



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**EFFECT OF TRAINING ON EMPLOYEES' PERFORMANCE IN
ETHIOPIAN ELECTRIC UTILITY**

BY

YEHEYES SEYOUM GIZAW

JANUARY, 2018

ADDIS ABABA, ETHIOPIA



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YEHEYES SEYOUM GIZAW

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF
GRADUATE STUDIES IN PARTIAL FULLFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION**

JANUARY, 2018

ADDIS ABABA, ETHIOPIA

DECLARATION

I YeheyesSeyoum, hereby declare that this thesis entitled 'Effect of training on employees' performance in Ethiopian Electric Utility is the outcome of my own effort and study and that all sources of materials used for the study have been duly acknowledged. This study has not been submitted for any degree in this university or any other university.

It is offered for the partial fulfillment of the requirement for the master of Business administration (MBA) program.

Name: YeheyesSeyoum

Signature: _____

ENDORSEMENT

This is certify that the thesis entitled “Effect of training on Employee Performance” in the case of Ethiopian Electric Utility, undertaken by YeheyesSeyoum for partial fulfillment of Masters of Business Administration (MBA) has been submitted to St. Mary’s University School of Graduate Studies for Examination with my approval as a University Master Student Advisor.

Signature: : _____

ChalachewGetahun (PhD)

Date: _____

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SCHOOL OF GRADUATE STUDIES
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BY
YEHEYES SEYOUM GIZAW

APPROVED BY BOARD OF EXAMINERS

Dean, School of Business

Signature & Date

Advisor

Signature & Date

External Examiner

Signature & Date

Internal Examiner

Signature & Date

ACKNOWLEDGEMENTS

First and for most, my thanks goes to Almighty God for his kindly provision of wisdom and Inspiration required for the successful completion of this paper.

I would very much like to express my warm gratitude to my advisor ChalachewGetahun (PhD) for his guidance, personal encouragement and giving me continuous assistance to put my study to reality.

I would like to extend my special thank to my beloved wife W/ro. Aster Asefa, sharing ideas helping me at a time of work burden. Even if she learn in St. Mary University Graduate Studies (MBA) together with me in the same academic year and the same batch, She gave me her love and compassion to encourage me given that she was under work load in her office.

My special grateful goes to my beloved sons ZetseatYeheyes, EbrawiYeheyes, ArmoniemYeheyes and TesfayeAsefa for their tolerance and patience during my MBA learning.

I would also like my thank for all EEU Addis Ababa Regions staff that support me to distribute and collect the questionnaires.

My final thanks' goes to AtoEsubalewTenaw (EEU Human Resource Executive officer) for his facilitating the interview session and unreserved response of the interview.

YeheyesSeyoum

January, 2018

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ACROMYMS AND ABBREVIATIONS

EEU: Ethiopian Electric Utility

HR: Human Resource

HRM: Human Resource Management

OJT: On-the-Job Training

KSA's: Knowledge, Skills and Attitudes

ECOM: Employee Commitment

ECON: Employee Confidence

EPE: Employee Performance Efficiency

EP: Employee Performance

SPSS 20: Statistical Package for Social Science: Version 20

ANOVA: Analysis of Variance

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ABSTRACT

Training is a critical process, which seeks to improve the performance of workers in the organization. The main purpose of the training is to develop employee's skill which eventually makes the organization more profitable. This paper aimed at studying the effect of training on employee performance and to provide suggestion as to how EEU can improve its employee performance through effective training programs. Explanatory research design used to find out the appropriate answer for the research questions. Considering a mean score of the measurement variable, employees of EEU Addis Ababa Regions perceived that through the organization have a moderate knowledge-skill-attitude(KSA's), moderate employee performance efficiency, and relatively weak employee commitment and confidence. Both quantitative and qualitative approach were used. Accordingly, proportionate stratified random sampling was used. Data was collected using a questionnaire and interview. Based on the regression analysis, the major finding of this study is each of the independent variables has a positive impact on employee performance. Employee performance efficiency and employee KSA's have a strong positive effect on employee performance. Where as Employee confidence and employee commitment have relatively low effect on employee performance. The researcher suggested that managers need to focus on employee KSA's and employee performance efficiency (EPE) to harvest the cream of potential impact on their employee performance to increase productivity. Even if employee commitment and employee confidence variables has relatively low effect on employee performance, EEU Addis Ababa Regions should undertaken additional effort to work on employee commitment and employee confidence. Therefore any improvement of these four variables will result in a better advance in the perceived performance of employee and hence at large for the organization productivity.

