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ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF TRAINING PRACTICE ON EMPLOYEES JOB
PERFORMANCE IN ADDIS ABABA CITY GOVERNMENT PLAN AND
DEVELOPMENT COMMISSION**

By
Blen Alemayehu Aklilu

June, 2021
ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL
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June, 2021

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DECLARATION

I, Blen Alemayehu, declare that this thesis is my original work, prepared under the guidance of Asst. Professor Shoa Jemal. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

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St. Mary's University, Addis Ababa

June, 2021

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate studies for examination with my approval as a university advisor.

Shoa Jemal

Advisor

Signature

St. Mary's University, Addis Ababa

June, 2021

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LIST OF ACRONYMS

AAPDC- Addis Ababa City Government Plan and Development Commission

ANOVA - Analysis of Variance

DV - Dependent Variable

HRM- Human Resource Management

IV- Independent Variable

TNA- Training Need Assessment

SD - Standard Deviation

SPSS 23- Statistical Package for Social Science: Version 23

VIF - Variance Inflation Factor

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ABSTRACT

Training is a critical process, which seeks to improve the performance of workers in the organization. The study focused on the effect of training practice on employees' performance in the case of Addis Ababa City Government Plan and Development Commission. The overall objective of the study is to assess the effect of training practice on employees' performance. The study used both descriptive and explanatory research design and also adopted quantitative approach and used both primary and secondary data sources. The primary data collected from AAPDC through a questionnaire for 80 employees which are selected using purposive sampling technique. The collected data were analyzed by using statistical tools (SPSS-Version 23). Both descriptive and inferential statistics were used for the data analysis. The descriptive statistics such as frequency, percent, mean and standard deviation were used for describing the demographic characteristics of respondents and the dependent and independent variables. The inferential statistics like Pearson correlation coefficient(r) and multiple linear regressions were used to determine if there is relationship existed between independent and dependent variables (training practice and employees' performance). The Pearson correlation test indicates that training practice were positively correlated and claimed statistically significant relationship with employees' performance. The findings of the study indicated that training design and evaluation of trainings were not fully implemented in the organization. The regression result confirmed that the linear combinations of all the independent variables considered under the present study were significantly contributed to the positive variation in employees' performance. From the Beta coefficient results, the researcher found that, evaluation contributed the highest variation for the current employees' performance while training design contributed the least variation. Hence, the researcher recommended that the organization should apply systematic and authentic training practices in order to improve employees' performance.

Keywords: Training, Employee Performance, training design, evaluation.

CHAPTER ONE

INTORODUCTION

This chapter deals with the background of the study, statement of the problem, objectives of the study, basic research questions, significance of the study, delimitations of the study and organization of the study.

1.1. Background of the Study

Organization as a system used different types of resources, including material and human resources to achieve the intended objective. Among these resources human resources are the engine that helps the organization to meet its goal. The survival of any organization depends on the quality of the human resources. Thus organizations should develop and train its employees in order to increase the productivity and its efficiency. Helping employees to become effective in their jobs is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational needs for development, recognition, status and achievement that can and should be met through job satisfaction and performance achievements (Tyson, 2006).

Research conducted by Mwita (2000) has mentioned that human resource is the very important and the backbone of every organization and it is also the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization.

Employees Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness, (Hameed & Waheed, 2011). Employee training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner. There

are many reasons that create the barriers to perform the task, such as organization culture and politics. Some of the employees lack skills, abilities, knowledge and competencies due to this they will be failed to accomplish task on timely basis (Athar & Shah, 2015).

Employee performance is normally looked at in terms of outcomes employees contribute to their assigned tasks. However, it can also be looked at in terms of behavior (Armstrong, 2010). Employee performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example, using productivity, efficiency, effectiveness, and quality and profitability measures. Employees are the sources and assets of an organization if they are skilled and trained, will perform better than those who are untrained.

Training is the process of developing knowledge and expertise in people, (Swanson, R. and Holton, E., 2001). It is a planned process to modify attitude, knowledge, skill or behavior through learning experiences to achieve effective performance in an activity or range of activities. Training activities impart skills, techniques and methodologies to employers and their employees to assist them in establishing and maintaining employment. Armstrong, M. (2006) defines training as a planned and systematic modification of behavior through learning events, programs and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

Further Elnaga and Imra (2013) posit that to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment. Elnaga and Imra (2013) further argue that in order to prepare their workers to do their job as desired, organizations provide training so as to optimize their employee's potential. They note that most of the firms, by applying long term planning, invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment and when employees recognizes their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals and show high performance on the job. Hence training is

therefore critical in achieving an elastic workforce which is motivated and committed (Amin et al., 2013).

Despite these positive outcomes of training, some scholars have argued differently. For example, Brum (2007) while acknowledging that training has been used extensively by organizations as a competitive strategy, notes that there are significant varying debates among professionals and scholars as to the effect that training has on both employee and organizational goals. He posits that one school of thought argues that training leads to an increase in turnover while the other states that training is a tool that can lead to higher levels of employee retention but regardless of the school of thought, most professionals agree that employee training is a complex human resource practice that can significantly impact a company's success.

Addis Ababa City Government Plan and Development Commission (AAPDC) is a government institution mandated with preparation and follow up of the implementation of the city's structural and socio-economic development plans. Accordingly, the training and development practice to improve their such as employees' performance, service delivery, good governance, reform implementation and overall organizational performance were one of their goals. Hence, the objective of this study was to investigate the actual training practice of the organization effect to improving the performances of employees. Moreover, the study also focused on the effect of training on employees' performance in the stated organization. The study will also recommend the organization to increase employees' performance, there is a need to have and retain well trained and motivated employees. Thus, in this paper the researcher attempts to study the effect of training practices on employees' performance at AAPDC.

1.2. Statement of the Problem

Employees are the most valuable asset of every organization as they can make or break a organization's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees, both new and existing, do not receive the information and develop the skill sets necessary for accomplishing their tasks at their

maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not. Training is a necessity in the workplace. Without it, employees don't have a firm grasp on their responsibilities or duties. Employee training refers to programs that provide workers with information, new skills, or professional development opportunities (Amin, 2013).

Employee performance is influenced by many factors like company's overall policies, working conditions, training and development of employees, relations between employee and employer etc. (Aktar et al., 2012). Employee performance can be enhanced by various ways. Employee performance plays a crucial role for any organization or company, its positivity leads to success while if there its negativity may lead to failure. It is usually perceived that if employees are satisfied with their job or working conditions their performance will be much better than those employees who are not happy with their work. Employee performance can be measured by various ways like productivity, absenteeism and employee satisfaction (Osunde, 2015).

Hales (1986) stated that many organizations meet their needs for training in an ad hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations, however, set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. The role of public sector is very crucial for the socio-economic development of developing country like Ethiopia. In Ethiopia, the technological improvement, economic prosperity, and social changes are possible only through an efficient and effective system of public sector organizations. Public sector has been a labor intensive activity. It mostly renders services of various sorts to the community.

As the researcher observed and communicate with concerned groups in the organization before the commencement of the research, Addis Ababa City Government Plan and Development Commission (AAPDC) provided long and short term training for the last four years. When the organization plan to conduct the training they also perform the training processes which are training need assessment, training design, training delivery and evaluation but they didn't give much attention on the outcome. This indicates that the organization has been conducting training programs without properly evaluating the effectiveness of the training practices on employee's performance. And as one of the staff in the organization the researcher also observed the problem. Therefore, the above mentioned key issues have triggered the researcher to investigate the effect of training practice on employees' performance, at AAPDC and expected to give a plausible solution for the problem. The other reason is that there are so many researches that have been done concerning the title but as far as the knowledge of the researcher is concerned there is almost no study which assesses the effect of training practice on employee performance in the case of AAPDC. Therefore, this study is also expected to serve as a bridge in filling the existing research gap by assessing the effect of training practice on employee performance in AAPDC.

1.3. Research Questions

- To what extent the organizations strategic objective linked with the training practice?
- What does the current training practice of AAPDC look like?
- What is the relationship between training practice and employees' job performance in AAPDC?
- What are the most used methods of training that affect employee's performance?

1.4. Objectives of the Study

The main reason that the researcher wanted to conduct this research was to investigate the effect of training practices on employee performance in Addis Ababa City Government Plan and Development Commission. Understanding the effect of training practices on employee job performance primarily helps to create competent and well performed work force. It will also enable the organization to design effective training system which is fit with the overall vision and mission.

1.4.1. General Objective

The general objective of this study was to assess the effect of training practice on employee performance in Addis Ababa City Government Plan and Development Commission.

1.4.2. Specific Objectives

- To explore if the strategic objective of the organization linked with the training practice or not.
- To assess the current training practice of AAPDC.
- To find out the relationship between the training practice and employee performance in AAPDC.
- To identify the different methods of training that affects the employees' performance in AAPDC.

1.5. Significance of the Study

This finding is believed to give the following significances:

- It will have a significant role to initiate other researchers to make research deeply on the issue and it will also serve as a raw material for their study.

- It enables the organization to better appreciate the relationship between training practice and the challenges associated with employees' performance.
- It will have a significant role for an organization in developing and maintaining a quality work life, in which to provide an opportunity for employee's job satisfaction.
- It will help the organization to have clear information about how much the training program benefits the organization and employees and which areas of the program need correction and also what kinds of appropriate mechanisms have to be devised to benefit employees from the program.
- It will help government officers and policy makers to find the results of the research as a useful device to understand the problems facing employees' performance in order to raise training strategies and how to overcome them.
- It is also hoped that the findings will yield empirical results that would be useful to the human resource analysts, consultants, who utilize the public sector human resources statistics to evaluate employee performance.
- Finally, the study would further serve as a reference guide for the organization in developing appropriate training content and methodologies to improve employees' performance.

1.6. Scope of the study

The study had geographical, methodological and conceptual delimitations. Geographically, the scope of the study was delimited to Addis Ababa City Government Plan and Development Commission.

Conceptual scope of the study was concentrated on the effect of training practice on employees' performance. Although there are different issues concerned the effect of training practice on employees' performance, this study focuses only on a minimum of five independent variables namely: strategic objective, training need assessment, training design, training delivery, and evaluation of training.

In connection with methodological delimitation, the researcher used explanatory and descriptive research design and in order to answer the study questions quantitative research approach was employed.

1.7. Limitation of the study

It is anticipated that this study is limited in its scope. Considering constraints such as time limitation and financial setbacks as well as to make the study more manageable, the researcher delimits its scope only on Addis Ababa City Government Plan and Development Commission. Additionally, this study focused on very extensive broad topic of training and Employee performance but, it was challenging for the researcher to extensively cover all areas in training and employee performance. Thus the researcher focuses only on five independent variables (strategic objective, training need assessment, training design, training delivery, and evaluation of training) to explain the dependent variable employee performance. The other is the study only addresses the effect of training practices on one aspect (employees' performance). On top of that, the study was conducted amid the outbreaks of pandemic COVID-19. As a result, it was challenging in due time of data collection on the ground of fear of infection.

1.8. Definitions of Terms

- **Training:** It is a type of activity which is planned, systematic and it results in improved level of knowledge, skills and attitudes that are necessary to perform the job effectively and efficiently (Gordon, 1992).

- **Training Need assessment (TNA)**- TNA is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary. (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. (Goldstein & Ford, 2007)
- **Training Delivery**- is a multitude of methods of training that is used to train employees. (Decenzo & Robbins, 2010)
- **Training Evaluation**-is a way to evaluate the effectiveness of a training program based on cognitive, Skill-Based, affective and result outcomes (Noe, HollenBeck, Gerhart, & Wright, 2008).
- **Employee performance**- It is the outcome or contribution of the employees to achieve organizational objectives (Herbert, John & Lee, 2000).

1.9. Organization of the paper

The paper is organized in five chapters. The first chapter includes background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study and limitations of the study. The second Chapter presents the review of relevant literature, theoretical framework of the study, empirical research, conceptual framework and research hypothesis of the study.

Chapter three discusses the methodology, Research design and approaches, Data collection Methods, Source of data, Sample design, pilot testing and the methods of data analysis. Chapter four presents the analysis and interpretation of the major findings in line with the basic questions set in the statement of the problem through organizing, analyzing and interpretation of the

collected data. Chapter five presents the summary that was drawn from the research findings, conclusions and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter deals with the overview of training, definition of training, benefits of training, training process, benefits of training, employees' performance, relationship between training and employees' performance. In general, it deals with the theoretical, conceptual, and empirical frame work of the study.

2.1. Introduction

Mivta (2004) stated that human resource is the very important and the back bone of every organization as it is the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. As the Mivta Explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arises that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization. There are many factors which improves the work of employees such as flexible scheduling, training etc.

Training can be defined as a planned effort to enable employees to learn job-related knowledge, skills, and behavior (Aguinis and Kraiger, 2009). Garia (2004) also described training as an educational process where staffs of organizations can learn new information as well as re-learn and reinforce existing knowledge and skill. Dessler (2005) in turn also defined training as a

process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Furthermore, Bramley and Kitson (1994) define training as a planned effort by an organization to increase employee's learning work related competence. According to Elnaga and Imran (2013) tries to state training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Training is considered as the sort of investment by the organization to achieve competitive advantage.

Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of civil servants and achieves thereby better performance for their organization (Federal Negarit Gazeta, No.515/2007). Consequently, every government office is required to develop the capacity and potential of all its employees irrespective of their status through training and development by identifying training and development needs of the employees and preparing the necessary plan and budget for training and development programs.

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the job and off-the job techniques, notwithstanding that some of the training techniques cut across (Kempton, 1995).

2.2. Theoretical Literature

Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010). Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, HR and training staffs, working in collaboration, or by external agents acting on their behalf the aim of the process is to develop in the organizations employees knowledge, skills and attitudes that have been defined as necessary for the effective performances of their work and hence for the achievements of the organizational aims and objectives by the most cost-effective means available (Tyson and York, 2000).

This study is inspired by human capital theory by Garrick (1999) which states that people are worth investing in as a form of capital. People's performance and the result achieved can then be considered as a return on investment and assessed in terms of costs and benefit. It is a theory that can explain work place learning. As Sen (1997) explain human capital concentrates on the agency of human being through skill, knowledge, effort in increasing production, bringing employee up to, but not beyond, the desired standard or competence. The theory is relevant to the study since employee work performance is expected to be determined through training, which requires funding as an investment. As employee upgrade their skills, they maintain the mastery of their subject area likely to bear fruit. Employee's value is determined from their forwarding arguments or choosing a more informed way and respect by other on their ideas

hence making their organization gain a competitive advantage over others because human capital gained through training can be source of competitive advantage.

