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MBA IN GENERAL MANAGMENT

Training Delivery Practice In The Public Service Transport Enterprise:

By:
Zenebech Wourku

JUNE,2017
Addis Ababa Ethiopia

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BY:
ZENEBECH WORKU
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MBA IN GENERAL MANAGMENT

TRAINING DELIVERY PRACTICE IN THE PUBLIC SERVICE
TRANSPORT ENTERPRISE

BY

ZENEBECH WORKU (SGS/0385/2007A)

Approved by Board of Examiner

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DECLARATION

I ,the undersigned Zenebech Worku T\Haymanot Declare that this thesis is my original work, prepared under the guidance of Dr Abraraw Chane All sources of material used for the thesis Have been duly acknowledged .I further confirm that the thesis has not been submitted either in other higher learning institution for the purpose of earning any Degree.

Name   **Signature**

Zenebech Worku   ------------------------------------

St,Mary;sUnversity,Addis Ababa   JUN,2017

CERTIFICATE

This is to certify that Zenebech Worku has worked her thesis on the topic
Training delivery practice in the public service transport enterprise
under my supervision. To my belief, this work undertaken by zenebech worku and it is

original and qualifies for submission in partial fulfillment of the requirements for the

award of master's degree in MBA.

Advisor Name_____   **signature**   _____

St.Mary's University, Addis Ababa   JUN,2017

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ABSTRACT

The purpose of this study is to examine the effect of training dimensions on employee performance on public service employee transport enterprise. A sample of 180 respondents was drawn from the employees of the enterprise using sampling technique. A structured questionnaire was used for data collection. Of the 180 questionnaires distributed to employees 165 response were found to be workable with 91.6%response rate. SPSS V 20.0 was used to analyze the data and multiple linear rogation was run. The study found that all the training Dimensions on Employee Performance namely Training Need Assessment, Training Commitment, Training Contents, Training Delivery Approach, Training Evaluation or Feedback have a positive and significant relationship with employee performance of the employee of public service transport enterprise.

Therefore, it is concluded that in the enterprise training need assessment, training content, training delivery approach, training commitment and training evaluation have effect on the employee performance.

I recommend that: the enterprise take remedy action to solve those gap on training need assessment, training content, training delivery approach, training commitment and training evaluation in order to improve the performance of the employee and to achieve organizational goal.

Key Words: Training need assessment, Training commitment, Training content, Training Delivery approach, Training Evaluation and employee Performance in the organization.

A C R O N Y M S

BSC-   Balanced Score Cared

HRD -   Human Resource Development

HRDF - Human Resource Development Fund

HRM -   Human Resource Management

ICT -   Information and Communication Technology

KSA - knowledge, skills and abilities

OJT -   On – Job – Training

TNA -   Training Needs Assessment

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CHAPTER ONE
INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Nowadays, organizations operate in a complex and changing environment that greatly enhances and influences their growth and expansion. To cope up with this changing environment and technological advancement, organizations need to develop and train their employees. It is the trained people that mobilize and make use of both the human as well as the non-human resources of the organization to achieve its goals (Brum, 2007).

According to Ismail and Zawiyah (2009), stated that knowledge is a central source of government services, effective knowledge sharing among employees is a significant management challenge for providing excellent service to the public at all levels. Without the requisite knowledge and skills public officials may not be able to perform their responsibilities and duties effectively, efficiently and with high standards of performance.

So, training is a continuous process for improving the ability and competence of the employees to meet the current and future performances of an organization. The rapid change in technologies, innovation and customers need for organizations are facing on-going need for updating the knowledge of their employees, and narrow down the existing gap between the skills required and those possessed. This calls mangers to be aware of the urgent need to invest on employees training and development issues. It has been largely argued in the literature that training helps employees improve their efficiency in their current job role and helps them to perform to a standard that enables the organization to gain competitive advantage in its market.

According to a recent study conducted by Poh (2001), training is an essential element for sustainable competitive advantage and survival in the 21st century as it is the process of

providing employees with specific skills helping them to correct deficiencies in their performance. Moreover Cole (2002), asserts that training enhances skills, knowledge, attributes and competencies and ultimately worker performance and productivity in organizations.

Training is also a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills or attitudes through learning experience to achieve effective performance (Buckley and Caple, 2000). Hence, access to training and development programs to all employees is critical in facilitating organizational growth, particularly with performance and technological improvements (Boomer Authority, 2009). Therefore, training improves the overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly related to the training in improving the quality of services (Aguinis and Kraiger, 2009).

Based on this fact Wei .T -Tai (2006), stated that most of the firms by applying long term planning, invest in the building new skills and abilities of the employees to perform well on the job. It requires effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time. Goldstein and Ford (2002), conducting a systematic training need assessment is a crucial initial step to design a training program and can substantially influence the overall effectiveness of training programs. Likewise Wagonhurst (2002), stated that in the design and development of the training programs', systematic attempts to assess the training needs of the organization, identify the job requirements to be trained and identify who needs training and the kind if training to be delivered should result in more effective training .

In addition Goldstein et al. (1993), a systematic need assessment can guide and serve as the basis for the design, development, delivery and evaluation of the training program; it can be used to specify a number of key features for the implementation and evaluation of training programs. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use.

However Lerman (1999), and Wagonhurst (2002), collectively stated that, an effective training program cannot be analyzed and studied as phenomenon unto itself. As with any systematic process, an effective training program is driven by several factors, including training commitment of employees which reflects to commitment of organizations in preparing training; comprehensive needs assessment in resolving organizational problems; employing appropriate training contents and delivery approaches; and training evaluation handed out at the end of training programmes, which influence the transfer of skills from training environment to work environment.

1.2 STATEMENT OF THE PROBLEM

Employee performance has been identified as one of the key elements for organizations to gain competitive advantage and superior productivity. Although competitive advantage is the issue of a business organizatin, it can be employed by the public sector as it is the ultimate objective of the public sector. A study by Vermeeren et al. (2009) has proved that work performance could help public organization to improve service delivery. Realizing its importance, public organizations seem to pay attention on work performance in relation to formulating policies and enhance service delivery (Leeuw,1996). In many organizations, people believe that work performance is more beneficial to them, their customer and more importantly to their organization (Macaulay & Cook, 2008).Since work performance is crucial to government services, high work performance among employees is a significant management challenge for providing efficient services to the public at all levels. Amisano (2010) depicted that Employee performance depends on many factors out of which training is the case in point.

Among the crucial aspects of training, scholars focus on the dimensions of training. For example, Wagonhurst (2002) suggest the four dimensions of training which influence employee's work commitment and performance. These include comprehensive training needs assessment in resolving organizational problems, employing appropriate training contents and delivery approaches, and training evaluation handed out at the end of the training programs, which in turn influence the transfer of skills from the training environment to the work environment. Thus, as a

factor of work performance, the success of training depends on the correct implementation of all steps of the process which involves previous analysis of training needs, development and implementation of an adequate training plan and evaluation (Pineda, 1995).

Organizations deliver trainings on planned or haphazard manner. In this regard,Hales (1986) stated that while some organizations set about identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training. However, many other organizations meet their needs for training in an ad hoc and haphazard way. Likewise, Babaita (2010) revealed that organizational leaders are often not clear about what they want to train. As the result, they fail to connect training with the overall organizational goals and employee performance.

Having taken the rationale that Ethiopia has a huge public sector, the national government has been to support and facilitate the training institution that employees acquire the necessary knowledge and skills to carry out their jobs properly. As the result, many organizations spend much of their effort in terms of time and money on training, believing that training will improve their employees' performance and thereby the firms' productivity. Accordingly, many of the public sector organizations in the country are engaged in the provision of training for their staff members (Tazebachew, 2011).

According to Obisi (2003), there are different factors including employee training that contribute to job performance and organizational effectiveness. Swart et al.also (2005) revealed that training is a key factor in the achievement of organizational goals and is a tool for bridging the performance gaps.

Moreover Haslinda and Mahyuddin (2009) stated that the deficiencies in training dimension practice are the main factors which affect the effectiveness of training. Based on this point of view, training is one of the factors that determine employee performance. Thus the researcher assumes that it might be due to the existence of insufficient training dimension practices in the enterprise under study that leads to its under desired level of organizational performance. Therefore, the purpose of this study is to investigate the effect of training dimensions on employee performance in public service employee transport service enterprise.

1.3 OBJECTIVE OF THE STUDY

General Objective

The general objective of this study is to investigate the effect of training dimension on employee performance in public service employees transport service enterprise.

Specific Objectives

The specific objectives of this study include:

1. To identify the influences of training need assessment on the employee performance

2. To identify the influence of training commitment on the employee performance

3. To explore the influences of training contents on the employee performance

4. To measure the influence of training delivery approach on the employee performance.

5. To identify the influence of training evaluation on the employees performance.

1.4 RESEARCH HYPOTHESIS

Hypothesis development is very important because acceptance and the rejection of hypothesis show the significance of the study. On the basis of literature review and above theoretical frame work we came to develop following hypothesis.

H1: Training need assessment has a significant effect on employees' performance

H2: Training contents has a significant effect on employees' performance

H3: Training delivery approach has a significant effect on employees' performance

H4: Training commitment has a significant effect on employees' performance

H5: Training evaluation has a significant effect on employees' performance

H6: The overall training dimension has a significant effect on employees' performance

1.5 SIGNIFICANCE OF THE STUDY

The purpose of this study has identifying the effect of training that limit the performance of employee at the workplace in the study organization. understanding the training dimensions factors that influencing the performance of employee is crucial. thus to apply all steps of training process to enable effectiveness of training, and to achieve the goal of that desired organization plan. So, this study intended to create awareness of the organization to take intervention measures and set appropriate training plans to improve the existing level of performance implementation in the organization.