Keywords: Training, Employee Performance.

CHAPTER ONE: INTRODUCTION

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

1.1 Background of the Study

Training is defined as a set of activities which react to present needs and is focused on the instructor (Reynolds, 2004). According to Armstrong (2006), training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Now a day, Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik&Barsoux 2002) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increased competition and thus enhance their performance.

Human Resources have played a significant role in the economic development in most developed countries such as United States of America, Britain and Japan among others (Hill and Stewart, 2000). It can, therefore be concluded that a developing country like Ethiopia, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the training of its human resource. Because, today we believe that an organization's competitive success is achieved through people (Pfeiffer, 1994). It follows, then, that the skills and performance of people are critical. If an organization wants to develop the competitive edge then training help the organization to get the edge when employees are highly develop with the help of training in their work and it help the organization to retain the core competencies. Thus can be justified by when an employee have the skill and knowledge towards the overall attitudes of the organization they may go towards the commitment of the organizations which leads to the satisfaction of employees as well as enhance organizational performance. So it can be conclude that training is the one ingredient that enhanceemployee's skills and organizational performance.

Due to this fact, many organizations spend much money on training, believing that training will improve their employees performance and hence the firms productivity. In 1997, organizations with more than one hundred employees were estimated to have spent \$58.6 billion in direct costs on formal training (Clark and Voogel, 1985).

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

Public sector efficiency and effectiveness have always been important issues for many countries. The main objective of public sector organizations is to increase service quality to customer approach and to provide social benefits based on limited budgets. For non-profit oriented organizations like the public sector, knowledge sharing can help to increase continuous performance, service delivery, and also customer and staff satisfaction. Since knowledge is a central source of government services, effective knowledge sharing among employees is a significant management challenge for providing excellent service to the public at all levels. Without proper knowledge and skills, public officials may not be able to perform their responsibilities and duties effectively, efficiently and with high standards of Performance. In the public sector operations, human resource occupies central place. It is the most dynamic resource due to its creative abilities as compared to the other. The most precious asset that can contribute greatly to the organizational efficiency and effectiveness is the human resource of Organizations (Muhammad, 2009).

Employee training should be done to upgrade the staff knowledge and skills constantly to enable him/ her remain competitive and productive in the organization. For any organization to achieve

a competitive advantage, each staff in every department must perform excellently. Training can be sold as key influence to improving the performance of individuals (Potts, 1998). The aim of training is to enable employees to match the organization's future needs at expert and management levels so as to achieve the organization's objectives.

The Ethiopian Electric Utility is the only government owned utility company in Ethiopia; it has a responsibility of distributing & selling electric energy for domestic, commercial and industrial customers. The voltage levels used by the utility company are 230v single phase, 0.4kv, 15kv, 33kv, 66kv and 132kv three phase systems. The utility is serving about 2.83 million customers spread across 15 regions and 411 Services centers in the country. Annual revenue of the organization is 6.1 Billion Birr. The organization has above 13,945 Permanent employees.

Among the 15 Region Offices in Ethiopian Electric Utility, study was conducted on four Addis Ababa regions. The study focuses on the effect of training on employee performance.

1.2 Statement of the Problem

Despite the increasing effects on training of employees by organizations, there is still limited literature on human resource development issues in developing countries (Debrah&Ofori 2006,) and increasing concerns from organizational customers towards low quality services in the Electric power sector. It is further worth noting that while much is known about the economics of training in the developed world, the studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey 2002; Harvey, Matt & Milord 2002; Jackson 2002; Kamoche 2002; Kamoche, Debrah, Hortwiz&Muuka 2004; Kraak 2005) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee performance. Past researches proved the effects of training on employees' performance (MesifinSileshi, 2015). Training addresses gaps or discrepancies between an ideal and an optimal stage of development. However, from a comparison between desired and actual work methods or between desired and actual results, needs arise on the job. Smit and de Cronje (2003:78) refer to three methods for identifying needs: the generic methods, performance analysis, and competency assessment. Where performance analysis focuses on deficiencies or problems, competency assessment focuses on opportunity for improvement. Trainers identify how they believe people should perform and then

design a training programmed to give the workers the skills they need. Training can only be executed when it has been determined which employees should receive training and what their current levels, knowledge and skills are. Consequently, the assessment of the individual will indicate the range of skills and knowledge that is to be acquired. Note that the difference between actual performance and required performance will ultimately form the training gap, and therefore indicate the extent of training needed.

