



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF TRAINING ON EMPLOYEE
PERFORMANCE: THE CASE OF INFORMATION NETWORK
SECURITY AGENCY /INSA/.**

**BY
MEZEGERBE WOLDE GEBREKIDANE**

**JANUARY, 2016;
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APPROVED BY BOARD OF EXAMINERS:

_____ Dean Graduate Studies	_____ Signature	_____ Date
_____ Advisor	_____ Signature	_____ Date
_____ External Examiner	_____ Signature	_____ Date
_____ Internal Examiner	_____ Signature	_____ Date

The effect of Training on Employee Performance.

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List of Acronyms

AIB – Addis International Bank

BSC – Balanced Scorecard

ERCA - Ethiopian Revenue and Custom Authority

ERCC – Ethiopian Road Constriction Corporation

ICT - Information Communication Technology

INSA – Information Network Security Agency.

HR – Human Resource

HRD – Human Recourses Development

HRM – Human Recourse Management

MOI - Ministry of Industry

SPSS – Statistical Package for Social Scientists

TNA – Training Need Analysis

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Abstract

This study objective reviewed the effects of training on employee performance in the case of Information Network Security Agency (INSA). The study adopted descriptive and inferential research for assessing the effects that face the agency implementing the effective training programs to enhance performance of employees. In order to assess the realization status, the study has been conducted by designing on document analysis, five-point Likert scale questionnaires and structured interview questions. The total population size of the study is 105 employees participating training programs in the year 2012, and 23 involving team managers of the agency. The study adopted purposive sampling technique; based the employee performance data in their documents. Select 80 employees from the population (105) purposively using the standard referring from the literatures, and also select 19 team leaders and 5 top level managers, because they have the operational working knowledge on employee training and performance practice of the Agency, and the study use both quantitative and qualitative data analyses method. Based on the data analysis the researcher conclude that, employee training and performance practices of the agency are its own problems especially on: TNA, Training Plan, Continuity, Training Evaluation, the linking between employee training and performance result, effect assessment and accurate and effective documentation of employee training and performance data. This study recommended that conducting intensive TNA, organizing continuous trainings programs, insuring the equity problems, improving training evaluation process, conducting effect assessment, ensuring availability of reliable and valid employee performance assessment data, and the agency should be strongly work on interlinking between employee performance gaps and trainings for further concrete strategic decision making process for both, the agency and employee development.

Key words: *Employee Training, Employee Performance, TNA.*

CHAPTR ONE

1. INTRODUCTION

Employees are the most important assets of any organization. In any industry the success of the business is extremely dependent on its Human Resources. Although there are many other factors that play a key role in the success of an organization. To get valuable and long run competitive advantage in the industry, the company must have successful employees in order to stay aggressively in the industry with appropriate competency, Mayo (2001) sited in Michel Armstrong (2006), and Franklin Dang Kum (2014).

In order to use and maintain this valuable asset of the organization; all concerned bodies must be aware of employee training is key role for better performance and career success of each employee.

Therefore, in the introductory chapter undertaken to look the Background of the Study, Statement of the Problem, Research Questions, Research Objectives, Significant of the Study, Scope of the Study, and Organization of the Study.

1.1. Background of the study

Training is important factor for all rounded performance improvement of each employee. So, the relationship between Training and employee performance are continually researchable topic on the area of HRM in general, and HRD in particular, or in the real business world at large.

According to Michael Armstrong, (2000:528), Training and Education are defined as planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose in the work situation is to develop the abilities of the individual and to satisfy the current and future manpower needs of the organization.

The fundamental aim of training and education is to help the organization to achieve its purpose by adding value to its key resource, that's the employees share the vision. Training and education means investing in people to enable them to perform better and empower them to make the best use of their natural abilities. According to Armstrong (2006), the particular objectives of training and education are to:

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- ❖ Develop the competences of employees and improve their performance;
- ❖ Help people to grow within the organization in order that, as far as possible, its future needs of or human resources can be met within;
- ❖ Reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible,

Training helps the employees in different aspects for each performance success. Not only that, the art of designing training programs is to select the right blend of on-the-job and off-the-job training. There are rules for doing this: each program should be considered individually, Phil McCash, (2007).

On the other hand, According to Robbins (2012), managers also need to know that is what a performance management system does establishes performance standards that are used to evaluate employee performance.

Management and team leader training courses can provide:

- ❖ An opportunity to acquire new skills or to develops practice of existing kills;
- ❖ A framework for analyzing past experience;
- ❖ The chance to reflect on ways in which better use can be made of future experience;
- ❖ A means of getting new ideas accepted and changing attitudes through group activities not available on the job (ibid).

Most of the time, Training matters what the culture of the industry look like. According to Robbins (2012), in a “ready-fire-aim” culture, managers take action and then analyze what has been done. Or, say an organization’s culture supports the belief that profits can be increased by cost cutting and that the company’s best interests are served by achieving slow but steady increases in quarterly earnings. The ability to change people’s lives by explaining how they can maximize their group health benefits, mentoring them to success, or changing the way people live their lives through continuous training that will allow them to become better individuals personally and professionally, Jose Quirarte Sited in, Robbins (2012:110).

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Training has also been consider helping employees do their current jobs or help meet current performance requirements, by focusing on specific skills required for the current need. However, its benefits may extend throughout a person's career and help develop that person for future responsibilities, Ahmed Mohamed Mohamud, (2014:1). Most companies don't use the performance gap for individual's training planning, and future performance betterment.

According to Amir Elnagal and Amen Imran (2013), training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

According to Aidah Nassazi (2013), the findings reported in her study suggest that training and development have an effect on the performance of employees with regards to their jobs in three Telecommunications operations in Uganda.

Another Research finding also shows that, the training program is structured, planned, and systematic has resulted in improvement in skills, efficiency and performance as well as the acquisition of new skills and knowledge. Training has had an effect on the performance of the firm with increased profits and income as well as an increase in income per unit of expenditure invested, Benedicta Appiah, (2010).

Regarding to the relationship between employee empowerment and employees 'perception of organizational reputation, the findings suggest that the more employees feel competent or having the ability or skill to perform, the more favorably they perceive organizational status, Linjuan Rita Men, (2010).

The links between HRD and job performance are sound, when we will use for appropriate production or service delivery. The link between HRD and job performance was strongly established from the review of literature. It is hoped that this finding from the review will provide additional logical motivations for the continuing training and empowerment of employees, Emmanuel E. Yamoah, (2104).

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In other hand, according to Ahmed Mohamed Mohamud (2014), there is no direct correlation between training and other tangible benefits such as salaries and promotions, hence low motivation of the staff that has been trained and resultant exodus for greener pastures. The study has also established that the researched organization does not evaluate the training program offered to its staff, hence the difficulty in ascertaining the effect of training on employee performance.

According to Behailu Mengest (2012), the selected Bureaus of Oromia region public organization has provided their leaders with limited or no opportunities for development. It seems that regular programs or strategies are not apparent. Structured programs in formal setting either in workplace or in a location outside the organization were not designed for leadership/employee/ development. Even though, some approaches are existed, however they are not effective. This means that there are some tremendous programs, but some are failing miserably. As a result the regions Bureau leaders were unable to respond to the varied demand of organizations development with the required skill.

HRM practices mainly training and development, employee performance and compensation package are positively related to employee job satisfaction, Amare Werku Ijigu (2015). It's also related to different aspects or factors conceding on operational as well as strategic issues of HRM in general and HRD in particular.

Another study conducted in ERCA also indicates that HRD plays a support strategic role in the organization. This signifies that HRD is contributing a lot in supporting the overall strategy of the organization. The study also showed that HRD plays a strategic role in shaping the overall strategy of the organization. The organization can improve the influence that should have in changing corporate culture by redefining and resetting its values, beliefs and customs of the organization. This finding also concludes that the concept of HRD is well understood by the strategic mangers of the organization from training point of view. The analysis signifies that senior level managers of ERCA are well equipped with the concept of employee performance assessment and management as part of man power development, Yuvaraj Sambasivam and Mulugeta Kebede, (2014). According to Wakjera Yilma, (2014), the HRD policy rules and regulations of

ERCC was moderately good. On the same time, the management team also good understanding on HRD practices. But the PA system is not well organizing to fostering the employee learning curve.

Another finding indicated that in MoI, there is no relation between theories and practical in the actual practices of TNA of the business, and also no clear criteria for trainee's selection, Ephraim Yohanness (2014).

According to Mesfin Sileshi, (2015) in AIB, the company has clear policy, and most of employees are participating in the development packages'.

INSA is government owned security organization and work on ICT, at large and particularly taking place information security issues of key government and private business and other sister organizations. The agency most of the time works on computing secure software solutions for existing and future problem of the customers, and its infrastructure. There are around 800 employees and separate top and middle level managerial team.

HRM directorate works on strategic and operational issues of the Agency Human Recourse functions simultaneously. The Agency has Human recourse management policy in the high level, and HRD and Performance Management procedures' separately. This policy and procedures are its own strength and weakness on HRD and employee performance assessment practices of the Agency.

The Agency planning approaches is interlinked with employee performance assessment, since using Balance Scorecard (BSC) from strategic to individual level. All HRM functions are done by the HR Department. HRM staff involves all issues especially HRD, supporting on individual performance evaluation and planning activities.

Nevertheless, the researcher believe some issues are still challenges for any HRM functions like Selection, screening and Turnover. In addition to this, based on my observation, the last few years the Agency faced problems like Professionalism, performance evaluation and effective training practice for each employee performance.

Different Researchers' are addressed this field in distinct business particularly profit, nonprofit, government and non- government organizations of Ethiopia. The reaction of many employees, including the researcher, that are shallow understanding on employee PA, and its helps to developing relevance training program to employee's competency improvement.

In addition to this, the researcher observation and experience on interlink between training and PA of employees are not well organized in the researched Agency, and this observation motivating the researcher to access "*the effects of training on employee performance*" in the researched organization (INSA). The study discusses two variables that are training, as an independent variable, and employee Performance as dependent variable.

1.2.Statement of the Problem

In practice, the review of potential serves two main purposes: the identification of those who appear to be suitable for Training; and the assessment of the general potential of individuals in order to decide how their abilities may best be employed in the interests of the organization and employees. We cannot be certain that those employees who are performing well now will necessarily be high performers at the next career up and beyond. The well-known Peter Principle may apply, that is "people who perform well continue to be promoted until they reach the top career level, where they are working beyond their capacity, and they are no longer recommended for any career advancement or promotion". In this way people are promoted to their level of competence, Shaun Tyson (2006; 203 -204).

People are more likely to be motivated if they work in an environment in which they are valued for what they are and what they do. This means paying attention to the basic need for recognition and appropriate Training process. The need for work which provides people with the means to achieve their goals, reasonable degree of autonomy, and scope for the use of skills and competences should be recognized, Armstrong, (2006).

Training will be enhanced by employee performance which sets the direction, encourages and stimulates achievement, and provides support to employees in their

efforts to reach goals and improve their performance generally in the organization Shaun Tyson (2006), and Armstrong (1999).

So, based on these concerns, the researcher will be paying attention to occurrence effects of Training on employee performance in the case of /INSA/, spastically, frequency of training conducted, TNA and the relationship between employee training and performance.

1.3.Research Questions

- I. Is training organized regularly to enhance performance gap?
- II. Are trainings reliable for employee performance gap?
- III. Is trainings well organized to adjust employee performance gap?
- IV. Is there any relationship between employees training and performance?

1.4.Research objectives

1.4.1. General Objective

Assess the effect that faces the agency to implement the effective employee training programs to enhance performance of employees.

1.4.2. Specific objectives

- I. Assess regularity of Trainings in the Agency to enhance performance gap.
- II. Explore the trainings reliability to employee performance gap.
- III. Examine the trainings strength for adjust employee performance gap.
- IV. To identify the effect of training on employee performance.

1.5.Definition of Terms

Employee Training – training is organized and planned activities that enhance the employees knowledge, skill, attitude and other competency to better organization performance. It also define as the planed and systematic modification of behavior through learning events,, program and instruction that enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively, Michel Armstrong (2006).

