 2018), alpha values were described as excellent (0.93–0.94), strong (0.91–0.93), reliable (0.84–0.90), robust (0.81), fairly high (0.76–0.95), high (0.73–0.95), good (0.71–0.91), relatively high (0.70– 0.77), slightly low (0.68), reasonable (0.67–0.87), adequate (0.64–0.85), moderate (0.61– 0.65), satisfactory (0.58–0.97), acceptable (0.45–0.98), sufficient (0.45–0.96), not satisfactory (0.4–0.55) and low (0.11). As shown in table-3 below,

Cronbach's alpha test result for the overall questionnaire is o.936, which indicates that the reliability of the whole items is excellent. Similarly, for the case of training design and training delivery, the alpha values indicates, as the reliability is fairly high and high, respectively.

Table 3: Cronbach's Alpha for major dimensions and for the entire questionnaire

Variable	Cronbach's Alpha	No. of items
All variables	0.936	48
Training design	0.804	15
Training delivery	0.752	12

4. DATA ANALYSIS AND DISCUSSION OF RESULTS

4.1. INTRODUCTION

This chapter navigates through the findings from the survey, using the statistical tools and methods chosen for data analyses with summarized analysis on the results. Eighty six (86) returned questionnaires were used for the presentation and analysis purpose. The reason for the respondents, which they did not return the questionnaires, was lack of time in relation to their workload. These findings were carefully analyzed and the responses well represented using statistical tools to give it a pictorial view of training and its effect on staff performance. The Pearson Chi-Square test is used to check the correlation between dependent and independent parameters.

In general, this chapter presents the following issues:

- Personal data of respondent: this is about demographic characteristics of the respondents.
- Training programs that are carried out by the organization: this is based on the secondary data (document) found in the training department.
- The effect of the training programmes on the performance of staff:

4.2. Summary results of the distributed questionaries' for department staffs

4.2.1. Demographic characteristics

The gender and age group of the respondents is summarized in the table-4 below.

Table 4: Distribution of gender and age of respondents

No	Variables	Type	Frequency	Percent
1	Gender	Male	49	70
		Female	21	30
Total			70	100%
2	Age	18-25	8	11.43
		26-35	42	60
		36-45	17	24.28

		Above 45	3	4.29
Total			**70**	**100%**

With respect to gender compositions, the male employees comprise more than double compared with female employees. On the other hand, about sixty percent (60%) of the employee's age lay in range 26 to 35 years, while 4.29% percent of employees are more than 45 years old.

4.2.2. Level of education and training experience

The educational background of employees, in most of the cases, have a big impact on the performance of a company. Table-5 below summarizes the educational background of Mahibere Kidusan and their training experience since they join the association.

Table 5: educational background of Mahibere Kidusan employees

No	Variables	Type	Frequency	Percent
1	**Educational background**	1st degree	36	52
		2nd degree	15	22
		PhD	11	16
		Other	7	10
	Total		**69**	**100%**
2	**Training experience**	Yes	67	95.7
		No	3	4.3
	Total		**70**	**100%**
	Training type	Of the job	13	32.8
		On the job	23	18.6
		Both	34	48.6
	Total		**70**	**100%**

The educational level distribution of Mahibere Kidusan employees shows that, the number of 1st degree holders is greater than the sum of all other educational levels. In general, except other educational levels, the number of employees has shown an increment while the degree level goes

to first degree. In relation to their training experience, nearly 96% of the employees has taken any form of training since they join Mahibere Kidusan. Among these, 32.8%, 18.6% and 48.6% of the employees have of the job, on the job and both kind of trainings experience, respectively.

4.2.3. Trainee selection in Mahibere Kidusan

As described above, the training shall be delivered to fill gaps identified during the training need assessment (TNA) stage. To achieve this goal, trainings better be delivered for the right trainees so that they can use the training outputs to fill the gaps.

About 52.9% of the respondents proves that the training management (training department) selects trainees. On the other hand, 10.3% of the respondents have no clue about these processes. In general, the summary of the respondent's opinion on this issue is summarized in the table-6 and chart-1, below.

Table 6: Trainee selection

No	Variables	Type	Frequency	Percent
1	**Responsible for trainee selection**	department manager	15	22.1
		HR manager	10	14.7
		Training management	36	52.9
		Do not know	7	10.3
	Total		**68**	**100%**

Chart-1: Responsible body for trainee selection

4.2.4. Level of satisfaction

Beyond delivering trainings, the satisfaction level of trainees matters the overall efficiency: of the trainings as well as the trainees. The assessment based on the distributed questionnaire shows that about 88% of the respondents comprises a satisfaction level between fair and very. The other 9% are somewhat satisfied while the rest 3% are not satisfied with the prepared training and development programs. The SPSS output summary of the respondents is shown in table-7 below.

Table 7: Summary of satisfaction level

No	Variables	Type	Frequency	Percent
1	**Level of satisfaction**	very satisfied	3	4.5
		satisfied	31	47
		fairly satisfied	24	36.4
		somewhat satisfied	6	9.1
		not satisfied	2	3
	Total		**66**	**100%**

4.2.5. Training content

The effectiveness of training is not only a matter of delivering any training type for trainees. Rather, it is also highly dependent on a combination of different factors. The training content is one of the major factors, which need a big attention. The following table shows summary of the respondents on this issue.

4.2.6. Trainer selection

After fulfilling the required training and development program inputs, including better training environment, the next stage would to assign a qualified trainer. The assigned trainers shall have a good understanding on the training topic and experience on training delivery. The following table-8 shows the summary of the respondents response on this issue based of the distributed questionnaire.