As per preliminary investigation made by the researcher there has been unsystematic training which has been conducted in Ethiopian Electric Utility Regional offices. Furthermore, the effect of training was not assessed in respective office. This study is going to contribute in minimizing the gap that assessed by the preliminary investigation. And to establish the basis in understanding of some aspects of human resource management in general and training in particular at Ethiopian Electric Utility Addis Ababa regional offices.

1.3 Basic Research Questions

The research was attempted to retain answers to the questions agitating the mind of management of organization as to what to do adequately influence workers to contribute their share for company productivity and growth. Thus the study answered the following research questions:

1. To what extent does EEU Addis Ababa Regions undertake its training program based on the existing training policy and procedgereto improve employee performance?
2. To what extent KSA affects on employee performance?
3. What extent employee commitment affects Employee performance?
4. To what extent employee confidence has an effects on Employee performance?
5. What is extent of employee performance efficiency effect on Employee performance?
6. What is the effect of training on Employee performance?
7. What measures should be taken to improve the training practice of the organization and enhance its employee's performance?

1.4 Objective of the Study

1.4.1 General Objective

The general objective of this study is to examine the effect of training practice on Employee's performance in EEU Addis Ababa Regions.

1.4.2 Specific Objectives

The specific objectives of the study:-

1. To identify whether EEU Addis Ababa Regions undertaken its training program according to the existing policy and procedgers.
2. To identify the existing practice of training and employee performance in Ethiopian Electric Utility.
3. To identify the extent of employee KSA's effect on employee performance.
4. To find out the extent of employee commitment effect on employee performance.
5. To identify the extent of employee confidence effect on employee performance.
6. To find out the extent of employee performance affects the employee performance.

1.5Defination of Key Terms

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

Training need assessment: It is a systematic analysis of specific training activities required by a business to achieve its objectives (LesliW.Rue& Lloyd L. Byars, 1992).

Working Environment: it is Political, social, legal and environmental factors that affect the survival and operations of an organization such as competition, situations, stress and influences.

Performance: It is the achievement of specific tasks measured against predetermined standards of accuracy, completeness, cost and speed.

Employee performance: It is the outcome or contribution of the employees to achieve organizational objectives (Herbert, John & Lee, 2000).

Performance management: is a strategic and integrated approach sustained success to organization by improving the performance of people who work in them and developing their capabilities of teams and individual contribution (Armstrong and Baron, 2003)

Job satisfaction: It refers to the attitude and feelings people have about their work. Positive and favorable attitudes towards the job indicate job satisfaction. Whereas, it is negative and unfavorable attitudes towards the job indicate job dissatisfaction.

1.6 Delimitations of the Study

The scope of the study was delimited to Ethiopian Electric Utility four Addis Ababa Regional offices such as: - North Addis Ababa, South Addis Ababa, East Addis Ababa and West Addis Ababa regional offices. This sector is a public sector which emphasizing on the impact of training on employees performance. The study did not incorporate human resource development aspects and training conducted to abroad.

1.7 Limitation of the Study

Although the research is believed to reach its main aim, it has some unavoidable limitations. This study has focused on very extensive broad topic of training and Employee performance, challenging for researcher to extensively cover all areas in training and employee performance. Thus the researcher focuses on only a minimum of four independent variables (KSA's, employee commitment, employee confidence and employee performance efficiency) to explain the dependent variable employee performance. In addition; Because of the new restructuring of the organization during the study period the movement of employee and the work unit movement might be affects the data quality. However I took the old structure of the four Addis Ababa regions.

1.8 Significance of the Study

The study help to develop and maintain a quality work life, in which provide an opportunity for employees' job satisfaction and self-actualization. The study is significant to give feedback to employees, employers, and researchers about the organizations performance. Training Performance helps employees of the organization by determining who shall receive merit increase, counsel on their improvement, training needs; and identifies those who should be transferred. Besides, it will aid management of Ethiopian Electric Utility Regional offices introduced modern schemes for training, to be able to meet the challenges of change in the future.