Therefore, the result of the study will serve as an input for the organizations to re-examine how much they are effectiveness from the previous training process that employed by the organizations towards improving the performance of the workforce to take corrective action for the future. The study also aims to provide additional information for policy makers to develop effective counter measures that could maximize the employee performance. Furthermore, it will help as a source document and as a stepping stone for those researchers who want to make further study on the area afterwards.

1.6 SCOPE OF THE STUDY

The scope of the study is limited to the study of effect of training dimension on employee performance at the public transport service. The study covers representatives of the bureau employees who work in the bureau above six month experience. Even though wide ranges of training process variables are expect to be study, this study is delimited to some of the training dimensions effect on employee performance like training need assessment, training commitment, training content, training delivery approach and

training evaluation practice of employees in the organization and any variable explaining the training effectiveness factors beyond above mentioned are not consider in this study.

1.7 LIMITATION OF THE STUDY

Gay and Airasian (2000) defined a limitation as "some aspect of the study that researcher knows may negatively impact the study, but over which they have no control". Even though wide ranges of factors affecting employee performance are expect to be studied the constraint of this study has only undertaking to investigate the effect of training dimension on employees performance in the organization. Additionally, there may be information concealing or negligence of the respondents during filling of the questionnaire. The limited number of domestic studies on the area and absence of well organized and documented information in the bureau are also the limitations of this study.

1.8 OPERATIONAL DEFINITION OF TERMS

Training:

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992). Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential. Training refers to bridging the gap between the current performance and the standard desired performance.

Training dimension

Wagonhurst (2002) suggest the four dimensions of training which influence employee's work commitment and performance. These includes training need assessment, training content, training delivery approach, training commitment and training evaluation. Training effectiveness is measured usually by assessing the combination of the training dimension or component (Kirkpatrick's (1967).

Training Needs Assessment:

Goldstein; Ford, (2002) conducting a systematic TNA is a crucial initial step to design a training program and can substantially influence the overall effectiveness of training programmes. Training Needs Assessment (TNA) refers to developing a composite impression of the professional setting and includes inquiries regarding short and long term business strategies, the physical work environment, departmental culture, performance capabilities and the personalities of the employees.

Training Commitment:

According to Saiyadain (1994) most training programs are offered to fulfill the expectation of the employee's needs because most of the training programs are practical and relate to the actual problems arise in the work environment, so the employees able to test out the techniques which they have learned from the training programs in their work tasks.

Training Contents :

A number of typologies have been offered for categorizing skills and tasks (Wagner, 1997) which can be categorized into two broad categories:people or technical skills (Poon and Othman, 2000) is crucial in designing training programs.

Training delivery approaches

The training content areas(Poon andOthman, 2000). Organizations conducted training programs used one or more types of the approaches for delivering training objectives and developing their management employees.

Training Evaluation

The choice of evaluation criteria is a primary decision that must be made when evaluating the effectiveness of training. However, training evaluation is a difficult and complex task (Arthur and Bennett, 2003) but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically.

Employee performance:

Defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) while performance may be used to define what an organization has accomplished with respect to the process, results, relevance and success, (UNDP 1995). Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.

1.9 ORGANIZATION OF THE STUDY

This study contains five chapters in which each will be discussed in depth later. Chapter one is about preparing the whole research by considering the various important aspects such as Back ground of study, problem of statement, an illustration of the objectives of the study, scope of the study, significance of the study and limitation of the study. Chapter Two consists of review of related literatures and researches related to the problem being investigated. The methodology and procedure for the study are present in Chapter Three. The results of the study analysis and findings are present in Chapter Four. The final chapter has a summary of the study, conclusions and recommendations for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1   THEORETICAL AND EMPIRICAL EVIDENCE

This chapter will present a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework. Thus it will discuss findings of related researches to this study.

Introduction

In the fast pace changing world of business and environmental uncertainty, organizations realize their limitation of dealing with new challenges (Tai, 2006). However to further state that the organization should invest in training programs to make their employees competent enough to face uncertainties and take effective decision in time, in order to remain competitive in the market. Effective training is beneficial for the organization in variety of ways, such as, it plays a vital role in building and maintaining capabilities, both on individual and organizational level, and thus participates in the process of organizational change (Valle et al., 2000). Moreover, it enhances the retention capacity of talented workforce, hence decreasing the unintentional job rotation of the workers (Jones and Wright, 1992 and Shaw, et al. 1998). Furthermore, it indicates the firm's long-term commitment towards its workers and increases the employee's motivational

level (Pfeffer, 1994). All these contributions lead to a achieving competitive advantage (Youndtet et al.,1996) and to an enhancement in employee performance and organizational productivity (Delery and Doty, 1996).

2.2. TRAINING

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peer's cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produces better performance, hence improving organizational performance. Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training programs for its employees to enhance their abilities and competencies that are needed at the workplace (Jie and Roger, 2005).

Armstrong (2009) suggests that training can refer to the practice of equipping employees with skills, knowledge, and abilities, with the aim of building organizational capabilities and increasing organizational performance. Training not only develops the capabilities of the employee but also sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004). Training develops self efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

Training refers to a planned intervention aimed at enhancing the elements of individual job performance (Chiaburu and Tekleab, 2005). It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration, originated by the work on job (Chen et al., 2004). Those workers who feel themselves to be unable to perform a task with the desired level of performance often decide to leave the firm (Chen et al., 2004), otherwise their stay at firm will not add to productivity (Kanelopoulos and Akrivos, 2006). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained

employees are more able to satisfy the customers and (Tsai et al., 2007), employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance**.**

2.3 THE IMPORTANCE OF TRAINING

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

2.4 BEST WAYS TO DEVELOP TRAINING PROGRAMS

The best way to develop training programs is to go through the training process. That is training commitment, training needs assessment, training content, training delivery approach, and training evaluation or training feedback.

2.4.1 TRAINING COMMITMENT

Commitment has a significant and positive impact on job performance and on workforce retention. The underlying belief is that a more committed employee will perform better at their job (Walton, 1985). The likely outcome of employees performing better and being more productive is an overall improvement in workforce stability. Whether employee commitment is enhanced through training, compensation, evaluation, or any other combination of human resource practices, research typically finds that a committed individual is one that remains with the company. Commitment is a serious, long-term promise you make and keep with yourself and others to fully dedicate yourself to your task, training and/or team, even when, and especially when times are tough. Further, commitment means not only promising to do something, but much more importantly, actually investing the necessary effort and actions to make it happen.

A study of the employees' perceptions in reflects of their commitment towards the training commitment provided by the organizations. According to Saiyadain (1994) most training programmes are offered to fulfill the expectation of the employees needs because most of the training programmes are practical and relate to the actual problems arise in the work

environment, so the employees able to test out the techniques which they have learned from the training programmes in their work tasks. Besides that, the employees able to obtain input by learned and shared from other participants' experiences in most training programmes (Carter and Jenks, 2007).

In addition, most of training programs are not a 'one – shot' affairs but it follow – up based on experience from previous training program and also the continuity after the previous program succeed (Saiyadain,1994). Organizations should give serious attention in designing and evaluating training programs in striving to meet demands from the management for the profit contributions and participants who want programs that able to produce results and give benefit not only to the participants but also to the organizations.

2.4.2 TRAINING NEEDS ASSESSMENT (TNA)

Identifying training needs is a prerequisite for all training activities; without an adequate needs analysis, training is likely to result in employees simply going through the motion (Palan, 2007).

Based on the organizational analysis, the organization can assess the level of growth over a defined period of time and then determine the shortfalls and problems in order to help determine the required training programs. Also in identifying the training needs from the employees' perspective, the organization can measure the performances of individual employees. The difference in the organization and employees actual results expected as well as feedback from customers and shareholders of the organization all can help identify training needs. However this will depend on the circumstances the organization may find itself.

Training need arises where there is the need to improve or adapt/adjust to changes and solve problems in order to improve on both employee and organizational performance. The purpose of a training needs identification program therefore is to identify the gap that exist between the required and the actual competencies expected of organizations and employees so as to determine the kinds of training that can help bridge the gap (Asare-Bediako, 2002).

Training Needs Assessment (TNA) develop a composite impression of the professional setting and includes inquiries regarding short and long term business strategies, the physical work environment, departmental culture, performance capabilities and the personalities of the employees. Also known as Training Objectives or Terms of Reference, which need to be achieve after conducting the training program. However, conducting a systematic TNA is a crucial initial step to design a training program and can substantially influence the overall effectiveness of training program (Goldstein and Ford, 2002; McGehee and Thayer, 1961; Sleezer, 1993; Zemke, 1994) which also affected the performance of employees (Wagonhurst, 2002). According to

Buckley and Caple (2000), there are five major benefits by having and stating TNA in the training, which are:

1. Prevention in teaching too much or too little, which too little training indicates inadequate training may not provide a stimulus for improvement, while overload training can lead to overtraining syndrome (Karvonen, 1992; Kuipers and Keizer, 1988)

2. Guidelines for the training course design and are the basis for producing enabling objectives and learning points

3. Clarification of what are the goals in the training for the reference to the trainers and for the trainees

4. Effectiveness of the training in terms of knowledge, skills and attitudes expected of the trainees, the minimum acceptable performance standards and the conditions under which the performance is measured

5. Validation of the training which providing the link between training needs and the training

In addition, a systematic needs assessment can guide and serve as the basis for the design, development, delivery and evaluation of the training program; it can be used to specify a number of key features for the implementation and evaluation of training programs. The expectation of the training objectives to be achieve at the end of the program; the conditions under which the trainees able to demonstrate their learning and the standards that must be reached to confirm level of competence and understanding are another dimensions of TNA, which have been discussed by previous researchers (Bersin, 2006; Buckley and Caple, 2000).