2.2.1. Definition of Training

One major area of the human resource management function of particular relevance to the effective use of human resources is training. Few people these days would argue against the importance of training as a major influence on the success of an organization. It is the view of Hales (1986) that the general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the work force give increasing emphasis to an environment of coaching and support. He also added training is necessary to ensure sustain economic growth and effective performance and for adequate supply of staff that is technically and socially competent. Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010).

Different authorities defined the term training in different ways. However, the concept remains similar. Foot and Hook (2005) defined training as a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and satisfy the current and future needs of the organization.

Similarly, Monopa and Saiydain (1999) mentioned that, the central ideas of training Activities focuses on improving employees and manager's performance on the current job she/he holds. They further said that it is an activity that is designed to help workers to acquire and apply knowledge, skill, ability and attitude in their work place. For Dessler (2005) training is the method used to give new or present employees the skills they need to perform their jobs. For Byar and Rue (2006) training is a learning process that involves the acquisition of knowledge, skills and abilities (KSA) necessary to successfully perform a job.

Cascio (2010), on the other hand, described training as a planned program undertaken to improve employee knowledge, skill, and social behavior so that, the performance of the organization improves considerably. Griffin (2000) argues that training usually refers to teaching operational or technical employee how to do the job for which they are hired. Hence, from the above definitions, it is possible to say that, all scholars agree on the point that training provides employees with specific, identifiable knowledge and skills for use on their present jobs.

Training has also been defined as a situation where an expert works with a learner to transfer to them certain area of knowledge and skills in order to improve current job, (McNamara, 2008). Noe et al (2000) on his part also views training as a planned effort by a company to facilitate employees learning of the job-related competencies.

Training is the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job (Armstrong, 2001). The term "training" indicates the process involved in improving the aptitudes, skills and abilities of the employees to be performed specific jobs (Aswathappa, 2000). Training helps in updating old talents and developing new ones. Successful candidates placed on the jobs need training to perform their

duties effectively. The principal objective of training is to make sure the availability of a skilled and willing workforce to the organization (Kulkarni, 2013). In addition to that, there are four other objectives: Individual, Organizational, Functional, and Social. Training objectives tell the trainee that what is expected out of him at the end of the training program (Karthik, 2012).

2.2.2. The Training process

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992). Pheesey (1971) defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, McGhee et al (1996).

An effective training program is built by following a systematic, step-by step process. Training initiatives that stand alone (one-off events) often fail to meet organizational objectives and participant expectations. The followings are the five necessary steps for creating an effective program.

1) Assess Training Needs: The first step in developing a training program is to identify and assess needs. Employee training needs may already be established in the organization's strategic, human resources or individual development plans. If you're building the training program from scratch (without predetermined objectives) you'll need to conduct training needs assessments.

2) Set Organizational Training Objectives: The training needs assessments (organizational, task & individual) will identify any gaps in your current training initiatives and employee skill sets. These gaps should be analyzed and prioritized and turned into the organization's training objectives. The ultimate goal is to bridge the gap between current and desired performance through the development of a training program. At the employee level, the training should match the areas of improvement discovered through 360 degree evaluations.

3) Create Training Action Plan: The next step is to create a comprehensive action plan that includes learning theories, instructional design, content, materials and any other training elements. Resources and training delivery methods should also be detailed. While developing the program, the level of training and participants learning styles need to also be considered. Many companies pilot their initiatives and gather feedback to make adjustments before launching the program company-wide.

4) Implement Training Initiatives: The implementation phase is where the training program comes to life. Organizations need to decide whether training will be delivered in-house or externally coordinated. Program implementation includes the scheduling of training activities and organization of any related resources (facilities, equipment, etc.). The training program is then officially launched, promoted and conducted. During training, participant progress should be monitored to ensure that the program is effective.

5) Evaluate & Revise Training: As mentioned in the last segment, the training program should be continually monitored. At the end, the entire program should be evaluated to determine if it was successful and met training objectives. Feedback should be obtained from all stakeholders to determine program and instructor effectiveness and also knowledge or skill acquisition. Analyzing this feedback will allow the organization to identify any weaknesses in the program. At this point, the training program or action plan can be revised if objectives or expectations are not being met.

A. Training Need Assessment (TNA)

“Training Needs Assessment” (TNA) is the method of determining if a training need exists and, if it does, what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need.

Training Needs = Desired Capability – Current Capability of the Participants

Training can reduce, if not eliminate, the gap, by equipping the participants with knowledge and skills and by encouraging them to build and enhance their capabilities. The data on the present status are vital to the evaluation or impact survey in the latter part of the training cycle. These shall serve as the baseline data. The following are some techniques for acquiring such data. These may be applied independently or in combination.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).

B. Training Design

Once training needs have been identified using the various analysis, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007).

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Gerhart, & wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internationalization, or whether the person really learned. Objectives of training can be set in any area by using one of the following four dimensions: such as Quality, Quantity, Timeliness, and Cost savings as a result of training (Sishan Solomon, 2014).

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning (Mathis & Jackson, 2011).

C. Training Delivery (Methods of Training)

While new instructional methods are under continuous development, several training methods have proven highly effective and are widely used to support new employee, impart new skills, and improve existing skills. They include structured on-the-job training and off-the-job training methods.

i. On-the-job training Methods

According to Greer (2003) under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. Coaching: Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetuates the existing practices and styles (Dessler & Varkkey, 2010).

2. Mentoring: The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching (Dessler & Varkkey, 2010).

3. Job Rotation: In which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities (Dessler & Varkkey, 2010)

4. Apprenticeship: Is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training (Dessler & Varkkey, 2010).

ii. Off-the-job Training Methods

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression (Geer, 2003). Important methods include:

1. Classroom Lectures and Seminars: Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these in house, through outside vendors, or both. (Decenzo & Robbins, 2010)

2. Simulated training (Vestibule training): is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees on the job. (Dessler & Varkkey, 2010)

3. Multimedia Learning: can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo & Robbins, 2010).

D. Evaluation

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once an organization implements training program, it must evaluate the program's success, even if it has produced desired result for other companies and

even if similar programs have produced desires for it (Garg, 2009). Objectives of training evaluation are:

- ✓ To monitor the quality of training
- ✓ To provide feedback
- ✓ To appraise the overall effectiveness of the investment in training
- ✓ To assist the development of new methods of training
- ✓ To aid the individual evaluate his or her own learning experience

Evaluation is an attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information available. We answer the question: How far has the training has achieved its purpose? This is not any easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environment factors (Itika, 2011).

It is best to consider how training is to be evaluated before it begins. The most well-known and used model for measuring the effectiveness of training program was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

Level 1- Reaction: measure the reaction of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. (Decenzo & Robbins, 2010) To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

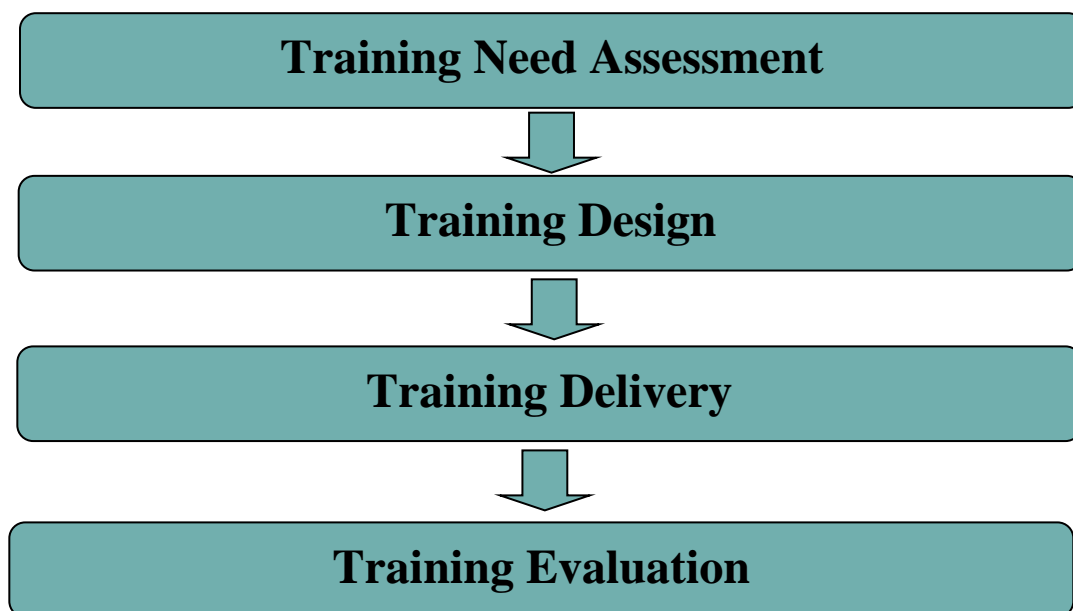
Level 2- Learning: measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that has not been trained (Jackson, 2011). To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

Level 3 – Behavior: measures whether the training actually changes the employee’s behavior when he or she returns to the job. This might be evaluated by the participants, supervisors or

trainer (Decenzo & Robbins, 2010). This means measuring the effect of training on job performance through observing job performance. To what extent did participants change their behavior back in the workplace as a result of the training?

Level 4 – Results: measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark (Mathis & Jackson, 2011).

Figure 1: Model of training process



Source: Armstrong, (2000)

2.2.3. Benefits of Training

According to Mahapatro (2010), as cited in Mitiku Emiru (2017) employee training initiatives can transform organizations by providing extra skills to your employees not only increase safety and productivity but also training leads to higher job satisfaction, which shows up in better organizational performance. Valuable training also includes situational training that provides

personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the organization.

The major benefit of employees training is to enhance and improve knowledge, skills, and attitudes in order to higher employees' performance. According to Cole (2002), as cited in Mozael (2015) the foundation stone for human resources management is training as it can be of immense benefit to the individuals as well as organization, in the short and long term. Some of the benefits from employees training are:

- Enhances and increases the quality and ability of employees toward work related tasks, and eventually achieve change management - for instance, increasing new skills and information which lead to better understanding among employees.
- Provides the possibility for employees to upgrade their career, including enhanced safety and security at the workplace which could lead to reduced employee turnover.
- Reduced cost and time because a well-trained employee will be able to achieve tasks within a shorter period of time and with minimum cost.
- Helps employees to enhance their morale and motivate them to perform their tasks easily.

According to Cole (2002), as cited in Assefa Gidey (2017) summarize the benefits of training and development as follow:

1. High Moral: Employees how receive training have increased confidence and motivations;
2. Low cost of production: Training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
3. Lower turnover: Training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;

4. Change management: Training helps to manage change by increasing the understanding and involvement of employees in the change process and also provide the skills and abilities needed to adjust to new situations;
5. Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
6. Help to improve the availability and quality of staff.

According to Pallavi (2013), training programs play a vital role in every organization. These programs improve Employee Performance at workplace, it updates Employee Knowledge and enhances their personal Skills and it helps in avoiding Managerial Obsolescence. With the use of these programs, it is easier for the management to evaluate the job performance and accordingly take decisions like employee Promotion, rewards, compensations, welfare facilities, etc. These training programs also help the managers in succession planning, employee retention and motivation. It creates Efficient and Effective employees in the Organization. The need for training is determined by the employee's performance deficiency, computed as the difference between standard performance and actual performance.

Training enhances the overall performance of an organization in various ways. The major areas where employees are normally trained in an organization are Soft- skill development, personality development, Interpersonal relationship, Problem solving techniques, Managerial and Supervisory Training Program, quality improvement programs, technical processes, quality circle programs, time management skills, employee efficiency development programs, violence prevention programs, regulatory compliances, goal setting and implementation of programs,

workplace safety management, workplace communication, and so on. Training programs improve the quality of work-life by creating an employee supportive workplace.

According to Amir and Amen, (2013), the general benefits received from employee training are:

- Increased innovation in strategies and products and reduced employee turnover,
- Increased capacity to adopt new technologies and methods,
- Resulting in financial gain,
- Increased efficiencies in processes,
- Increased motivation and
- Increased job satisfaction and morale.

According to Athar & Shah, (2015), stated that training has important role in the achievement of organizational goal by integrating the interest of the organization and the workforce. The employees are the assets and the most important resources for organizations so that organizations that provide training to their employees increase their productivity. Therefore, training is an important function for the survival of any organization. According to Kum, Cowden & Karodia (2014) again stated that effective employee training leads to an increase in quality of goods and service as a result of potentially fewer mistakes. Consequently, accuracy, effectiveness, good work, safety practices and good customer service can be expected. The researchers concluded in their study effective employees training lead to an increase in quality as a result of potentially with fewer mistake.

2.2.4. Linkage of Strategic Objective and Training

Strategic objectives are broad and clearly defined statements of ‘end goals’ that an organization aspires to achieve within a defined long- term time frame. A strategic objective also describes what the organization will do to try to fulfill its mission (Uraidi & Kumar, 2016). It is important to align training programs and strategic objectives of the organization. By cascading the strategic vision and mission down to training goals employees are able to become real, tangible, and meaningful in relation to their own jobs and tasks. When training programs are designed and developed based on the strategic objective employees are able to better understand how they personally contribute to the achievement of strategic objectives. This is why every training program should be practical and relevant to the roles and responsibilities of employees, and directly assist them in achieving their performance goals.

2.2.5. The relationship between Training and Employees Performance

According to Mathis & Jackson (1997), training is a planned and systematic effort to modify or develop knowledge, skill, attitude through learning and experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential. Buckley & Caple (2009) on the other hand argued, training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who, work in organizations to become more effective and efficient in their work.

Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of Employees in the organization. There is a positive relationship between training practice and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Sri divya & Gomathi, 2015).

Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individuals’ effort, it is collective effort of all

the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

2.2.6. Employee performance

Employees Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness, (Hameed & Waheed, 2011). Employee training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner. Employees' performance depends on many factors like job satisfaction, knowledge, commitment and the management view but the most important factor of employee performance is training and development. As Kenney et al (1992) cited in Mekdes, (2015) stated that employees' performance is measured against the performance standards set by the organization. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior.

Employee performance is important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. Monitoring means, it is continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the

opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed (Obisi 1996).

The rating is to summarize the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior such as that which is better than expected (Elnaga and Imran, 2013).

2.2.7. Effects of Training on Employee Performance

Training increases the overall performance of the organization. Although it is costly to give training to the employees but in the long run it give back more than it took (Flynn e t al., 1995). Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Raja, Furguan, and Mohammed, 2011). As stated on Naveed, et al., 2014 Training and development has positive effect on employee performance.

According to Partlow, (1996) training should be designed according to the need of employee and organizations which perform these things get better results. The design of training should be according to the needs of the employees (Ginsberg, 1997). Additionally, a significant relationship was found between the employees training and their resultant performance in

accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task & vice versa.