1.9 Organization of the Study

The study was organized into five chapters. The first Chapter introduces the study by giving the background information, the research problem, research questions, research objectives, significance of the research, limitation of the research, delimitation of the research and significance of the study. The second Chapter presents the review of relevant literature, theoretical framework of the study, empirical research, conceptual framework and research hypothesis of the study. Chapter three discusses the methodology, Research design, Data sources and type, Data collection Methods, Sample design, ethical consideration and reliability test while the fourth chapter contains data analysis of the study and presentation of the result. The fifth chapter offers a summary of findings, conclusion and recommendation of the researcher. And also findings, implication for practice, references and Appendix included.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

This chapter deals with the overview of training, definition of training, improvement on employees performance, HRM, human resource and training, training process, contemporary training techniques, benefits of training, principles of training, employees performance, relationship between training and employees performance. In general it deals with the theoretical, conceptual, and empirical frame work of the study.

2.1 Definition of Training

Different authors have defined the term training using their own words though they have used different wordings, all definition convey the same meaning. Some of the definitions by some of the writers are: Training refers to instruction that promote knowledge, skills and attitude of employees in order to carry out their duties more efficiency (Farahbakhsh, 2010). According (Mathis, et al, 2008) training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Olaniyan et al, 2008). For the purpose of this paper; Training can be defined as the process by which employees develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness and productivity. Training is the use of systematic and planned instruction activities to promote learning.

In fact learning should be distinguished from training. Training is one of several responses an organization can undertake to promote learning. Whereas Learning is the process by which a person constructs new knowledge, skills and attitude these are necessary for them to perform their jobs satisfactorily (Armstrong, 2010). Learning may be formal or informal. Formal learning is planned and systematic. It makes use of structured training program consisting of instruction and practice which may be conducted on the job or off the job. Working in organizations is a continual learning process, and learning is at the heart of all training activities. Learning is the means by which a person acquires and develops new knowledge, skills, capabilities, behavior and attitudes. Learning effectiveness depends on the extent to which the organization believes in learning and supports it. In the learning process ways individuals learn will differ, and the extent to which they learn will depend largely on how well they are motivated or self-motivated.

Discretionary learning can take place when individuals of their own volition actively seek to acquire the knowledge and skills they need to carry out their work effectively. It should be encouraged and supported to be effective from it (Tyson and York, 2000).

The encouragement of learning makes use of a process model which is concerned with facilitating the learning activities of individuals and providing learning resources for them to use. Conversely, the provision of training involves the use of a content model, which means deciding in advance the knowledge and skills that need to be enhanced by training, planning the program, deciding on training methods, and presenting the content in a logical sequence through various forms of instruction (Armstrong, 2010).

2.2.Overview of Training

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

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

effectiveness, efficiency and loyalty and to create a culture of cooperation among employees. Sometimes the top management and managerial level employees are found to be uncooperative towards HR training, whilst lower level employees lack the commitment to participate in training activities (Abdullah, 2009). As Meyer et al., (1993) indicated that employee commitment has become increasingly important in many organizations. The construct employee commitment is however complex and commitment cannot be seen as a single, homogenous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over times as employee circumstances and needs change. Meyer *et al.*, 1993 defines commitment as purely psychological it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization. According to Morrow (1996), the concept of commitment is four folded, it account for an employee's personal involvement in the decision, the attraction of alternative options, the degree of ambivalence-as well as employee satisfaction.

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

Ballout (2009) argue that greater level of employee commitment lead to organizational benefit such as continuous flow of improvements, costs and efficiency improvements and active employee participation. Committed employees are believed to enhance an organization as they fell secure in their jobs, are well trained, fell part of a team and are proud of and enjoy doing their jobs. The other important point is dominant model of occupational commitment that comprises three components, namely affective, continuance and normative (Clugston *et al.*, 2000). Affective commitment refers to a psychological attachment or connection individuals have to remain in an occupation or profession because they want to Continuance commitment refers to a sense of cost lines individuals have about leaving an occupation, thereby leading them

to remain in the occupation because they need to. Normative commitment refers to a sense of obligation individuals have to remain in an occupation because they ought to.

Whereas employee loyalty can be defined as employees being committed to the success of the organization and believing that working for this organization is their best option. Not only do they plan to remain with the organization, but they do not actively search for alternative employment and are not responsive to offers (Locke, 1968). The other variable that we can find in employee performance is effectiveness. According to Thompson (2010), employee effectiveness is the product of employee engagement and capability (both that of the employee and that of the organization).