Table 8: Trainer selection and adult learning principles in Mahibere Kidusan

No.	Selection of Trainer	1	2		4	5
16.	Trainers have sufficient knowledge.	0	6	18	30	13
	Percent	0	9	27	45	19
17.	The training staff encouraged participation throughout the	1	9	18	29	11
	Percent	1	13	26	43	17
18.	The training staff was responsive to participants' needs and	2	8	20	28	10
	Percent	3	12	29	41	15
19.	Trainers communicate well.	2	5	16	33	12
	Percent	3	7	24	49	18
20.	The trainer summarized the main points before finishing.	3	5	15	36	8
	Percent	4	7	22	54	12
21.	The trainer used effective examples and illustrations.	2	10	11	30	15
	Percent	3	15	16	44	22
22.	The trainer used body language to help communicate ideas	2	6		41	7
	Percent	3	9	16	61	11
Adult Learning Principles						
23.	The trainer clearly described what to expect from the	2	6	14	33	
	Percent	3	9	20	48	20
24.	The trainer defined unfamiliar technical terms.	3	9	25	23	9
	Percent	4	13	36	34	13
25.	The trainer provided clear instructions for all activities.	2		13		12
	Percent	3	15	19	46	17

Up-to-date knowledge and skills of technical (task-related) and social (people-related) aspects of managerial theories, practices and methods of training for on and off-the-job training situations (Farhad, 1994). That means, the trainers shall have adequate knowledge on the training topic so that they can deliver the expected knowledge and experience to the trainees. Accordingly, as shown in table-10, about 43% of the respondents agreed that, in Mahibere Kidusan training and development programs, the assigned trainees have a direct and sufficient knowledge and experience on the selected training topic.

On top of the knowledge they have, 50% of the respondents agreed that, the trainers encourage participation throughout the course. This will enable the trainees to exercise the training topics, which will help them to internalize the issues and apply them on their real job assignment. This will have a positive impact on their efficiency.

Majority of the respondents (38%) believes that the trainers are responsive to participant's needs and questions. As the main goal of training is to fill the skill and knowledge gap, respond for the questions and needs of the trainees will be useful to achieve this goal. Moreover, if the questions and needs are answered, it would have a big impact on improving their efficiency.

At the end of the session, the trainer should always summarize the discussion, making sure to allow time for questions and clarifications. Accordingly, 66% of the employees believed that the trainers summarize the main points before finishing the session. This will enable the participants to better understand the topics and ready to ask questions, which in turn will improve their knowledge and skill.

While delivering trainings, the trainer should be prepared to stimulate brainstorming with few examples or prompting questions. Moreover, supporting the trainings with effective examples will help to transfer knowledge and skill in relatively easy way. In this regard, 45% of the respondents agreed that the trainers use effective examples and illustrations throughout the training session. This would have a positive impact on improving the trainer's performance.

Moreover, learning requires active involvement. People prefer to learn in different ways- through visual stimuli, verbal interactions, and learning by doing. Therefore, offering a variety of training opportunities and training techniques is usually more effective than only one approach. In

trainings conducted in Mahibere Kidusan, 72% of the respondents agreed as trainers use body languages and visual stimuli to help the trainees understand the topics.

In most of the cases, missing the meaning of technical terms will mess the whole session and could bring some sort of uncomfortable condition for the trainee. Thus, trainers should define unfamiliar technical terms before proceeding to the details of the session. This will help their trainees to follow them throughout the session. 32% of the respondents agrees as the trainers in Mahibere Kidusan has this quality, while significant percentage (25%) of the respondents neither agree nor disagree on this issue.

Clear instructions in any sort of activity will enable to accomplish the activity in relatively better and effective way. Similarly, clear instruction in any activity between trainings will make trainees to accomplish them in better way. This will increase the effectiveness of the training program in achieving its goals. In relation to trainings programs organized by Mahibere Kidusan, 63% of the respondents agreed that the assigned trainers have a skill to provide clear instructions for all activities in the trainings.

In general, 62.9% of the respondents agreed that, the trainer selection process considers the basic criteria for trainer selection. However, 23.5% of the respondents neither agree nor disagree, while the rest 13.6% of the respondents disagree on the issue.

4.2.7. Learning Material

Table 9: Learning material

No.	Learning Material	1	2	3	4	5
26	I assume the material, hand-outs and/or activities useful to the training provided to me are adequate.	2	13	14	27	12
	Percent	3	19	21	40	17
27	The materials distributed were helpful.	1	7	20	30	10
	Percent	1	10	29	44	15
28	The trainer made sure materials could be read easily from where I was sitting.	0	6	21	29	12
	Percent	0	9	31	43	18

The right content and design elements of learning material can have a positive impact on how well readers and learners understand the material. The prepared learning material shall be adequate to provide knowledge and improve trainees understanding on the topics. Accordingly, 57% of the respondents assumes that the provided learning materials are adequate for them.

As discussed above, the provided materials should be helpful for the trainees. Considering the training programs in Mahibere Kidusan, 59% of the respondents agreed as the provided materials were helpful for them.

The prepared learning material should be accessible from anywhere in the training room. This will decrease destruction of the training environment and enable the trainees to concentrate only on the training. in this regard, 61% of the respondents approved as the materials were readable for anywhere in the training room. While 31% of them are neither agree nor disagree on the issue.

In general, 59% of the respondents agrees as the learning materials are useful, adequate and easy to access from anywhere in the training room. However, 27% of them neither agree nor disagree and the rest 14% of the respondents disagree on appropriateness of the learning material.

4.2.8. Training evaluation

The selected training and development program topics shall be important to fill the gaps identified in the TNA stage. One of the gaps could employee's lack of skill and performance to accomplish the expected jobs. Thus, to fill this gap, the training topics should be related to job responsibilities of the trainees. Moreover, the effect of the trainings shall be evaluated to check whether the target is achieved or not. To evaluate the quality of the organized training and development programs, questionnaire was distributed and the summary is shown in table-10 below.