Employee Performance – an assessment of employee success and frailer story based on predetermined performance criteria's and standards. It can be defined as a

strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors, Michel Armstrong (2006).

Training Needs Assessment - a tool utilized to identify what training or educational courses or activities should be provided to employees to improve their work productivity, B.B.Mahapatro (2010).

1.6. Significant of the study

It is practically hoped that the study would provide an understanding to the organization to show the nature of training and its relation to employee performance. The study would be helpful to all departments that are functional in INSA in terms of employee Training and performance. This would be provided as a feedback to INSA top and middle level managers to develop appropriate strategies on employee training and performance relations to utmost organizational effectiveness. The researcher would understand the factors that influence and shape the effectiveness of training, and employee performance. The researcher would be developing his potential on research works on the area of different business environments. It is anticipated that the recommendations of this study would make a significant contribution to the researchers and scholars of HRD. The study would also stimulate and encourage further research and inquiry in which training can be implemented in order to enhance employee performance.

1.7. Scope of the study

The study only covered the effect of training on INSA employees over the last three years employee performance appraisal data (2012-2014). The researcher would be involving selected top level managers, middle level management team, and employees of the Agency. The findings of this study cannot be generalized to other organizations or countries.

1.8. Organization of the study

The study was organized in five chapters. The first chapter includes background of the study, statement of the problems, research questions, objectives of the study, and significance of the study, and scope of the study. The second chapter was organized detailed literature reviews components on employee training and PA. The third chapter deals with research methodology including research design, sample size and sampling process, data source and collection method, and data analysis method. The fourth chapter was includes data presentation, analysis and interpretation. And then, in the fifth chapter includes limitations, summary of findings, conclusion and recommendation.

The references, sampling table, questionnaire, and interviews check list was also attached in the end of this research work.

CHAPTR TWO

2. LITRATIRE REVIEW

2.1.Theoretical Literature

2.1.1. Employee Training

Employee training is not a new idea in the world Public and business organizations, and also in Ethiopia public sector. Accordingly, the majority of public organization also strategically plans for their employee's development programs, and government also give high emphasis on the HRD issues in all sectors of the country. Contemporary, most of the government organizations and agencies also use training and development programs for further implementations of the capacities like performance improvement of their employees.

According to Nelson Jagero and et al (2012:115), one significant function of HRM to the effective use of human resources is training and development. Almost everyone now recognizes the significance of training on the success, and growth of organizations. There are significant changes today in terms of the value of the employee, Michel Armstrong (2006) and Franklin Dang Kum (2014). Along with these changing values trends at the workplace the organizations should be work on that have significant effect on employees' knowledge, skills and other competencies. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other coworkers all rounded competency, Davide D. Duvid and William J. Rothwell (2004).

2.1.2. Concepts of Training

According to Armstrong (2006), training defined as the planned and systematic modification of behavior through learning events, program and instruction that enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. Therefore, training has acquired a strategic value for all sectors and a service providing organization depends on employee customer care effectiveness, Connie

Zheng (2009). Training is concerned with providing learning and development opportunities, making instruction interventions and planning, conducting and evaluating training programmes. It is essentially a strategic process which is concerned with meeting business and individual needs, Michael Armstrong, (2006) and Wang and et al (2002). According to Josephat Stephen Itika (2011), training is usually provided to adults and is aimed at producing an improvement in performance at work, by addressing weaknesses in knowledge, skills, or attitudes. It tends to be more practically focused and can take place in a variety of environments and concerned with the acquisition of the necessary proficiencies.

2.1.3. Benefits of training

Every organization must have the employees who are capable to swiftly adjust in continuously fluctuating business environment. Today most of the companies are investing a lot of investment for training and development of employees in order to remain competitive and successful in the area of their industry. The importance of training for employees is rapidly growing and organizations are using this tool to compete with their competitors in the market, and giving appropriate service for the public, Michel Armstrong, (2006), and Connie Zheng (2009).

Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees motivation, job performance, customer service, and personal growth and opportunity for career development, Josephat Stephen Itika (2011).

According to Armstrong (2006), Training also multiplies of benefits for the company in terms of: minimize individual learning costs; improve individual, team and corporate performance in terms of output, quality, speed and overall productivity; improve operational flexibility by extending the range of skills possessed by employees (multi-skilling); attract high-quality employees by offering them learning and development opportunities,

increasing their levels of competence and enhancing their knowledge, skills and behaviors, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; increase the commitment of employees by encouraging them to identify with mission and objectives of the organization; help to manage change by increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations; help to develop a positive culture in the organization, like orientated towards performance improvement; and provide higher levels of service to customer.

2.1.4. Basic Learning Principles

Training is an organized method of learning and development which expand the efficiency of individual, group, and the organization, Goldstein and et al, (2002), and Michael Armstrong (2000). So, training should be organized on the based on the basic principles of learning's and its outcome.

Intention to Learn: People learn at different rates and are able to apply what they learn differently. Ability to learn must be accompanied by motivation, or intention, to learn. Additionally, people vary in their beliefs about their abilities to learn through training. These perceptions may have nothing to do with their actual ability to learn, but rather reflect the way they see themselves, Jere Brophy (2004).

Whole Learning: It is usually better to give trainees an overall view of what they will be doing than to deal immediately with the specifics. This concept is referred to as whole learning or Gestalt learning. As applied to job training, this means that instructions should be divided into small elements after employees have had the opportunity to see how all the elements fit together, Jere Brophy (2004).

Reinforcement: The concept of reinforcement is based on the law of effect, which states that people tend to repeat responses that give them some type of positive reward and avoid actions associated with negative consequences, Jere Brophy (2004) and Michel Armstrong, (2000).

Behavior Modification: A comprehensive approach to training has been developed based on the concept of reinforcement. This popular approach, behavior modification, uses the theories of psychologist B.F. Skinner (1904-1990), who stated that “learning is not doing; it is changing what we do.” Behavior modification makes use of four means of changing behavior, labeled intervention strategies. The four strategies are positive reinforcement, negative reinforcement, punishment, and extinction, Jere Brophy (2004).

Relevance to personal interest and choice: learning will be motivated best if it is seen as relevant by the learner, Michel Armstrong, (2000).

Immediate Confirmation: people learn best if reinforcement is given as soon as possible after training. Feedback on whether a learner’s response was right or wrong should be given as soon as possible, after the response, Jere Brophy (2004).

Learning Practice and Patterns: Learning new skills requires practice and application of what is learned. Both research and experience show that, when designing training, behavioral modeling, practice, and learning curves are all important considerations, Jere Brophy (2004).

Behavior Modeling: The most elementary way in which people learn and one of the best is behavior modeling, or copying someone else’s behavior. A variation of modeling occurs when people avoid making mistakes they see others make, Jere Brophy (2004).

Spaced Vs Massed Practice: Active practice can be structured in two ways. The first, spaced practice occurs when several practice sessions are spaced over a period of hours or days. The other, massed practice occurs when a person does all of the practice at once, Jere Brophy (2004) and Michel Armstrong, (2000).

Learning Curves: People in different training situations learn in different patterns, called learning curves. The kind of learning curve typical of a given task has implications for the way the training program is designed. In some situations, the amount of learning and/or the skill level increases rapidly at

first, then the rate of improvement slows Jere Brophy (2004), and Michel Armstrong, (2000).

Transfer of Training: For effective transfer of training from the classroom to the job, two conditions must be met. First, the trainees must be able to take the material learned in training and apply it to the job context in which they work. Second, use of the learned material must be maintained over time on the job, Jere Brophy (2004).

Feedback: - learners need feedback on how they are doing, but this is best provided by giving learners the means to evaluate their own progress, i.e. self checking, Michel Armstrong, (2000).

To summarizing the justification for training, especially formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified when: the work requires skills that are best developed by formal instruction; different skills are required by a number of people, which have to be developed; quickly to meet new demands and cannot be acquired by relying on experience; the tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed; critical information must be imparted to employees to ensure they meet their responsibilities; and a learning need common to a number of people has to be met, which can readily be dealt with in a training program, Michael Armstrong, (2006).

2.1.5. Challenges of Training

According to the analysis of the research data sited in B.B. Mahapatro, (2010), there are seven factors affecting organizational training effectiveness. The most common factors are personal characteristics, leadership styles, organizational culture, working environment, model of organizational operation, flexibility, and the organizational as well as employee commitment towards employee development.

According to Chika Ugoji and et al (2014), two major factors are challenge for training effectiveness in the work setting. Namely environmental pressures internal and external as well as organizational factors can be

broadly given rise to an increased attention that business attach to the training of its employees.

According to Michel Armstrong (2000), to overcome the challenges of training, business should have the following responsible activities: developing training strategies that support the achievement of business strategies, analyzing and identifying corporate and occupational training needs, developing proposals on how these needs should be satisfied, preparing plans and budgets for training activities, identifying external training resources, selecting external training providers, specifying what is required from them and ensuring that their delivery of training meets the specification, advising on external training courses for individual, or groups, organizing internal courses and training programs, but often relying on outside help for the whole part of formal training courses, training managers, supervisors or mentors in their training responsibilities, providing help and guidance to individuals in the preparation and implementation of personal development plans, and monitoring and evaluating the effectiveness of training throughout the process and organization.

2.1.6. Training Process

Individuals should be expected to take a considerable degree of responsibility for managing their own learning; and they need the help and support of their line managers and the organization. Line managers have a key role in planning and facilitating learning by conducting performance and development reviews, agreeing learning contracts and personal development plans with their staff, and helping staff to implement those plans through the provision of learning opportunities and coaching, Michel Armstrong, (2006).

2.1.6.1. Training Need Assessment (TNA)

According to B.B. Mahapatro, (2010), employee training is part of good management practices and good risk management strategies. The following issues and changes in an organization many indicate the need for employee training and development: Employee's request, Employee survey results, Evaluation deficiencies, Individual development plan, Law

and regulation changes, Need to develop new leaders, New employee, New equipment, New manager, New program, New technology, Reassignment, and Safety issues.

According to Shaun Tyson (2006) and Michel Armstrong, (2000) the aim of TNA is partly concerned with defining the gap between what is happening and what should happen. This is what has to be filled by training. The difference between what people know and can do and what they should know and be able to do. It is necessary to avoid falling into the corner of adopting the 'deficiency model' approach, which implies that training is only about putting things right that have gone wrong. It is, or should be, more concerned with identifying and satisfying learning and development needs multi skilling, fitting people to take on extra responsibilities, increasing all-rounded competence and preparing people to take on higher levels of responsibility in the future.

TNA most of the time, a tool utilized to identify what educational courses or activities or trainings should be provided to employees to improve their work efficiency, and long run output and effect , B.B. Mahapatro, (2010).

Gomez-Mejia (2007) cited in Josephat Stephen Itika (2011), and Michel Armstrong, (2000), TNA areas focuses on three levels. Training needs should be analyzed, first, the *organization needs*; second, for *departments, teams, functions or occupations* within the *organization group needs*; and third, for *individual employees needs*, these are:

Organizational TNA – changes of the mandate of state agency and expectations of consumers through surveys may reveal a need for organizations to change the behavior of service providers or retooling them. Accordingly need appropriate trainings for better performance of employee and the company itself. **Task TNA (job analysis)** –

knowledge, skill and appropriate competency required to perform a given task could help to determine the needs of the current jobholders.

Employee TNA – the competencies of current jobholders could also be assessed to determine their suitability for their jobs. According to Shaun

Tyson, (2006) TNA is the diagnosis that systematically precedes prescription of all concerned. In simple terms, the purpose of this diagnosis is to determine whether there is a gap between what is required for effective performance and present levels of performance. It's conducted for pinpoint if training will make a difference in productivity on the bottom line, decide what specific training each employee needs and what will improve their job performance and working critically differentiate between the need for training and organizational issues, B.B. Mahapatro, (2010).

2.1.6.2.Objective Specification

The objectives of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the Agency, B.B. Mahapatro, (2010).

2.1.6.3.Determine the Content/ Curriculum

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. B.B. Mahapatro, (2010).