2.3 The Training process

According to Cole (2002:330), in his book *Personnel and Human Resource Management*, training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992). Pheesey (1971:130) defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

The Manpower Services commission of the United Kingdom, which was set up by the 1973 Employment and Training Act defined training as a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. According to them, the purpose of training in the work situation is to develop the abilities of the individual and to satisfy the current and future of the organization.

Most organizations have long recognized the importance of training to its development. As new technology progresses, making certain jobs and skills redundant, an increasing emphasis is being placed on the need for a skilled and highly trained workforce. Many of the jobs being replaced by machines have been of an unskilled and semi-skilled nature, and this emphasizes the need for higher education and skills for those wishing to gain employment in the future (Hartelet al., 2009).

According to Armstrong (1996:11), expressing an understanding of training emphasizes that training should be developed and operated within an organization by appreciating learning theories and approaches if the training is to be well understood. This was also affirmed by Sherman et al (1996:13). They expressly indicated that the success of a training program depends more on the organization's ability to identify training needs and the care with which it prepares the program so that if the trainees do not learn what they are supposed to learn, the training has not been successful. They further indicated that training experts believe that if trainees do not learn, it is probably only because some important learning principle had been overlooked.

What they are saying is that the success or failure of a training program is frequently related to the recognition and application of basic psychological principles of learning. This assertion is not necessarily right. If the trainees do not learn anything then of what benefit will they be for the organization. If trainees return empty, with nothing to contribute, it can also mean that even though the organization might have done all that is necessary to ensure a successful training program, the wrong candidate might have been selected for the training program. McGhee et al (1996:54) wrote on the nature of learning and said learning is a term used to describe the process by which behavioral changes results from experience. They also said the fact that learning has occurred could only be inferred from a comparison of an individual's behavior prior to the experiences of specific kinds of task. This is not to say that there has been no learning if there is no overt behavioral change. Since training generally is intended to provide learning experiences that will help people perform more effectively in their jobs, organizational training should follow the learning principle.

Training therefore can be explained as a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals. A formal

training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, McGhee et al (1996:55).

An effective training program is built by following a systematic, step-by step process. Training initiatives that stand alone (one-off events) often fail to meet organizational objectives and participant expectations. In today's post we outline the five necessary steps to creating an effective program.

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

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

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

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

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

2.4 Methods of Training

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

On-the-job training

One of the most common and least expensive methods of training is on-the-job training (OJT). OJT refers to the process of learning skills while working where workers-especially new workers obtain the knowledge and skills they need to complete their tasks through a systematic training program. Research indicates that employees acquire approximately 80 percent of their work related knowledge and skills on the job, making consideration and implementation of successful OJT programs indispensable for employers.

The structured forms of OJT that emerged promised to remedy problems associated with unstructured OJT by relying on a planned process designed and proven to impart the necessary skills by the end of the OJT period. Nevertheless, like unstructured OJT, structured OJT involves having an experienced employee train a new employee at the work site and having the new employee receive feedback, advice, and suggestions from coworkers and trainers. Structured OJT generally assumes that new employees lack certain skills and the goal of the OJT program is to instill these skills. Therefore, employers design the training programs so that new employees do not initially perform these new tasks in order to learn. Instead, they gain knowledge and

experience that will facilitate the performance of these tasks at the appropriate time and gradually work toward performing these tasks. Moreover, trainers assist and intervene at structured intervals, rather than intervening at random points in the training program as can occur with unstructured OJT. Implementing a structured OJT program involves five basic steps: (1) analyzing the tasks and skills to be learned; (2) selecting, training, and supervising trainers; (3) preparing training materials; (4) conducting an OJT program; and (5) evaluating the program and making any necessary improvements or modifications (John, A. W., Cartada, James W2002).

Role playing

In role playing, trainees assume various roles and play out that role within a group to learn and practice ways of handling different situations. A facilitator creates a scenario that is to be acted out by the participants and guided by the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself allowing better understanding of their own behavior (Frayne, 2000).

Team building

Team building is the active creation and maintenance of effective work groups with similar goals and objectives. Not to be confused with the informal, ad-hoc formation and use of teams in the workplace, team building is a formal and methodological process of building work teams with objectives and goals, facilitated by a third-party consultant. Team building is commonly initiated to combat ineffectual group functioning that negatively affects group dynamics, labor management relations, quality, or productivity. By recognizing the problems and difficulties associated with the creation and development of work teams, team building provides a structured, guided process whose benefits include a greater ability to manage complex projects and processes, flexibility to respond to changing situations, and greater motivation among team members (Bernatek, 2010).