Table 10: Training evaluation

	Training Evaluation	1	2	3	4	5
29.	Before I have attended training, my knowledge, skills and performance needed improvement.	1	11	12	32	12
	Percent	1.5	16.	17.	47	17.6

30.	Trainings are conducted whenever they are required as per the situation.	1	8	24	28	7
	Percent	1.4	11.	35.	41.	10.2
31.	Trainings related to job responsibilities are given which helps in overall development.	2	9	20	28	9
	Percent	2.9	13.	29.	41.	13.2
32.	The time allotted for training is sufficient.	7	12	25	15	9
	Percent	10.	17.	36.	22.	13.2
33.	The management request feedback from trainees' during and after training.	6	12	18	19	13
	Percent	8.8	17.	26.	27.	19.1
34.	I have realized change in my performance after attending any training	3	9	14	28	14
	Percent	4.4	13.	20.	41.	20.6

The main goal of training program development is to fill the gaps identified during the training need assessment stage. Accordingly, as the SPSS result (table-8) shows about 44% of the respondents believed that they had skill and knowledge gap before they attend the trainings. If the trainings were organized based on the identified skill and knowledge gaps, there will be a possibility to fill these gaps and improving the performance of employees.

It would be helpful if the training and development programs are organized whenever required (when the TNA result recommends to conduct some sort of training). This will keep the competitiveness of the organizations in their lifetime. In relation to Mahibere Kidusan, 51.3% of the respondents believed that trainings were organized whenever they are required. However, considerable percentage (35.7%) of the respondents neither agree or disagree on this matter.

On the other hand, for over all development, the organized trainings should be related to the job responsibilities of the employees. This will increase their efficiency in accomplishing their job. In this respect, 37% of the employees approved as the trainings were related to their job responsibilities. Moreover, 54.5% of them beleved that the time allotted for the trainings were sufficient.

Trainings, methods and other aspects of the training shall be evaluated during and after the training. during training evaluation will help to improve the overall training environment and after training evaluation will help to organize better training programs by the next time. Thus, 57% of the respondents agreed that there is on training and after training evaluation.

Beyond the training content, the impact of the organized training with respect to its objectives shall be evaluated. In this regard, 61.8% of the respondents realize that there is a change in their performance after attending any sort of training.

In general, 49% of the respondents agreed that there is training evaluation in Mahibere Kidusan. However, 27.8% of them neither agree nor disagree while the rest 23.2% disagree on this agenda.

4.2.9. Employee performance

The overall objective of training and development programs is to improve the company and employee performances. The programs shall enable the trainees to transfer skills to their jobs, improvement in their working performance, increase commitment and other related performance parameters. To check the relevance of the trainings prepared in Mahibere Kidusan in improving employee's performance, questioners was distributed and the results are summarized below.

Table 11: Effect of trainings on Mahibere Kidusan employees

	Employees performance	**1**	**2**	**3**	**4**	**5**
35.	I was able to transfer the new skills into my job.	6	4	12	30	16
	Percent	8.8	5.9	17.	44.	23.
36.	There are relevant criteria to evaluate training program.	2	7	23	30	6
	Percent	2.9	10.	33.	44.	8.8
37.	I often face knowledge and skill gaps to do certain job.	3	12	19	26	8
	Percent	4.4	17.	27.	38.	11.
38.	There are formal training evaluation formats in the company.	6	12	26	19	5
	Percent	8.8	17.	38.	27.	7.4
39.	Because of the knowledge, skills and attitude that I received from the training, I can accomplish activities without waste.	3	11	19	25	10
	Percent	4.4	16.	27.	36.	14.
40.	I feel that training enable me to perform my work with greater accuracy and precision	3	8	22	25	10

Percent	4.4	11.8	32.25	36.23	14.9
41. Other employees too become committed toward their jobs after getting the training.					
Percent	4.4	11.	36.	33.	13.
42. Training improves employees' job performance	6	4	19	22	17
Percent	8.8	5.9	27.	32.	25
43. Overall, I am satisfied with the trainings I underwent.	3	8	23	23	11
	4.4	11.	33.	33.	16.

If training development programs are organized based on the TNA output, the final goal be to improve the employee's performance by filling the gaps identified during the assessment period. Thus, after taking the trainings, the employees should acquire some new knowledge and skills and they should transfer them to their job. Accordingly, 67.6% of the respondents agreed that they can able to transfer new skills to their job after attending trainings. Moreover, 50% of them believe that they often face skill and knowledge gaps to perform certain jobs, while 22% of them disagree on this idea.

One of the efficiency measures could how employees could accomplish their work without waste. And one of the main goals of training programs is to increase the efficiency of employees on this regard. Accordingly, 51.5% of the respondents believe that, after attending trainings, they improve their efficiency towards accomplishing their works without waste. Following this, similar percentage of the respondents assumes they start to perform their work with greater accuracy and precision.

If someone become efficient on the job, he/she would start to love the job and become more committed towards his/ her job. Tis will improve their performance. Thus, 57.3% of the respondents agreed that trainings will improve employees job performance.

In general, 51.4% of the respondents believed that trainings will bring an improvement in in employee's performance. While 30.7% of them neither agree nor disagree and the remaining 17.9% were disagree on this issue.

4.3. Summary of distributed questionaries' for management staffs

Seventeen (17) management staffs were selected to fill the questionnaire comprising fifteen (15) questions (Appendix-B). Out of the distributed Seventeen (17) questionnaire fifteen (15) were returned and the summary of the respondent's opinion is summarized in the following tables. .The questions focus on trainer and trainee selection, evaluation culture of Mahibere Kidusan and impact of the trainings on employee's performance.

4.3.1. Selection of trainers

While a training and development program is organized, the organization shall have a standards (could be checklist) so it can achieve the goal. As discussed above, the trainers should have strong knowledge on the organized trainings. In this regard, questionnaire was distributed to the management staffs and their opinion is summarized in the table-12 below.