2.4.3 TRAINING CONTENTS DESCRIPTION

A number of typologies have been offered for categorizing skills and tasks (Gagne, et al, 1997; Rasmussen,1982; Schneider and Shiffrin, 1977) which can be categorized into two broad categories: people or technical skills (Poon and Othman, 2000), is crucial in designing training programs. Many organizations fail because their employees not trained well enough in skills that truly matter in the age of information. However, people skills are typically hard to observe; quantify and measure as much as it needed for everyday life and in work because it's have to do with how people relate to each other: communicating, listening, engaging in dialogue, giving feedback, cooperating as team member, solving problems and resolving conflicts (Goldstein, 1974; and Coates, 2004).

The benefits of people skills training are (Menguin, 2007): (1) providing a platform to showcase technical skills; (2) helping in the fast lane; (3) bring out the leadership qualities; and (4) helping personal growth.

To provide the desired motivation and accountability, it is a good idea to assess people skills in advance of the training programs by employing executives who able to coach their supervisors

and subordinates in ensuring frequent feedback, encouragement and reinforcement. So, organizations can achieve the desired return on a considerable investment in people skills training. Organizations should acknowledge that their employees have the latest technical skills training, which are designed and offered by organizations in updating their existing skills and acquiring new technologies that will best suit with organization's technical training needs, goals and budgets. Employees need to learn specific skills for assessing a comprehensive new hiring training programs and able to perform specific job tasks. Positive effects of technical skills training have been evaluated in several studies: technical skills training leads to the performing of more skills on the organizations (Scherpbier, 1997); higher scores on written skills test (Remmen et al., 2001); and improved employees performance (Bradley and Bligh, 1999). The technical skills training played by tutor or trainer projected a positive attitude towards the method of role playing, which achieved better results in employee's commitment and performance (Nikendei et al ., 2005).

2.4.4 TRAINING DELIVERY APPROACHES

The training delivery approaches used are as varies as the training content areas (Poon and Othman, 2000). Organizations conducted training programs used one or more types of the approaches for delivering training objectives and developing their management employees. Teams have become increasingly popular in organizations of all sizes and industries because most of managers believe that teams often provide better outcome such as improving productivity, enhancing creativity, reducing response times and improving decision making rather than individuals(Lawler, 1988 and Hartenian, 2003). According to Olaniyan et al, (2008) the method of training can be classified:

Team training is one of delivery approach of training by which people learn how to work effectively in problem – solving groups, where direct observation and feedback is needed in the process of training (Rasmussen, 1982; Forbush and Morgan, 2004). Most of the organizations need ongoing, real time training which constantly raises the bar for performance standards for individuals, teams and the organization as a whole, where the real time training learn from the successes and failures of current practices (Roberts, 1997). Robert (1997) also explained that team training possesses and shares more knowledge than any group of individuals and keeps up to date with rapid changes in order to survive in the global competition of today much less tomorrow.

   Mentoring is another delivery approach of training, which mentors are the person who have more firm – specific of knowledge, skills and abilities (KSAs) in problem solving, conflict resolution, communication, goal setting and planning (Hartenian, 2003). Traditionally, mentoring meant helping others learn business – related lessons quickly with less risk and also based on chemistry between two people who had a lot in common. However, nowadays mentoring

involves everything that is done to support career advancement and professional development in order to maximize learning and development (Keller, 2008; Miller, Devaney, Kelly and Kuehn, 2008). So, the goal of mentoring is the exchange of knowledge (Chase, 1998).

So that the mentee is better socialize and becomes better prepared to take on important duties in the organizations (Hartenian, 2003), able to help provide a vision to the mentee, improve the commitment to work, and to motivate the mentee to become a mentor (Burgess, 2007; Haynor, 1994; and Smith et al., 2001). It also showed professional growth with the higher levels of achievement at work as well as a personal satisfaction (Burgess, 2007; and Smith et al., 2001).

On –the –job training *(OJT)* is another delivery approach of training, which takes place at normal workplace and makes the job itself part of the instruction given and a means of acquiring practical skills (Bas, 1989; Tews and Tracet, 2008). However, there is some argument about formal classroom training produced individuals who are only able to perform crude and forced imitations of target behaviors (Georges, 1996; and Zeytinoglu, et al., 2008), which it is questionable that whether they have fully develop interpersonal skill proficiency during the formal training and whether they successfully apply or transfer these skills on the job (Burnaska, 1976; Russell, et al., 1984; and Georges, 1996).

Consistent with Lin and Tremblay (2003), study showed that workers who are higher educated are more likely to receive on – the – job training. So, job skills training and skills upgrading is an integral part of maintaining the organizations' competitive employability profile (OECD, 2006a; Statistics Canada 1997).

Vestibule -This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis, et al, 2008).

Induction/orientation - This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.

Apprenticeship - A method of training where an unskilled person understudies a skilled person.

Demonstration-Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.

Formal Training - A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in-housetraining. Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes. Deciding among methods

usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Alipour et al., 2009).

According to Alipour et al.,(2009), training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something. These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion. They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods.

2.4.5 TRAINING EVALUATING OR FEEDBACK.

The choice of evaluation criteria is a primary decision that must be made when evaluating the effectiveness of training. However, training evaluation is a difficult and complex task (Arthur and Bennett, 2003; Easter by Smith, 1986) but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use (Goldstein, 1993; Tannenbaum and Woods, 1992). Although newer approaches to training evaluation have been proposed by Day, Arthur and Gettman (2001); Kraiger, Ford and Salas (1993) but Kirkpatrick's (1967, 1994) four level model of training evaluation continues to be the most popular (Winfrey, 1999; Salas and Canon – Bowers, 2001; Van Buren and Erskine, 2002). Based on Kirkpatrick's model (1967, 1994) there are four levels for categorizing training criteria and trainee reactions, which each level represents a more precise measure of the effectiveness of the training program, but at the same time requires a more rigorous and time-consuming analysis.

Level 1: Evaluation – Reactions

This level can be defined by asking the employees how they liked and felt about the training, which reactions are emotionally based on opinion. Every training program should at least be evaluated at this level in order to provide for the improvement of a training program, where the knowledge and skills contents as expressed in the training objectives. Also evaluate the training methods used and trainer who delivered it; the general learning conditions and environment; and the degree to attitudinal objectives of training programs have been achieved.

Level 2: Evaluation – Learning

The evaluation beyond the trainee satisfaction and attempts to assess the extent trainees have advanced in skills, knowledge, or attitude. Methods range from formal to informal testing to team assessment and self-assessment (Kraiger et. al., 1993). Some of participants take the test or assessment before the training (pre – test) and after training (post test) in order to determine the amount of learning that has occurred.

Level 3: Evaluation – Transferring

Evaluating at this level attempts to answer the question – How effective knowledge, skills and attitudes acquired through training transferred to workplace? There are several strategies for ensuring training transfer, such as: link training objectives to the strategic goals of the organization; maximize similarity between training content and work environment; have supervisors encourage employees to use acquired skills; ensure supervisors are accountable for reinforcing training transfer; select trainees who are already committed to training transfer; and develop re – entry plans for trainees. It is application to the work tasks that defines training success (Alliger, Tannenbaum and Bennett, 1995).

Level 4: Evaluation – Results

Evaluating in this level indicates the success of the program in terms that managers and executives can understand -increased production, improved quality, decreased costs, reduced frequency of accidents, increased sales, and even higher profits or return on investment (Brogden and Taylor, 1950; Tannenbaum, 1996). Also indicates the internal processes as an indicator of organization health and ultimate effectiveness e.g. staffs attitudes and morale, turnover, quality and transfer request (Shelton and Alliger, 1993, Tannenbaum and Woods, 1992).

Evaluation is never absolute truth as it is an attempt to provide credible evidence, which can be useful to people in making decisions. So, most of companies unable to conduct a systematic training evaluation with using only rating sheets completed by trainees at the end of a training program (Johnson et al., 1998) because some of the organizations not understand the importance of evaluating the training programs; some may be incapable of evaluating; the awareness among trainees in giving negative feedback as for fear of what the company may find; and hard to express cogent criticisms (Saiyadain, 1994).

2.4.6 EMPLOYEES PERFORMANCE

Training facilitates the updating of skills and lead to increase commitment, well – being, and sense of belonging, thus directly strengthening the organization's competitiveness (Acton and Golden, 2002; Karia and Ahmad, 2000; Karia, 1999). To earn commitment, top management must offer a workplace with effective performance feedback and opportunities for participation so committed employees are less likely to leave for another job and are more likely to perform at

higher levels (Stup, 2006). So, in order to achieve a high performance culture that ensure employee's commitment and contribution at work management should initiate with following behavior – oriented steps (Kumar, 2006): (1) establishing clear work roles and performance standards; (2) able to communicate openly and honestly by making healthy criticisms which contribute more to productivity and productions; (3) knowledge sharing should be demonstrated through organizations; (4) creating flexible work environment; (5) encouraging teamwork and self – managed team culture; (6) give training to employees in order to improve their skills and knowledge at performance level; (7) provide supportive, motivate and trusting work environment to members for efficient performance; and (8) keep performance orientation simple and open to employees for verification and clarification.

An effective training program cannot be analyzed and studied as phenomenon unto itself. As with any systematic process, an effective training program is driven by several factors, including training commitment of employees which reflects to commitment of organizations in preparing training; comprehensive needs assessment in resolving organizational problems; employing appropriate training contents and delivery approaches; and training evaluation handed out at the end of training programs, which influence the transfer of skills from training environment to work environment (Lerman, et. al., 1999 and Wagonhurst, 2002)

2.5 THE RELATIONSHIP BETWEEN TRAINING AND EMPLOYEES PERFORMANCE

Most of the previous studies provides the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. Farooq. M, and Aslam. M. K (2011) study depicts the positive correlation between training and employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et al., 2005). According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the

workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs.