Job rotation

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

2.5 Benefits of Training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002), training can achieve:-first, high morale - employees who receive training have increased confidence and motivation. Second, Lower cost of production training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste. Third, Lower turnover training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided. Fourth, Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations. Fifth, Provide recognition, enhanced responsibility and the possibility of increased pay and promotion. Sixth, Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and finally help to improve the availability and quality of staff (Cole 2002).

Derrick et al (2000:55) looked at the training environment and the structure of organizations, and emphasized on the effects of internal political and cultural factors on training and development.

Sherman et al (1996:16) argues that many new employees can be equipped with most of the knowledge, skills and attitudes needed to start work, but others may require extensive training to ensure their effective contribution to the organization. A majority however, will require some type of training at one time or another to maintain an effective level of job performance.

According to Kreitner (1995:8) in his book *The Good Manager's Guide*, no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources.

Training is therefore a key element for improved organizational performance; it increases the level of individual and organizational competences. It helps to reconcile the gap between what should happen and what is happening – between desired targets or standards and actual levels of work performance. Although many employers continue to have reservations about the cost and extent of tangible business returns from training, the development of skills has been identified as a key factor in sharpening competitiveness. Casio (1989:256) puts it this way “The economic and technological trends, the pace of innovation, change and development are growing faster year-by-year and as a result, provide clear signals that training and development are so relevant that both organizations and individual stakeholders must give a serious attention to.

2.6 Principles of Training

Since the object of training is to assist a learner acquire the behavior necessary for effective work performance, it is essential that a clear grasp of the ways in which learning theories are applied when designing training programs are laid bare. According to Bryn Leslie (1990:19), there are four main requirements for learning to take place. The first is motivation. The old saying that a horse can be led to the river but cannot be made to drink cannot be over emphasized as it contains an important lesson for the trainer. People learn if they accept the need for training and commit to it. If their motivation is weak, for instance if they doubt their ability to learn, no matter how well their training is designed and implemented, its effectiveness will be limited.

Edwin Flippo (1976: 65), also came out with the fact that the more highly motivated the trainee, the more quickly and thoroughly a new skill or knowledge is learned. This means training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on. The second requirement is cue. Through training the learner recognizes relevant cues and associates them with desired responses. The third one is response. Training should be immediately followed with positive reinforcement to enable the learner feel the response. The reinforcement should be positive, timely and consistent. (Bryn Leslie 1990:91).

Finally, feedback – the information the learner receives indicating the quality of his response is the feedback. It should be made available as quickly as possible to ensure possible effective learning. Even though these learning principles are good, they fail to talk about practice where the learner actively participates in using the skills and knowledge acquired. Furthermore, it also fails to mention that the level of aptitude and intelligence of individuals are different and that could affect the methods of training.

2.7 Employee Performance

According to Hawthorne studies and much other research work on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence de motivated to show good performance. Employee performance is higher in happy and satisfied workers and the management refined it easy to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the workforce. According to Leonard-Barton, (1992), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining

competitive advantage in the market. Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 1993; Delaney and Huselid, 1996).

The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (e.g. McGill and Slocum, 1993; Ulrich et al., 1993; Nonaka and Takeuchi, 1995; DiBella et al., 1996). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 1995; Ichniowski et al., 1997). Kamoche and Mueller (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm. “A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees”.

Employee performance is important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. Monitoring means, it is continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed (Obisi 1996).

The rating is to summarize the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know who their best performers are at the end of the cycle is rewarding stage. This stage is designed to

reward and recognize outstanding behavior such as that which is better than expected (Elnaga and Imran, 2013).

2.7.1 The Importance of Employee Performance

According to Carlaw et al(2003) It may be tempting to believe that if you have hired the right people and trained them all to do their jobs; you do not have to spend a lot of time and energy measuring their performance. But the truth is that at best, hiring and training give your team a strong foundation. In order to build up on the foundation by continually improving performance and by helping agents to grow and learn, it is crucial for you to implement a well-designed measurement program. Measurement is simply a sampling of current performance. It is typically compared to a desired result to see if the objective is being met.