Table 12: Trainer selection

No.	Selection of Trainer	1	2	3	4	5
1	There is standard document prepared for trainer selection	1	1	9	1	3
Percent		6.7	6.7	60	6.7	20
2	The selected trainers have sufficient knowledge on the training contents.	0	1	8	2	4
Percent		0	6.7	53.3	13.3	26.7
3	Trainers have sufficient experience in training delivery.	0	1	8	2	4
Percent		0	6.7	53.3	13.3	26.7
4	The selected trainers have sufficient knowledge about the work environment in Mahibere Kidusan.	1	3	5	4	2
Percent		6.7	20	33.3	26.7	13.3

Trainers shall have adequate knowledge and skill on the selected training topics. To make easy for organizations, it is better to have a standard document (with all requirements) for the selection of trainers. 26.7% of the management staffs believe as there is such kind of document while the majority (60%) of them have no idea on the issue.

There are many factors affecting the efficiency of trainings. One of the major factors is trainer's knowledge and skill on the training topics. Accordingly, the majority of the management staff respondents (53.3%) have no clue about the knowledge and skill of the selected trainers.

On top of knowledge on the training topics, trainers should have greater experience on training delivery. The one with better training delivery methods will have the chance to motivate the trainers and achieve the training goals. Similarly, 53.3% of the management staff respondents have no idea on this quality of the selected trainers, while 40% of them agrees as the selected trainers have sufficient training delivery experience.

To decide on the training delivery methodology and other components of the training, the selected trainer should know about working environment of organizations, the needs of the employees and other similar issues. This will increase the effectiveness of the training program, which will in turn increase the employee's performance. 40% of the believed that the trainers have sufficient knowledge on the Mahibere Kidusan's working environment.

4.3.2. Selection of trainees

The objective of any sort of training is to improve the employee's performance and to make the organization competent in relation to human resources. Thus, the organization shall give an emphasis on the trainees' selection processes. The selected employee shall bring some change on the organizations efficiency after attending trainings.

Table 13: Trainee selection

No.	Selection of Trainees	1	2	3	4	5
5	There is training need assessment before any training is designed	1	2	6	5	1
	Percent	6.7	13.3	40	33.3	6.7
6	Training need assessment process was participatory.	1	5	6	3	0
	Percent	6.7	33.3	40	20	0

As discussed above, the major goal of trainings is to fill the gaps identified during TNA. This implies that, TNA should be accomplished before any training development program is

organized. Otherwise, disuse topics could be covered, which will not bring any benefit to the organization. However, although 40% of the respondents agreed as there is TNA in Mahibere Kidusan; 40% of them have no idea on this issue. Following this, 40% of the respondents have no idea whether the TNA is participatory or not. However, as it is core in human resources development and they are management staffs (decision makers), they had better to give a due attention for this agenda.

4.3.3. Learning material

Globalization is perhaps the most common word in the modern lexicon. This word means that there is strong connectivity among nations, and long gone are the days when what happens in one country is unknown to the rest of the world. Global knowledge refers to knowledge that is beyond local and indigenous context. It is cross-cultural, has high generalizability, and tends to be characterized by a diversity in source.

Quality of the learning material is very useful to transfer this knowledge to the employees. However, as the environment of every organization in the globe is not similar, the global knowledge shall be customized based on the local organizational environment. Accordingly, table-14 summarizes if Mahibere Kidusan has standard documents (which consider global knowledge), if these materials customized based on Mahibere Kidusan's working environment. Moreover, the table summarizes if there is a trend of updating the documents based on the new knowledge and some new competitive methods emerged.

Table 14: learning material

No.	Learning material	1	2	3	4	5
7	There are standard documents on each topic	0	3	7	4	1
	Percent	0	20	46.7	26.7	6.7
8	The scientific principles in the documents are customized based on work environment in Mahibere Kidusan	0	5	5	3	0
	Percent	0	46.7	33.3	20	0
9	There is a team assigned to update the documents before delivery of the next training	0	2	4	6	3

	Percent	0	13.3	26.7	40	20
10	The training material contents considers the abilities and education level of employees.	1	5	3	6	0
	Percent	6.7	33.3	20	40	0

As indicated in table-14, most of the respondents (46.7) does not know whether there is a standard document or not. Although nearly 33% of the respondents agreed on the availability of standard learning material, nearly 47% of the respondents does not agree these learning materials are customized based on Mahibere Kidusan's working environment.

Nearly 60% of the respondents believes that there is a trend of updating learning materials before organizing training and development programs. The team assigned for this purpose does this. However, 40% of the respondents believe that the learning material contents does not consider abilities and education level of employees. Nevertheless, similar percentage (40%) of the respondents does not agree with this: they believe the learning materials consider the ability and education level of employees.

4.3.4. Employee's performance

The need assessment objective is to identify if there are gaps in employees, which disable them to accomplish the job responsibilities assigned by the organization. To see the impacts of the organized trainings, there shall be regular performance evaluation work before and after organizing any sort of training. Regarding this issue, culture of Mahibere Kidusan is assessed and the results are tabulate in table 15, below.

Table 15: Employee's performance

No.	Employees performance	1	2	3	4	5
11	There is regular performance evaluation before and after trainings.	3	4	5	2	1
	Percent	20	26.7	33.3	13.3	6.7
12	Employees had gaps before the delivery of trainings.	2	4	4	4	1

		Percent	13.3	26.7	26.7	26.7	6.7
13	There is a significant improvement on employee's performance after delivery of trainings.		1	2	6	4	2
		Percent	6.7	13.3	40	26.7	13.3

Most of the respondents (about 47%) does not agree, as there is regular performance evaluation before and after trainings. Moreover, 33.3% of the respondents does not know whether Mahibere Kidusan has a trend to go through performance evaluation processes. Only 20% of the respondents agreed, as there is regular performance evaluation processes before and after trainings.