There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention,that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al.(2005) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment.

According to Wright and Geroy (2001)employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

CONCEPTUAL FRAMEWORK

A conceptual framework is proposed for this research study based on previous academic reviews, which promotes a systematic view of training dimension by exploring its influence towards employee's work performance. Figure 2.1 illustrates the conceptual framework for the influence of training programs on employee's work commitment and performance.

The conceptual framework represents a model ascertaining the relative importance of the know antecedents of employee's work performance. Most researchers in their literatures mentioned that training commitment; training needs assessment; training contents and delivery approaches; and training evaluation are the factors that have connection with employee's work performance, which are generally considered as the ultimate outcome from the human resource development activities based on previous studies done by (Lerman, et. al. 1999 and Billikop, 2003).

Conceptual Framework

The conceptual Framework for "The Effect of Training dimension on Employees Performance"
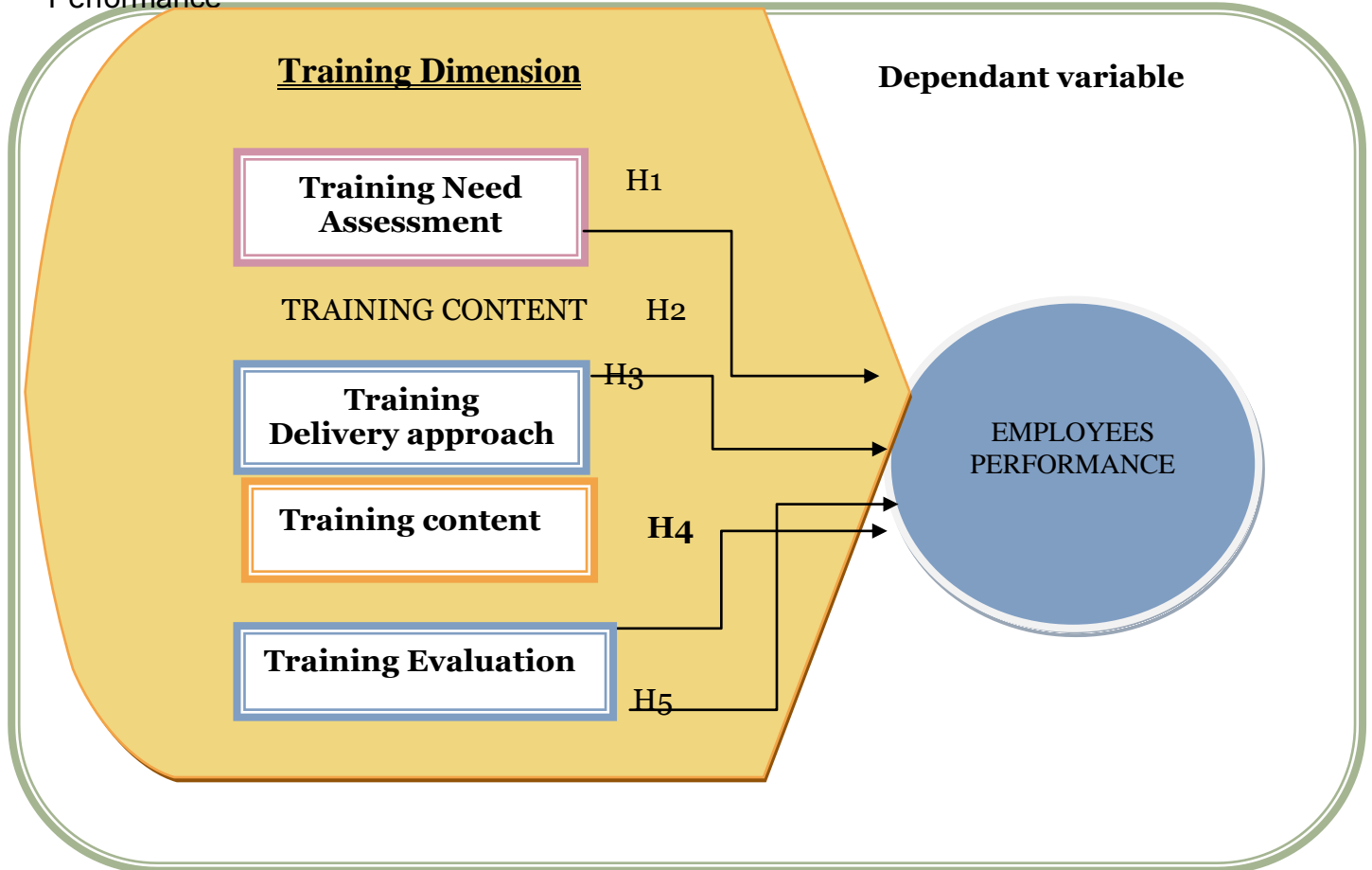
Figure 1.1   Conceptual Framework Adapted from Previous academic reviews (Saiyadain and Juhary 1996) **.**

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 INTRODUCTION

In order to analyze the potential effect of training dimension on employee performance in public transport service, this study makes use of a research methodology. This section provides an overview of the study's research approach which lays within the quantitative methods strategies. This chapter focuses on the study the research design, target population, sampling design and procedures, research instruments for data collection, validity and reliability of the research instruments as well as data processing and analysis techniques.

3.2 RESEARCH DESIGN

Research design is the outline for fulfilling research objectives and answering research questions (John A.H. et al., 2007). In other words, it is a master plan specifying the methods and procedures for collecting and analyzing the needed information. It ensures that the study would be relevant to the problem and that it uses economical procedures. In order to achieve the objectives of this study, the study employs survey design with quantitative research Approach.

According to Aliaga and Gunderson (2002), Quantitative research is 'Explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics techniques). The researcher try to recognize and isolate specific variables contained within the study framework, seek correlation, relationships and causality. Generally, quantitative methods are designed to provide summaries of data that support generalizations about the phenomenon under study.

3.3 TARGET POPULATION

The target population for a survey is the entire set of units for which the survey data are to be used to make inferences. The main objective of this research is to assess the effect of training dimension on employees' performance. Therefore, the populations of the study are permanent employees who have worked for more than six months. since employee performance is measured every six months.

3.3.1 SAMPLING FRAME

Basically, it is a complete list of all the members of the population. This list of employees has been obtained from departments of the public service employee transport service enterprise. The total number of department is eighteen (18) work processes of which, twelve (10) are main work process and the remaining are supportive work process. Therefore, the total population in the bureau has 330 permanent employees. who have served six months and above.

3.3.2 SAMPLING TECHNIQUE

In this study, stratified random sampling technique was used to get information from representative of different departments. This technique is preferred because it is used to assist in minimizing biasness. With this technique, the sampling frame were organized into relatively homogeneous groups (strata) before selecting elements for the sample. According to Janet (2005), this step increases the probability that the final samples will be representative in terms of the stratified groups. The researcher was selected sample from each stratum in a proportion base. Finally simple random sampling method was employed in order to select sample unit.

3.3.3 SAMPLE SIZE DETERMINATION

According to Sekaran(2003) a sample size of more than 30 and less than 500 is appropriate for statistical purpose According to Catherine Dawson (2009) the current sample size in the study is dependent on the nature of the population and the purpose of the study.

Yamane (1967:886) provides a simplified formula to calculate sample sizes. This formula has used to the number of population size under study is **finite**.

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

Where:

➢ **n** is the sample size,
➢ **N** is the total number population size > 6 month experience permanent employee = **330**
➢ **e** is the level of precision (allowable error commonly 5% = **0.05**)

Accordingly, the total sample size to be select from the total population by stratified sampling method will become **180** sample size is select.

No	Types of Department	Population	Sample size	Percent (%)
1	Human resource	31	16	8%
2	Logistic	9	5	3%
3	Finance	12	7	4%
4	Audit	6	3	2%
5	Operation	9	5	3%
6	North branch	64	35	19%
7	South branch	59	32	18%
8	East branch	72	40	22%
9	West branch	62	34	19%
10	Information technology	6	3	2%
	Total	**330**	**180**	**100%**

Source: organized by the researcher

3.4 DATA SOURCES

The necessary data for this study will be collect from both primary and secondary sources. Primary source of data are used to meet the research objectives. Primary data will be collect through survey questionnaires. Questionnaires will be distributed to the selected employees. Questionnaires will be translated in to Amharic because question in English language may not produce the required response and assume to limit their participation on the survey. The

secondary data will be collect from relevant documents, organization reports, and magazines that are related to the study

3.5 QUESTIONNAIRE DESIGN

The layout of the questionnaire has set very simple to encourage meaningful participation by the respondents. The questions have set as concise / to the point/ as possible with care taken to the actual wording and phrasing of the questions. The reason for the appearance and layout of the questionnaire are importance in any survey where the questionnaire is to be complete by the respondent (John A. et al., 2007). The literature in the study has used as a guideline for the development of the questions in the questionnaire.

The questions that are use in the questionnaire are by using summated scale such as five-point likert scale type questions. The type of scales used to measure the items on the instrument is continuous scales (strongly agree to strongly disagree).

3.6 DATA COLLECTION METHODS

The researcher uses questionnaires to collect data. The purposes of questionnaires are to investigate the effect of training program dimension in the Industry and plays in the training of its employees. In addition, secondary sources of information will be gathered from organization human resource development, organizational policies, annual Report, magazine, books and journals on human resource management, and previous researches. In these procedures the researcher will collect data about the effect of training dimension on worker performance by considering both the independent variable i.e training dimension and the dependent variable, employees' performance.