Training has direct relationship with the employees' performance. Basically training is a formal & systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience Michael Armstrong, (2000). Because of the practical implications of training, it is important to have training that is effective. Studies have proven that costlier but effective training can save money that is wasted on cheap but inefficient training Ginsberg, (1997). Generally, it is hard to attain a high level of performance without training (Nelson, Hilary and Michael, 2012). As cited in Gunu et al., (2013) many organizations have over the years introduced good manpower training and development strategies in order to enhance better employee performance at work and increase their productivity. However, the efforts of such strategies in most cases have always been jeopardized in most organizations, as a result of some factors that impede against the achievement of their objectives. Some of the impeding factors include recruitment/selection problems, training procedure and inadequate facilities, government policy, the economy and labor legislation (Nguyen, 2009).

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

Singh and Madhumita (2012) believe that training is important mean to improve the employees' productivity which ultimately affects the organization performance and effectiveness (Azara, Syed, and Muhammed Shaheen, 2013). Similarly, Abeeha and Bariha (2012) in their studies carried out in Pakistan, observed a positive correlation between employees' training and organizational competitive advantage. Abang, May, and Maw (2009) on the other hand, pointed out that Lynch and Black in their studies revealed that only off-the job (general) training improves organizational performance whereas on the job training does not. Training practice has been acknowledged to be a very important component of organizational performance. However, it is not an end goal rather training is characterized as a means to an end – the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations' success (Byrne, 2009). Furthermore, as cited in Afshan et al., 2012 there is a positive association between training and employee performance.

2.3. Empirical review

There are many researches by this title, the previous research Mesfin Sileshi (2015), the effect of training on employees' performance. The objective of this study is to examine the effect of training on employee's performance. Moreover, sub goals are developed to facilitate a clear achievement of the purpose of the study. In addition, the findings reported in this study suggest that training have an impact on the performance of employees with regard to their jobs. This result is broadly consistent with prior management literature on training and the other previous research Francklin dong kum (2014) the impact of training and development on employees' performance. The objective of this study to recommend strategies that can be used to improve the training of employees. The finding of the literature review that feedback needs to be as objectives with appropriate interpersonal and conflict resolution skills and the transfer of training

is more than just applying the knowledge, skills and attitudes learnt in training when back on the job. The recommendation of this study made on; improvement has to be taken by the organization in the area of trainees' selection criteria, training schedule and training policy. The researcher strongly recommends that; organization demands must however be matched with and balanced against individual aspirations and preferences. Organization also should take a lead and responsibility in identifying training needs of the organization and allocate sufficient budget for training.

Tazebachew (2011) also conducted a study to determine the impact of training on worker performance in public sector organizations using Federal Democratic Republic of Ethiopia Ministry of Health. The objective of the study was to investigate the actual training practice and its effect in improving the performance of employees by collecting data through interview and questionnaire augmented by different literatures found in the organization. The researcher key findings indicated that employees training positively and significantly correlate and influence employees work effectiveness, efficiency and commitment collectively employee performance. In addition to this, the most significantly correlated and strong relationship of all the variables of employee performance is employee work efficiency ($r = 0.677$, $p < 0.01$) with employee training. In similar fashion, a correlation between the effect of employee training and combined of all variables, i.e. effectiveness, efficiency, and worker commitment into one variable (employee performance) resulted into strong positive relation with $r = 0.689$, $p < 0.01$. This value of correlation indicates a stronger relationship and significant at p value less than 0.01. Finally, the regression analysis result reveals that the Beta value is 0.689 which indicates a change of one standard deviation in the predictor variable i.e. training resulted in a change of 69 standard deviations in the criterion variable i.e. employee performance. Thus, there is a higher impact of

training on employee performance. These results are also supported by Hwang (2003). Hwang suggests that it is top who view future to build competencies must develop ways to develop employees and he further discusses his strategies to training to increasing competencies and organizational members can develop the required know how and expertise.

Likewise, Sultana et.al. (2012) on their study on Training practices of Telecommunication Sector in Pakistan were examined to determine their impact on Employee performance. Based on a combination of literature review and questionnaire surveys, this paper explores that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. It has been observed that most organizations meet their needs for training in an ad hoc and haphazard way while others set about identifying their training needs, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. Regarding to correlation, researchers find that the positive relationship between Training and Performance is 50.8% strong. All the relationships are significant at 1% level of significance for two tailed test and regression results show that the value of λ_1 in the regression table is .582 that indicates 1% change in predictive variable (training) can change outcome variable (performance) up to 58.2%. Hence, if training is increased by 1%, this will result in increase of performance by 58.2%. This relationship is positive and significant as shown by small p-value. The value of R^2 is

.501 that explains training accounts 50.1% variation in performance and this can be viewed that there might be other factors that bring variation of 49.9% in the outcome variable. They conclude that Training enhances skills, competency, ability and ultimately worker performance and productivity in organizations.

According to Khan et al. (2011), as cited in Mekides T/Mariam (2015) training design & delivery style has positively related with organizational performance as measured by empirical data. Thomas j. Watson (founder of IBM) said about the human resource, “you can get capital and erect buildings, but it takes people to build a business”. Organizational goals without human resource cannot be achieved; most of the jobs have such type of orientation which cannot be performed without human capital (Naveed et al., 2014). Similarly, as stated by Raja, Furguan & Mohammed (2011) training design and delivery style has significant effect on employee Performance and these entire have positively affect the employee performance. It means it increases the overall organizational performance.

According to Alemayehu Mulugeta (2017), study finding indicates that there was a highly significant linear correlation between the training and employee performance. This implies that the two pairs of variables are very closely related. This supports the argument by Miller et.al. (2002) indicated that there is a strong relationship between training and performance. They argue that employees who are skilled tend to be more productive than those who are not. Becker (2001) indicates that organizations should invest in their employees through training in order to boost their performance since this is the only way for organizations to improve on their portfolio. This indicates that the trainees will reach at the desired level of performance if the training is well

designed and delivered. Additionally, the other finding of this study shows that delivery style also has a positive and significant relationship with employee performance. This study also confirmed by the study of (Naveed et al., 2014). This indicates that if employees are satisfied with the delivery style of the training program their performance will enhance. To deliver training in effective manner organization should understand adult learning principle, follow different and interesting learning style, and fulfill the needed material adequately.

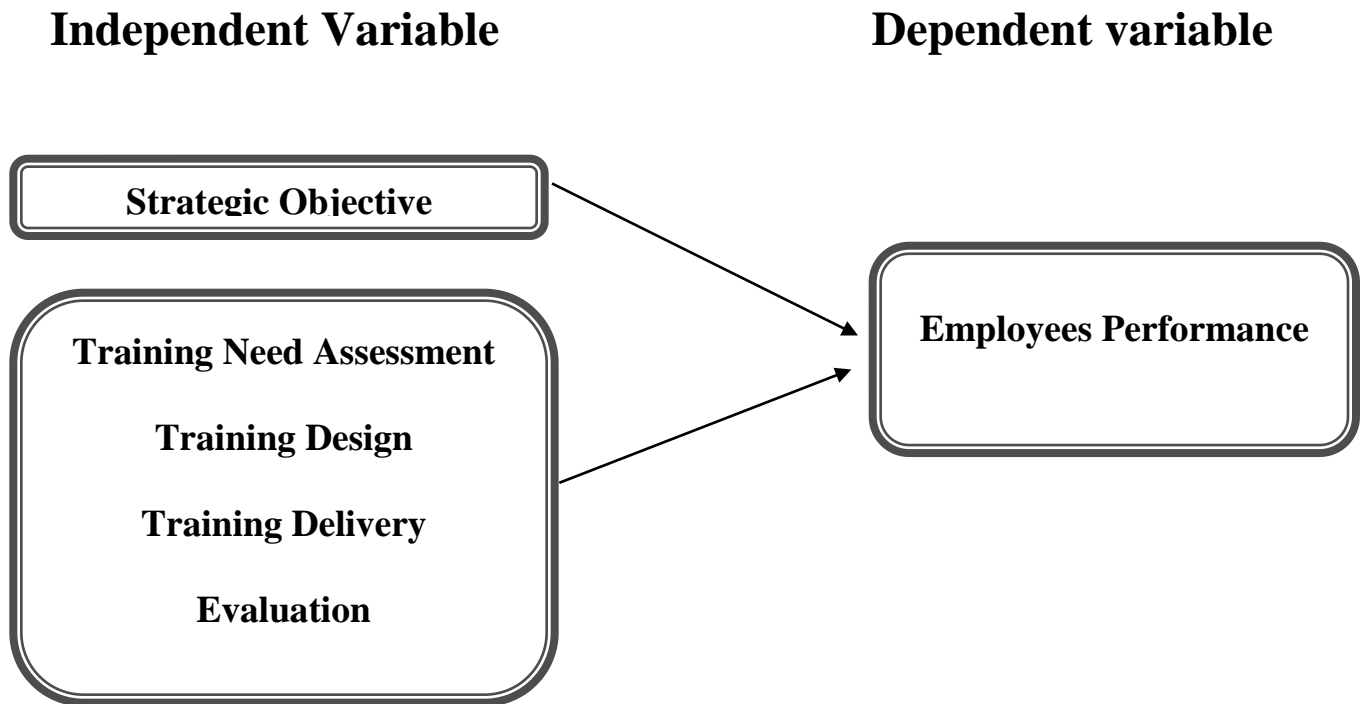
Generally, a number of other researchers also conduct a study regarding training and its effect on employees and organizational performance as a whole which are not fully discussed here. Their empirical findings almost show that training variables positively and significantly correlated with employee as well as organizational. In general, speaking every organization has some expectations from the employees with respect to their performance. Efficiency and effectiveness are some of the ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employee's tasks which reflect the quality desired by the organization can also be termed as performance. In the development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top i.e. that there is a significant difference between the organizations that train their employees and organizations that do not, so that there exists a positive association between training and employee performance (Sultana et.al. 2012). There is a positive relationship between training

and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta et al 2010). A researcher on judicial service of Ghana conclude that training and development in the Judicial Service of Ghana were mainly concerned with offering learning and development opportunities for staff and improvement of knowledge and skills at all levels in the organization (Kennedy 2009). This implies that organizational performance is the result of employee's performance that also supported by (Sultana et.al. 2012), training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. Likewise, other researchers support training and development improves the organizational performance and it has positive effect on Organizational Performance (Khan et.al. 2011).

2.4. Conceptual Framework

The propose model is self-made and explains the relationship between employees training and employees' performance. Employees' performance is a dependent variable and training practice is independent variable. To this end, this study was guide by the following conceptual framework, which used to explain the interrelationship between the variables. Consequently, the conceptual framework developed as of the review of related literature.

Figure 2: Conceptual framework model



Source: Raja, Furguan, Mohammed (2011)

Raja, Fragan& Mohammed (2001) stated that training has a positive and significant with level of performance. This indicates that the trainees will reach at the desired level of performance if the training is well designed. Well designed training can be indicated by clearly defined objective, relevant and updated content, effective selection of training method and trainer.

2.5. Research Hypothesis

Hypothesis test is a statistical test that is used to determine whether there is enough evidence in a sample of data to infer that a certain condition is true for the entire population. It examines two opposing hypotheses about a population: the null hypothesis and the alternative hypothesis. The null hypothesis is the statement being tested. Usually the null hypothesis is a statement of "no effect" or "no difference". The alternative hypothesis is the statement you want to be able to conclude is true. Based on the sample data, the test determines whether to reject the null hypothesis. The researcher used the p-value to make the determination. If the p-value is less than

or equal to the level of significance, which is a cut-off point that you define, you can reject the null hypothesis.

Hypothesis 1

H₁: There is a significant relationship between strategic objective vs. training and employee job performance.

Hypothesis 2

H₁: There is a significant relationship between training need assessment and employee job performance.

Hypothesis 3

H₁: There is a significant relationship between training design and employee job performance.

Hypothesis 4

H₁: There is a significant relationship between training delivery and employee job performance.

Hypothesis 5

H₁: There is a significant relationship between evaluation of training and employee job performance.

According to Alemayehu Mulugeta (2017), study finding indicates that there was a highly significant linear correlation between the training and employee performance. This implies that the two pairs of variables are very closely related. This supports the argument by Miller et.al. (2002) indicated that there is a strong relationship between training and performance. They argue that employees who are skilled tend to be more productive than those who are not. Becker (2001) indicates that organizations should invest in their employees through training in order to boost their performance since this is the only way for organizations to improve on their portfolio.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presents a description of the methodology that was employed in the study, it spells out the research design and methodology applied in this research, the research population and sample, as well as the research method was explained under this chapter. The measuring instruments utilized were discussed and pilot testing was also included. Generally, this part deals with the research methodology; sources of data, sample size and sampling techniques, instrument and procedure of data collection, and methods of data analysis which was employed to analyze the gathered data. Lastly, the ethical considerations pertaining to this research was also mentioned.

3.1. Research Design and Approaches

The research design helps the researcher to obtain relevant data to fulfill the objective of the study (Churechill & Lacobucci, 2002). According to Kothari (2004) research design is a conceptual structure within which research is conducted: it contributes the blue print for the collection, measurement and analysis of data.

The main purpose of the research was explaining the effect of training practice on employee performance. Therefore, the researcher adopted descriptive research design method in order to collect detailed and factual information. Additionally, explanatory research was adopted to identify any casual links between variables that pertain to the research problem. Based on the research objective and basic research questions both descriptive and explanatory research designs were used to assess and determine whether training practice has an effect on employee performance in Addis Ababa City Government Plan and Development Commission employees.

In order to answer the study questions quantitative research approach were employed. Quantitative approach helps researchers to test relationships between variables. The researcher has chosen quantitative approach to present data quantitatively and numerical data was collected and were analyzed quantitatively using statistical tools. Quantitative data was collected through distribution of questionnaires, believed to address issue raised in the research question and

objective of the study. Quantitative approach is also one in which investigators primarily uses for developing knowledge, i.e. cause and effect relationship between the dependent and independent variables (Creswell, 2012). As such this research employs such method.

3.2. Population, Sample Size and Sampling Techniques

3.2.1. Research Population

The study was conducted in Addis Ababa city government plan and development commission located in Addis Ababa city which is a capital city of Ethiopia. AAPDC is a government institution mandated with preparation and follow up of the implementation of the city's structural and socio-economic development plans. According to the information obtained from AAPDC there are 191 employees. From those 191 employees, 95 of them are employees who had taken training. So the researcher takes these 95 employees as a target population for the research.

3.2.2. Sample Size and Sampling Techniques

The researcher believed that it is important to select employees who had taken trainings to see the effect on their performance. So the researcher takes the 95 employees who had taken training using census method. Census method is a survey method where the entire population is studied to collect the detailed data about every unit. From the 95 employees the researcher selected 15 employees in order to conduct the pilot test.