2.1.6.4.Select Trainer and Trainees

Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors, B.B. Mahapatro, (2010) and Michel Armstrong, (2006).

There are several ways to select training personnel for off-the-job training programs. Many small businesses use in-house personnel to develop formal training programs to be delivered to employees off line from their normal work activities, during company meetings or individually at

prearranged training sessions, B.B. Mahapatro, (2010), and Michel Armstrong, (2006).

There are many outside training sources, including consultants, technical and vocational schools, continuing education programs, chambers of commerce and economic development groups. Selecting an outside source for training has advantages and disadvantages. The biggest advantage is that these organizations are well versed in training techniques, which is often not the case with in-house personnel, B.B. Mahapatro, (2010).

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For any business, this question is crucial. Train an employee is expensive, and resources are also limited, especially when she or he leaves the organization for a better job. Therefore, it is important to carefully select who will be trained for long term well again of the business, B.B. Mahapatro, and (2010) and Michel Armstrong, (2006).

2.1.6.5. Methods of Training

There are two broad types of training methods are available to the businesses: on-the-job and off-the-job techniques. Individual circumstances and the “who,” “what” and “why” of your training program determine which method to use. On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught employees should be informed of the details. A timetable should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. Off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most

of these techniques can be used by small businesses although; some may be too costly B.B. Mahapatro, (2010) and Armstrong, (2000).

2.1.6.6. Budget Development

Resources always scare and its need careful budgeting sources. Some performance gaps are not solving only immediate response to training needs. Work experience may be cheaper than designing and running your own courses. Some issues also wrongly aside the actual needs of the learners. So, most of the time, the budget must need significant tailoring for your organization prioritized need, Josephat Stephen Itika (2011).

2.1.6.7. Conduct Program

Preparation for each instruction period means that the trainer must have a plan for presenting the subject matter and using appropriate teaching methods, visual and demonstration aids. It also means preparing trainees for the instruction. They should want to learn; they must perceive that the learning will be relevant and useful to them personally; and they should be encouraged to take pride in their job and to appreciate the satisfaction that comes from skilled performance, Michel Armstrong (2006) and B.B. Mahapatro, (2010).

2.1.6.8. Evaluation and Feedback

Levels of Evaluation

Four levels of training evaluation have been suggested by Kirkpatrick (1994) cited in Michel Armstrong, (2006).

Reaction: At this level, evaluation measures how those who participated in the training have reacted. In a sense, it is a measure of immediate customer satisfaction has shown that, there is relatively little correlation between learner reactions and measures of training, or subsequent measures of changed behavior. But as Tamkin et al (2002), point out, despite this, organizations are still keen to get reactions to training, and

used with concern this can produce useful information on the extent to which learning objectives were perceived.

Evaluating: This level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and the extent to which attitudes have changed in the desired direction.

Evaluating Behavior: at this level, evaluates the extent to which behavior has changed as required, when employees attending the program, and returned to their job. The question to be answered is the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace.

Evaluating Results: at the end, the ultimate level of evaluation and provides the basis for assessing the benefits of the training against its costs. The objective is to determine the added value of learning and development programs. How they contribute to raising organizational performance significantly above its previous level? The evaluation has to be based on 'before and after' measures and has to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increase innovation, increase problem solving, best quality, increasing sales, raising productivity, reducing accidents or increasing customer satisfaction. Evaluating results is obviously easier when they can be quantified. However, it is not always easy to prove the contribution to improved results made by training as distinct from other factors, Kirkpatrick (1994) cited in Michel Armstrong, (2006).

2.2.Employee Performance

Employee performance also another interesting issue on the world of HRM in general and related to employee training in particular, in addition to this it's the most challenging issue for most business and government organization all over the world. Training programs should be well planned for increasing the effectiveness of the employee performance, according to Armstrong and Baron (2000), performance

management can be defined as a strategic and integrated approach to delivering sustained success to organizations by improving the performance of the people who work in them and by developing the capabilities of teams and individual contributors. Bates and Holton (2000), also show that performance is a multi-dimensional construct that measurement of which varies depending on a variety of factors. They also state that it is important to determine whether the measurement objective is to assess performance outcomes or behavior, Harry Tomlinson (2004).

2.2.1. Concepts of Employee Performance

Assessing work performance of an employee in a particular job is clearly the responsibility of concerned line manager. Reviewing potential of employees has long-term implications to organization productivity. Latent's assessment has to be seen in an organizational context, related to organizational needs, objectives and opportunities, Shaun Tyson, (2006), and Michel Armstrong, (2010).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed, Cooke, (2000).

Performance management is the system of maintaining or improving the job performance of employees through the use of performance planning processes, along with there are different mechanisms to enhance performance like coaching, mentoring and providing continuous feedback, American National Standard (2012).

According to B.B. Mahapatro, (2010), performance appraisal may be defined as a structured formal interaction between a subordinate and supervisor, that usually takes the form of a periodic interview (annual or semi-annual), in which the work performance of the subordinate is examined and discussed, with a view to identifying weaknesses and strengths as well as opportunities for improvement and skills development.

2.2.2. Benefit of Employee Performance

Each organization is unique, and its own mission, strategies, performance goals, and challenges with internal and external environment including country wide and international computation.

By implication all performance improvement efforts are not likely to fit a specific organizational physique (figure). With considerable confidence, “I can say that in the short or in the long run, performance improvement efforts not accurately connected to an important organizational goal will be seen as the ill-fitting garments they are and will be tossed out of the organization”, Nohria and Berkley, (1998) sited in Swanson (2003).

In addition to this, toting up, the performance review provides an opportunity to develop goals for the coming year and to discuss career advancement issues to ensure the employee’s development and growth, David D. Dubois, (2004).

A performance appraisal is a formal, structured system that compares employee performance to established standards. Assessment of job performance is shared with employees being appraised through one of several primary methods of employee performance. Elements in employee performance methods are tailored to the organization’s employees, jobs, and structure, B.B. Mahapatro, (2010). ‘

2.2.3. Basic Principles of Employee Performance

More specifically, the routine of examining employee or team performance becomes a process when behaviors and outcomes are subsequently premeasured against goals and past results are compared against most recent results. However, the process evolves to become a system when the measured outcomes of one cycle become the primary input of the next cycle, Robbins and et al (2012).

The most comprehensive application of a dynamic performance management system occurs when the cause and effect connections of current performance are used to define and align future performance. In the field of HR, the latter connection can be achieved by incorporating the concepts of goal setting and performance improvement plans into the feedback processes of a performance

management system, Armstrong and Angela Baron (2002), and Robbins and et al (2012).

It involves the development of processes for establishing shared understanding about what is to be achieved, and an approach to managing and developing people in a way that increases the probability that it will be achieved in the short and longer term. It is owned and driven by line management team, Michel Armstrong (2006).

Regular, formal and constructive communication is the central mission of the employee PA review process. To facilitate this objective, both the employee and her or his manager conducting the performance review should be equally informed and aware in advance of the steps and process, how it works, why employee performance is evaluated, and what the expectations are after the review is completed, Michel Armstrong and Angela Baron (2002).

For **goal setting**, the manager communicates management's expectations and goals to the employee and works collaboratively to develop individual goals in alignment with organization goals. According to, Michel Armstrong (1999) it translates corporate goals into, team, department and divisional goals, Robbins and et al (2012).

For the review itself, the role of the manager is to ensure that the employee's performance review is conducted **fairly, objectively and in accordance** with the organization's policies and procedures, American National Standard, (2012).

The manager is responsible for **observing and documenting both successful and unsuccessful performance behaviors of the employee** over the period of the review cycle for later review for the strategic leaders. The manager is accountable for providing **continuous feedback** to the employee about her or his performance. To be maximally effective, performance management is not a once-a-year activity it is a continuous dialogue between a manager and an employee, American National Standard (2012). It helps to clear corporate goals and continuous evolutionary process, in which performance improves over time, Armstrong (1999).

At the conclusion of an effective performance review, the employee will know what will be expected of her or him going forward. The manager is expected and documented any disagreements with the employee regarding with the review, American National Standard (2012).

2.2.4. Challenges of Employee Performance

Employee performance is basically concerned with performance improvement in order to achieve organization, team and individual effectiveness, stated by Lawson (1995) cited in Armstrong, (2000).

Depending on the process developed in a particular organization, the employee may or may not be responsible for completing a self-evaluation. The employee is responsible for listening to the review of the manager. The employee is expected to take the observations, feedback and goals outlined and incorporate them into her or his future work performance, American National Standard (2012).

In general, the management of rational extrinsic factors, like structure, process and subsystem needs to be matched to the effective management of intrinsic factors, like clarity, catalysts development and recognition. However, employees must always be recognized to perform in a manner and direction that is aligned to organizational goals that are well-defined, mutually accepted and transparent, B.B.Mahapatro (2010).

On the other hand, many evaluation methods, such as performance reviews, focus too heavily on identify in areas of low performance or weakness treatments will be used, and it can lead to waste of resources. Where you get a minimal level of performance from an employee with star potential is need the creativity performance manager and the PA system. Some results of under-expecting the performance potential of employees are guaranteed; in comparison to what's possible are low morale, unsatisfactory performance and higher degrees of employee turnover, B. B. Mahapatro (2010).

To summing up, people not giving frank or honest feedback, people being put under stress in receiving or giving feedback, lack of action next to feedback, over

dependence on technology, and too much bureaucracy also its own contribution, Michel Armstrong, 2000.

2.3. Empirical Literature

2.3.1. Employee Training and Performance

Training of employees is different result of employee performance in different findings, even though most of the time it has a positive relationship. For instance according to Nelson Jagero and et al (2012), finding shows that the question whether there is a strong relationship between on the job training employees received and their consequential good performance it was clearly shown that workers consider the types of training they received to have lead to good performance at their jobs. A convincing 94% or a total of 141 respondents who filled questionnaire strongly agreed and agree. In the line of this, Guntur and et al (2012) also conclude that, training and development ultimately upgrades the employee performance; not only the performance graph of employees, but also of the organization performance too. Training improves the drive, initiative and quality of work of the employees thus assist them to be more committed to achieving the goals and objectives of the organization and this has the tendency of enhancing effectiveness among employees within the organization, Vaddeswaram and et al (2012).

The employees training are essential in maintaining the industry on path. From the read literature, we have determined training is the key variables that lead to performance of the employees and it's evidently shows that due to industrialization, the pharmaceutical industry is going through tremendous changes and challenges right now so for this reason now companies, thinks that better training would enhance their employee's performance, Uzma Hafeez, (2015).

Training most of the time effects on behaviors of employees, and their working skills; resulted in enhanced employee performance and further constructive changes, Satterfield and Hughes (2007). A survey of 356 employees via self administrated questionnaire with the help of random sampling technique is

conducted with the response rate of 96%. The profile of a respondent shows that Parma preferred experienced, mature, educated and knowledgeable persons in their organization because the experienced one has more passionately deal with client in the Parma sector on day-to-day basis and has more understanding about their work, Uzma Hafeez, (2015) . Our major key independent variable 'Training': training content/deliverability, training objectives and trainers knowledge are considered to provide an indicator of training, while dependent variable 'Employee Performance' having 'performance areas' i.e.; demonstrating team work, communication skills, customer service, interpersonal However, dissimilarities in positions of effect sizes were not big, the efficiency of training vary regarding the training transfer technique and the skill being trained. Benefits of training program are also related to technical skills of the employees, Khawaja Jehanzeb and et al (2013). Understanding the cultural beliefs and assumptions about the function and the profession is crucial to developing new strategies for elevating (inspiring) training, and ultimately HRD. The use of qualitative methods such as the critical incident technique can better explain the gap between what individuals say and what they do, Ellinger and Bostrom, (2002). Asking respondents to rank the relative importance of specific organizational practices can reduce social desirability bias or the tendency of survey respondents to answer questions in a manner that will be viewed favorably by others, Kay J. Bunch (2007).