3.7 VALIDITY AND RELIABILITY TEST OF THE INSTRUMENT

Validity Test

Validity refers to the extent of accuracy of the results of the study using the instrument (questionnaires). According to Anol Bhattacherjee (2012), A test is valid when it measures what it is intended to measure .Generally validity is used to indicate Precision in the instrument of the study. The intended uses for most tests fall into one of three categories (Content, construct and criterion-related validity). Before collecting the necessary data, Nachmias and Nachmias (1996) notes that pilot-testing is an important step in the research process because it reveals vague

questions and unclear instructions. It also captures important comments and suggestions from the respondents that enable the researcher to improve efficiency of instruments, adjust strategies and approaches to maximize response rate.

Reliability Test

The test of reliability is another important test of sound measurement. It is the degree to which the measure of a construct is consistent or dependable. It is the extent to which a measure will produce consistent results .It is consistency in procedures and in reactions of participants. Before applying statistical tools, the testing of the reliability of the scale is very important as it shows the extent to which a scale produces consistent results if measurements are to make repeatedly. According to Lombard (2008) Coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some explanatory studies for some index.

Borg and Gall (1996) recommend Pre-testing of research instruments before use in research. In this study to determine the reliability and insure validity of the instruments, it will be pilot test with a small representative sample of 25 employees in the selected organization.

Variables: there are two groups of variables in this research: the Dependent and independent variable groups.

Independent Variable	Dependant Variable
Training Dimension 1.Training Need Assessment 2.Training Commitment 3.Training Contents 4.Training Delivery Approach 5.Training Evaluation or Feedback	**Employee's Performance**

3.8 DATA ANALYSIS

After collecting the data through different techniques, the data has to be organized to make it easy for analysis. Moreover, in order to ensure logical competence and consistency of responses, data editing will be carried out each day by the researcher. Once editing is completed, data will be analyzed quantitatively.

The techniques for quantitative data analysis will be used to both descriptive and inferential statistics to analysis the result and draw conclusion. Descriptive Statistics measures used to describe the data set are measures of central tendency and measures of variability or dispersion.

Inferential statistics are techniques that allow using these samples to make generalizations about the populations from which the samples will be draw. This method will be used to the estimation of parameters and testing of statistical hypothesis. It represents a category of statistics that are used to make inferences from sample data to the population. In particular, these statistics test for statistical significance of results – i.e. statistically significant relationships between variables.

To measures or test the degree of linear relationships between variables by using correlation coefficient (r) how strong that relationship is and whether the relationship is positive or negative. It is also helpful to test multi-co linearity problem.

3.8 ETHICAL CONSIDERATIONS

Formal letter of request to provide the required data will be shown to each respondent to make them understand the aim of the study as partial fulfillment of the master of business administration showing them clearly as it is not intended for other purpose. Then, oral or write consent will be obtained from each respondent before any questioners, interview or discussion is conduct. Confidentiality will also be assure to the respondents and will be interview or fill the questioners by ensuring that unauthorized persons will not have access to the data collected. Additionally the respondents will have the freedom to ignore items that they do not wish to respond to (if any).

CHAPTER FOUR

RESULTS AND DISCUSSIONS

Introduction

This chapter presents the result and discussion of empirical findings. The research instrument used was survey questionnaire. A fairly representative sample was obtained by employing a stratified sampling technique. This section is divided into subsections such as the response rate, demographic characteristics of respondents, Reliability test, and Correlation test, normality of data test and linearity of data test.

Finally the result was analyzed using descriptive presented first followed by the inferential statistics models were applied by the help of statistical software packages (SPSS). The descriptive statistics analysis that were employed using diagrams, charts, ratios, percentages, means, variances and standard deviations in examining the employees'' performance as well as demographic characteristics. The inferential statistics model was used to identify factors affecting employees' performance and the relationship among factors on employees' performance in the selected organization.

DESCRIPTIVE STATISTICAL ANALYSIS

4.1.1 Response Rate

In total, 180 questionnaires were distributed to the research participants from 18 departments. From the questionnaires distributed165 were filled correctly and returned. The response rate was 91.6%. Hence this figure can be considered substantially sufficient for the study.

Table 1: Response Rate

	Total	%
Questionnaire distributed	180	100

Collected questionnaires		165	91.6

4.1.2.1 Respondents' Profile

Before going directly to discussion of the result, it would be better to introduce the respondents. This is because having an understanding about the respondents may help to estimate the accuracy of the information provided by them.

Table 2: Respondents Profile

Demographic	categories	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	95	57.6	57.6	57.6
	Female	70	42.4	42.4	100.0
	Total	165	100.0	100.0	
Age	21-30	29	17.6	17.6	17.6
	31-40	72	43.6	43.6	61.2
	41-50	50	30.3	30.3	91.5
	51 and above	14	8.5	8.5	100.0
	Total	165	100.0	100.0	
Marital status	Single	43	26.1	26.1	26.1
	Married	119	72.1	72.1	98.2
	divorced or separated	3	1.8	1.8	100.0
	Total	165	100.0	100.0	
Education level	Certificate	1	.6	.6	.6
	Diploma	53	32.1	32.1	32.7
	Degree	86	52.1	52.1	84.8

	Post Graduate and above	25	15.2	15.2	100.0
	Total	165	100.0	100.0	
Services Year	Less than 2 years	14	8.5	8.5	8.5
	2 to 5 years	59	35.8	35.8	44.2
	6 to 10 years	52	31.5	31.5	75.8
	More than 10 years	40	24.2	24.2	100.0
	Total	165	100.0	100.0	
Occupation	Business Process Owner	8	4.8	4.8	4.8
	Expert	139	84.2	84.2	89.1
	Secretary	17	10.3	10.3	99.4
	Others	1	.6	.6	100.0
	Total	165	100.0	100.0	
Income Level	Less than Birr 2,000	8	4.8	4.8	4.8
	Birr 2,001 – 3,000	45	27.3	27.3	32.1
	Birr 3,001 – 4,000	58	35.2	35.2	67.3
	Birr 4,001 – 5,000	42	25.5	25.5	92.7
	Birr 5,001 –6,000	11	6.7	6.7	99.4
	Birr 6,001 and above	1	.6	.6	100.0
	Total	165	100.0	100.0	

Source: Filed survey, 2016

As it is seen from Table 2, 165 people responded to the questionnaire in this study. The majority of the respondents are male (65.5%) and the remaining (34.5%) are female. This indicated that more males are involved in this study. In other word the majority of the employees in the study organization are male.

Analyzing the data obtained from the questionnaire, as indicated by Table 2, reveals that 72 respondents were between 31-40 years of age representing 43.6% formed the majority. The next largest respondents were those between the age of 41-50 representing 30.3% and they were 50 in number. The third group of respondents that represent 17.6% or 29 employees from the total fall under the age category of 21-30, which is easily understandable that they are young and can do a lot for the organization. Another 14 respondents aged 51 and above that representing 8.5% of the respondents which indicate that they are in a position to retired in the near future. The result revealed that the majority of the respondents are at medium age group.

As Table 2, Reveals majority of the respondents 119 (72.1%) are married, the proportion of single is 43(26.1%) of the respondents followed by divorced ones 3 (1.8%). However, the researcher could not find any respondents under the category of widowed and separated.

When we see the educational background, the respondents from the case organization lay at a range of educational levels. Of the respondents, 53 (32.1%) are at diploma level, 86 (52.1%) are who attended a bachelor level education, twenty five of the respondents (15.2%) attended post graduate education and only 1 has a certificate level education.

As the above table illustrated, the respondents have served the case organization for six months and above. It is evident that over 111 (67.3%) of the respondents have worked for the organization for 2 to 10 years, 40 (24.2 %) of the entire population have worked for the case organization more than 10 years, 14(8.5%) have worked to less than two years.

The above table presents the various current job positions held by the employees who participated in the questionnaire. The results in the table 2, reveal that respondents from different level of expertise formed the majority (84.2%), 17 respondents from the secretary category representing 10.3%, 8 respondents from the process owner category representing 4.8%, 1 respondents from other category representing 0.06%.

As indicated from table 2, a respondent (0.06%) out of 165 gets a monthly salary of above 6001 birr. The number of respondents that earn monthly salary ranging from Birr 2001 to 6000 constitute 156 (94.7%) of the total respondents. The rest 8 (4.8%) respondents gain a salary under the category of below 2000.

4.1.3 DESCRIPTIVE STATISTICS OF THE VARIABLES

Table 3: Descriptive Statistics

Type of Variables	No of item	Mean	Std. Deviation	N o of Respondents
Training need assessment	9	2.24	.26	165
Training content	6	2.06	.44	165
Training delivery approach	6	2.21	.29	165
Training commitment	6	2.01	.49	165
Training evaluation	5	2.19	.31	165

Source: researcher's computation with SPSS

The above table 3, results of descriptive statistics shows that the mean of Training delivery approach was low (M = 2.21, on Likert scale point from 1 = strongly disagree to 5 = strongly agree), low as the mean on Training commitment (M = 2.01, on scale from 1 = strongly disagree to 5 = strongly agree). As for Training content, the mean is lower than average (M = 2.06, on scale from 1 = strongly disagree to 5 = strongly agree), and the mean on training need assessment is enriched (M = 2.24). In addition, the mean of Training evaluation was 2.19 (on scale from 1 = strongly disagree to 5 = strongly agree).

Using this five point Likert scales measurement the average mean is 3. Thus, the result shows that the results of all the four variables fall below the average mean (3). This indicated that the respondents disagree with all variables asked in positive, that is, the asked variables negatively influence the performance of employees in the organization.