The training shall have a potential to fill the gap of employees identified during the need assessment stage. However, 40% of the employees believes, there is no gap in employees before trainings, while 33.4% of them does not agree on this idea.

As per 40% of the respondents, employees have a significant performance improvement after attending trainings. However, similar percentage (40%) of the respondents does not know whether there is improvement or not after different trainings. The rest 20% of the respondents does not believe that the organized trainings bring improvement on employee's performance.

4.4. Factors affecting employee's performance

The company environment, training and development programs and other factors would have an impact on employee's performance. This section summarizes the impact of gender, education level, experience and other factors on performance of Mahibere Kidusan employees. The Pearson Chi-Square correlation method is used to see the correlation between the dependent variable (performance) and independent variables.

4.4.1. Effect of gender on employee's performance

Based on household duties, educational background, discrimination, social norms and personal choice, women are more likely than men to be in part-time or temporary work, to be in the informal sector or to be doing homework, or unpaid labor in family enterprises, and to be concentrated in certain types of jobs, usually those at the lower end of the pay and status scale (Mulatu, 2016). It implies that women are highly exposed to extra burdens than men. This could

be considered as a potential reason to negatively affect the women performance. However, as summarized in the table-16 below, in the case of Mahibere Kidusan, the correlation between gender and performance is not strong.

Table 16: Correlation between gender and employee performance

No.	Variables	Asymptotic Significance (2-sided)
11	I often face skill and knowledge gap to accomplish my job	0.283
13	Because of the knowledge, Skills and attitudes that I received from the training I can accomplish activities without waste.	0.508
14	I feel that training enable me to perform my work with greater accuracy and precision	0.459
15	Other employees to become committed toward their jobs after getting the training	0.883
16	Training improves employees' job performance	0.662

The result shows that, gender have a weak correlation with employee performance determining parameters (effectiveness, precision, commitment).

4.4.2. Effect of learning material on employee's performance

4.4.2.1. Adequate material

Training material adequacy can be considered as the measuring parameter of learning material. If learning material has high quality, it would have a positive impact on achieving the training target: which is increasing the employee's performance. In this study, the impact of material adequacy on the employee's performance.

Table 17: correlation between material adequacy and employee performance

No.	Variables	Asymptotic Significance
10	I was able to transfer the new skills into my job.	0.006
11	I often face skill and knowledge gap to perform my job	

13	Because of the knowledge, Skills and attitudes that I received from the training I can accomplish activities without waste.	0.135
14	I feel that training enable me to perform my work with greater accuracy and precision	0.235
15	Other employees to become committed toward their jobs after getting the training	0.239
16	Training improves employees' job performance	0.054

As shown in table-17, the opportunity to get new skill and knowledge as well as job performance improvement has strong correlation with material adequacy. On the other hand, in the case of Mahibere Kidusan, the correlation between material adequacy and commitment, accuracy has weak correlation.

4.4.2.2. Easily readable

Table 18: Correlation between easily readable material and employee performance

No.	**Independent variables**	**Asymptotic Significance**
9	I was able to transfer the new skills into my job.	**0.012**
11	I often face skill and knowledge gap to,,,,,,,,,,	0.056
13	Because of the knowledge, Skills and attitudes that I received from the training I can accomplish activities without waste.	0.032
14	I feel that training enable me to perform my work with greater accuracy and precision	0.011
15	Other employees to become committed toward their jobs after getting the training	0.381
16	Training improves employees' job performance	0.022

Material readability, particularly during training period, has a significant impact on the training environment. This element is also could be considered as a measurement of material quality

parameter. Table-18 summarizes the correlation between this parameter and employee performance. Accordingly, it has a strong correlation with employee accuracy, fill the knowledge and skill gaps, get new knowledge and skills and in general with employee performance.

4.3.4.3 Effect of Year of Experience on employee's performance

In most of the cases, the year spent by an employee, work experience, is believed enables the employee to master the job responsibilities and to accomplish them with greater accuracy. In this report, experience impact on performance of Mahibere Kidusan employees is considered.

Table 19: correlation between experience and employee performance

No.	Independent variables	Asymptotic Significance
9	I was able to transfer the new skills into my job.	**0.598**
11	I often face skill and knowledge gap to,,,,,,,,,,	0.220
13	Because of the knowledge, Skills and attitudes that I received from the training I can accomplish activities without waste.	0.387
14	I feel that training enable me to perform my work with greater accuracy and precision	0.416
15	Other employees to become committed toward their jobs after getting the training	0.195
16	Training improves employees' job performance	0.232

As shown in table-19 above, the number of years expend by an employee has a poor relationship with performance improvement.

4.3.4.4 Effect of educational background on employee's performance

It is commonly believed that, education level is a big input in improving working performance. This research analyzes the impact of education level in performance of Mahibere Kidusan employees. The following table summarizes the correlation between education and employees performance indication parameters.

Table 20: correlation between education level and employee performance

No.	Independent variables	Asymptotic Significance
9	I was able to transfer the new skills into my job.	0.507
11	I often face skill and knowledge gap to perform my job.	0.355
13	Because of the knowledge, Skills and attitudes that I received from the training I can accomplish activities without waste.	0.012
14	I feel that training enable me to perform my work with greater accuracy and precision	0.324
15	Other employees to become committed toward their jobs after getting the training	0.524
16	Training improves employees' job performance	0.602

As per the employee's response, the education level has a strong correlation with increasing employee's efficiency because of the knowledge and skill gained from trainings. However, transferring new skills to the job, performance improvement, knowledge gap and commitment after training have weak correlation with education level.

4.3.4.5 Effect of training topics on employee's performance

It is natural that human beings are very sensitive for topics, which have direct relationship with their livelihood. Similarly, training topics, which have strong correlation with the job responsibilities will have a strong motivational power than that of unrelated topics. Table-21 below shows the outlook of Mahibere Kidusan employees on correlation between training topics and employee performance.