3.3. Sources of Data and Data Gathering Instruments

In this research the researcher used both primary and secondary source of data collection in generating valuable and relevant data. Primary data was collected through the use of well-structured questionnaire. The questionnaire was developed on basis of specific objectives and basic research questions. The researcher used English version for the questionnaire. The secondary data was collected from the data that had been prepared, collected, and analyzed by others which included other relevant researches, from journals and other source documents related to the study.

3.4. Procedures of Data Collection

In order to collect the necessary data, the following procedure was applied; first the developed items were validated through an expert that examined the Questionnaire if it is compatible with the employees. Additionally, reliability was examined through pilot test and for this purpose 15 employees were taken from the sample to check for three aspects namely; to check any grammar error or spelling error, to ensure that all questions were well understood and on the basis of feedback modification and improvement on the instrument ranking order. Then Cronbach alpha was calculated to estimate the reliability of the survey. Following the pilot test, the questionnaire was administered and distributed to 80 samples identified for the study by the researcher. In the questionnaire, the respondents choose one of the alternatives as possible answers. The Likert scale had five scales ranging from 1 which represents “strongly disagree”, 2 refers to “disagree”, 3 “neutral”, four represents “agree” and 5 represents “strongly agree”. During the distribution, orientation was given for all sample respondents on how to fill the questionnaire. Thus the filled questionnaires were collected from each respondent according to the time line provided for data collection and ready for analysis.

3.5. Pilot Testing

A pilot test was conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction. In measuring reliability of data, the main criterion should be dependability or truth worthiness of the data. Construct internal consistency was checked through computing Cronbach’s Coefficient alpha (Zikmund, Babin, Carr & Griffin (2009). Accordingly, the reviewed questionnaire was pre-tested using Cronbach’s alpha reliability measurement scales on a sample of 15 randomly selected employees and the result was at Alpha value of 0.865. Cronbach alpha resulted 0.865 for a number of items 30, indicated that the survey instrument is reliable instrument. Based on the response of the pilot test the researcher also consults experts to the validity and after getting comments the researcher corrected and adjusted the mistakes which were suggested by the experts. Finally, the researcher distributed and administered the questionnaire to the selected sample respondents of the study.

Table 1: Cronbach alpha, coefficient of reliability

Reliability Statistics	
Cronbach's Alpha	No of Items
.865	30

Source: Own Survey

As shown in the above table the reliability score for the data collection instrument for the items was 0.865. According to Lombard (2010), coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some guides. This indicates that the items in each of the domains were well understood by the respondents. The items have measured what they were designed to measure.

3.6. Method of Data Analysis

After collecting the necessary data, the researcher analyzed and interpreted the data by using quantitative method of data analysis. The data which was collected by the researcher was analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 23.0, and then the researcher generated descriptive statistics such as frequencies, percentage, mean and standard deviation. In analyzing the data, the researcher also used inferential statistics like Pearson's correlation and multiple linear regressions.

The Correlation analysis was employed to conduct analysis of the association between the two variables; training practice and employees' job performance. The regression analysis was used to measure the effect of training practice related to Employees' Performance.

3.7. Ethical Considerations

The following ethical issues was applied accordingly:

- During the distribution of the questionnaire respondents were fully informed about the purpose of the research.
- Any information that they disclose was held confidential.

- Participants were informed that the questionnaire is for the purpose of educational research only.
- Additionally, this questionnaire was filled by their total willingness.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter shows results and interpretation of the collected data. It consists of two sections. The first section shows the demographic characteristics of respondents in terms of gender, educational qualification, work experience, frequency of training, methods of training and relevance of the training. The second section discusses the main part of the study, the analysis and interpretation of data those were collected through questionnaire from AAPDC employees about the practice of training and its effect.

4.1. Response Rate

In this chapter, data gathered through questionnaire are presented, analyzed and interpreted using percentages, frequencies, mean and standard deviation with the help of Statistical Package for Social Science (SPSS) version 23. To collect relevant data, 80 questionnaires were distributed to employees of Addis Ababa City Government Plan and Development Commission (AAPDC). Among the questionnaires distributed to employees (80 questionnaires), the researcher collected 74 which accounts 92.5 % response rate, 6 of them were unfiled and not returned. This response rate was very good to make conclusions on the effect of training practice on employees' performance. Accordingly, the analysis of this study was based on the number of questionnaires collected. According to the organized questionnaires the researcher produced the following analyses.

Table 2: Respondents response rate

	No	Percent
Questionnaires Distributed	80	100%
Questionnaires Returned	74	92.5%
Questionnaires Unreturned	6	7.5%

Source: Own Survey

4.2. Personal Information of the Respondents

The first section of the questionnaire consists of six items about demographic characteristics of the respondents such as: gender group of respondents, academic qualification of respondents, work experience of the respondents, frequency of training and relevance of the training for the respondent. The following table summarized the data pointed out from the respondents.

Table 3: Personal information of the respondents

No	Item		Frequency	Percent
1	Gender of Respondents	Male	46	62.2
		Female	28	37.8
		Total	74	100
2	Academic Qualification of Respondents	College diploma	5	6.8
		BA degree	49	66.2
		Master degree and above	20	27.0
		Total	74	100
3	Work Experience	1-5 years	74	100
4	Frequency of Training	Every six month	7	9.5
		No specific schedule	67	90.5
		Total	74	100
5	Methods of training	Lecture	5	6.8
		Discussion	22	29.7
		Presentation	47	63.5
		Total	74	100
6	Relevance of the Training	Not relevant at all	1	1.4
		Not relevant	1	1.4
		Not sure	7	9.5
		Effective	61	82.4
		Very effective	4	5.4
		Total	74	100

Source: Survey Questionnaire

As shown in the above table, Item No. 1 of the table represents Gender distribution of respondents. Accordingly, 46 (62.2%) of the respondents were male and the remaining 28 (37.8%) were females. Therefore, from the sampled respondents there are a greater proportion of male respondents than the female.

From the above table (3) item No. 2, it can be seen that the educational level of respondents from high school complete to masters' degree and above. Majority of the respondents, i.e. 66.2 percent of the respondents (49 out of the total 74 respondents) hold BA degree and 27.0 percent of the respondents (20 out of total 74) hold master degree and above. While the remaining 6.8 percent of the respondents (5 out of total 74) hold college diploma. This shows that in Addis Ababa city Government Plan and Development Commission employees from the sample respondents are BA degree holder. This implies that most of the respondents are aware to give adequate information and also they are capable of quickly understanding the training given and implement to their own jobs.

In the above table (3) item No. 3, it can be seen that all of the respondents served for 1-5 years 74 (100%) in the organization. From the information obtained from the organization, it has been four years since the organization is established so that the employees have only served in the organization from 1 to 5 years. This shows that employees have to get many trainings to update their skill, to perform well on the job and also to understand their job effectively.

The schedule of employee training at AAPDC as reported in the above table indicates that the majority of respondents represented by 90.5% (67) selected no specific schedule and the other 9.5% (7) of the respondents were seen to participate in training every six month. As can be seen from the Table (3) above, the frequency of training program in the organization is not predetermined because training programs are not scheduled on regular basis. This means that AAPDC had no particular training schedule whereby they would be required to participate in training anytime as planned by the HRM department of the organization.

A number of methods of training facilitation that are commonly employed during training are presented in item No. 5. These are important in understanding the different ways trainees receive

training under the both the on-the-job and off-the-job training method classifications. As revealed above, the most common methods of facilitation identified by the respondents as prevailing during their trainings is presentation representing 63.5% (47), discussion representing 29.7%(22) and lecture representing 6.8%(5). These results indicate that AAPDC strongly emphasis on the presentation and discussion methods of training facilitation. This could be partly explained by the nature of work.

As shown in the above table (3) item No.6, majority of the respondents represented by 82.4% (61) selected effective and the others selected not relevant at all, not relevant, not sure and very effective which is represented by 1.4% (1), 1.4% (1), 9.5% (7) and 5.4% (4) respectively. This implies that the trainings were very relevant to their job.

4.3. Analysis of Collected Data

As per the employed research methodology, demographic data and frequencies of respondents, each research question were analysed through descriptive statistics. Correlation and multiple regressions were applied for analysing and finding the relationships between the dependent variable employee performance and the independent variables. In the process of analysis, the data were fed to SPSS version 23 in order to find out the relations between the training practice and employee performance as well as to test all statistical requirements of the data before analysis and generalization.

4.3.1. Descriptive Data Analysis

In section two, in the questionnaire research related questions were covered such as: about strategic objective vs. training with 5 questions, training need assessment with 5 questions, training design with 5 questions, training delivery with 5 questions, factors affecting the training practice with 5 questions, evaluation of training with 5 questions and employee job performance with 5 questions. Accordingly, the respondents were guided the following Likert scale approach listed from the table below: Strongly Disagree (SDA) =1, Disagree (DA) =2, Neutral (N) =3, Agree (A) = 4 and Strongly Agree (SA) =5.

Table 4: Linkage of training programs with the strategic objective of the organization

No	Item	Respondents opinion	Frequency	Percent	Mean	SD.
1	As an employee I understand the strategic objective of AAPDC.	DA	28	37.8	3.32	1.09
		N	2	2.7		
		A	36	48.6		
		SA	8	10.8		
2	The training provided aligns with the strategic objective of the organization.	DA	11	14.9	3.43	0.79
		N	23	31.1		
		A	37	50.0		
		SA	3	4.1		
3	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.	DA	16	21.6	3.32	0.82
		N	19	25.7		
		A	38	51.4		
		SA	1	1.4		
4	The strategic objective of the organization is clear and accessible for the employees.	D	14	18.9	3.55	0.87
		N	10	13.5		
		A	45	60.8		
		SA	5	6.8		
5	The strategic objective of the organization is SMART.	D	23	31.1	3.20	0.95
		N	17	23.0		
		A	30	40.5		
		SA	4	5.4		
Overall strategic objective vs. training score					3.36	0.60

Source: Survey questionnaire

Respondents were asked to indicate their level of agreement if they understand the strategic objective of AAPDC or not. As it can be seen from the above table (4), the majority, or 48.6% (36) of the respondents agreed and 10.8% (8) of them strongly agreed that they understand the strategic objectives of AAPDC, while 2.7% (2) respondents were neutral on the issue. The

remaining 37.8% (28) of the respondents disagreed which means they did not understand the strategic objective of the organization.

From the above table (4) item No. 2 for the statement ‘The training provided aligns with the strategic objective of the organization’, 50.0% (37) of the respondents agreed that training provided aligns with the strategic objective, 31.1% (23) of participants remained neutral, while 4.1% (3) of participants strongly agreed on the issue. The remaining 14.9% (11) of participants disagreed, this indicate that the training provided doesn’t aligns with the strategic objective of the organization. As the result indicated, even if the there are some points that make employees responds there is no alignment of training and strategic objectives, majority of the respondents are respond there is alignment on training provided and strategic objectives. And the researcher conforms that there is a strong relationship among variables.

As table (4) on the third question shows if they attend the trainings that fit departments needs with the alignment of the organization objective or not, 51.4% (38) agree to it as per their response. 1.4% (1) of the respondents strongly agreed and 25.7% (19) replied they are in neutral position. The other 21.6% (16) were disagreed that they do not attend trainings that fit departments’ needs with the alignment of the organization objective. As the majority of the respondents agree, it shows that in AAPDC employees attend trainings that fit their departments’ needs with the alignment of the organization objective.

As shown in the above table for item No. 4, “the strategic objective of the organization is clear and accessible for the employees”, 60.8% (45) of the respondents replied agree, 6.8% (5) of the respondents replied strongly agree while the other 13.5% (10) of the respondents remained neutral. The remaining 18.9% (14) replied disagree. Majority of the respondents agreed on the issue and this implies that in AAPDC the strategic objective is clearly stated and also accessible for the employees.

The above Table (4) illustrates the results about whether the strategic objective of the organization is SMART or not. In analyzing the responses obtained from the respondents, the findings showed that 31.1% (23) of the respondents disagreed that the strategic objective of the organization is not SMART. While 23.0% (17) had neutral response, thus indicating that they

were not sure about strategic objective of the organization is SMART. On the other hand, 40.5% (30) of participants agreed and 5.4% (4) of the respondents strongly agreed that the strategic objective of the organization is SMART. From the response we can easily understand that the strategic objective of the organization is SMART (Specific, Measurable, Achievable, Realistic and Timely).

The mean score (more than the middle value 3) implies the higher the respondents' agreement for the stated items. Thus the score below '3' for the items is interpreted as the participants' disagreement on the stated items and '3' point implies that the participants want to stay neutral. The above table (3) illustrated that the overall mean score of strategic objective vs. training was 3.36. This indicates the respondents' agreement on the stated items and this shows the linkage of the strategic objective of the organization and the training practice.

According to the study of (Uraidi & Kumar, 2016) strategic objective describes what the organization will do to try to fulfill its mission and it is important to align training programs and strategic objectives of the organization. By cascading the strategic vision and mission of the organization down to training goals employees are able to become real, tangible, and meaningful in relation to their own jobs and tasks.

Table 5: Respondents attitude towards training need assessment

No	Item	Respondents opinion	Frequency	Percent	Mean	SD.
1	The organization properly undertaken training needs assessment before the training program designed and implemented.	DA	14	18.9	3.59	0.87
		N	7	9.5		
		A	48	64.9		
		SA	5	6.8		
2	Training need assessment process was participatory.	SDA	1	1.4	3.55	0.92
		DA	13	17.6		
		N	10	13.5		
		A	44	59.5		
		SA	6	8.1		
3	The selection for trainees is based on proper need assessment.	DA	8	10.8	3.43	0.70
		N	27	36.5		
		A	38	51.4		
		SA	1	1.4		
4	The organization assesses the trainee's knowledge, skill and attitude before selecting the training program.	SDA	3	4.1	3.33	0.91
		DA	11	14.9		
		N	20	27.0		
		A	38	51.4		
		SA	2	2.7		
5	Training need assessment documents are well organized and used.	SDA	1	1.4	3.44	0.81
		DA	9	12.2		
		N	23	31.1		
		A	38	51.4		
		SA	3	4.1		
Overall training need assessment score					3.47	0.60

Source: Survey questionnaire

As stated in (Jean, 2006) study training is a means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently. Training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. Training may only be able to resolve part of the problem. Training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organization's employee's skill, knowledge and talent base. At the same time, it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya & Jha, 2011). So, it is better for the organization to have effective training need assessment practice in order to improve employees' performance. From the above Table training need assessment was illustrated as follows:

From the above table (5) item No. 1 for the statement 'training need assessments are conducted properly' the respondents reacted differently 64.9% (48) of the respondents selected agree and 6.8% (5) of the respondents selected strongly agree. While 9.5% (7) of the respondents remained neutral. The other 18.9% (14) of the respondents answered disagree. Majority of the respondents believe that training need assessments are conducted properly to identify employees' training need.