Training failure can be a manifestation of the values, beliefs, and assumptions shared by members of various levels of organizational culture. The disregard for sound practices is an immediate cause of failure but also a reflection of cultural barriers that can circumvent (avoid) the best-designed program. Beliefs that training is simple, unimportant, or pointless generate behaviors such as employing incompetent trainers, rejecting the recommendations of competent trainers, discouraging transfer of learning to the job, and failing to recognize positive transfer, Kay J. Bunch (2007), and Robbins (2012).

According to Abdus Sattar Niazi and et al (2011), in other round, many companies extra multi-nationals are not meeting the employee demands with

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reference to training and development and ultimately the gaps found in the required skills, and vis-a-vis attained skills have become so wide that inter-relationships of training and performance are badly disturbed. Due to this gap, companies now feel that there should be a close liaison between such institutions and the industry so that employee development programs are made more purpose oriented.

In addition, some findings also indicated that, training has no direct influence on employee performance, Fajar Saranani (2015).

CHAPTR THREE

3. RESERCH DESIGN AND METHODLOGY

3.1. Research Design

The study was focuses on both inferential and descriptive research approach; because descriptive statistics is merely a convenient way of describing and explaining of both quantitative and qualitative facts. The effects were also shows by using inferential statistics. Data are reported in tables and words organized to give a suitable overall picture at a glance, which convey data characteristics for sub-groups. This was helps the researcher to get the individual characteristics of the variables under the study based on purposive sampling that training experience in the agency. Employees who are participating in training programs are full picture about the effects of training on performance. So, first stratify stand on their work area and then purposively selected based on their experience and performance assessment data availability on their documents. And also using purposive sampling method nineteen Team Leaders selected separately, because they know over all training and employee performance practice of the Agency.

Finally purposively selected five top level managers, to assess practical experience of training and employee performance in the agency, and getting balanced information to review the effects of training on employee performance.

3.2. Population and Sampling Techniques

A total of 23 Team Leaders, taken 19 to this study based on censes purposive sampling technique, because they knows the employee training and performance assessment practice of the Agency in between top level managers and employees. So, the sample size for this study will cover only 19 middle level managers.

In addition to this, I was select purposively 5 Top Level Mangers; on the bases of their experience on training and further clarification for practical assessment on employee performance.

Finally the total of 105 Employees purposively selected 80 Employees based on the participation on training, pre-performance and post-performance data availability on

their documents, and work experience more than three years; because the first two years are considering in the induction and socialization process of the agency, and most of the time employees are not getting training on the first three years. The sample size proposes conducted based on Mark Saunders and et al. (2009), and research advisors (2006) standard accessed from internet September 2015. <http://research-advisors.com>. The table attached in the back of this research report, (Annex 1), and it was 95% confidence.

3.3.Data Source and Data Collection Tool

The study was using both primary and secondary data. Primary data was collect from the respondents; Employee, Team Leaders and Top Level Mangers by means of open and closed ended questionnaires (Five Scale Likert Type), and structured interview from selected top level managers; these was developed by the researcher. The questioners and interview questions that help to get the fact of the situation in the agency and to assist and rich concrete conclusion. The researcher also relied on secondary data which acquired from existing literature such as, The agency re-establishment Proclamations, Human Resource Police, Training Police and Procedure, Performance Management Police and Procedure, periodical employee performance assessment data, previous research done on the area, journals, web sites and textbooks to understand the subject matter in detailed and conducted reliable data on the area.

3.4.Procedures of Data Collection

The study was use both open and closed ended questionnaires for Employee and Team Leaders. Interviews also were conducted for purposively selected top level mangers based on their experience to balancing the response of Employees and Team Leaders. The closed questions were utilized where it is possible to restricted responses to predetermined answers. On the other hand, an open ended question was use to gather details information needs were many alternative choices on questionnaires are may limit. Interviewee conducted to balance the respondents view with the agency strategic intents.

3.5.Data Analysis Method

The collected data was compiled, sorted, edited, classified, and coded into coding sheet and analyzed by using Statistical Package for Social Sciences (SPSS version 20.0), and then use both quantitative and qualitative data analysis method, using Frequency, Percentage and Mean value gathered from five scale Likert type closed ended questioner to show the distribution of respondents argument and central tendency on the issues. The three year (2012 - 2014) employee performance data was reviewed and statically tests to its relationships using one sample T-test, correlation and regression.

Finally, the open ended questionnaire and interview conducted with top level managers analyzed qualitatively to balance the employees and strategic leader's response; what was really the effect of Training on Employee Performance in the Agency work functions. I was used both inferential and descriptive statics for analyzed these data.

3.6.Reliability and Validity of Collection Tools

The validity of an instrument is defined as the ability to an instrument to measure what it is intended to measure. In this study, the validity of the instruments were established a panel of experts through an assessment of selected items in the instruments that ensured that the instruments are measured to the expectations. After identifying the vague and ambiguous questions, corrections was made with my adviser and final instruments were prepared and distributed.

The reliability of an instrument was defined as the consistence of the instrument in picking the needed information. Reliability (Internal consistency and stability) of the instruments was tested using Cronbach Alpha and the result present on following table:

Table 3.1: Cronbach's Alpha coefficient: of items and Employee Performance data

Questionnaire and data Category	Cronbach's Alpha coefficient	N of Items
Training related issues	.75	16
Performance related issues	.87	8
Both items	.89	22
Employee three year performance data	.96	6

Source: Employee Performance Assessment Data, and SPSS version 20 outputs.

After the pre-test the finale questioner was translate to Amharic and distributed for the purposively selected respondents. The structured questionnaire consists of two categories, the first one bring out the respondent background information and the second categories where necessitates respondent level of agreement on research topics and statements, (Annex 2).

3.7.Ethical Consideration

To conducting this research the subsequent ethical issues are considered; respondents were informed about the purpose, methods and intended possible uses of the research, also were assured that the responses they give will be used with complete confidentiality.

CHAPTER FOUR

4. DATA ANALYSIS AND INTERPRETION

This chapter presents brief background of Information Network Security Agency (INSA) employee training, employee performance assessment practice, and the results of data analysis and interpretation.

4.1. Demographic Profile of Respondents

	<i>Issues</i>	<i>Number</i>	<i>Percent</i>
1. Gender	Female	23	23.2
	Male	76	76.8
	Total	99	100.0
2. Work Experience	3 to 5 Year	25	25.3
	5 to 7 Year	43	43.4
	7 year & above	31	31.3
	Total	99	100.0
3. How long have you been in your present Job position	3 Year	29	29.3
	3 to 5 year	36	36.4
	5 year and above	34	34.3
	Total	99	100.0
4. Level of Education	Diploma	7	7.1
	1 st Degree	45	45.5
	2 nd Degree & Above	47	47.5
	Total	99	100.0
5. Your job position in the Agency	Beginner	7	7.1
	Professional	66	66.7
	Expert	5	5.1
	Team Leader	19	19.2
	other	2	2.0
	Total	99	100.0

Table 4.1: Summary of Demographic Profile of Respondents (Source: Research Data)

As can see the demographic, Table 4.1: Item 1, majority of the respondents, that is, 76.8 Present (76) are Male, and 23.2 Present (23) of the respondents are Female, and in general the Agency work force is Male dominant, and Most of the training participants also Male.

Regarding to work experience on item 2 of Table 4.1: 25.3 present (25) of the respondents are three to five year work experience: while 43.4 present (43) are five to seven year experience: the rest 31.3 present (31) of the respondents are seven year and above experience. Item 2 and 3 of Table 4.1: The majority that 36.4 present (36) of the respondents are three to five years work experience on the position. While 34.3 present (34) of the respondents works five year and above on present position. The rest 29.3 present (29) respondents are working on the position for three year. So, most of the respondents are enough experience to the Agency as well as on their position to respond reliable data and training practice and employee performance system of the Agency. The regards of academic background of respondents in item 4 of Table 4.1: the majority of the respondents 47.5 present (47) are Graduate and above academic qualification. While 45 present (45) of the respondents are First Degree holders, the rest 7.1 present (7) of the respondents are Diploma holders, and the other. The majority of the respondents from the above table 4.1: item 5: 66.7 present (66) are professional, and 19.2 present (19) are team leaders. While 7.1 present 7 of the respondents are beginner, while, the other 5.1 present 5 are Experts. The rest 2.0 present (2) are others position holders respectively.

To conclude that, the respondent's demographic background in general and education, and position in particular was appropriate to get sufficient and valid data on the research area.

4.2. Analysis of Data Pertaining to the a Study

In this section the data collected using the data collection tools employed have been analyzed and interpreted indicated bellows:

4.2.1. Regularity of Trainings in the Agency

F – Frequency

SD – Strongly Disagree

D – Disagree

SIA – Slightly Agree

A – Agree

SA – Strongly Agree

Item	Statement	F	%	SD	D	SIA	A	SA	Mean
1	Training programs are organized every six month.	99	100	16.2	59.6	21.2	3.0	0.0	2.1111
2	Training programs are organized every year.	99	100	6.1	15.2	42.2	32.3	4.0	3.1313
3	Training programs are organized every two year.	99	100	9.1	25.3	44.4	18.2	3.0	2.8081
4	Training programs are organized any time when necessary.	99	100	6.1	18.2	37.4	29.3	9.1	3.1717

Table 4.2: Regularity of Training Organization (Source: Research Data)

Based on the evidence, from item 1 of Table 4.2: the majority of respondents, that is, 59.6 percent (56) strongly disagree that, trainings are organized every six month. On the other hand, 21.2 percent (21) of the respondents slightly agree on the item. While the 16.2 percent (16) of the respondents are strongly disagree on the item, and the rest 3.0 percent (3), agree on the statement.

From Item 2 of Table 4.2: evidence that, majority of the respondents, that is, 42.2 percent (42), and 32.3 percent (32), slightly agree and agree respectively on the statement that, trainings are organized every year. While 15.2 percent (15) and 6.1 percent (6) are disagree and strongly disagree on the issue. The only 4.0 percent (4) are strongly agreed on item 2.

Evidence from, Table 4.2: item 3 the majority of respondents, that is, 44.4 percent (44) slightly agree that trainings are organized every two years. The next, 25.3 percent (23) are disagreeing on the statement. The next 18.2 percent (18) of the respondents are agreeing. While the next 9.1 percent (9) are strongly disagreed; only the last 3.0 percent (3) of respondents are strongly agreed on the statement.

Final on the item 4 of Table 4.2: “Training Programs are organized any time, when necessary”, the majority of respondents, that is, 37.4 percent (37) slightly agree and 29.3 percent (29) are agree. The next, 18.2 percent (18) of the respondents disagree on the issue. While, 9.1 percent (9) of the respondents are strongly agreed and 6.1 percents (6) of the respondents strongly disagree on the statement.

To sum up, Table 4.2: that trainings are organized without any plan and time frame or just organized based on the need of the departments or individuals, most respondents are

not give appropriate time to conclude, when organized trainings on the Agency. The Mean values also illustrate these facts, that, Mean score = 2.1111, 3.1313, 2.8081, and 3.1717, Six Month, Yearly, Two Year and when necessary respectively. Most probably, mean values indicate that, relatively trainings are organized yearly and when needed by the Agency or work teams.

The technology in the workplace is changing very rapidly and companies that cannot keep up will drop out from competition; to survive and excel in the productivity and efficiency the continuous, timely and planned trainings are seems to be inevitable, therefore trainings are organized regular interval for all employees of the agency.

4.2.2. Reliability of Trainings

F – Frequency **SD – Strongly Disagree** **D – Disagree**
SIA – Slightly Agree **A – Agree** **SA – Strongly Agree**

Item	Statement	F	%	SD	D	SIA	A	SA	Mean
1	The Training you participate is relevant to your job.	99	100	1.0	4.0	29.3	48.5	17.2	3.7677
2	The Training objectives set are realistic.	99	100	1.0	3.0	25.3	51.5	19.2	3.8384
3	The Training content/curriculum/ participate is sound.	99	100	0.0	5.0	31.3	51.5	12.1	3.7071
4	The trainers are competent enough to deliver the concern of the training.	99	100	1.0	1.0	37.4	48.5	12.1	3.6970
5	The trainees are selected fairly by the managers.	99	100	6.1	14.1	35.4	39.4	5.1	3.2323

Table 4.3: Reliability of trainings (Source: Research Data).