Table 21: correlation between training topics and employee performance

No.	Independent variables	Asymptotic Significance
9	I was able to transfer the new skills into my job.	**0.000**

11	I often face skill and knowledge gap to perform my job	0.002
13	Because of the knowledge, Skills and attitudes that I received from the training I can accomplish activities without waste.	0.002
14	I feel that training enable me to perform my work with greater accuracy and precision	0.000
15	Other employees to become committed toward their jobs after getting the training	0.003
16	Training improves employees' job performance	0.013

As indicated in the table, transferring new skills to the job, improvement in working with better precision, motivated towards commitment for work and, in general, employee work performance after training has a strong correlation with training topics.

4.5. Correlation

The correlation coefficient is a measure of linear association between two variables: dependent (employee performance) and independent (training), for the case of this research. Pearson correlation analysis was used in this paper. Values of the correlation coefficient are always between -1 and +1. The standard values in table-22 shows the direction and significance level of the relationship between variables.

Table 22: standard values to measure the strength of relationship between variables

Sign of correlation coefficient	Strong	Moderate	Weak	Very weak or None
+ Values Positive relationship	0.5 to 1.0	0.3 to 0.49	0.1 to 0.29	0 to 0.09
- ve values Positive relationship	-0.5 to -1.0	-0.3 to -0.49	-0.1 to -0.29	-0 to -0.09

The values in the above table revealed that, there could be a negative or positive relationship between variables.

Accordingly, in the table-23 shown below, the dependent and independent variables have strong correlation. The "**" symbol in the table shows that the correlation is strong for the significant level mentioned before. Therefore, all independent variables are significantly correlated with the dependent variable, which is employee performance.

Table 23: Correlations between Independent and Dependent Variables

Correlations						
		Selection of trainee	Selection of trainer	Training delivery	Learning material	Employee performance
Selection of trainee	Pearson Correlation	1	.796**	.537**	.633**	.742**
	Sig. (2-tailed)		0	0	0	0
	N	70	70	70	70	70
Selection of trainer	Pearson Correlation	.796**	1	.696**	.660**	.797**
	Sig. (2-tailed)	0		0	0	0
	N	70	70	70	70	70
Tarining delivery	Pearson Correlation	.537**	.696**	1	.669**	.676**
	Sig. (2-tailed)	0	0		0	0
	N	70	70	70	70	70
Learning material	Pearson Correlation	.633**	.660**	.669**	1	.697**
	Sig. (2-tailed)	0	0	0		0
	N	70	70	70	70	70
Employee performance	Pearson Correlation	.742**	.797**	.676**	.697**	1
	Sig. (2-tailed)	0	0	0	0	
	N	70	70	70	70	70

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

4.6. Multiple linear regression analysis

The multiple regression analysis is used for test how the independent variables (training) significantly predict the dependent variable (employee performance). In this research paper, a 5% alpha value is adopted to perform a linear regression analysis.

As per the SPSS result, table-24, at 95% confidence interval, the adjusted R square value is 0.697 (which is 69.7%). This indicates that at the mentioned confidence level, 69.7% of the variation in employee's performance can be explained by training.

Table 24: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.845^a	0.714	0.697	4.40895

a. Predictors: (Constant), trainee selection, trainer selection, learning material, training delivery

As per table-25 below, the equation of the line used for prediction of employee's performance using training and development programs will be:

$$Y = BX + constant$$

Where B is slope of the line (SPSS result- table-27)

Constant = the y-intercept (SPSS result- table-27), which is 2.691

For example: the equation of the line to predict the employee performance, using trainee selection will be:

$$Y = 0.306* \text{ Trainee selection} + 0.424* \text{ Trainer selection} + 0.466* \text{ Training delivery} + 0.558* \text{ Learning material} + 2.691$$

Table 25: Effect of training on employee's performance

Coefficients[a]						
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
(Constant)	2.691	2.327		1.157	0.252	
Trainee selection	0.306	0.144	0.246	2.132	0.037	
Trainer selection	0.424	0.155	0.357	2.730	0.008	
Training delivery	0.466	0.292	0.164	1.596	0.115	
Learning material	0.558	0.286	0.196	1.955	0.055	

a. Dependent Variable: employee performance

At 95% confidence interval, the slope value of trainee selection is 0.306, which indicates that the change in training selection will result in a change 30.6 standard deviation.

Table 26: ANOVA table

ANOVA[a]						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	3112.350	4	778.088	40.028	.000[b]
	Residual	1244.085	64	19.439		
	Total	4356.435	68			

a. Dependent Variable: employee performance

b. Predictors: (Constant), trainee selection, trainer selection, learning material, training delivery

1. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

1.1. INTRODUCTION

The first four chapters of this study established the research objectives and the problems. Relevant literature were reviewed and appropriate questionnaire was prepared. Chapter -4 describes the finding of the study. This chapter contains summary of major findings and makes conclusions that are drawn from the findings of the study, which are presented, discussed and interpreted in chapter four. In addition, the chapter includes the limitation of the study, the recommendations that are forwarded for the identified effects of training on employees' performance and further study.

1.2. Summary of findings

Mahibere Kidusan have experience in organizing training and development programs. 59% of the respondents agrees that the learning material found in the organization is sufficient to bring improvement in employee performance. In linear relationship with this proportion, 51.5% of the respondents were satisfied by the delivered trainings, while 3% of them are not agree with this conclusion. The organized training programs fairly and somehow satisfied the rest 45.5% of the respondents.

In general, the following are some of the conclusions drawn from the results presented in chapter-4.