The answer for training need assessment average mean score is 2.24, or less than the average mean score 3. Training evaluation mean score is (m = 2.19) was lower than employees training need assessment mean score. On the same way, Training content within the same organization (m = 2.06) is slightly higher than mean score of the Training commitment average mean score (m =2.01).

From this finding one can understand that the organization does not give a periodical skill development trainings based on the skill gaps of the employees. Or it might be the trainings given by the organization are not based on need assessment to fill prevailing skill gaps. It might be possible to imagine that trainings are given without pre-training and post-raining assessments.

The mean score for the question to know Training evaluation was below the average (2.19). This might be due to several reasons or elements in the work training evaluation.

The relationship among immediate supervisors and subordinates are week and sporadic, not supportive and transparent which jeopardize the employees'' performance. On the same manner, the relationships among colleagues is not cooperative and positive, rather critic focused and unfriendly.

The organization does not have a genuine, just and periodical upgrading, recognition and rewarding system to promote the employees' performance. It might be the promotion is not as it needs to do or it might logical and rational. As a result of this poor promotion system the employees do not worry about the organization's goal achievement, rather they worry and think of their future, their personal life and progress. They feel angry with the work situation for lack of recognition of their merits, achievements and the like.

The work plans, the time schedules, the achievements and failure, the evaluation results are not correctly communicated. The communications that exist are regimental that does not entertain ideas from lower level employees, rather from top down. Such communication limitations hamper the employees' performance of the organization.

As a result of the above four determinant factors the mean score of Training evaluation is low (2.19) below the average. This poor performance is manifested through poor service quality, low team sprite, low employee competency, inefficiency and ineffectiveness. This is because the employees could not fulfill their duties and responsibilities adequately due to poor working environment, poor organizational communications, poor or irrational employee motivation system, inadequate skill gap filling trainings and the like.

4.2 RELIABILITY ANALYSIS

The reliability of the questionnaire is tested according to Cronbach's Alpha measurements. The reliability coefficients (Alpha) of employees training, work environment, employees motivation and organizational communication are determinant factors on employees performance is presented below.

Table 4: Reliability Test of Dependent and Independent Variables

Types Of Variables	N of Items	Cronbach's Alpha (α)	Cronbach's Alpha Based on Standardized Items
Training need assessment	9	0.856	0.861
Training content	6	0.839	0.839
Training delivery approach	6	0.832	0.840
Training commitment	5	0.863	0.864
Training evaluation	5	0.756	0.761
Whole items reliability	31	0.784	0.789

Source: researcher's computation with SPSS

From the above table 4, the alpha values of all variables are well above 0.7. It is seen that the reliability value was estimated to be $\alpha = 0.756 - 0.863$ between the scale. According to Cronbach (1946), reliability coefficient of between 0.7 up to 0.9 is considered good indicator of internal consistency reliability that is used in this study. Then, it can be safely assumed that the scales used by the research are highly reliable for data analysis.

4.3 MULTIPLE REGRESSION ASSUMPTION TESTS
4.3.1 Test of Normality

Normality Test. Ghozali (2006) states that the normality can be seen on the data distribution when the curve does not pass through either the left or the right. In order to test normality of the data, kurtosis and skewness value was checked using SPSS 20.

Skewness measures the degree to which cases are clustered towards one end of an asymmetry distribution. In general, the further the value of skewness is from zero, the more likely it is that

the data are not normally distributed (Field,2000). Kurtosis measure the level of peakness in a histogram. High peak have positive kurtosis, while flater distribution have negative kurtosis.
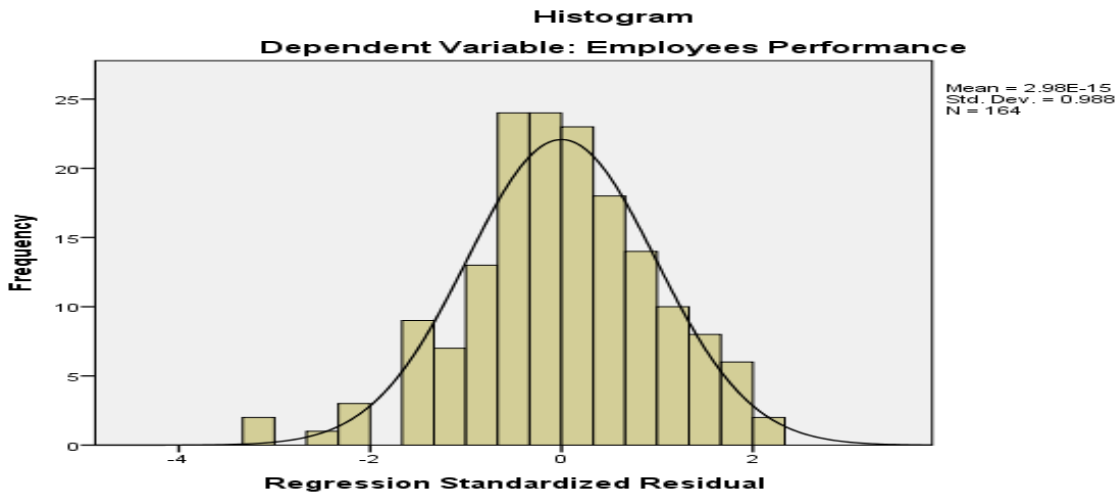
Figure 2: Normal distribution of the data

Frequency distributions come in many different shapes and sizes. It is quite important, therefore, to have some general descriptions for common types of distributions. The data would be distributed symmetrically around the centre of all scores. As such, if we drew a vertical line through the centre of the distribution, then it should look the same on both sides. This is known as a normal distribution and is characterized by the bell-shaped curve. This shape basically implies that the majority of scores lie around the centre of the distribution (so the largest bars on the histogram are all around the central value). Therefore in the population, the data on the dependent variable are normally distributed for each of the possible combinations of the level of the independent variables; each of the variables is normally distributed.

4.3.2 Test of Multi co -linearity

Multi co linearity exists when there is a strong correlation between two or more predictors in a regression model.

Table 5: Co linearity Statistics of Multiple Linear Regression Analysis

Variables	Tolerance	VIF

Training need assessment	.368	2.719
Training content	.375	2.666
Training delivery approach	.297	3.370
Training commitment	.428	2.338
Training evaluation	.352	2.823

Source: researcher's computation with SPSS

Table 5, Shows the results of multiple simultaneous regression analysis also indicate no multi co-linearity problem, where the multi co-linearity statistics show that the tolerances for all elements of employees' performance are greater than 0.1, and that the variation inflation factors (VIF) are all less than 10 (Hair,et. al., 1998).

4.4 CORRELATION STATISTICAL ANALYSIS

Correlation refers to the relationship between variables. It measures the degree to which two sets of data are related. Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003). When the correlation is 1 or -1, a perfectly linear positive or negative relationship exists; when the correlation is 0, there is no relationship between the two sets of data. The standard correlation coefficient is (Pearson's **r**) which applies primarily to variables distributed more or less along interval or ratio scales of measurement.

Table 6, correlation analysis of independent and dependent variables

Correlation matrix of the independent and dependent variables						
Pearson Correlation		Training need assessment	Training content	Training delivery approach	Training commitment	Training evaluation
Training need assessment	Pearson Correlation	1	.470[**]	.623[**]	.749[**]	.719[**]
	Sig. (2-tailed)		.000	.000	.000	.000
	N	165	165	165	165	165
Training content	Pearson Correlation	.470[**]	1	.788[**]	.446[**]	.463[**]
	Sig. (2-tailed)	.000		.000	.000	.000
	N	165	165	165	165	165

Training delivery approach	Pearson Correlation	.623**	.788**	1	.537**	.444**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	165	165	165	165	165
Training commitment	Pearson Correlation	.749**	.446**	.537**	1	.777**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	165	165	165	165	165
Training evaluation	Pearson Correlation	.652**	.448**	.426**	.539**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	165	165	165	165	165
Employees performance	Pearson Correlation	.719	.463	.444	.777	1
		.000	.000	.000	.000	
	N	165	165	165	165	

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

Source: researcher's computation with SPSS

The correlation matrix in table 6, displays correlation coefficients between the five independent variables (training need assessment, Training content, training delivery approach, training commitment and training evaluation) and the dependent variable (employees performance) by using multiple – item scales. The correlation coefficients indicate the strength of the association between the variables, where a coefficient is considered significant if the p – value is less than 0.05 (Schervish,1996).

From the above table, there are significant correlations between all the independent variable (training need assessment, Training content, training delivery approach, training commitment and training evaluation) and the dependent variable (employees performance), where all coefficients are larger than 0.40 and below than 0.80. So, according to Bryman and Cramer (1997), the Pearson's r between each pair of independent variables should not exceed 0.80, otherwise the independent variables that show a relationship at or in excess of 0.80 may be suspected of exhibiting multi co-linearity.

The highest coefficient of correlation is 0.777 of training evaluation, which is below the cut – off of 0.80 for the co-linearity problem. Hence, co-linearity and multi co-linearity do not present data problems in this study research (Hair, J.F., 1998).

The results show that dependent variable – employees' performance – was most highly correlated with training evaluation, with correlation coefficient of 0.777. Coetzee (2003) noted that the larger the magnitude of the correlation, the stronger the linear association. This shows that training evaluation was dominant factors that affecting employees' performance. Therefore, higher employees performance was associated with higher Employees training need assessment, training content, training delivery approach, training commitment and training evaluation.

4.5 INFERENTIAL STATISTICS ANALYSIS

Inferential statistics: uses sample data to evaluate the credibility of a hypothesis about a population. Inferential statistics represent a category of statistics that are used to make inferences from sample data to the population. In particular, these statistics test for statistical significance of results – i.e. statistically significant relationships between variables, or statistically significant differences between two or more groups. Beside the descriptive analysis the use of inferential statistical tests to better understand how these factors affecting the employees' performance in the public service employees transport enterprise.