Based on the evidence from Table 4.3: of item 1, the majority of the respondents, that is, 48.5 percent (48) agree on that, trainings that are participate; relevance for their jobs. The next 29.3 percent (29) are slightly agreed on the issue. The other 17.2 percent (17) are strongly agree, and the rest 4.0 (4), and 1.0 (1) percents are disagree and strongly disagree on the statement respectively, and the mean score (3.7677), also demonstrate the trainings are relatively relevance to employees job. Training in areas where the benefits

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in terms of improved performance and key activity areas have not been spelt out, must be relevant that to satisfies identified and appropriate training needs of the business.

Item 2 of Table 4.3: indicate that, the majority of the respondents, that is, 51.5 percents (51) are agreed that, training objectives are set realistically. On the other hand, 25.3 percent (25) of the respondents are slightly agreed on the statement. The rest 19.2 percent (19) are strongly agree on the issue. The rest, 3.0 percent (3) and 1.0 percent (1) of the respondents are disagreed and strongly disagreed on the issue respectively. The greater part of the respondents; and the mean score (3.8384) also indicated that objectives are set clearly for trainings. Training objective should relate directly to the needs determined by the training assessments, and also course objectives clearly state expected behavior or skill will be changed as a result of the training.

Based on the evidence of item 3, of Table 4.3:, the majority of the respondents, that is, 51.5 percent (51) agree, with the intention of training contents/curriculum/ are sound for employees job. The next 31.3 percent (31) and 12.1 percent (21) respondents are also slightly agreed and strongly agree on the statements respectively. On the other hand, 5.0 percent (5) of the respondents are disagreed on the issue. The finding demonstrate that, most of employees are positive response, and the Mean = 3.7071 score also evidence for the training contents/curriculums they participate are sound for their job. Training specifications should be cover different dimensions of competencies, including knowledge, skill, attitude and expected performance standards on their contents or/and curriculums for betterment of employee performance in the mean time and the future.

You can see from item 4 of Table 4.3: the majority of the respondents that is 48.5 percent (48); agree that trainers are competitive to deliver the concern of the training. In addition to this 37.4 percent (37) and 12.1 percent (12) of the respondents are slightly agree and agree on the statement respectively. The rest 1.0 percent and, 1.0 percent (1) are disagreed and strongly disagreed on the issues respectively. Item 4 of Table 4.3: finding and mean score (3.6970) proof that, most employees relatively participating that, the training delvers by competent trainers. Using outside training specialists has a more general knowledge of customer satisfaction, and relatively high cost compared to in-house training, although the higher cost may be offset by the increased effectiveness of the training. Whoever trainers is selected to conduct the training, either outside or in-

house trainers, it is important that the company’s goals and values be carefully explained and also external trainers counter difficulties on transferring learning to practice in the agency setting.

The evidence from Table 4.3: item 5, the majority of the respondents, that is, 39.4 percent (39) and 35.4 percent (35) respectively agree and slightly agree on the statement that, managers are selecting the trainees fairly. While 14.1 percent (14) and 5.1 percent (5) are disagree and strongly disagree on the issue respectively. The rest 5.1 percent (5) are strongly agree on the statement. The mean = 3.2323 and the finding also show that, more than half of the respondents are agreed on the issue. Employee untailored selection in the training is not only damaging to the employee, but a waste of money as well. Selecting the right trainees is important to the success of the program, and also employees be motivated by the training experience.

The trainings organized by the agency as well as the departments are more relevance and reliable to employee job and the process also acceptable for both sides. In addition to this the trainings reliability to employee performance gaps are positive for all concerned bodies.

4.2.3. The Trainings Strength

F – Frequency **SD – Strongly Disagree** **D – Disagree**
SIA – Slightly Agree **A – Agree** **SA – Strongly Agree**

Item	Statement	F	%	SD	D	SIA	A	SA	Mean
1	Training programs are planned based on TNA result.	99	100	5.1	43.4	35.5	14.1	2.0	2.6465
2	The Training methods employed are appropriate.	99	100	1.0	8.1	37.4	48.5	5.1	3.4848
3	Performance appraisal result is an input for training.	99	100	6.1	27.3	29.3	32.3	5.1	3.0505
4	The trainings are interlinked with performance gap.	99	100	6.1	30.3	34.3	26.3	3.0	2.8889
5	Immediate manager’s works on improving	99	100	3.0	17.2	43.4	36.4	0.0	3.1313

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	performance gaps.								
6	Training programs attended have improves your performance.	99	100	4.0	9.1	35.4	40.4	11.1	3.4545
7	Training improves your skills.	99	100	2.0	5.1	27.3	52.5	13.1	3.6970
8	The training venue (place) is conducive for trainees.	99	100	1.0	5.1	31.3	52.3	10.1	3.6566

Table 4.4: The trainings strength for adjust employee performance gap (Source: Research Data)

Based on Item 1 of table 4.4: the majority of the respondents, that is, 43.4 percent (43) are disagree, that training programs are planned based on TNA. On the other hand, 35.3 percent (35) of the respondents are slightly agreed on the issues. While, 14.1 percent (14) are agree on the statement, and 5.1 percent (5) are strongly disagree on the issue. The rest 2.0 percent (2) are strongly agree on the statement. Based on the finding from the above table 4.4: and the mean score (2.6465), conclude that, almost half of the respondents (51%) recognized that the agency does not conducting TNA at any level, or it's not standardized in the whole organization. According to Scholars of HRD, TNA conduct strongly advice to decide what specific training needs of each employee, and what will improve their job performance. These 'things' are usually associated with the organization, departmental or individual performance gaps.

Table 4.4 of item 2 evidence that, the majority of the respondents, that is, 48.5 percent (48) are agreeing that, the training methods employed are appropriate. On the other hand, 37.4 percent (37), and 5.1 percent (5) of respondents are slightly agreed and strongly agree on the issue respectively. The rest 8.1 percent (8) and 1.0 percent (1) are disagree and strongly disagree on the statement. The finding shows that most of employees are constructive reply on the training method, and the mean score (3.4848) also supporting this finding. There are rules for do things for effective training delivery, and each programs as to be considered individually for appropriate success. But the emphasis should always be towards putting learning into practice, based on the appropriate learning principles stated on the literature review of this report, page (12 -14).

Based on the evidence from Table 4.4: item 3: the majority of the respondents, that is, 32.3 percent (32) are agreed that employee performance assessment result is an input for

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training program. In addition to this, 29.3 percent (29) of the respondents are slightly agreed on the issue. On the other hand, 27.3 percent (27), 6.1 percent (6) of the respondents are disagreed and strongly disagreed on the statement. The rest 5.1 percent (5) are strongly agreed. Performance management processes, should be a major source of information about individual training needs. The performance management approach to learning concentrates on the preparation of performance improvement programs and learning contracts or personal development plans, which are related to jointly determined action plans, and source of data for TNA.

As can see for Table 4.4: item 4, the majority of respondents; 34.3 percent (34) and 26.3 percent (26%); slightly agreed and agreed, that trainings are interlinked with performance gap. While, 30.3 percent (30) of the respondents are disagree on the issue. The rest and 6.1 percent (6) and 3.0 percent and (3) of the respondents are strongly disagreed and strongly agreed on the issue respectively.

Based on the above table evidence you can conclude that the Agency employee performance assessment and training programs are not well managed and interlinked each other for better productivity, the mean score (2.8889) also shows this fact. Every task individuals undertake presents them with a learning opportunity. This happens if they reflect or are helped to reflect on what they have done and how they have done it and draw conclusions as to their future behavior if they have to carry out a similar task.

From Table 4.4: item 5, the evidence that, the greater part of the respondents, that is, 43.4 percents (43) slightly Agree and 36.4 percents (36) Agree respectively on the Statement that immediate manager's works on improving performance gaps. In the other hand, 17.2 percent (17), and 3.0 percent (3) of respondents are disagreed and strongly disagreed on the statement. The mean score (3.1313) also evidence that; relatively immediate managers are working to improving employee's performance. A system is only as good as the people who operate it, managerial staff at all level needs training in employee performance to make it effective in practice, and in the important skills, such as giving and receiving feedback, and assessing and discussing on the performance of employees. Every contact between managers and individuals throughout the year is regarded as a learning opportunity and development. Performance management aims to enhance calls

'deliberate learning from experience', which means learning from the problems, challenges and successes inherent in people's day-to-day activities.

Based on the evidence from table 4.4: item 6, the majority of the respondents, that is, 40.4 percent (40) agree and 35.3 percent (35) slightly agreed that training programs are improves their performance. On line of this, 11.1 percent (11) also strongly agreed on the Statement. The remaining 9.1 percent (9) and 4.0 percent (4) respondents are disagreed and strongly disagree on the statement respectively. Based on the fact that, and the mean score (3.4545) training programs are improve employees performance. Trainings building a more efficient, effective and highly motivated team, which enhances the Agency's competitive position and improves employee morale. In addition to this, training that meets both staff and employer needs can increase the quality and flexibility of a business's services by fostering: accuracy and efficiency, good work safety practice, and sand great customer service.

Table 4.4: item 7, support that, 52.5 percent (52) agreed and 27.3 percent (27) slightly agreed on the statement: training programs improves employee skill. On the line of this, 13.1 percent (13) of the respondents are strongly agreed on the issue. On the other hand, 5.1 percent (5) and 2.0 percent (2) disagree and strongly disagree on the issues respectively. The finding and the mean = 3.6970 score illustrate that, training programs are improves employee skill. Employee training equips the employees with adequate skills and knowledge to contribute to the organization's efficiency and cope with the changes in the environment. Technological changes make the skills obsolete, which necessitates training activities.

Even though the trainings are not organized based on the TNA, the majorities of trainings are positive effects on employee performance, and also increase the knowhow and skill of employees in general. But, the agency strongly works on interlinking the performance gaps and the side by training programs organized on the cost of the business.

4.2.4. Relationship Between Employee Training and Performance

F – Frequency

SD – Strongly Disagree

D – Disagree

SIA – Slightly Agree

A – Agree

SA – Strongly Agree

Item	Statement	F	%	SD	D	SIA	A	SA	Mean
1	The Agency has clearly stated training and development policy.	99	100	3.0	9.1	44.4	37.5	6.1	3.3434
2	Training evaluation is conducted at the end of each training sections.	99	100	6.1	27.3	37.4	24.2	5.1	2.9495
3	Training effectiveness is evaluated at the end of the training program.	99	100	3.0	28.3	38.4	24.2	6.1	30202
4	The training effectiveness is evaluated, when trainees return to their work place.	99	100	11.1	34.3	32.3	19.2	3.0	2.6869
5	The effect of training is evaluated at the Agency level.	99	100	7.1	34.3	30.3	23.2	5.1	2.8485
6	The effect of training evaluate on the Department or work unit level.	99	100	5.1	32.3	30.3	28.3	4.0	2.9394
7	Training programs organized have increase commitment of each employee to the Agency.	99	100	6.1	8.1	24.2	50.5	11.1	3.5253

Table 4.5: Relationship between Training and Performance (Source: Research Data)

Based on the evidence from Table 4.4: of item 1, the majority of the respondents, that is, 44.4 percent (44) slightly agree and agree: respectively on the statement that training and development policy of the agency is clear stated. On the other hand, 9.1 percent (9) disagree on the issue. The next, 6.1 percent (6) of respondents are strongly agreed on the statement. The rest 3.0 percent (3) are strongly disagree on the issue. The overall mean score (3.3434) is evidence that, the agency training and development policy is clear for the majority of employee. The policy should be show the overall Training policies objectives and expressions of the training philosophy of the organization. it provide guidelines on the amount of training that should be given to everyone in managerial, professional, technical or supervisory positions and should undergo at least five days' formal training every year, and proportion of turnover that should be allocated to trainings, the scope and aims of training schemes, and the responsibility for training participants.