In table (5) item No. 2, for the statement 'training need assessment process was participatory,' 44(59.5%) of the respondents replied agree, 6(8.1%) of the respondents replied strongly agree, 10(13.5%) of the respondents remained neutral, 13(17.6%) of the respondents replied disagree and 1(1.4%) of the respondents replied strongly disagree. Therefore, the response rate shows that the majority of the respondents believe that the training need assessment process in AAPDC was participatory.

In table (5) item No. 3 indicates that, the statement of, 'the selection for training is based on proper need assessment', 8(10.8%) of the respondents responded disagree, 27(36.5%) of the respondents replied neutral, 38(51.4%) respondents responded agree and 1(1.4%) of the respondents replied strongly agree. Therefore, from the above statement the researcher

understands that most of the respondents agreed that the selection of trainings in the organization is based on the training need assessment.

In table (5) item No. 4 for the statement ‘organization assesses the trainees’ knowledge, skill and attitude before selecting the training program’, 11(14.9%) of respondents responded disagree, 3(4.1%) respondents asserted strongly disagree, 20(27.0%) of the respondents stayed neutral, 38(51.4%) of the respondents responded agree and lastly 2(2.7%) of the respondents replied strongly agree. Therefore, from the above responses the researcher believed that the majority of the respondents had the position to select agree. Regarding to this, we can conclude that the organization assesses the knowledge, skill and attitude gap of the employees before selecting the training program.

In table (5) item No. 5, for the statement ‘training need assessment documents are well organized and used,’ 1 (1.4%) of the respondents replied strongly disagree, 9(12.2%) of the respondents replied disagree, 23(31.1%) of the respondents remained neutral, 38(51.4%) of the respondents replied agree and 3(4.1%) of the respondents replied strongly agree. Therefore, the response rate shows that the majority of the respondents agreed on the issue, this implies that the respondents believe that training need assessment documents are well organized and used.

Additionally, in table (5) illustrated that the overall mean score of training need assessment was 3.47. This indicates the respondents’ agreement on the stated items and this shows that training need assessment process in the organization is effective.

Table 6: Respondents attitude towards training design

No	Item	Respondents opinion	Frequency	Percent	Mean	SD.
1	Training programs are designed based on need assessment.	SDA	2	2.7	2.67	0.90
		DA	39	52.7		
		N	15	20.3		
		A	17	23.0		
		SA	1	1.4		
2	I was given sufficient information on the objectives of the training course before my arrival.	SDA	2	2.7	2.74	0.98
		DA	40	54.1		
		N	8	10.8		
		A	23	31.1		
		SA	1	1.4		
3	The topics covered were relevant to achieve my skill and knowledge gap.	SDA	1	1.4	2.93	0.98
		DA	33	44.6		
		N	12	16.2		
		A	26	35.1		
		SA	2	2.7		
4	Trainers have sufficient knowledge and communicate well.	DA	22	29.7	3.14	0.88
		N	21	28.4		
		A	29	39.2		
		SA	2	2.7		
5	The objectives of the training course were achieved.	SDA	1	1.4	3.09	0.93
		DA	25	33.8		
		N	15	20.3		
		A	32	43.2		
		SA	1	1.4		
Overall training design score					2.91	0.57

Source: Survey questionnaire

According to Kulkarni (2013) Employees Training Programs are designed to meet specific objectives, which contribute both employees and organizational effectiveness. Training design is developing new training and educational courses and lessons for your existing employees. It roots out the gaps in training and fills them in with new material for better performance. Training must be designed to address the assessed needs. Effective training design considers learning concepts, legal issues, and different approaches to training (Dahiya & Jha, 2011). So, in order to achieve organizational goals and to have effective employees there have to be a good training design practice in the organization.

In the above table (6) item No. 1 for the statement, 'training programs are designed based on need assessments,' the response of the respondents indicates that, 2(2.7%) of the respondents selected strongly disagree, 39(52.7%) of the respondents responded disagree, 15(20.3%) of the respondents remained neutral, 17(23.0%) of the respondents replied agree, and 1(1.4%) of the respondents replied strongly agree. As the respondent's response rate majority of the respondents disagreed on the issue, so, this implies that the organizations training programs are not designed based on need assessments.

In table (6) item No. 2 for the statement 'I was given sufficient information on the objectives of the training course before my arrival', 2(2.7%) of the respondents replied strongly disagree, 40(54.1%) the respondents responded disagree, 8(10.8%) of the respondents remained neutral, 23(31.1%) of the respondents replied agree and 1(1.4%) of the respondents replied strongly agree. According to the response rate majority of the respondents disagreed and this implies that they did not get sufficient information on the objectives of the training course before they arrive.

In table (6), item No. 3 for the statement 'The topics covered were relevant to achieve my skill and knowledge gap', 1(1.4%) of the respondents responded strongly disagree, 33(44.6%) of the respondents replied disagree, 12(16.2%) of the respondents remained neutral, 26(35.1%) of the respondents replied agree, and 2(2.7%) of the respondents responded strongly agree. According to the response rate that shows from the response majority of the respondents replied disagree. This implies that in AAPDC the training topics covered were not relevant to achieve their skill and knowledge gap.

In table (6) item No.4 for the statement ‘Trainers have sufficient knowledge and communicate well,’ 22(29.7%) of the respondents replied disagree, 21(28.4%) of the respondent remained neutral, 29(39.2%) of the respondents replied agree, and 2(2.7%) of the respondents replied strongly agree. Therefore, majority of the respondents replied agree. This implied that the trainers have sufficient knowledge and communicate well during the training.

In table (6), item No. 5 for the statement ‘The objective of the training course was achieved’, 1(1.4%) of the respondents responded strongly disagree, 25(33.8%) of the respondents replied disagree, 15(20.3%) of the respondents remained neutral, 32(43.2%) of the respondents replied agree, and 1(1.4%) of the respondents responded strongly agree. According to the response rate which is shown in the response majority of the respondents replied agree. This implied that during the training the objective of the training course was achieved as planned.

Additionally, in table (6) illustrated that the overall mean score of training design was 2.91. This indicates the respondents’ disagreement on the stated items and this shows that training design is not fully implemented in AAPDC.

Table 7: Respondents opinion on training delivery

No	Item	Respondents opinion	Frequency	Percent	Mean	SD.
1	Most of the time the organization gives to the employees on the job training like job rotation, learning by doing (coaching), job instruction etc.	SDA	3	4.1	3.44	0.96
		DA	13	17.6		
		N	9	12.2		
		A	46	62.2		
		SA	3	4.1		
2	Most of the time the organization use off the job training techniques like lecture, seminar, case study, group discussion etc.	SDA	1	1.4	3.78	0.64
		DA	5	6.8		
		N	4	5.4		
		A	63	85.1		
		SA	1	1.4		
3	I consider that duration of training is appropriate to keep me motivated for learning	SDA	6	8.1	2.85	1.05
		DA	28	37.8		
		N	12	16.2		
		A	27	36.5		
		SA	1	1.4		
4	The trainer provided clear instructions for all activities	SDA	1	1.4	3.48	0.70
		DA	6	6.8		
		N	23	31.1		
		A	44	59.5		
5	Generally, the training techniques that the organization used helped me to enhance my job performance.	SDA	2	2.7	3.31	0.92
		DA	17	23.0		
		N	11	14.9		
		A	44	59.5		
Overall training delivery score					3.37	0.50

Source: Survey questionnaire

According to (Armstrong 2006) Training delivery methods consist of the techniques and materials used by trainers to structure learning experiences. The training techniques used should be appropriate to the purpose of the course and to the characteristics of participants; their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught or motivated to learn. So in order to get effective outcomes from their employees' organizations have to have a good training delivery method.

In the above table (7) item No. 1, majority of the respondents agreed that most of the times the organization uses on the job training technique for its employees like job rotation, learning by doing (coaching) and job instruction which representing 46(62.2%) of the total respondents and 3(4.1%) of the respondents replied strongly agree. Other group or respondents representing 3(4.1%) and 13(17.6%) of the total strongly disagree and disagreed respectively and the remaining 9(12.2%) of the respondents remained neutral. From the above analysis we can depict that the organization provides on the job training for its employees which is supported by the majorities of the respondents. On the job type of training is most effective for the employees and given training at the work place under the supervision and guidance of a trained worker or instructor is also effective for the employee's good job performance (R. Kumar, 2012). People learn from their practical experience much better as compared to bookish knowledge and it is better for the organizations to give their employees on the job training because it is cost effective and time saving (Khan et al, 2011). So the organization is in good position in this practice and we can conclude that on the job training is most effective technique of training.

As shown in the above table (7) item No. 2, majority of the respondents 63(85.1%) and 1(1.4%) agreed and strongly agreed respectively. The other groups of respondents 5(6.8%) and 1(1.4%) of the total respondents disagree and strongly disagreed respectively. And only 4(5.4%) of the respondents remained neutral. The analysis shows that most of the time the organization uses off the job training technique like lecture, seminar, case study and group discussion to train employees. In off the job training method, the trainees have to leave their work place and devote their entire time to the training. In this method the trainee can place his entire concentration on learning rather than spending his time on performing it (R. Kumar, 2012). Here a trainee focuses

on theories rather than practicing it, so that, from the table we can easily understand that the organization is practicing off the job training effectively.

In table (7) item No.3 for the statement 'I consider that duration of training is appropriate to keep me motivated for learning,' 28(37.8%) of respondents' answer they disagree with the issue. Whereas 6(8.1%) of them strongly disagree with this thought while 12(16.2%) neither disagree nor agree with the thought and remained neutral. Thus 27(36.5%) agree with the thought responding agree and 1(1.4%) of the respondents responded strongly agree. This indicates that there are employees who are unsatisfied with the training program that is provided by AAPDC frequently. Above half of the selected respondent strongly disagree and disagree with the duration of training delivered.

With regards to how the trainer deliver clear instruction for the trainees during the training, 44(59.5%) agree with the thought. According to the response of sample selected, employees mentioned they agree and get clear instruction of the training. Whereas, 23(31.1%) of the respondents remained neutral with the question regarding the trainers deliver clear instruction for all activities. The rest 6(8.1%) and 1(1.4%) of respondents' response was disagree and strongly disagree respectively. The large figure of agreement shows that the trainers use a clear instruction for all activities and method to transfer the required knowledge and skills through training.

The table (7) item No.5 for the statement 'the training techniques that the organization used helped me to enhance my job performance,' illustrates that the majority 44(59.5%) of the respondents agree and 11(14.9%) remained neutral about training techniques which are used in AAPDC is helpful to enhance job performance. On the other hand, 17(23.0%) disagreed and only 2(2.7%) strongly disagreed with the idea.

Additionally, in table (7) illustrated that the overall mean score of training delivery was 3.37. This indicates the respondents' agreement on the stated items and this shows that training delivery process in the organization is effective.

Table 8: Respondents attitude towards evaluation of training

No	Item	Respondents opinion	Frequency	Percent	Mean	SD.
1	The management request feedback before and after training about the training program and the value added to my behavior, career, experience and performance.	SDA	1	1.4	3.22	1.04
		DA	26	35.1		
		N	6	8.1		
		A	37	50.0		
		SA	4	5.4		
2	The training program was useful, challenging, well-structured and organized.	DA	20	27.0	3.24	0.88
		N	18	24.3		
		A	34	45.9		
		SA	2	2.7		
3	I am satisfied with the overall aspect of the training programs at the organization.	SDA	5	6.8	2.79	1.08
		DA	34	45.9		
		N	9	12.2		
		A	23	31.1		
		SA	3	4.1		
4	My newly acquired skill relates with the skills defined by the goals of the training.	DA	26	35.1	3.02	0.87
		N	21	28.4		
		A	26	35.1		
		SA	1	1.4		
5	The effectiveness of training programs is properly evaluated in terms of improvements in employees performance	SDA	4	5.4	2.62	0.96
		DA	40	54.1		
		N	11	14.9		
		A	18	24.3		
		SA	1	1.4		
Overall evaluation of training score					2.98	0.75

Source: Survey questionnaire

Table (8) item No. 1 illustrates that the majorities 37(50.0%) of the respondents agree and 4(5.4%) strongly agree anticipation and feedback request about the training. On the other hand, 26(35.1%) disagreed and 1(1.4%) strongly disagreed with idea and the remaining 6(8.1%) are neutrals. Requesting trainee's anticipation before training and feedback after training is important to know what trainees expect from the training and to evaluate training effectiveness that enables you to see whether you have met the training needs identified; feedback might be gained about the training that could be used for future training; information on the venue and the trainer might prove very useful. From the analysis above, we can depict that the training management of the organization request feedback before and after training to solicit their expectation and how it was respectively to search out drawbacks that may adjusted and improved in the future. The intention of evaluation through trainee's feedback is to improve the training provided by assessing which methods are successful.

Training should be systematic, useful, well- structured and organized in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated. Table (8) item No. 2 illustrates the majority of the respondents representing 20(27.0%) of the total disagreed that training at AAPDC is useful, challenging, well- structured and organized. Other respondents agreed and strongly agree that it is useful, challenging, well- structured and organized by voting 34(45.9%) and 2(2.7%) of the total respectively. And the remaining respondents representing 18(24.3%) of the total are neutrals. From the above analysis we can depict that training at AAPDC is useful, challenging, well- structured and organized which are supported by the majority of the respondents.

In relation to table (8) No. 3 for the statement, 'I am satisfied with the overall aspect the training programs at organization,' 5(6.8%) of the respondents asserted strongly disagree, whereas 34(45.9%) of the respondents confirmed disagree, 9(12.2%) of the respondents said neutral, 23(31.1%) of the respondents chose agree and 3(4.1%) of the respondents chose strongly agree. The response rate shows that majority of the respondents disagree on the issue. Hence, response of the participants reveal that the majority of the respondents are dissatisfied with the over all aspects of training programs in the organization.

With regards to whether newly acquired skill relates with the skills defined by the goals of the training or not, 26(35.1%) disagree with the thought. Whereas, 21(28.4%) of the respondents remained neutral with the question regarding newly acquired skill relates with the skills defined by the goals of the training. The rest 26(35.1%) and 1(1.4%) of respondents' response was disagree and strongly disagree respectively. As the respondent's response rate half of the respondents (26) disagreed on the issue and half of them (26) disagreed and 1 respondent strongly agreed so this implies that the newly acquired skill of employees relates with the skills defined by the goals of the training.