- Concerning the assigned trainers, 64% of the department staff respondents believe that the selected trainers have sufficient knowledge. Although 27% of the respondents neither agree nor disagree on the issue, however, 9 % of them have a question on the knowledge of the trainers. Moreover, 67% of the respondents believed that the assigned trainers have a good communication skill as well as 45% of them confirmed that trainers use effective examples and illustrations to clarify the topics under the designed training. On top of this, 40% of the management staff respondents also believed as the trainers have sufficient knowledge and experience to give the training. However, 53.3% of them have no clue about the knowledge and experience of the trainers.

- Equally to those who did not know whether there is or not, 40% of the management staffs confirm the application of TNA before any training program is designed. However, 40% of them does not believe, as the TNA process is satisfactory.

- Fifty eight percent (58%) of the department staff respondents claim that Mahibere Kidusan has helpful handouts and activities useful to make the trainings adequate. However, 46.7% of the management staffs does not know whether there are standard documents on each topic or not. Moreover, in proportion to those who believe the training material contents considers the ability and education level of employees, 40% of the management staff respondents does not agree with this conclusion.

- 64.4% of the department staff respondents believe that their initial skill, knowledge and performance need improvement through training. Moreover, 51.2% of them believe that trainings are organized whenever they are required. Like the department staff respondents, 33.4% of the management staff respondents also believed that employees had gaps before the delivery of trainings.

- About 40% of the management staff respondents claim that, employees have a significant performance improvement after attending trainings. Likewise, 57.3% of the department staff respondents also agree on this idea. On the other hand, 27.9% of them have no idea whether the training bring performance improvement or not, which coincides with the response of 40% of the management staff respondents.

- On the top of the above findings, the Pearson-Chi-square test was used to see the correlation between some factors and employee performance. The result revealed the following outputs:

  - In Ethiopian context, although there is a significant stress over female, there is no a significant/strong correlation between gender and employee performance.

  - Availability of adequate and easily readable learning materials have a strong correlation with transforming new skills to the job, accomplishing the job with better accuracy/without waste. In general, this factor has a greater role in employee performance improvement.

- Although it believed that the number of years/experience improves the employee performance, however, in the case of Mahibere Kidusan they have weak relationship.

- The results revealed that, except accomplishing the job with better accuracy, in the case of Mahibere Kidusan, education level have weak correlation with other employee performance measuring parameters considered in this study. The result also shows that, the correlation between education level and overall employee performance is very weak.

- As indicated in table-23, the training topics have a stronger correlation with the whole employee performance measuring parameters considered in this study.

- Moreover, the correlation and regression analysis results indicates that the performance of employees have a significant correlation with training and development practices. On top of the correlation, training and development practice is a strong predictor of employee's performance.

1.3.   Conclusion

The results of this study shows that all components of the training program have an impact in improving the employee's performance. It could be because of the variation in working environment of organizations. For example, education level and experience, which are considered as significant parameters in evaluating employee's performance, has weak impact in the case of Mahibere Kidusan.

In the case of Mahibere Kidusan, training has an impact on improving the employee's performance. Especially, concentrating on the topics related to the job responsibilities will bring a significant improvement in employee's performance.

In general, the regression analysis result indicates that, the employee's performance is significantly dependent on the training and development practices.

1.4.   Recommendation

The following are some of the recommendations forwarded based on the findings of this study.

- In line with other important inputs, organizational sustainability is highly dependent on the performance of its employees. Thus, to keep in the business competition, organization should undergo a continuous assessment need studies and organize appropriate training programs for their employees.
- As the factors, influencing the employee's performance seems dependent on the organizations environment, the prepared training materials shall be customized based on the organization's specific environment.
- The overall goal of training program is highly dependent on different factors, like the selection of trainees, selection of trainer, the quality of available training document and others. Therefore, beyond organizing the training program, organizations shall critically think about the ways they can achieve their goals through the designed training.
- In relation to trainings, the main goal of organizations is not to organize training programs. Rather, it is to improve the employee's performance. Therefore, organization shall have a custom to evaluate their employee's performance before and after trainings.
- As indicated above, training has a significant impact on performance of Mahibere Kidusan's employees. However, the attention of the management staffs towards the whole training and development programs process looks very weak. Therefore, the researcher recommends the management staffs to pay a due attention for the issue.

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Appendix

Appendix-A: Questionnaire for department employees

QUESTIONNAIRE

School of Graduate Studies

Department of Business Administration/concentration in HRM/
Questionnaires prepared for department, team leaders, experts, officers, and specialists, who work in Mahibere Kidusan.

Dear Respondent,

This questionnaire is designed to collect information on **The Effect of Training on employee Job Performance in the Case of Mahibere Kidusan**. Since the questionnaire is for research purpose, your genuine responses have great importance for the successful completion of the study. Hence, your short, precise, and honest response is highly appreciated.

Confidentiality

As it has been mentioned above this questionnaire is for academic purpose, so your response is highly confidential. Moreover, please know that Thus, your valuable response is helpful in the preparation and understanding of the title under the study.

Thank you in advance for your cooperation.

General Direction:

- It is not necessary to write your name in the questionnaire.

- Please select your best choice for questions requiring optional response by putting make on each the box provided and indicate your opinion by making a ''X'' for questions with rating scale (choice).
- For questions that require your further opinion, please respond clearly and faithfully.

SECTION A. Personal Information

I. Personal Information.

1. Sex   Male ☐   Female ☐

2. Age
   18 - 25 ☐   26 -35 ☐   45   45 and above ☐

3. Years of service in Mahibere Kidusan
   1 - 3 ☐   4 - 6 ☐   1 and above ☐

4. Educational level:
   1st Degree ☐   2nd Degree/Masters   PhD ☐   ☐

II. Information Related to Training Needs Assessment

5. Have you had any form of training since you joined Mahibere Kidusan?
   Yes ☐   No ☐

6. Who is responsible for selecting employees for training?

   Department Manager ☐   Human Resource Manager ☐
   Training Management ☐   Don't Know ☐

7. What kind of training have you gone through since joining Mahibere Kidusan?   On-the-job Training   Off-the-job Training ☐   Both ☐
   o On the job-training is a training while you are working
   o Of the Job training is a training out of the job environment

8. How do you rate your satisfaction with Training and Development practices over the last 4/3 years?
   a. Very satisfied ☐
   b. Satisfied ☐
   c. Fairly Satisfied ☐
   d. Somewhat satisfied ☐
   e. Not satisfied ☐

9. Please give reason to support your choice on number 6.
   _____
   _____

SECTION B.