Item 2, of Table 4.5: indicate that, 37.4 percent (37) of the respondents slightly agree on the statement training success is evaluated on the end of each training sections. While the other 27.3 percent (27) of the respondents are disagree on the issue. On the other hand, 24.2 percent

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(24) of the respondents are agreed on the statement. The rest 6.1 percents (6) and 5.1 percent (5) of the respondents are strongly disagreed and strongly agreed on the issue respectively.

On the other hand, evidence on item 3 of Table 4.5: the majority of the respondents, that is, 38.4 percent (38) are slightly agree that training effectiveness is evaluated at the end of training program. On the other hand, 28.3 percent (28) of the respondents are disagreed on the issue. In other hand, 24.2 percent (24) of the respondents are agreed on the statement. The rest 6.1 percent (6) of the respondents are strongly agreed, and the reaming 3.0 percent (3) strongly disagreed on the issue.

From Table 4.5: item 4, evidence that, 34.3 percent (34) disagreed on the statement that training effectiveness is evaluate at employees return to their work. On the other hand, 32.3 percent (32) are slightly agreed on the statement, and 19.2 percent (19) of the respondents are agreed on the issue. The rest 11.1 percent (11) and 3.0 percent (3) of respondents are strongly disagree and strongly agree on the statement respectively

Based on the evidence of items, (3, 4 and 5) on average training effectiveness are evaluate in different levels of the training process as well as on the job. But, the aggregate mean score of the issues are (2.8855) demonstrate that the training evaluation process need improvement in the future. Training should be evaluated several times during the process, that only general rules for conducting training program that the courses should continually monitored to ensure that employees are preceding according to the plan. All training should be evaluated after each event to check on the extent to which delivering are meet the required results to the job.

Item 5, of Table 4.5: evidence that the majority of the respondents, that is, 34.4 percent (34) disagreed on, the effect of training is evaluated at the agency level. In the other hand, 30.3 percent (30) and 23.2 percent (23), of respondents are slightly agreed and agree on the issue, respectively. The rest 7.1 percents and 5.1 percent (5) are strongly disagreed and strongly agreed on the Statement.

You can see that from item 6, of Table 4.5: majority of the respondents, that is, 32.3 percent (32) disagree that the effect of training evaluated on the department or work unit level.

In other hand, 30.3 percent (30) and 28.3 percent (28) of respondents are slightly agreed and agreed on the statement respectively. The rest of the respondents are 5.1 percent (5) strongly disagreed and 4.0 percent (4) strongly agree on the issue respectively.

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Based on the evidence of item 5 and 6, from Table 4.5: and the aggregate mean = 2.8939, score indicate trainings effects are not aggressively assessing in the agency or department's level. Raja Abdul and et.al, (2011), also states that, training and development has significant effect on the organizational performance, and should be assessed on the job training, training design and delivery style have significant effect on organizational performance, and all these have positively affected the organizational performance, but should be measure on time.

Evidence from Table 4.5: item 7, the majority of the respondents, that is, 50.5 percent (50) are agree that training programs organized by the agency increase commitment of employee. In addition to this, 24.2 percent (24), are slightly agreed and 11 (11.1%) strongly agreed on the issue respectively. The rest of the respondents are 8.1 percent (8) disagreed and 6.1 percent (6) strongly disagreed on the statement. Based on the evidence in Table 4.5, item 7, and the mean score (3.5253), training programs are increasing the employee's commitment towards the Agency, and also confirms on more training given to employees, the more committed they will be to the organization.

4.2.5. One sample T-test

Table 4.6: One-Sample Statistics (T-Test)				
	N	Mean	Std. Deviation	Std. Error Mean
Employee performance Data 2012-1	80	81.7744	12.56185	1.40446
Employee performance Data 2012-2	80	82.1286	12.43219	1.38996
Employee performance Data 2013-1	80	83.4686	10.63479	1.18901
Employee performance Data 2013-2	80	83.5036	11.05489	1.23597
Employee performance Data 2014-1	80	85.0561	9.90662	1.10759
Employee performance Data 2014-2	80	85.9036	8.18183	.91476

Source: SPSS Version 20, Output (Employee three year performance data).

Based on the evidence that, Table 4.6, the three years employee performance data mean score is between, 81-86. Even though employees and some team leaders arguing that on the open ended questions; regards to going on performance result of employees are more subjective and it's not show the exact pictures of the job effectiveness; relatively the mean score increase a little bit for the last three years.

These arguments also revealed on the data shows limitations and difficult to assess the trainings effect on the employee performance statically.

Another arguments rise by the employees as well as some team leaders; most of the time training participants are high performer. So, initially their performance data score is at most acceptable only score 80% and above; because the capacity building procedure under Article 11: sub article 3 “employees selecting to education programs, must be 80% and above in her/his previous efficiency score”. This is also problem on procedures, and ideal training principles accessing on literature review. But, Article 12 Sub Article 1 – A; considering that employees select to participating for short term trainings; “the immediate manager assuring that, the trainee efficiency should be improve after the training”

In general, the T-test result of employees performance assessment data are demonstrate that training has slightest amount of contribution on employee's performance.

4.2.6. Correlations of Employee Performance Data

		2012-1	2012-2	2013-1	2013-2	2014-1	2014-2
2012-1	Pearson Correlation	1	.963**	.871**	.823**	.706**	.812**
	Sig. (2-tailed)		.000	.000	.000	.000	.000
	N	80	80	80	80	80	80
2012-2	Pearson Correlation	.963**	1	.914**	.836**	.731**	.845**
	Sig. (2-tailed)	.000		.000	.000	.000	.000
	N	80	80	80	80	80	80
2013-1	Pearson Correlation	.871**	.914**	1	.935**	.838**	.902**
	Sig. (2-tailed)	.000	.000		.000	.000	.000
	N	80	80	80	80	80	80
2013-2	Pearson Correlation	.823**	.836**	.935**	1	.872**	.899**
	Sig. (2-tailed)	.000	.000	.000		.000	.000
	N	80	80	80	80	80	80
2014-1	Pearson Correlation	.706**	.731**	.838**	.872**	1	.902**
	Sig. (2-tailed)	.000	.000	.000	.000		.000
	N	80	80	80	80	80	80
2014-2	Pearson Correlation	.812**	.845**	.902**	.899**	.902**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	80	80	80	80	80	80

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

Source: SPSS Version 20, Output.

Based on the evidence that, Table 4.7:, employee training and performance are in general positive relations

4.2.7. Regression of Employee Performance Data

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.967 ^a	.935	.931	3.30301

A. Predictors: (Constant), Employee Performance Data 2014-2 , Employee Performance Data 2012-2, Employee Performance Data 2014-1, Employee Performance Data 2013-2, Employee Performance Data 2013-1

Source: SPSS Version 20, Output.

The above Tabel 4.8: R value shows that (.97) indicate that there is a great deal of variance shared by the independent variables and dependent variable. The next R Square and Adjusted R Square also shows the degree of the variance in the dependent variable is 93% explained the independent variable the model.

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	4.840	4.430		1.093	.278
	<i>Employee Performance Data 2012-2</i>	1.059	.078	1.048	13.557	.000
	<i>Employee Performance Data 2013-1</i>	-.322	.137	-.273	-2.343	.022
	<i>Employee Performance Data 2013-2</i>	.284	.108	.250	2.629	.010
	<i>Employee Performance Data 2014-1</i>	-.015	.096	-.012	-.153	.879
	<i>Employee Performance Data 2014-2</i>	-.066	.141	-.043	-.469	.641

A. Dependent Variable: Employee Performance Data 2012-1 (before training)

Source: SPSS Version 20, Output.

The above Tables 4.8: and 4.9: shows that, the effect formed by linear regression on the collected data from 80 employees through sequential employee performance data result from their files. Subsequent to pertaining the cause and effect relationship between the Training (The first employee data (2012-1), before training as independent variable) and Employees Performance data, after getting training as dependent variable (2012-2 up to 2014-2)) the above mentioned results has been drawn. According to the standard if the p value is > 0.05 so that it is insignificant. In this research, the above given table displays the p value is 0.000 which is > 0.05 thus the model of the study is statistically insignificant. So, the independent variable of the research, Training has insignificant association with dependant variable of the research, Employees' Performance.

4.3. Analysis of Open Ended Questions

Q: What problems do you face regards to training in your Agency or Department?

The respondents reflect their view regards to the problems of training practice in the agency in general, and their department in particular. Most of the respondents are agree on the Training and Development policy and its content are clear, but raising the following problems boldly on the policy and procedures'. It is not clearly cover on their contents related to employee formal training organization.

Even though The policy clearly address the training should be organized based on the Conducted TNA, practically it's not answer the following issues like, when trainings organized, how to plan trainings, how to set objectives, how to assuring the relevance of the training, how to assuring the curriculums or contents appropriateness, how to select trainers, trainees, methods, venue and how to evaluate the effectiveness are not clearly show on the documents.

In addition, to this, the policy also not clearly show how to relate employee training and performance result; for the reason that employees are getting costly and long term trainings without concrete evidences; without confirmation of the trainings are relevance for both the agency as well as the employees. In the mean time the employees move to another job without any productive result based on the training already get before transfer. Even though, some respondents also agreeing that trainings are more of short run output or result focused. Another issue is rise here is the equity problems in terms of departments to departments and employees to employees. Some respondent's rise the issues seriously in terms of the

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comparable employees are get better training continuously, in other hand because of these reason superfluous employees are de-motive and sometimes cause for turnover.

The education programs are mostly far from the reality or the need of the Agency; in addition it's difficult to apply advanced trainings and education programs in the agency context. The most problem rise the respondents are the resource is scares in the agency, specially advanced labs and other simulation classrooms; it's also lead poor performance even though the employees are getting relevance training.

The dynamic nature of the business lead continuously run new projects based on the customer need and its led time limitations to planed trainings, because of these managers direct to on plan training based on the projects. Some respondents also agree that most of trainings are plan to run projects, and the trainings also plan on the project proposal rather than yearly or semi annually or any time if necessary.

The respondents also issuing those trainings are more technical and skill focused; because of this reason ignoring the issues like employee's positive attitude, behavior, ethics, and organizational trust and commitments.

Respondents also raise the issues of effect assessment; the Agency as well as Work teams/ departments are not officially assessing the effectiveness of the training and education programs of the organization.

In general, the respondents' touch the following issues: selections of trainees is not fair; long term trainings are not well managed; the real gap and the training offer are not well interrelated; most of the trainings target are not clear for employees; lack of consistency and miss use of policy frame between work teams; mismatch between external training providers potential and the Agency need; unfair commitment with employee and the Agency regards to training and education programs; budget problem; language problem also faced some foreign training; and well developed and sound objectives are not set before the trainings are organized; are rise by the respondents seeing that the problem of the Agency training practices.

Q: What problems do you face regards to employee performance appraisal in your Agency or Department.

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This issuing that both of the respondents; employees as well as the immediate managers are substantial the BSC result incorrectly or carelessly, because of this reason the result shows ideal productivity of the employees. In addition to this, the employees performance assessment system most of the time led to subjective judgment. It's not functional in real work area, only it's procedural and compiling every six month and sends to HRM department. Because of poor management of each employee data the actual employee performance system is poor, and on the time being this shows that poor employees performance evaluation trained in the Agency.

Another issue that respondents rise is, for effective productivity and better employees performance result, the Agency as well as department's should be manage well the most valuable resources like time, budget and recourses including human elements; this lead to betterment of employee performance. These issues are critically asses from team leaders to the top management. In particular the policy and procedures' of the Agency are clearly set about the time and HR management issues for better performance result, and the employees performance result also use as input for decision making. Some respondents are rise; employees are poor in time and work recourse management including HR, obvious, it's led to poor performance.

Another issue climb by the respondents' is poor customer needs understanding led to poor performance. This led to poor time and recourse use, plus poor planning.

Some respondents say that lack of experience and skill to assessing the output of employees as well as the tasks or team effectiveness; even though some tasks are complicate and dynamic in nature for exactly assessing the faller and success in the ground. These challenges are considered in the agency and departments, but some respondents' also criticize the evaluation processes are not the same for all departments or its not standardize.