4.5.1 Testing of Hypotheses

The responses obtained from 165 employees are analyzed through simple linear regression analysis in order to test Hypotheses 1 to 4. And for Hypothesis 5, the data is tested by using multiple simultaneous regression analysis.

Hypothesis 1

H_1: **Training need assessment has a significant effect on employees' performance**

Table 7: Hypothesis testing of the relationship between training need assesment and employees' performance

	R	R Square	B	Std. Error	Beta	F	t	sig.
(Constant)			.526	.140			3.745	.000
Training need assessment	.719[a]	.517	.785	.059	.719	174.173	13.197	.000

a. Predictors: (Constant), Training need assessment
b. Dependent Variable: Employees Performance

From table 7, we observe that there is a significant relationship between training need assessment and employees' performance [r=0.719[a]] at the level [$0.05 \geq \alpha$] and coefficient of determination of [r^2=0.517]. This means that [0.517] of the employees performance in the organization was explained by the training need assessment factor.

Since the β constant was [0.526], this means that the increase in one unit of training will meet an increase in Employees performance by the value of [0.526] as well. Additionally, assuring a significant relationship through F calculated at the value of [174.173] at a significance level of [$0.05 \geq \alpha$], which results in the rejection of the **HO** hypothesis and instead accepting the **HA** hypothesis.

Hypothesis 2

H2: Training content has a significant effect on employees' performance

Table 8: Hypothesis testing of the relationship between training content and employees' performance

	R	R Square	B	Std. Error	Beta	F	t	Sig.
(Constant)			1.391	.146			9.562	.000
Training content	.463[a]	.214	.427	.064	.463	44.382	6.662	.000

a. Predictors: (Constant), Training content
b. Dependent Variable: Employees Performance

From table 8, we observe that there is a significant relationship between training content and employees' performance [r=0.463] at the level [$0.05 \geq \alpha$] and coefficient of determination of

[r^2=0.214]. This means that [0.214] of the employees performance in the organization was explained by the training content factor.

Since the β constant was [1.391], this means that the increase in one unit of training content was meet an increase in the employees' performance by the value of [1.391] as well. Additionally, assuring a significant relationship through F calculated at the value of [44.382] at a significance level of [$0.05 \geq \alpha$], which results in the rejection of the **HO** hypothesis and instead accepting the **HA** hypothesis.

Hypothesis 3

H3: Training delivery approach has a significant effect on employees' performance

Table 9: Hypothesis testing of the relationship between tainting delivery approach and employees' performance

	R	R Square	B	Std. Error	Beta	F	t	Sig.
(Constant)			1.465	.141			10.355	.000
Training delivery approach	.444[a]	.198	.387	.061	.444	40.115	6.334	.000

a. Predictors: (Constant), Training delivery approach
b. Dependent Variable: Employees Performance

From table 9, we observe that there is a significant relationship between training delivery approach and employees' performance [r=0.444[a]] at the level [$0.05 \geq \alpha$] and coefficient of determination of [r^2=0.198]. This means that [0.198] of the employees performance in the organization was explained by the training delivery approach factor.

Since the β constant was [1.465], this means that the increase in one unit of training delivery approach was meet an increase in the employees' performance by the value of [1.465] as well. Additionally, assuring a significant relationship through F calculated at the value of [44.115] at a significance level of [$0.05 \geq \alpha$], which results in the rejection of the **HO** hypothesis and instead accepting the **HA** hypothesis.

Hypothesis 4

H4: Training commitment had a significant effect on employees' performance

Table 10: Hypothesis testing of the relationship between training commitment and employees' performance

	R	R Square	B	Std. Error	Beta	F	t	Sig.
(Constant)			.590	.115			5.141	.000
Training commitment	.652[a]	.448	.755	.048	.777	248.050	15.750	.000

a. Predictors: (Constant), Training commitment
b. Dependent Variable: Employees Performance

From table 10, we observe that there was a significant relationship between training commitment and employees' performance [r=0. 777[a]] at the level [$0.05 \geq \alpha$] and coefficient of determination of [r^2=0.603]. This means that [0.603] of the employees performance in the organization was explained by the training commitment factor.

Since the β constant was [0.590], this means that the increase in one unit of training commitment will meet an increase in the employees' performance by the value of [0.590] as well. Additionally, assuring a significant relationship through F calculated at the value of [248.050] at a significance level of [$0.05 \geq \alpha$], which results in the rejection of the **HO** hypothesis and instead accepting the **HA** hypothesis.

Hypothesis 5

H4: Training evaluation had a significant effect on employees' performance

Table 11: Hypothesis testing of the relationship between training evaluation and employees' performance

	R	R Square	B	Std. Error	Beta	F	t	Sig.
(Constant)			.540	.103			3.128	.000
Training evaluation	.652[a]	.448	.652	.048	.652	225.040	12.731	.000

a. Predictors: (Constant), Training evaluation
b. Dependent Variable: Employees Performance

From table 11, we observe that there was a significant relationship between training evaluation and employees' performance [r=0. 652[a]] at the level [0.05 ≥ α] and coefficient of determination of [r^2=0.448]. This means that [0.448] of the employees performance in the organization was explained by the training commitment factor.

Since the β constant was [0.590], this means that the increase in one unit of training commitment will meet an increase in the employees' performance by the value of [0.590] as well. Additionally, assuring a significant relationship through F calculated at the value of [225.040] at a significance level of [0.05 ≥ α], which results in the rejection of the **HO** hypothesis and instead accepting the **HA** hypothesis.

Hypothesis 6
H6: The overall determinants has a significant effect on employees' performance
Table 12: Multiple Linear Regressions Hypothesis testing of the relationship between independents and dependent variables

Model summery	R	R Square	Adjusted R Square	Std. Error of the Estimate	F	Sig.
	.824[a]	.680	.672	.453	84.904	.000

Coefficients	Model	Un standardized Coefficients		Standardized Coefficients		
	Variables	B	Std. Error	Beta	t	Sig.
	(Constant)	.212	.124		1.705	.090
	Training need	.408	.081	.373	5.062	.000

assessment					
Training content		.067	.286	3.911	.000
	.263				
Training delivery		.071	.298	3.625	.000
approach	.259				
Training		.067	.230	5.744	.000
commitment	.515				
Training evaluation	.675	.051	.526	6.157	.000

a. Predictors: (Constant), training evaluation, training content, Training need assessment, Training delivery approach
b. Dependent Variable: Employees Performance

Source: researcher's computation with SPSS

From table 12, the results shows multiple simultaneous Linear regression analysis, where all independent variables (training need assessment, training content, training delivery approach, training commitment and training evaluation) against dependent variable (employees performance). This analysis is conducted to predict the percentage of dependent variable, where independent variables are entered simultaneously.

The overall variance (employees performance) is explained by the independent variables (training need assessment, training content, training delivery approach, training commitment and training evaluation) is 68% (R square = .68). The remaining 32% of the variance is explained by other variables not included in this study. All the independent variables are significantly and positively influence employees' performance. However, training evaluation (B= 0.526, t-value = 6.157) and training need assessment (B=0.408, t-value = 5.062) are highly significantly influence employees' performance.

The un standardized coefficients B column, gives us the coefficients of the independent variables in the regression equation including all the predictor variables as indicated below.

$$EP = .212 + .408 \text{ (TNA)} + .263 \text{ (TC)} + .259 \text{ (TDA)} + .515 \text{ (TC)} + .675\text{(TE)} + \varepsilon$$

Where: EP= Employees performance, TNA= training need assessment, TC= training content, TDA= training delivery approach, TC= training commitment, TE= training evaluation ε = stochastic
Variables /error term

Table 11, reveals that, all the explanatory variables in this study can significantly explain at 95% confidence level to the variation on the dependent variable. The standardized beta coefficient column shows the contribution that an individual variable makes to the model. The beta weight is the average amount the dependent variable increases when the independent variable increases by one standard deviation (all other independent variables are held constant). As these are un standardized coefficients of B we can compare them. Thus, the largest influence on the performance of employees is Training evaluation factor (.515) and the next was training need assessment factor (0.408). On the other hand the coefficients training content (.263) and training delivery approach (.259) are the poorest predictor of performance when it is compared with the other explanatory variables under study.

CHAPTER FIVE

Summary, CONCLUSION and RECOMMENDATION

5.1   Summary of the finding

Majority of the employee was male. The organization was used young generation because majority of the respondent was young. Most of the respondent was married so better to accept responsibility of the organization. Majority of the respondent education level was B.A degree so better knowledge to give better service to the organization.

The organization had weak training evaluation system.

The organization cannot give training based on training need assessment.

The organization does not give a periodical skill development training based on the skill gap of the employee.

Training content was not convenient and scarcity of working materials in the organization.

The training evaluation system of the enterprise was so weak.

As a result the employees performance was low this poor performance manifested through poor service quality, law team sprite, low employee competency and inefficiency because the employee could not fulfill their duties and responsibilities adequately due to poor training need assessment ,poor training content, poor training commitment and poor training evaluation system.

There was significant correlation between all independent variable(training need assessment ,training content, training delivery approach, training commitment and training evaluation)and the dependent variable employee performance.

The result show that dependent variable employee performance was most highly correlated with training evaluation.

Training evaluation was a dominant factor that affect employee performance.

There for higher employees performance was associated with higher employee training need assessment, training content. Training delivery approach, training commitment, training evaluation.

The hypothesis testing of the relationship between dependent variable and independent variable was positive relationship between them.

The purpose of this research was to evaluate the effect of training dimension on employee performance in case of public service employees transport service enterprise.

 SPSS Version 20 statistics soft ware was used to analysis the data.