In table (8) item No. 5 for the statement 'The effectiveness of training program is properly evaluated interns of improvements in employees' performance', 4(5.4%) respondents responded strongly disagree, 40(54.1%) of the respondents responded disagree, 11(14.9%) of the respondents remained neutral, 18(24.3%) of the respondents confirmed agree and 1(1.4%) of the respondents confirmed strongly agree. The data shown that majority of the respondents responded disagree, with the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance because the effectiveness of training is not properly evaluated in the organization.

Additionally, in table (8) illustrated that the overall mean score of evaluation was 2.98. This indicates the respondents' disagreement on the stated items and this shows that evaluation of training is not fully implemented in AAPDC.

Table 9: Respondents opinion on employee job performance

No	Item	Respondents opinion	Frequency	Percent	Mean	SD.
1	I can say that training practice of the organization helped me to perform and work effectively my regular activities.	DA	20	27.0	3.40	0.90
		N	5	6.8		
		A	48	64.9		
		SA	1	1.4		
2	Because of the good training practices of the organization, I am committed for my work and for the organization.	SDA	1	1.4	3.22	0.95
		DA	21	28.4		
		N	15	20.3		
		A	34	45.9		
		SA	3	4.1		
3	In my opinion training helps me to increase job satisfaction.	SDA	2	2.7	3.39	1.10
		DA	21	28.4		
		N	6	8.1		
		A	36	48.6		
		SA	9	12.2		
4	I become more responsible and confident in performing work related task after receiving the trainings.	DA	20	27.0	3.43	0.99
		N	9	12.2		
		A	38	51.4		
		SA	7	9.5		
5	Trainings motivate me to enhance my job performance.	SDA	2	2.7	3.36	1.09
		DA	22	29.7		
		N	4	5.4		
		A	39	52.7		
		SA	7	9.5		
Overall employee job performance score					3.36	0.88

Source: Survey questionnaire

The concept of performance has been expressed by Brumbrach as Performance means both behaviors and results. Behaviors emanate from the performer and transform performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right the product of mental and physical effort applied to tasks and can be judged apart from results (Brumbrach 1988). Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient.

Table (9) item No. 1 reveal that majority of the respondents representing 48(64.9%) agreed about the importance of training to perform well in their regular activities and 1(1.4%) of the respondents strongly agree with the issue. While 5(6.8%) of the respondents remained neutral. The remaining 20(27.0%) respondents disagreed with the issue. Hence, these responses indicate that after training employees work effectiveness is improved.

In relation with employee's commitment, respondents were asked to indicate the organizations training practice to bring a positive effect on their commitment to the organization and for their work, as indicated in table (9) item No. 2 majority of the respondents 34(45.9%) responded agree and 3(4.1%) of the respondents responded strongly agree on the issue. While 15(20.3%) of the respondents remained neutral. The others 21(28.4%) of the respondents disagreed and 1(1.4%) of the respondents responded strongly disagree on the good training practice of the organization that makes them more committed for their work and for the organization. The analysis shows the majority of the respondent agreed that the training practice of the organization makes them to be committed to their work. Therefore, it can be concluded that, employees are committed for their work and for the organization.

The above Table (9) item No. 3 shows respondent's opinion regarding the statement that training increases job satisfaction or not, 36(48.6%) of the respondents agreed and 9(12.2%) of the respondents strongly agreed that training makes the employees to be satisfied with their job; while 6(8.1%) of the respondents remained neutral and the remaining 21(28.4%) disagreed and 2(2.7%) strongly disagreed with the issue. A person with a high level of job satisfaction holds positive attitudes toward the job, while a person who is dissatisfied with his or her job holds

negative attitudes toward the job. Majority of the respondents agreed on the issue. This implies that in AAPDC the training delivered helped the employees to increase their job satisfaction.

In table (9) for item No. 4 'I become more responsible and confident in performing work related task after receiving the trainings,' 20(27.0%) of respondents' disagree with the thought while 9(12.2%) neither disagree nor agree with the thought and remained neutral. Thus 38(51.4%) agree with the thought responding agree and 7(9.5%) of the respondent responded strongly agree. This indicates that there are employees who become more responsible and confident in performing work related task after receiving the trainings.

In table (9) item No. 5 for the statement 'trainings motivate me to enhance my job performance', 2(2.7%) respondents responded strongly disagree, 22(29.7%) of the respondents responded disagree, 4(5.4%) of the respondents remained neutral, 39(52.7%) of the respondents confirmed agree and 7(9.5%) of the respondents confirmed strongly agree. The data shown that majority of the respondents responded agree with the idea that trainings delivered motivate them to enhance their job performance.

Additionally, in table (9) illustrated that the overall mean score of employee job performance was 3.36. This indicates the majority of the respondents were in the position of agreement.

4.3.2. Correlation Analysis

The study is set to determine the relationship of training practice and employees' performance at the Addis Ababa City Government Plan and Development Commission. Pearson correlation was used to associate the independent variables (strategic objective, training need assessment, training design, training delivery and evaluation) and dependent variable (employees' performance). A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between variables, Pearson correlation coefficient reveal magnitude and direction of (either positive or negative) and the intensity of the relationship (-1 to +1). In this section a correlation analysis was done to know whether relationship do exist between variables conceptualized in the framework. The researcher used one of the most commonly used types of correlation coefficient which is Pearson correlation coefficient methods because of the statistical

accuracy that usually results from this method. The strength of correlation would interpret through suggestion by Evans (1996) as shown in the following pattern.

- 0.00 to 0.19 (0.00 to -0.19) ----- very weak positive (negative) correlation
- 0.2 to 0.39 (0.2 to -0.39) ----- weak positive (negative) correlation
- 0.4 to 0.59 (0.4 to -0.59) ----- Moderate positive (negative) correlation
- 0.6 to 0.79 (0.6 to -0.79) ----- strong positive (negative) correlation
- 0.8 to 1.0 (0.8 to -1.0) ----- very strong positive (negative) correlation

Table 10: Correlation analysis

		Correlations^c					
		Strategic objective	Training need assessment	Training design	Training delivery	Evaluation of training	Employee job performance
Strategic objective	Pearson Correlation	1	-.004	.143	.153	.234*	.335**
	Sig. (2-tailed)		.974	.225	.194	.045	.003
Training need assessment	Pearson Correlation	-.004	1	-.020	.226	.154	.301**
	Sig. (2-tailed)	.974		.863	.053	.191	.009
Training design	Pearson Correlation	.143	-.020	1	.196	.166	.257*
	Sig. (2-tailed)	.225	.863		.094	.157	.027
Training delivery	Pearson Correlation	.153	.226	.196	1	.519**	.550**
	Sig. (2-tailed)	.194	.053	.094		.000	.000
Evaluation of training	Pearson Correlation	.234*	.154	.166	.519**	1	.670**
	Sig. (2-tailed)	.045	.191	.157	.000		.000
Employee job performance	Pearson Correlation	.335**	.301**	.257*	.550**	.670**	1
	Sig. (2-tailed)	.003	.009	.027	.000	.000	
*. Correlation is significant at the 0.05 level (2-tailed).							
**. Correlation is significant at the 0.01 level (2-tailed).							
c. List wise N=74							

Source: Own Survey

From the above table (10), the dependent variable has significant and positive relationship with the independent variables. A relation using person correlation shows that there is a strict relationship across variables as witnessed by their significance level, which is less than 0.05 in all cases. The results in the above table indicate that, there is positive and significant relationship between strategic objective and employee job performance ($r = 0.335$, $p < 0.01$), therefore, as it is cited in (Evans, 1996) r value 0.33 indicates weak association between strategic objective and employee job performance.

The correlation of training need assessment and employee job performance shows positive and significant relationship since the r value 0.301, $P < 0.01$. Therefore, we can say that training need assessment has a weak association with employee job performances.

The correlation of training design and employee job performance shows positive and significant relationship since the r value 0.257, $P < 0.01$. Therefore, we can say that training design has a weak association with employee job performances.

The correlation of training delivery and employee job performance shows positive and significant relationship since the r value 0.550, $P < 0.01$. Therefore, we can say that training design has a moderate association with employee job performances.

The correlation of evaluation of training and employee job performance shows positive and significant relationship since the r value 0.670, $P < 0.01$. Therefore, we can say that evaluation of training has a strong association with employee job performances.

The output shown in the above table (10) provides confidence for the existence of relationship between the selected variables. As can be evidenced from the correlation matrix table (10), there is a positive significant relationship in between the variables and that the correlation coefficients are significant at 1% level and 5% level of significance. As to the magnitude of the correlation scores is concerned, the following points can be supposed. The values indicate that strategic objective, training need assessment and training design have weak relationship with employee job performance, while training delivery has moderate relationship with employee job

performance and evaluation of training has a strong relationship with employee job performance which is significant.

4.3.3. Regression Analysis

Multiple linear regression analysis is a constructive statistical technique that can be used to analyze the association between a single dependent and several independent variables. With this general principle this particular study tried to employ linear multiple regressions to analyse, the effect of training practice on employees' performance. These training practices are treated as independent variables and employees' performance as dependent variable. To develop the regression line formula, the dependent and the independent variables are denoted as, **(X1=Strategic Objective, X2=Training Need Assessment, X3=Training Design, X4=Training Delivery and X5=Evaluation of Training)** and the dependent variable, **Y=Employees' Performance.**

The researcher conducted the five assumption that have to be fulfilled before testing multiple linear regression which otherwise be impossible to run the regression. The tests for the five assumptions of multiple regressions are presented below:

Assumption 1- Normality of the distribution

The assumption of normality shows the distribution of the errors for any given combination of values on the predictor variables (independent variables) (Matt N, Carlos A, and Deson K, 2013). One way of measuring the normality of distribution is through checking the level of skewness and kurtosis. Usually the value of skewness and kurtosis for normal distribution is varied from 1 to -1.

Table 11: Normality of the data

Descriptive Statistics					
	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Employee job performance	74	-.459	.279	-1.185	.552
Evaluation of training	74	.412	.279	-.755	.552
Strategic objective	74	.084	.279	-.587	.552
Training delivery	74	-.549	.279	.082	.552
Training design	74	.410	.279	-.797	.552
Training need assessment	74	-.977	.279	.115	.552
Valid N (list wise)	74				

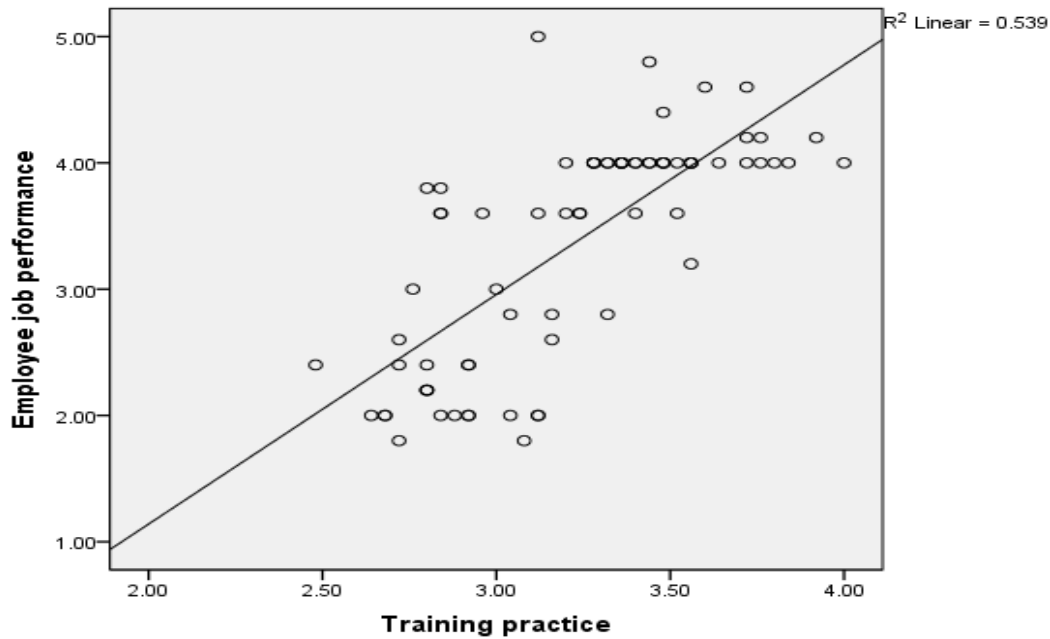
Source: Own Survey

As it is showed in table (11), the results of skewness in construct dimensions of employees’ performance, against the training practices were within the acceptable range of normality (-1 to +1). But the Kurtosis of employee performance (-1.185) are slightly out of the range and this violates the assumption of normality. However, since the sample size is greater than 30 according to the central limit theorem, sampling distribution, and the use of the statistical test with this variable is appropriate. Hence the normality assumptions are satisfied for the obtained data (Field, 2006).

Assumption 2- Linear relationship

As stated by Chatterjee & Hadi, (2012) a model that relates the response Y to the predictors $X1, X2, X3... Xn$, is assumed to be linear in the regression parameters. The result of this particular study showed that, there is a linear relationship between the dependent or response variable *employees’ performance* and the independent or predictor variables which are training practices (*strategic objective, training need assessment, training design, training delivery, evaluation*). That means for every increase in the independent variable of strategic objective, training need assessment, training design, training delivery, evaluation, the dependent variable employees’ performance will increase. This has been demonstrated in Figure 3.

Figure 3: Linear relationship between employees' performance and training practice



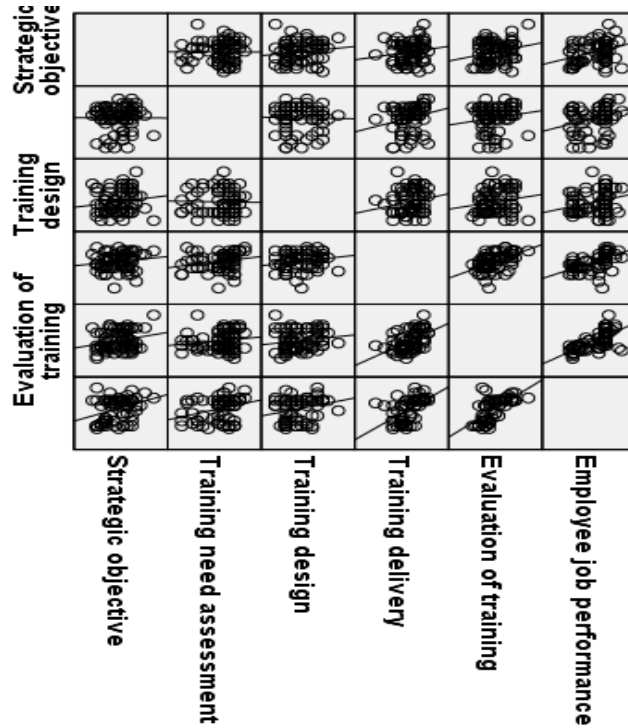
Source: Own Survey

Assumption 3- Homoscedasticity (equal variance)

For homoscedasticity to exist, at each level of the predictor variable (s), the variance of the residual terms should be constant (Field, 2006). That means the model errors are generally assumed to have an unknown but finite variance that is constant across all levels of the predictor variables. This assumption is also known as the homogeneity of variance assumption (Field, 2006) and (Weisberg, 2005), as cited by, Matt N, Carlos A, and Deson K (2013).