Some performance gaps are also the problems of commitment and alignments of employees towards the mission of the Agency. This led employees more focuses on personal interests and issues. The respondents also rise the immediate managers are not give constrictive feedback for betterment of employee performance. In addition most of the time, team leaders are not considering the group contribution to better performance for individuals and vice verse. The most respondents are agree on the agency have not better standardize employee

performance assessment practice and output in the ground for each job functions. In general, this lead to subjective employee's performance assessment practices in the organization.

In sum up, the agency practice on BSC for employee performance, since 2012 in among confusion between employees and their immediate managers; both are thinking about numbers, rather than quality and betterment of employee productivity in time and the future.

Q: Do you think employees performance assessment system of the Agency can help to plan training programs, please show your argument.

Half of the respondents agreeing on the appropriate employee performance system help to organized effective training programs; but they have giant doubt on realistic data of employee performance. Another issue here is the respondents touch is training should be give for the appropriate candidate to enhance her/his performance rather than best performer. Most of them boldly issued the agency strongly work to better estimation of the employee's performance, and full fill their split in the appropriate procedures' for better practices.

Some respondents are not agreeing on employee performance results help to planning training programs, for the reason that the system practically not realistic, reliable and time bounded, even though the procedures' and the policy documents expected every six month employee performance result summated to HRM department, and every month and quarterly measure the employee performance in work unit; the reality is far from the actual practice, in almost all departments.

Another issues raised by the respondents is, BSC is not help to plan training in the agency level, because its only focusing on tasks, and expected result; this is not show exactly the employee performance gaps. In practice, Training programs are plans only for formality. In addition to this, most of the time the employee performance system output and the side by trainings programs are not mach exactly the actual employee's gap.

To some up, using the employee performance data for planning training programs in particular and employee and organization development in general; the agency strongly work on better employee performance assessment system to effectively accessing the potential and gaps of each employees, departments and the agency at large. This helps getting appropriate data to each employees, departments, and the agency success and gaps. If not, it's difficult to using the employee performance data for planning trainings and other HRD programs.

4.4. Analysis of the Interviewee Questions

Three members of top managements are agree on the agency are clearly stated the Training and Development policy, the other two are arguing on the existing policy, but its need some amendment in the near future. On the other hand, three of the top management members are agree on the agency conduct TNA, but there is no any document on their shelf. The other two member of the team only accept that the agency as well as departments are not conducted documented TNA. Four members are arguing on trainings are plan any time, when necessary, but three members are arguing that budget is problem on some training programs, the rest two are budget is not a problem for training programs. Four members of the top management team are arguing on trainings are relevance to the departments as well as employees, but three respondents are not assuring the objectives of the trainings are realistic, curriculums/contents are sound, and trainers are competent enough to deliver the contents or not. On the line of this Three of them are arguing on trainees are selecting fairly by their immediate managers, and also training effectiveness are evaluate when trainees are return to their work.

Four members are disagreeing on the employee performance result to input for training, and also there is no any linkage between employee performance result and training programs. All members are arguing on the immediate mangers are working on improving employee's performance, and delivered trainings are also improve employee's performance. All members are agree on the agency does not evaluate training effects at agency level. Three of them are agreeing on the departments are assess the effects, but there is no document on this area.

Finally, three of the members are agreeing on trainings are increase commitments of employee towards the organization, but recommend that it's difficult to assess the commitment come from the training or not, and its doubtful issue specially how motivate ICT professionals and committed for the organization also need some additional researches.

CHAPTER FIVE

5. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary of the findings

The function of training and development is vital for today's business. The main rationale of this thesis is assessing the effects of training on employee's performance in the case of INSA.

The majority of the respondents, that is, the aggregate mean score (2.8056) trainings are not organized based on standardize time frame. The agency also there is no standardize and formal TNA procedures and documented evidence on the area. Most respondents also agreeing on the agency does not work timely TNA to identify the performance gap of the employees. However, the aggregate mean score (3.6485) evidence that the trainings organized by the agency are most appropriate for employees job. Even though, the trainings are organized without formal TNA, the aggregate mean score (3.2513) also indicate that trainings which organized and conducted are more proper for employees job.

The aggregate mean score (3.0447), one sample T-test, correlation and regression results also point toward that employee training and performance are regular relationship.

The employee performance result and training programs are not standardized and documented connection in the agency. But, the immediate mangers are demanding to improve the employee's performance unorganized way. Most of employee's, team leaders as well as top level managers are arguing on trainings are improves the skill and performance of employees, however there is no documented effect assessment on the bottom line.

The employee performance assessment data organized every six month in the agency has inappropriateness for further analysis and decision making; because of an appropriately fill up by the employee and their immediate mangers. However the findings based on this data shows employee trainings and performance results have positive relationship.

5.2.Limitations

- ❖ The researcher involved only selected employees, middle label management /team leaders/, and five top level managers of the Agency for this work.
- ❖ Some pre and post training employee performance assessment data are not exactly illustrate the effects of training on employee performance; since subjectively and carelessly manage by the employees and their immediate mangers.
- ❖ This research study was limited to INSA; further studies could be done in other privet businesses, Government, and Non- Government Organizations to see in detail the relationships between employee training and performance.

5.3.Conclusions

The main purpose of each training session is to append worth in the performance of the employees; hence all type of organizations design training and development programs to their employees continuously. Therefore, this study conducted to assess the effect of training on employee performance within INSA.

The study established that INSA having a clear training and development policy, and it's understandable for more than half of employees, its strength of the agency.

However, the study conclude that trainings are not organized regularly for satisfy the need of employee as well as the organization itself. Relatively trainings are organized and conducted yearly, and when necessary.

The study reorganized that TNA does not conducted. There is no documented evidence in all functions of the Agency. Based on this fact, TNAs are unfortunately organized without formal TNA procedures', and most of employees also not satisfied on the programs constancy and frequency. So, the study concluded that TNA does not formally conduct in all level of the agency. However the training programs are more valuable for all concerned. In addition to this, the trainings organized by any resources are relevance for most employees, and also the objectives are set realistically, the curriculums/ contents of the trainings' is appropriate for most participants.

The study established that trainings are organized without formal TNA procedures'. Rather most training are organized based on the projects need, but does not conducted any documented TNA for getting the real gap of employee. In addition to this, there is no formal link with trainings and employee performance assessment results. Nevertheless trainings are conducted on appropriate trainers, environment and also improve the skill and performance of employees. Immediate managers in all levels also aggressively work to enhance employee performance. The study concluded that trainings does not conducted base on TNA, however it's fruitful in all levels of the agency.

The study acknowledged that, trainings are slim positive relations to employee performance. Even though the policy and procedures' are clearly indicate the training evaluation issues and give mandates to HRM and all functions, practically does not conducted training evaluations and assessments in all levels of training process. In addition to this, the effects also does not evaluate at any functions of the agency. However, relatively trainings are increasing the commitment of employee towards the agency. So the study concludes that, training and performance are slight positive relationship. The one sample T-test correlation and regression result also shows that, modest fragment positive result between employee training and performance in the researched organization.

5.4.Recommendations

To improve the relationship between employee training and performance practices for successful organization in general, and employee development in particular the agency working on effective use of its recourses, especially time, and HR to improve the employees competencies and performance.

Based on the findings and conclusions set on this study; the researcher move to forward recommend the following issues for INSA HRD practices.

- ❖ The practical linkage between employee training and performance should be begin from the policy and other related procedural documents. So, INSA make sure that the employee performance results are input for trainings, and should be

clearly observed on the policy documents that are, training and development (capacity building) and BSC.

- ❖ INSA strongly work on documented and standardize TNA on all appropriate areas to effective training and development practice; for this designing, standardizes TNA manuals and procedures that fitting the culture of the agency should be prepared.
- ❖ Trainings also should be organizes and conducts based on documented evidences' and TNA results for actual enhancement of employee performance gap.
- ❖ The goodwill of trainings should be evaluated ongoing progress, as well as at the end of the programs. In addition to this, the overall effects also should be assessing that departments and job positions level. In addition to this, employee's trainings and the expected outputs also realistically set on a regular basis. These processes should be address in all procedures and make sure that done on the appropriate frequency, quality assurance procedures, internal control manuals and overall performance audits.
- ❖ Finale, the appropriate documents, like TNA, organized and conducted trainings based on TNA, participant's profiles, ongoing and overall training assessments, and employee performance data, should be well documented for continuous improvement of the training process, and building strong learning organization.

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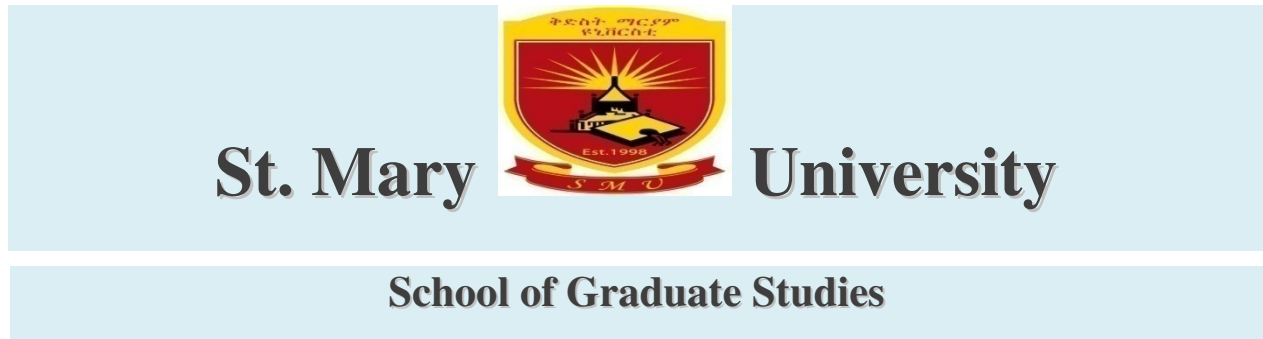
Appendices

Appendices – 1: Sampling Table

Annex - 1 Population Size	Required Sample Size [†]							
	Confidence = 95%				Confidence = 99%			
	Margin of Error				Margin of Error			
	5.0%	3.5%	2.5%	1.0%	5.0%	3.5%	2.5%	1.0%
10	10	10	10	10	10	10	10	10
20	19	20	20	20	19	20	20	20
30	28	29	29	30	29	29	30	30
50	44	47	48	50	47	48	49	50
75	63	69	72	74	67	71	73	75
100	80	89	94	99	87	93	96	99
150	108	126	137	148	122	135	142	149
200	132	160	177	196	154	174	186	198
250	152	190	215	244	182	211	229	246
300	169	217	251	291	207	246	270	295
400	196	265	318	384	250	309	348	391
500	217	306	377	475	285	365	421	485
600	234	340	432	565	315	416	490	579
700	248	370	481	653	341	462	554	672
800	260	396	526	739	363	503	615	763
1,000	278	440	606	906	399	575	727	943
1,200	291	474	674	1067	427	636	827	1119
1,500	306	515	759	1297	460	712	959	1376
2,000	322	563	869	1655	498	808	1141	1785
2,500	333	597	952	1984	524	879	1288	2173
3,500	346	641	1068	2565	558	977	1510	2890
5,000	357	678	1176	3288	586	1066	1734	3842
7,500	365	710	1275	4211	610	1147	1960	5165
10,000	370	727	1332	4899	622	1193	2098	6239
25,000	378	760	1448	6939	646	1285	2399	9972
50,000	381	772	1491	8056	655	1318	2520	12455
75,000	382	776	1506	8514	658	1330	2563	13583
100,000	383	778	1513	8762	659	1336	2585	14227
250,000	384	782	1527	9248	662	1347	2626	15555
500,000	384	783	1532	9423	663	1350	2640	16055
1,000,000	384	783	1534	9512	663	1352	2647	16317
2,500,000	384	784	1536	9567	663	1353	2651	16478
10,000,000	384	784	1536	9594	663	1354	2653	16560
100,000,000	384	784	1537	9603	663	1354	2654	16584
300,000,000	384	784	1537	9603	663	1354	2654	16586

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Appendices - 2: Questionnaire



St. Mary University

School of Graduate Studies

General MBA Program (MBA).