The respondent of this research was selected employees of the public service transport enterprise.

Training have achieved a high degree of recognition for their importance in helping individuals become better performers and assisting organization in achieving their goal.

From the training the employees learn new skills and acquire new knowledge, they increase their careers potential and add extra value to their employees and others whose work was impacted by their performance.

Following a well structured plan for designing, implementing and evaluating training program to insuring the effectiveness of the program and achieving a return on investment on training by increasing the productivity of the employee.

To be effective training should reflect the following guidelines:-

- ✎ it should be tied to the organization culture and goal.
- ✎ Achieve the organization mission or goal.

Training should be viewed as important and relevant to achieving personal success and high performance.

Once training was completed a plan should be completed by all trainees out lining how they will integrate the training result in to their job.

Some types of action plan defining what activities will be completed how they will be done, when they will be implemented.

If training is to be implemented effectively support should be given by supervisor and other who have an impact on the performance of the trainee and recognize when performance has improved as a result of training.

Data analysis obtained from the research indicate that most of the staff with in the selected organization confirmed that training can improve job performance.

It was also observed that the only form of training received by majority of the respondents was job orientation.

Again a large number of a respondent believe that the frequency of training received can have impact on job performance.

However more than half of the respondent indicate that training was addresses as a key issue in the work condition of the enterprise.

5.2 CONCLUSION

The aim of this study was to examine employee training related factors that affect employees' performance in public service transport enterprise. This showed that the training need assessment, training content, training delivery approach, training commitment and training evaluation strongly affected employees performance.

The correlation matrix displays correlation coefficients between the five independent variables (training need assessment, training content, training delivery approach, training commitment and training evaluation) and the dependent variable (employee performance) by using multiple – item scale. These correlation coefficients indicate that there is a strong association between the independent and dependent variables. From those factors the highest coefficient of correlation are training evaluation and training need assessment. This means that those factors highly affected the employees performance than the others determinant factors of employees performance

The study was also conducted with a set of hypotheses which relate directly to the research objectives. The fundamental hypothesis test of the determinant factors of performance states that there are negative influences on employee performance. The data analysis showed that the determinant factors have a strong negative effect on the employees' performance.

The dependent (employees performance) variable is explained by the independent variables (training need assessment, training content, training delivery approach, training commitment and training evaluation) is 68% (R square = .68). The remaining 32 % of the variance is explained by other variables not included in this study.

This result indicated the explanatory variables are highly explained the response variable. All the independent variables are significantly and direct influence employees' performance.

The result clearly shows that training need assessment, training content, training delivery approach, training commitment and training evaluation has direct influence on the employee's performance and it tends to decrease the overall actual performance of employees' performance in the organization. They help to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. There are many ways of overcoming deficiencies in human performance at work, but training need assessment, training content, training delivery approach; training commitment and training evaluation are the main factors that affect performances of employees.

Although the study looked into the role and impact of different determinant factors that affecting the employees' performance in public service employee transport service enterprise, it can also affect other sectors as well. The results of study have confirmed that training need assessment, training content, training delivery approach, training commitment and training evaluation are significantly dependent upon their competency, team sprite, and efficiency in work, quality services, and co-worker relationship. This means that organizational success depends to an extent on considerable and continuous investment in training and the assurance of these determinant factors can enhance the employees' competence and specialization to their respective sector or department discharge their duties and to achieve the organizational objectives.

It was also noticed that employees' involvement in decision making has significant relationship with the organizational performance. And organizations that ensure more participation of the workers in their decision making perform more than those who do not participate their employees.

5.3 RECOMMENDATION

- ✤ Based on the findings the investigator would like to recommends that, efforts should be revised and directed towards training need assessment, training content, training delivery approach, training commitment and create better training evaluation system.
- ✤ Program implementations should consider workers' interest and welfare so as to improve staff performance.
- ✤ The organization should encourage its staff through frequent promotion, training and incorporation of their during organization's planning, implementation and evaluation.
- ✤ Training needs should be identified through a formal performance appraisal in line with the organization objectives.
- ✤ The organization should jointly evaluate trainings with concerned bodies and incorporate ideas for the future trainings.
- ✤ The organization should measure knowledge, skills and attitudes improvement against the set criteria.
- ✤ The organization should have a system of motivating its employees on the training evaluation performance and on the change observed after training.
- ✤ The organization should promote its employees through clear and transparent criteria based on performance measure.
- ✤ The salary scale and benefit of the enterprise need adjustment in order to maintain the employee.
- ✤ The enterprise training content was improvement needed.
- ✤ The enterprise must create training commitment on employee.
- ✤ The enterprise must use better training delivery approach.

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Appendix: 1

St.mary University
Master Business Administration Program

<u>Research Questionnaire</u>

Dear Sir / Madam,

I am currently pursuing my Master Business Administration (MBA) at the st. mary, University for partial fulfillment towards the completion of my postgraduate degree, this research entitled "The determinant factors of Employee's Performance in public organization" the case of public service employees transport service enterprise.

Hence, I sincerely invite you to kindly complete this brief survey questioner. The completed questionnaire shall be returned with me via e-mail or by hand to address stated below. All information will be treated with strictly, confidentiality and shall only be used for the purpose of this academic research. Your participation is very much appreciated.

Thank you for your co – operation and assistance.

Email: zeniworku12@gmail.com

Part –I

Respondent Profile

Please tick Mark (√) the answer and fill in the blanks when necessary.

1. **Gender:**   Male ☐   Female ☐

2. **Age:**

   21 – 30 ☐   31 – 40 ☐   41 – 50 ☐   51 and above ☐

3. **Marital Status:**

   Single ☐   Married ☐   Divorced / Separated ☐

4. **Education Level:**

   Certificate ☐   Diploma ☐   Degree ☐   Post Graduate and above ☐

5. **Years of service in your current organization:**

   Less than 2 years ☐   2 to 5 years ☐   6 to 10 years ☐   More than 10 years ☐

6. **Occupation:**   Head of Bureau ☐   V/Head of Bureau ☐   Manager ☐

   Business Process Owner ☐   Expert ☐   Secretary ☐   Others ☐

7. **Current Income Level:**

   Less than Birr 2,000 ☐   Birr 2,001 – 3,000 ☐

   Birr 3,001 – 4,000 ☐   Birr 4,001 – 5,000 ☐

   Birr 5,001 –6,000 ☐   More than Birr 6,001 ☐

Part Two

The main questionnaire of the Research

With respect to your opinion, please indicate the degree of your agreement or disagreement with each statement by circling a number from 1 to 5 using the scale below: -

N<u>o</u>	Items of opinion	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree
I	**Training need assessment**					
1	Training needs are identified through a formal performance appraisal mechanism in line with the organization objectives.	1	2	3	4	5
2	The organization is committed to conduct trainings timely, practical and consecutively.	1	2	3	4	5
3	The organization is able to clearly and specifically establish the training objectives	1	2	3	4	5
4	The organization conducts trainings for new recruits and the senior employees to fit with new technologies and to update the existing ones based on employees' skill gaps	1	2	3	4	5
5	Training topics are relevant based on the organization training plan and objectives	1	2	3	4	5
6	Trainings are allotted enough time and in a way that fill identified skill gaps to meet the organizational objectives	1	2	3	4	5
7	Training programs are delivered through appropriate training methods in conducive environment and participatory way	1	2	3	4	5
8	The organization is able to jointly evaluate is trainings with concerned bodies and to incorporate ideas for the future trainings.	1	2	3	4	5
9	The organization is able to measure knowledge, skills and attitudes improvement against the set criteria	1	2	3	4	5

N<u>o</u>	Items of opinion	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree
II	**Training content**					
10	The organization use standardized content on the training material	1	2	3	4	5
11	The organization is able to supply with necessary materials to accomplish the job	1	2	3	4	5
12	The bureau provides easily understandable training material	1	2	3	4	5
13	training relationships among colleagues in the bureau is interactive and supportive	1	2	3	4	5
14	Immediate supervisors have caring respective relationships with their subordinates	1	2	3	4	5
15	The supervision of the immediate supervisor of the bureau is communicative and supportive	1	2	3	4	5
III	**Training delivery approach**					
16	The organization has use best training delivery approach	1	2	3	4	5
17	The organization training delivery approach is encourage For the participant	1	2	3	4	5
18	The organization gives recognition to better performance of its employees on the training	1	2	3	4	5
19	The organization training delivery approach easy to grasp	1	2	3	4	5

No	Items of opinion	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree
	knowledge on the training					
20	The organization use technology to demonstrate the training clearly	1	2	3	4	5
21	The organization have skilled power to deliver the training	1	2	3	4	5

No	Items of opinion	Strongly Disagree	Disagree	undecided	Agree	Strongly Agree
IV	**Training commitment**					
22	The organization employee committed to implement the knowledge get from the training	1	2	3	4	5
23	The bureau provides an effective training that improves employees commitment on the job	1	2	3	4	5
24	I am committed to duty and I dare to take responsibility for my act to achieve the objectives of the organization	1	2	3	4	5
25	Managers in the organization have commitment to solve any problem happened	1	2	3	4	5
26	I regularly think/worry about work issues when I am at home and I expect more accuracy in my own work	1	2	3	4	5
V	**Training evaluation**					
27	The organization evaluate the training regularly	1	2	3	4	5
28	The manager in your work process evaluate your work after giving training	1	2	3	4	5
29	There is a good team spirit among employees of the bureau under your work process	1	2	3	4	5
30	Employees of the bureau under your work process are competent enough to achieve the set objectives of the bureau	1	2	3	4	5
31	Services provided in the bureau after training delivered under your work process is appreciated by the customers and confirmed by the management staff	1	2	3	4	5