This is to mean that, the variance of Y for each value of X is constant in the population (as explained by the sample population). The assumption can be checked by visual examination of the plot of the standardized residuals (the errors) by the regression standardized predicted values. Based on this general assumption the following scatter plot was obtained from the average results of the dependent variable employee performance and the independent variables (strategic objective, training need assessment, training design, training delivery and evaluation) constructs to see whether homoscedasticity is really a pressing problem of this particular study.

Figure 4: Homoscedasticity



Source: Own Survey

When figure (4) visually inspected in to the right corner of the first row, we see that the variances between the dependent variable employee performance and the independent variables of strategic objective, training need assessment, training design, training delivery and evaluation. That means as we go through levels of one variable, the variance of the other is not changing and hence we concluded that the assumption of homoscedasticity (homogeneity of variance) was proved in this particular study.

Assumption 4- Independent of Errors/Residuals

The Durbin-Watson statistic is used to test for independent of residuals or presence of serial correlation among the residuals (Field, 2006). Table (12) indicates the Durbin-Watson test result of the study.

Table 12: Independent of residuals

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.759 ^a	.577	.546	.59768	1.797
a. Predictors: (Constant), Training need assessment, Strategic objective, Training design, Evaluation of training, Training delivery					
b. Dependent Variable: Employee job performance					

Source: Own Survey

The test statistics of the Durbin-Watson statistic ranges from 0 to 4. As a general rule, the residuals are independent (not correlated) if the Durbin-Watson statistic is approximately 2, and an acceptable range is 1.50 - 2.50. A value greater than 2 indicates a negative correlation and a value less than 2 explains a positive correlation (Field, 2006, Babatunde O.S, Oguntunde P.E, Ogunmola A. O and Balogun O.S, (2014).

For this particular study, the Durbin-Watson value is 1.797, and within the acceptable range and hence, we assumed independence of residuals assumption exists.

Assumption 5- Multicollinearity

Multicollinearity exists when independent variables in the regression model are more highly correlated with each other than with the dependent variable. And when the independent variables are highly correlated each other they are basically measuring the same thing (Field, 2006). This assumption of linear regression model explains that the independent variables, X_i , are linearly independent of each other. If multicollinearity exists among the predicting or independent variables, there is strong correlation between two or more predictors and it is a problem associated with multiple regressions (Field, 2006). If multicollinearity is not satisfied for any multiple regression analysis, the independent variables are thus multicollinea and the result is that the individual regression Coefficients for each variable are not identifiable since multicollinearity makes the regression coefficients quite unidentifiable. If the aim is to estimate the regression equation, it is important to reduce it as much as possible. Michael A and Patrick N, (1970) PP, 11.

The most common approach to evaluating multicollinearity is by examining the tolerance score and the variance inflation factor (VIF). Fritz and Morris (2012) stated that multicollinearity exists when Tolerance is below .10 and VIF is greater than 10. In this case, all of the tolerance values are greater than .10 and the VIF is less than 10. So, we can conclude that multicollinearity is not a problem.

Table 13: Collinearity Statistics

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.885	.701		-2.687	.009		
	Evaluation of training	.554	.111	.469	4.984	.000	.702	1.424
	Strategic objective	.258	.119	.177	2.169	.034	.932	1.073
	Training delivery	.379	.167	.215	2.273	.026	.694	1.440
	Training design	.178	.126	.115	1.418	.161	.941	1.062
	Training need assessment	.267	.118	.183	2.255	.027	.941	1.063

a. Dependent Variable: Employee job performance

Source: Own Survey

Regression Analysis Results

Multiple linear regression analysis was employed to examine the effect of training on employee performance. It is a constructive statistical technique that can be used to analyze the association between a single dependent and several independent variables. Since all the multiple regression assumptions are satisfied, the researcher continued further the regression analysis and mainly focused on the three most important elements of regression output, i.e. the Model Summary, the ANOVA test and the Beta coefficient. Based on the average response obtained from the employees, the dependent variable, employees' performance and each of the predictor variables, strategic objective, training need assessment, training design, training delivery and evaluation were analyzed.

Table 14: Analysis model summary of R and R²

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.759 ^a	.577	.546	.59768	1.797
a. Predictors: (Constant), Evaluation of training, Training need assessment, Training design, Strategic objective, Training delivery					
b. Dependent Variable: Employee job performance					

Source: Own Survey

As it is indicated the above table, correlation between Evaluations of training, Strategic objective, Training need assessment, Training delivery, Training design and employee job performance is given by R value 0.759. Additionally, R square and adjusted R square value is given by 0.577 and 0.546, respectively. This is interpreted as 57.7% of variance in employee job performance (dependent variable) is explained by the independent variables, while 42.3% of variation in employee job performance can be attributed to other variables which are not considered in this study. If another factor is presented, it would further explain 54.6% as shown by the Adjusted R square.

Table 15: ANOVA

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	33.098	5	6.620	18.530	.000 ^b
	Residual	24.291	68	.357		
	Total	57.389	73			
a. Dependent Variable: Employee job performance						
b. Predictors: (Constant), Evaluation of training, Training need assessment, Training design, Strategic objective, Training delivery						

Source: Own Survey

The F- test result in the ANOVA table (15) and the significance value shows whether the overall regression model is good predictor and the probability of this result is occurred by chance or not. The significance value is 0.00 which is less than 0.05 thus the model is statistically significant in predicting how strategic objective, training need assessment, training delivery, training design,

and evaluation of training affect employee job performance. The F critical at 5% level of significance is 0.00. Since F calculated is greater than the F critical, (value = 18.530), this shows that the overall model is significant.

Table 16: Coefficient

Coefficients								
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-1.885	.701		-2.687	.009		
	Strategic objective	.258	.119	.177	2.169	.034	.932	1.073
	Training need assessment	.267	.118	.183	2.255	.027	.941	1.063
	Training design	.178	.126	.115	1.418	.161	.941	1.062
	Training delivery	.379	.167	.215	2.273	.026	.694	1.440
	Evaluation of training	.554	.111	.469	4.984	.000	.702	1.424
a. Dependent Variable: Employee job performance								

Source: Own Survey

From the Beta Coefficient table, the researcher highly concentrated on the values of the *standardized Beta coefficient* in order to figure out the relative importance of each independent variable, in predicting the dependent variable and on the *unstandardized Beta coefficient* in order to formulate the linear regression equation.

A. Standardized Beta Coefficient

Standardized beta coefficients are sometimes called relative importance weights and can be used to compare scores like Z-scores since they all are measured in standard deviation and are not dependent on the unit of measurement of the variables (Field, 2006). Relative importance weights are the proportionate contribution from each predictor to R^2 correcting for the effects of the inter-correlations among predictors (Lorenzo-Seva et al., 2010). This method is recommended when the researcher is examining the relative contribution each predictor variable to the dependent variable (Johnson, 2004).

Based on the relation observed on table (16) we can see that the contribution of *strategic objective 17.7%*, *training need assessment 18.3%*, *training design 11.5%*, *training delivery 21.5%* *evaluation of training 46.9%* for the variation observed in the dependent variable (employees' performance). The highest contributor which has an effect on employees' performance according to the responses of employees is *evaluation of training*. The second training practice that contributed more, to the performance of employees is *training delivery* accounted for 21.5% of the beta coefficient followed by *training need assessment*, which had a beta coefficient share of 18.3%.

From the questionnaire survey made on Addis Ababa City Government Plan and Development Commission, the least affecting variable for the employees' performance from the given variables was *training design*. That means as the process of training design in the organization performed increase by one standard deviation, the performance of employees increases by 0.115 standard deviations. The same is true for the other variables.

B. Unstandardized Beta Coefficient

Unstandardized beta coefficient is sometimes called, the Beta Weights and tells us about the relationships between the dependent variable and the independent variables. If the value is positive the relationship between the predictor and the outcome is positive. Negative coefficient represents a negative relationship (Field, 2006). According to Pedhazur, (1997), a β weight coefficient informs us, as to how much change in the criterion variable (i.e. *employees performance* in our case) we might expect with a one-unit change in the predictor variables, (i.e. *strategic objective, training need assessment, training design, training delivery and evaluation of training*) holding all other predictor variables constant. That means from table (16), as the evaluation of training in the organization increases by one-unit performance of employees increases by 0.469 if the other four variables kept constant (Field, 2006).

The linear multiple regression formula for the dependent variable (employees' performance), and the four independent variables of training practice, *strategic objective, training need assessment, training delivery and evaluation of training*, took the form of:

$$Y = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + e$$

Where, Y = the dependent variable employees' productivity
 a = y axis intercept (the constant beta value)
 b_1, b_2, b_3, b_4 = beta weight for each independent variables
 X_1, X_2, X_3, X_4 = representing, strategic objective, training need assessment, training delivery and evaluation of training, respectively.
 e = the error term (0.05 in our case)

Based on table (16) and taking the unstandardized beta value into consideration, the regression equation of this particular study to the nearest two decimal places can be expressed as:

$$Y = -1.885 + 0.26X_1 + 0.27X_2 + 0.38X_3 + 0.56X_4 + 0.05$$

Interpretations from the equation

- For every unit increase in the value of *strategic objective* of the organization, setting all other predictor variable to be constant, the value of response variable *employees' performance* will increase by 0.258 units or 25.8%.
- For every unit increase in the value of *training need assessment* in AAPDC, setting all other predictor variable to be constant, the value of response variable *employees' performance* will increase by 0.267 units or 26.7%.
- For every unit increase in the value of *training delivery* in AAPDC, setting all other predictor variable to be constant, the value of response variable *employees' performance* will increase by 0.379 units or 37.9%.
- For every unit increase in the value of *evaluation of training* in AAPDC, setting all other predictor variable to constant, the value of response variable *employees' performance* will increase by 0.554 units or 55.4%.

Hypothesis Testing

H₁: There is a significant relationship between strategic objective vs. training and employee job performance.

H₀: There is no significant relationship between strategic objective vs. training and employee job performance.

The sig. level for the variable “strategic objective” is 0.034, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable.

H₁: There is a significant relationship between training need assessment and employee job performance.

H₀: There is no significant relationship between training need assessment and employee job performance.

The sig. level for the variable “training need assessment” is 0.027, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable.

H₁: There is a significant relationship between training design and employee job performance.

H₀: There is no significant relationship between training design and employee job performance.

The sig. level for the variable “training design” is 0.161, which is greater than our alpha level of 0.05. So, we retain the null hypothesis and conclude that there is no significant relationship between this variable and the dependent variable. This finding does not support our research hypothesis and we conclude that training design is not a significant predictor of employee job performance.

H₁: There is a significant relationship between training delivery and employee job performance.

H₀: There is no significant relationship between training delivery and employee job performance.

The sig. level for the variable “training delivery” is 0.026, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable.

H₁: There is a significant relationship between evaluation of training and employee job performance.

H₀: There is no significant relationship between evaluation of training and employee job performance.

The sig. level for the variable “evaluation of training” is 0.000, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable.

CHAPTER FIVE

FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This section contains summary of major findings and 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 recommendations that are forwarded for the identified effects of training practice on employees 'performance.

5.1. Summary of Major Findings

The general objective of this study was to assess the effect of training practice on employee job performance in the case of Addis Ababa City Government Plan and Development Commission. From the study the following particular finding were observed:

- From the total selected sample of 80 only 74 has completed and properly returned, out of which 36 questionnaires were not completed and returned from respondent thus making the response rate 92.5%. Accordingly, 46 (62.2%) of the respondents were male and the remaining 28 (37.8%) were females. Therefore, from the sampled respondents there are a greater proportion of male respondents than the female.
- The sample group those who are holders of first degree accounts 66.2% (49) and 5 out of 74 respondents were college diploma holders. From the total sample 20(27.0%) of the respondents hold a masters' degree. This implies that most of the respondents were degree holder and comparatively well educated. All of the respondents have served the organization up to 5 years. From the information gathered from the organization this is because it has been 4 years since the organization established.
- As per the data analyzed from the respondents reply on the questionnaire 90.5% (67) of the respondents replied that the organization have no specific schedule to undergo trainings and the remaining 9.5% (7) replied that the organization undergone training every six-month. The most common methods of training facilitations identified by respondents were presentation, discussion and lecture which account 63.5%, 29.7% and 6.8% respectively. Majority of the respondents which account for 82.4% responded that the training provided was effective for them.

- A Pearson coefficient implies that the five independent variables were all positively related with employee performance within the range of 0.257 to 0.670. Evaluation of training is highly correlated with employee performance.
- The normality test conducted so far showed the skewness values of the entire dependent and the independent variables are within the acceptable ranges of ± 1 . In case of the kurtosis for the dependent variable (employee performance), the values were out of the normality ranges. Since the sample size was more than 30, by central limit theorem the statistical tests can assume normality for the test results. Hence normality assumptions are satisfied for the entire study.
- The linearity test conducted so far which considered employees' performance as a dependent variable denoted by Y and *strategic objective, training need assessment, training design, training delivery, and evaluation*, as an independent variables denoted by X1, X2, X3, X4, X5 showed, a positively sloped least square regression line.
- The homoscedasticity test conducted so far showed relatively there is an equal variance across each point of the test result and hence for the population.
- The Durbin Watson result of **1.797** indicated the existence of independent residuals or uncorrelated error terms assumptions among the test results.
- The multicollinearity assumption test result showed that, the tolerance values of all are greater than the acceptable range of 0.10 and all VIF scores were less than 10. This indicates the predicting variables are more related with the dependent variable than among themselves.
- The model summary results showed that, a linear combination of all the independent variables considered under the study predict ($R^2=0.577$), of the variance in the dependent variable employees' performance. Indicating 57.7% of the variation in the employees' performance is accounted by the five independent variables.
- The ANOVA test result showed that, the value of R and R^2 obtained under the model summary part was statistically significant at (F=18.530), (P<0.001).
- The standardized beta coefficient of each independent variable showed, (strategic objective = 0.177, training need assessment = 0.183, training design = 0.115, training delivery = 0.215, evaluation = 0.469). Showing that the employees' performance changes by the indicated amount as a result of one standard deviation change of each predicting variable.