Dear Respondent

This letter is an introduction to the main reason to your participation in this study. The questionnaire is developed by the researcher to collect data which helps to determine the “*Effect of Training on Employee Performance*”, in the evidence from INSA.

Therefore, all the information you supply through this questionnaire will be treated with confidential, and will only be use for academic purpose, which it has been collected.

Thank you in advance for your kindly and genuine responses.

Direction 1: Indicate your response by putting the appropriate box:

A. General Information

1. Gender - Male Female
2. Work Experience: 3 to 5 year 5 to 7 year
More than 7 year
3. How long have you been in your present Job position:
3 year 3 to 5 year More than 5 year
4. Level of Education:
High school Preparatory Diploma/Level 1-4
First Degree MA/MSc and above other
5. Your level of position in the Agency:
 - a. Beginner Professional Expert
 - b. Middle level Manager (Team Leader)

c. May other, specify

B. Topic Related Information

Direction 2 – Indicate your response by putting mark in the appropriate box.

2. Training Related issues

S.NO	Statements	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5
2.1.	The Agency has clearly stated training and development policy.					
2.2.	Training programs are planned based on Training Need Assessment result.					
2.3.	Training programs are organized every six month.					
2.4.	Training programs are organized every year.					
2.5.	Training programs are organized every two year.					
2.6.	Training programs are organized any time when necessary.					
2.7.	The Training you participate is relevant to your job.					
2.8.	The Training objectives set are realistic.					
2.9.	The Training content/curriculum/ you participate is sound.					
2.10.	The trainers are competent enough to deliver the concern of the training.					
2.11.	The trainees are selected fairly by the managers.					
2.12.	The Training methods employed are appropriate.					
2.13.	The training venue (place) is conducive for trainees.					
2.14.	Training evaluation is conducted at the end of each training sections.					
2.15.	Training effectiveness is evaluated at the end of the training program.					
2.16.	The training effectiveness is evaluated, when trainees return to their work place.					

3. Performance related issues

S.NO	Statements	Strongly Disagree	Disagree	Slightly Agree	Agree	Strongly Agree
		1	2	3	4	5
3.1.	Performance appraisal result is an input for training.					
3.2.	The trainings are interlinked with performance gap.					
3.3.	Immediate manager’s works on improving performance gaps.					
3.4.	Training programs attended have improves your performance.					
3.5.	Training improves your skills.					
3.6.	The effect of training is evaluated at the Agency level.					
3.7.	The effect of training evaluate on the Department or work unit level.					
3.8.	Training programs organized have increase commitment of each employee to the Agency.					

4. Open Ended Question

4.1. What problems do you face regards to training in your Agency or Department?

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.....

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.....

4.2. What problems do you face regards to employee performance appraisal in your Agency or Department?

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.....

4.3. Do you think employee performance assessment system of the Agency can help to plan training programs, Please explain

.....

.....

.....

.....

Appendices – 3: Interviewee Check List for Top Management

S.NO	Statements	Checklist	
		√	X
1	The Agency has clearly stated training and development policy.		
2	Training programs are planned based on Training Need Assessment result.		
3	Training programs are organized any time when necessary.		
4	Training programs have counter budget problems.		
5	Are you assuring Trainings are relevant for each job.		
6	Are you assuring Training objectives set are realistic?		
7	Are you assuring Training content/curriculum/ is sound.		
8	Are you assuring The trainers are competent enough to deliver the concern of the training?		
9	Are you assuring The trainees are selected fairly by the managers?		
10	The training effectiveness is evaluated, when trainees return to their work place.		
11	Performance appraisal result is an input for training.		
12	The trainings are interlinked with performance gap.		
13	Immediate manager's works on improving performance gaps.		
14	Are you assuring Training programs have improves employee performance.		
15	The effect of training is evaluated at the Agency level.		
16	The effect of training evaluate on the Department or work unit level.		
17	Training programs organized have increase commitment of each employee to the Agency.		

Appendices – 4: Document Analysis

Document Analysis

INSA is an Ethiopian government owned Network Security Organization. It was established by regulation No. 250/2011 and re-established under the re-establishment Proclamation No. 808/2013 by the council of ministers. According to the proclamation the agency has the objective to ensure that information and computer based key infrastructures to be secured for the betterment of the country Peace, Development and Democratization process.

According to the proclamation the need to re-establish includes:

It has become necessary to ensure the security of advancing critical infrastructures and industries of the country that are vulnerable and going to be more vulnerable to an attack due to their reliance on computer;

It has become necessary to protect the cyber space which is created by the local and international computer networking, so as not to be a national security threat;

It has become imperative to ensure the security of information, as information is invaluable social, political and economic asset;

It is essential to secure information and critical computer based infrastructure in order to ensure the national interest and citizens' right;

It has become necessary to establish strong institution that coordinates national efforts to realize the security of information and critical computer based infrastructures and capable to implement national cyber security policy and strategy effectively.

The researched, Agency: INSA, training and development system principally accepts human power is a “Key” for any success, and working strongly and aggressively to empower the employee for better future. As a result, the Agency aware of these issues, and works to improve the effectiveness of training and development programs for increasing employee’s performance, productivity, and over all organizational betterment.

Based on this precision, the HRD program has its own police, rules and regulation for balancing the need of the agency and the employee, and training and development team mostly works on operational and strategic issues.

All training and development functions are done by the training and development department, but all workgroups also involves in all issues especially HRD, individual performance evaluation and planning activities.

In this document analysis, I discussed in detail, The HRM Policy, The Capacity Building Procedures, and The employee performance assessment practice of the Agency.

Policy and Procedures: Capacity Building

The Policy Objectives

Develop human power to achieve the organization mission, and public interest on the area of ICT.

Enhancing the employee's technical and professional performance to the Agency success.

Increasing and duplicating experiences and potential recourse of knowledge within the Agency.

Building attractive work environment for HRD.

For achievement of organizational vision: produced psychologically well managed and developed man power.

The Policy Goals

Develop well organized Knowledgeable and Skilled HR, based on the need of the Agency,

Develop well developed citizens' to the mission of the Agency as well as the country at large.

Use all HRD alternatives to achieve the mission of the organization.

Creating best work environment for effective and efficient productivity.

Develop psychologically well managed man power for enhancing the organization mission.

Develop all rounded man power to sprint with the world technology trained and dynamicity on the area of ICT.

The policy Principles

Working on research for effective HRD based on the need of all work groups of Agency.

Use at maximum the Agency recourses for improving knowledge and skill of employees.

Based on the recourse availability; prioritize the need of the Agency.

Access for all employees.

Alien with the country HRD Policy.

The policy Focus

Induction Socialization and Internalization,

On job Training,

Off job Training,

Short term Training (Three Month), Middle term Training (Six Month), and Long term training, most of the time one year, its including On the job, and off the job training,

Education: From primary school (sponsor some talented primary school students) to PhD, and

Use Career Development as a tool for all over HRD functions.

For implementing the policy, the organization develops its own Procedures to answer how put into practice of Training and Development Program to execute the Agency and employees sense of balance.

Practices (Procedures)

Training Need Assessment (TNA)

The Agency capacity building procedure manual Article 6: Sub Article 1, states that TNA must be based on the background investigation to confirm adding value to the mission of the Agency in the course of bring effect on the ground. Need assessment is at all times the responsibility of the departments; they have actual employee performance assessment data on the real time production. Employee performance assessment conducted every six month, based on that exhibited by the project /program/ and/or individuals. The responsibility of HRM department is only collect and compiles the need of the departments, and organizes it for further clarification.

Planning

The Agency capacity building procedure manual Under Article 7 Sub article 1-7 shows that how training and education programs are plan. Departments organized their need and send to HRM. Then, based on different parameters and selection criteria's the programs prioritized and the appropriate programs are confirmed based on the department requests.

Training organization

Ideally training programs always prepared after need assessment. But it's not Must. The main thing is some technological issues are needs training without any assessment, in addition some future oriented trainings also just prepared for enhancing employees for future technology trained, creativity and innovation B.B. Mahapatro, (2010). These kinds of trainings' sometimes may coverer outside sponsor organizations. Based on Article 7 Sub-Article 3 (A), most of the

times senior technical staffs give in-house training. Not only these, if necessary also use external training providers from different institution within and outside the country. All trainees should be sign commitment bases on the cost compensate to the training.

Trainers Selection

The procedure states that trainer's selection should be based on Article 8: Sub Article A – C:

The training center must be fulfilling in the appropriate training and related materials;

Relatively having enough experience on the training area and

Relatively fair Cost.

Trainee Selection

The Procedure states that trainee selection should be based on Article 12: A - E

The training result promising to better performance;

The motivation of the employee for enhancing her/his profession;

The potential to transfer to other employees;

The training must directly relate to her/his job position;

The employee potential to achieve the training issues and concern.

Evaluation

Under Article 18: Sub Article 1 states that, The HRM departments and other subdivisions, work together for evaluate the training effectiveness and taking majors on the weakness.

Under Sub Article 2: after six month, the departments measure the employee success in terms of actual performance of the job efficiency and employee effectiveness. The evaluation criteria's focuses on: quality, speed, cost effectiveness, attitude, innovation, problem solving, practicability, and customer focus. This evaluation process also separates the mandates to HRM and other department.

Procedure: Performance Management/BSC Procedure/

The Procedure Objectives

To adapt the Balance Scorecard (BSC) benefits and developing alignment and balancing direction for the success of the Agency,

To give duties and responsibilities to work teams, individuals, and assessing their success story accomplished based on the objectives of the Agency,

To build clear, fair and appreciate performance management system to assess the success story of individuals, and give appropriate trainings based on gaps, and also taking measure to poor performances, may necessary.

The Procedure Principles

Every level plans must be align directly or indirectly with the Agency or departments strategic goals,

Every employee scorecard should be based on their career level,

Every employees scorecard should be developed the primary initiation of each employee,

Every scorecard should be developed based on the analyses of existing situation, and open to any amendment,

To create awareness for every members of the Agency on their duties and responsibilities, expected result, and giving continuous feedback for better performance,

Every employee performance assessment result should be based on pre-determined tasks, the side by measurements, expected output and plan and result comparison,

All decision making process should be based on written and documented BSC.

Practical Exposures

Practically it's on the strong ground and every member of the agency as well as work teams, departments and strategic level leaders are use the tool as system (BSC). On the line of this, each employee performance assessment results are collect and organized every six month and submit for HRM department. This is the strong side of the employee performance assessment system.

There are different issues are cover under Article eight (8) /BSC result evaluation/, Nine (9) /the participants duties and responsibilities/ Article ten (10) /The Result interpretation/. Article (11) /Measures will be taken after the evaluation/.

However there are some gaps in the Articles 11 especially there is no related issues to training and employee development, except the measures all about benefits and motivational issues. Only sub Article (11.5.2) states that the employee score 95% and above will be get capacity building opportunities outside the country. So, it's difficult to plan and manage all employees performance improvements programs based on their gap, especially poor performers are not treat on the measures part of procedure.

Strength

The Training and Performance Management systems of the agency have its' own policy and procedures', and working on that.

The organization accepts human power has key for any success, and tries to develop them based on its priority.

The planning system and tool (BSC) and process link from strategic levels to each employee.

Weakness

Equity problem: Prioritizing leads to unequal training and education program between departments and employees.

In both Documents, there is no exact time to evaluate the training and development effectiveness, interns of employee performance.

There are no standardizing training process, procedures' and manuals.

There is no strong documented link between the employee performance gaps and side by related trainings in both procedures.

Declaration

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of my advisor **Asst. Prof. Goitom Abraham**. All sources of the material used for this work have been duly acknowledged. I further confirmed that the thesis has not been presented and submitted partially or fully by any other person for a degree in any other university.

Declared by:

Mezegebe Wolde Geberekidane

Signature _____

Date _____

Confirmed by Advisor:

Asst. Prof. Goitom Abraham

Signature _____

Date _____