Please indicate your level of agreement or disagreement for below statements regarding the effect of training and development on employee job performance by using the rate scale provided.

Strongly Agree=5, Agree=4, Neither Agree nor disagree=3, Disagree=2, Strongly Disagree =1

No.	Training and Development Practice	1	2	3	4	5
The selection of trainees in Mahibere Kidusan						
1.	Mahibere Kidusan periodically conducts training needs assessment of its employees.					
2.	I sponsored myself at least once for further studies to acquire new knowledge, skills and abilities as long as employed in Mahibere Kidusan.					
3.	In the past, my identified training and development needs were actually met.					
4.	I am confident that the existing process will meet my future training and development needs aspiration.					
5.	The process used to identify training and development needs are effective.					
6.	Training need assessment process was participatory.					
7.	Training need assessment documents are well organized and used.					
Training Design objective of the training course	1	2	3	4	5
8.	I was given sufficient information on the objectives of the training course before my arrival.					
9.	The objectives of the training fulfilled my needs.					
10.	The objectives of the training were achieved.					
Training content	1	2	3	4	5
11.	The topics covered were relevant to my job.					
12.	The content was organized and easy to follow.					
13.	I consider that the training programs are designed at level of abilities and education of employees.					
14.	The training exercises best help trainees learn and apply different types of knowledge or skill.					
15.	I received updated training which is required for my job position.					
Selection of Trainer	1	2	3	4	5
16.	Trainers have sufficient knowledge.					
17.	The training staff encouraged participation throughout the course.					
18.	The training staff was responsive to participants' needs and questions.					
19.	Trainers communicate well.					
20.	The trainer summarized the main points before finishing.					
21.	The trainer used effective examples and illustrations.					
22.	The trainer used body language to help communicate ideas visually.					
Training Delivery						
Adult Learning Principles	1	2	3	4	5

23.	The trainer clearly described what to expect from the presentation.					
24.	The trainer defined unfamiliar technical terms.					
25.	The trainer provided clear instructions for all activities.					
Learning Material		**1**	**2**	**3**	**4**	**5**
26.	I assume the material, hand-outs and/or activities useful to the training provided to me are adequate.					
27.	The materials distributed were helpful.					
28.	The trainer made sure materials could be read easily from where I was sitting.					
	Training Evaluation	**1**	**2**	**3**	**4**	**5**
29.	Before I have attended training, my knowledge, skills and performance needed improvement.					
30.	Trainings are conducted whenever they are required as per the situation.					
31.	Trainings related to job responsibilities are given which helps in overall development.					
32.	The time allotted for training is sufficient.					
33.	The management request feedback from trainees' during and after training.					
34.	I have realized change in my performance after attending any training					
	Employees performance	**1**	**2**	**3**	**4**	**5**
35.	I was able to transfer the new skills into my job.					
36.	There are relevant criteria to evaluate training program.					
37.	I often face knowledge and skill gaps to do certain job.					
38.	There are formal training evaluation formats in the company.					
39.	Because of the knowledge, skills and attitude that I received from the training, I can accomplish activities without waste.					
40.	I feel that training enable me to perform my work with greater accuracy and precision					
41.	Other employees too become committed toward their jobs after getting the training					
42.	Training improves employees' job performance					
43.	Overall, I am satisfied with the trainings I underwent.					

Thank You for your time!!!

Appendix-B: Questionnaire for department heads

QUESTIONNAIRE

School of Graduate Studies

Department of Business Administration/concentration in HRM/

Questionnaires prepared for department, team leaders, experts, officers, and specialists, who work in Mahibere Kidusan.

Dear Respondent,

This questionnaire is designed to collect information on **The Effect of Training on employee Job Performance in the Case of Mahibere Kidusan**. Since the questionnaire is for research purpose, your genuine responses have great importance for the successful completion of the study. Hence, your short, precise, and honest response is highly appreciated.

Confidentiality

As it has been mentioned above this questionnaire is for academic purpose, so your response is highly confidential. Moreover, please know that Thus, your valuable response is helpful in the preparation and understanding of the title under the study.

Thank you in advance for your cooperation.

General Direction:

- It is not necessary to write your name in the questionnaire.
- Please select your best choice for questions requiring optional response by putting make on each the box provided and indicate your opinion by making a ''X'' for questions with rating scale (choice).
- For questions that require your further opinion, please respond clearly and faithfully.

No.	Training and Development Practice					
Selection of Trainer		**1**	**2**	**3**	**4**	**5**
1	There is standard document prepared for trainer selection					

		1	2	3	4	5
2	The selected trainers have sufficient knowledge on the training contents.					
3	Trainers have sufficient experience in training delivery.					
4	The selected trainers have sufficient knowledge about the work environment in Mahibere Kidusan.					

Training Delivery

Selection of Trainees		1	2	3	4	5
5	There is training need assessment before any training is designed					
6	Training need assessment process was participatory.					

Learning Material		1	2		4	5
7	There are standard documents on each topic					
8	The scientific principles in the documents are customized based on work environment in Mahibere Kidusan					
9	There is a team assigned to update the documents before delivery of the next training					
10	The training material contents considers the abilities and education level of employees.					
Employees performance		1	2	3	4	5
11	There is regular performance evaluation before and after trainings.					
12	Employees had gaps before the delivery of trainings.					
13	There is a significant improvement on employee's performance after delivery of trainings.					

Thank you for your time!