- The unstandardized beta coefficient values for each independent variable showed, (strategic objective = 0.258, training need assessment = 0.267, training design = 0.178, training delivery = 0.379, evaluation = 0.554). This means for every one-unit increase in the indicated predictor (IV), there will be an increase for the outcome variable (DV) by the stated amount.
- From the regression analysis coefficient table, the sig. level for the variables (strategic objective, training need assessment, training delivery and evaluation) was less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between those variables and the dependent variable. But, for the variable, training design, the sig. level is greater than the alpha value of 0.05 so, we retain the null hypothesis and conclude that there is no significant relationship between this variable and the dependent variable.

5.2. Conclusions

The overall objective of the study is to assess the effect of training practice on employees' job performance at Addis Ababa City Government Plan and Development Commission. In the meantime, the study raised basic research questions and addressed the specific objectives. Accordingly, based on descriptive and inferential statistics results and summary of major findings, the following conclusions were drawn:

- The purpose of this study was to assess the effect of training practice on employees' job performance in the case of Addis Ababa City Government Plan and Development Commission. The specific objectives of this study were to assess the current training practice of AAPDC, to find out the relationship between the training practice and employee performance, to explore if the strategic objective of the organization linked with the training practice or not and to identify the different methods of training that affect employee performance. The study used explanatory research design to explain, understand and predict the relationship between variables. The study also adopted quantitative approach and used both primary and secondary data sources. The primary data was collected through questionnaire from 74 selected employees. This study used purposive sampling in order to

select the participants. To analyze the data descriptive and inferential statistical tools such as frequency, percentage, mean, correlation and regression were used.

Therefore, from the findings of this particular study, the researcher concluded that:

- The strategic objective of the organization aligns with the training program. It is also noted that the organization properly undertake training need assessment before the training program is designed and implemented and the training need assessment process was participatory and from different types of training methods in AAPDC frequently used training methods are lecture, presentation, seminar, discussion and others which are included in the off the job training technique. Besides this the management requests feedback about the training provided and the value added to their behavior, carrier, experience and performance. The result also implies that there is a positive relationship between the independent and dependent variable. And this indicates that effective training practice will increase employees' performance.
- In the other hand employees were dissatisfied because the selection of the trainees was based on the need assessment but when it comes to the ground the training programs were not designed based on the need assessment and the trainees doesn't get sufficient information on the objective of the training course before they arrive. The respondents also replied that the topic covered during the training were not relevant to them. Additionally, the training evaluation was not in terms of improvements in employee performance.
- Accordingly, when we see the current training practice of the organization, training need assessment and training delivery methods are properly implemented but training design and evaluation of training are not properly implemented.
- The organization performs the training processes but when it came to the ground the organization didn't evaluate the outcomes of each process whether the training practice mainly the training processes have an effect or not.
- Therefore, in general, the training provided in the organization was good and has a positive outcome, it increases employees' job satisfaction, motivation and commitment but the employees are not satisfied with the overall training program. So, this indicates that the training processes are not properly implemented.

- Most of the time the organization uses off the job training technique like presentation, lecture, seminar, case study and group discussion to train employees.
- The employees' performance of AAPDC is positively correlated with the response variable (IV) using Pearson correlation test and hence the researcher concluded that for every unit increase in the independent variables (predictors), the performance of employees' increases.
- All assumptions (pre-stated requirements) of the multiple regressions which are normality, linearity, independence of residuals, homoscedasticity and multicollinearity were proven to valid under the present study.
- Based on the model summary of the multiple regressions the researcher concluded that the stated independent variables (strategic objective, training need assessment, training design, training delivery, evaluation) have significant impact in explaining the variance in the dependent variable employees' performance.
- Based on the standardized Beta coefficient obtained in the analysis, the researcher concluded that, among the independent variables considered in the study evaluation was the most important predictor of the response variable employee performance in AAPDC. The other factors according to their order of importance in determining the response variable training delivery, training need assessment, strategic objective and training design. As shown the least contributor to the positive variance in the response variable employees' performance was training design.
- Finally, concluding the whole research conducted it is found that training is of great importance to the organization and as a result of this the training should be evaluated regularly and several times during the process as well. Effective and efficient training goals and objectives set by the organization for the training program should be properly followed and the organization should be able to evaluate employees by comparing the skills acquired from their training to their performance on the job.

5.3. Recommendations

This study shows clear linkage between training practices and employee's performance which helps to deeply understand the relationship and interaction between training practices and employee's performance. Based on the conclusion drawn from the study and the established research problems and research objectives, the researcher forwarded realistic and applicable

recommendations. Accordingly, the following recommendations were suggested by the researcher:

- ✓ This study found that the selection of the trainees was based on the need assessment but when it comes to the ground the training programs were not designed based on the need assessment. Thus, in the organization training need assessment should be given primary importance to determine the real performance gap between what the employee presently do and what the employee should do i.e. between “what is” and “what should be” and what type of training is needed to fill the gap if any. So that the organization have to take a need assessment before the training is provided and the organization have to also consider the skill, knowledge and attitude gap.
- ✓ This study found that the training programs were not designed based on the need assessment and the trainees also doesn't get sufficient information on the objective of the training course before they arrive. Beside that the respondents also replied that the topic covered during the training were not relevant to them. Thus, in the organization the training provided should be designed based on the need of the individuals, with the alignments of the strategic objective of the organization and the selection for training should be based on the proper need assessment, this helps the organization to identify whether the employees are comfortable with their job and their work place and to check how the employees deliver quality service. So that the organization have to see the information gathered during the need assessment before the designing the training.
- ✓ The organization should have to use training techniques (training delivery methods) according to the type and categories which are suitable for different categories of employees in the organization like managerial and non-managerial, technical, administrative, skilled, unskilled, senior and junior, and so on.
- ✓ In this study the respondents replied that the topic covered during the training were not relevant to them. Thus, the organization should have to ensure that the training offered to employees should be relevant to their needs. In order to achieve this, training needs analysis should be conducted to ascertain the possible gaps.
- ✓ This study found that the employees were dissatisfied on the duration of the training provided. Thus, the organization should allow enough time for the training programs in order to utilize different training opportunities on time so that trainer will have sufficient

time to equip the trainees with the required knowledge and skills. Besides, it can reduce as well as avoid program mismatch that happened in the organization and ultimately will have quality training.

- ✓ This study found that the training evaluation was not in terms of improvements in employee performance. So, in the organization the training evaluation has to be in terms of improvements in employee performance. The organization should have to also evaluate the pre training, in-training and post training assessment to take corrective actions in the future and get employees opinion on the training.
- ✓ Hence, AAPDC should see training objectives, design, delivery methods, implementation and evaluation as a continuous process for organizational development and survival and also for effective employees' performance.

5.4. Further Research Directions

The study concluded noticeable relationship between training practice and employees' performance. However, still numerous other variables that might be the role in particular so, it is going to be very beneficial for other researchers to conduct research in this particular field in the future by including additional variables like employees' capacity, employees' involvement, employees' inspiration, employees' motivation, job satisfaction, working condition, to training practice to create more convincing results that may increase the incredible importance of training practice. Further coming researchers are intensively stimulated to empirically assess more advanced models in diverse situations/frameworks.

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APPENDICES

Appendix I- Questionnaire

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
SCHOOL OF BUSINESS

Questionnaire to be filled by AAPDC employees

Dear Respondents!

This questionnaire is prepared to gather information for a study entitled “The Effect of Training Practice on Employees’ Job Performance at The Addis Ababa City Government Plan and Development Commission. The information you are going to offer determines the research effectiveness. Your response will be kept highly confidential and used only for this academic research.

I thank you very much in advance for participating in this survey.

If you have any questions or comments, please contact me using the following address

Tel: 0901169549/0912984089, Email- blenalex24@gmail.com.

N. B: You don’t need to write your name.

AAPDC stands for Addis Ababa City Government Plan and Development.

Part I: Opinion Survey on Training Practice Vs Employees’ Job Performance

Personal information of the respondents

Instruction: Please tick in the box that corresponding your own character

1. **Gender:** Male Female

2. **Academic qualification:** Grade 4-12 Level 3-5 College diploma

BA Degree Master Degree and above

3. **Work Experience at the organization (Experience):** 1 - 5 years 6- 10 years

11 –15years above 16 years

4. How often do you undergo training?

a) Quarterly

b) Every six months

- c) Once a year
 - d) Every two years
 - e) No specific schedule
5. What are the methods of facilitation at the training you have attended?
- a) Lecture
 - b) Demonstrations
 - c) Discussions
 - d) Presentation
 - e) Seminar
6. How relevant were the trainings you received to your work?
- a) Not relevant at all
 - b) Not relevant
 - c) Not sure
 - d) Effective
 - e) Very effective

Part II: Respondents' opinion related to the effect training on employees' performance

Instruction: Please indicate the extent to which you either agree or disagree with the following statements by marking a **tick mark** ✓ in the appropriate column to the right side where:

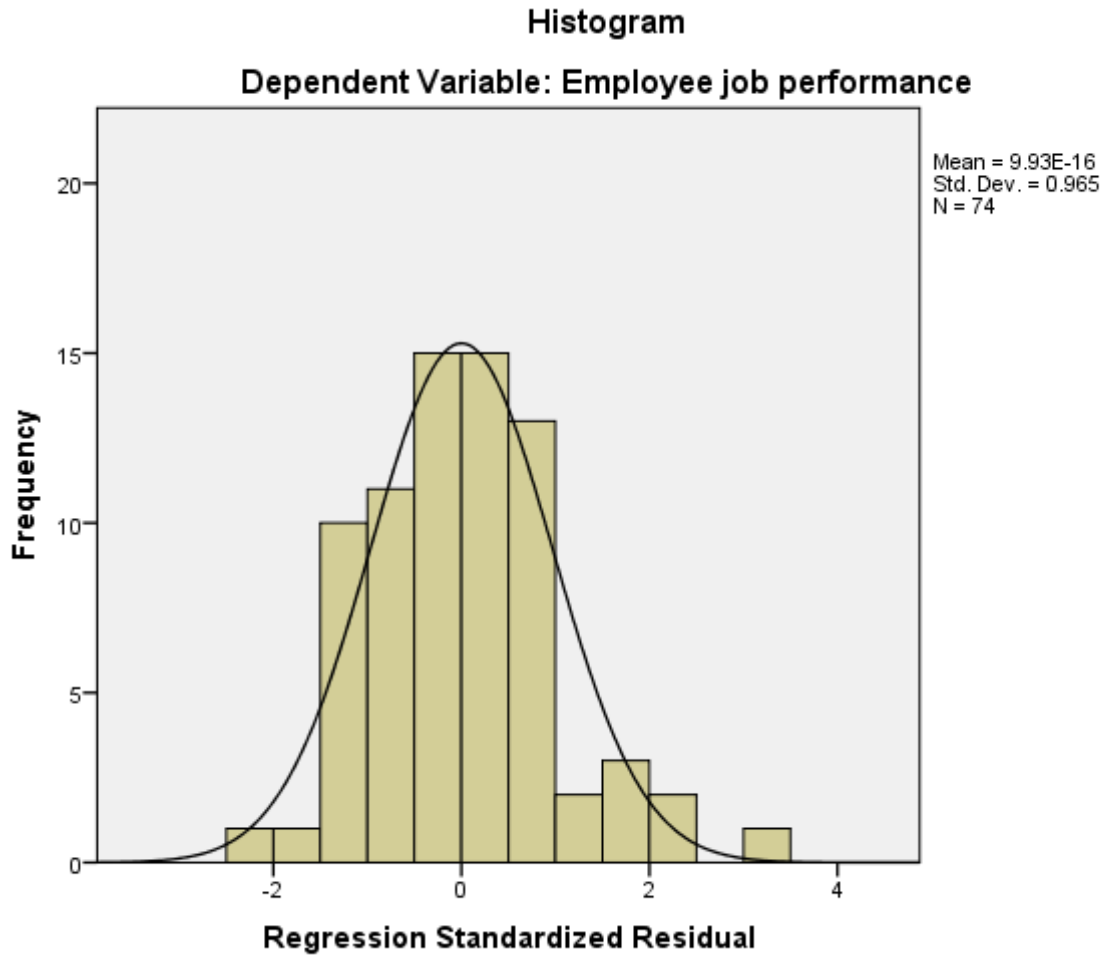
1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree

No	Descriptions	Rating Scale				
		1	2	3	4	5
1	Strategic Objective vs. Training					
1.1	As an employee I understand the strategic objective of AAPDC.					
1.2	The training provided aligns with the strategic objectives of the organization.					
1.3	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.					
1.4	The strategic objective of the organization is clear and accessible for the employees.					

1.5	The strategic objective of the organization is SMART (Specific, Measurable, Achievable, Realistic and Timely).					
2	Training Need assessment	1	2	3	4	5
2.1	The organization properly undertaken training needs assessment before the training program designed and implemented.					
2.2	Training need assessment process was participatory.					
2.3	The selection for trainees is based on proper need assessment.					
2.4	The organization assesses the trainee's knowledge, skill and attitude before selecting the training program.					
2.5	Training need assessment documents are well organized and used.					
3	Training Design	1	2	3	4	5
3.1	Training programs are designed based on need assessments.					
3.2	I was given sufficient information on the objectives of the training course before my arrival.					
3.3	The topics covered were relevant to achieve my skill and knowledge gap.					
3.4	Trainers have sufficient knowledge and communicate well.					
3.5	The objectives of the training course were achieved.					
4	Training Delivery	1	2	3	4	5
4.1	Most of the time the organization gives to the employees on the job training like job rotation, learning by doing (coaching), job instruction etc.					
4.2	Most of the time the organization use off the job training techniques like lecture, seminar, case study, group discussion etc.					
4.3	I consider that duration of training is appropriate to keep me motivated for learning					
4.4	The trainer provided clear instructions for all activities.					

4.5	Generally, the training techniques that the organization used helped me to enhance my job performance.					
5	Evaluation of training	1	2	3	4	5
5.1	The management request feedback before and after training about the training program and the value added to my behavior, career, experience and performance.					
5.2	The training program was useful, challenging, well-structured and organized.					
5.3	I was satisfied with the overall aspect of the training programs at the organization.					
5.4	My newly acquired skill relates with the skills defined by the goals of the training program.					
5.5	The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.					
6	Employees job Performance	1	2	3	4	5
6.1	I can say that training practice of the organization helped me to perform and work effectively my regular activities.					
6.2	Because of the good training practices of the organization, I am committed for my work and for the organization.					
6.3	In my opinion training helps me to increase job satisfaction.					
6.4	I become more responsible and confident in performing work related task after receiving the trainings.					
6.5	The trainings motivate me to enhance my job performance.					

Appendix II- Assumption Tests



Normal P-P Plot of Regression Standardized Residual

Dependent Variable: Employee job performance