Companies and people measure to see if they are accomplishing their mission. Without measurement we would have no idea whether we were doing the right thing to achieve our mission. It is particularly important to measure frontline interaction with customers, since most companies are depend on customer satisfaction and goodwill for their long-term success. If you do not regularly measure the various aspect of agent's performance, you will probably find that even your excellent performance shows starts to decrease. So, measuring and giving feedback go hand in hand and both are indispensable function of contact center management. It does just as much harm to measure performance and not share your findings with agents as it does to give agents feed back that is not based on sound, fair and uniform measurement.

2.7.2 Improvement in Employees' Performance

The performances of public sector organizations rely on the performance of their employees. Employees' performance is the degree to which they accomplish job requirements. All the employees of an organization are working as a team, where employees work in accordance with their skills and competencies and in coordination with one another to accomplish organizational objectives (Muhammad, 2009). Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individuals' effort, it is collective effort of all the members of the organization. Performance is a major

multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Better performance of a public sector organization simply means the capability of the organization to achieve desired results or output more efficiently and effectively. Performance is related to measurable accomplishment or results that primarily address community needs and problems. Poor performance of employees in the public sector organizations is due to factors such as the quality of supervision and the lack of training and development of employees (Muhammad, 2009).

The aim of training is to maximize employees learning of new skill, knowledge, attitudes and behaviors to cope with the demand of dynamic environments. These principles of employee training contribute to the overall organizational development which is a significant reason for organizations to encourage and promote this important human resource management functions (Hartelet al., 2007). It goes without saying therefore that the training of employees is an issue that has to be faced by every organization.

Training are necessary to overcome deficiencies in the employees work performance. Lack of necessary skills competencies and qualities to perform a job would result into poor performance. In order to improve performance, employees must know how to do their jobs. They must have necessary skills and competencies required to do their jobs. These skills may include, technical, human, and conceptual to enable them to operate instruments, tools and machines, and to understand and communicate with other employees and have the ability to see the relationship between different parts of an organization and its environment. For improvement in the employees performance training and development are needed. Human resources capital has the greatest competitive advantage and can help to accomplish organizational objectives efficiently and effectively (Muhammad, 2009).

2.7.3 Relationship between Training and Employee Performance

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

satisfaction, organizational citizenship behavior voluntarily helping others in the workplace Organ (1988), and organizational commitment (the strength of a person's attachment to and involvement in an organization, see Grusky 1966). All of these have in turn been shown to be conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness.

Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individuals' effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Therefore, impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano, 2007).

Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Obisi (1996) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Taiwo (2001) postulated that the process of training is a continuous one. The need to perform ones job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organizations operations. According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

2.8 Theoretical Framework of the Study

The theory that the researcher used is the social identity theory. As a sub-theory of social cognition, social identity theory developed with the purpose of understanding how individuals make sense of themselves and other people in the social environment. In addition to this, there are other theories which can show the relationship between training and performance of worker, such as the Identical Elements Theory. The theory of identical elements will proposed by Thorndike and Woodworth during 1901 (Wexley and Nemeroff, 1975). According to this theory, transfer is improved by increasing the degree of correspondence among the training setting stimuli, responses, and conditions and those related factors operative in the performance setting. They explained that if the task is identical in both training and transfer, trainees are simply practicing the final task during training and there should be high positive transfer (Wexley and Nemeroff, 1975).

The other theory is the principles theory which suggests that training should focus on the general principles necessary to learn a task so that the learner can apply them to solve problems in the transfer environment (Spitzer, 1984). This theory suggests that it is possible to design training environments without too much concern about their similarity to the transfer situation, so long as it is possible to utilize underlying principles. Even if these and other theories helped to see the relationship between training and performance the researcher has considered the social identity theory which relates training and development with performance of employee by disregarding employee development (Spitzer, 1984).

Although multiple factors influence how people work, social identity theory portends to be a unifying theory of organizational behavior because what and how people think as members of social groups influences subsequent behavior and attitudes in social systems. This influence has important implications for workplace learning (Hogg and Terry, 2000). Training has focused primarily on the individual and occasionally the organizational levels with little attention to the identity-based dynamics of group behavior in organizational settings. Generally, people do the work of organizations in group settings (Hogg and Terry, 2000). Thus, the way groups operate affects organizational performance. Therefore, one may variously perceive his or her membership as part of a work group, organization, profession, industry, nation, society, race, or

human being. Social psychologists believe that how people think about themselves and others depends on the focal group level and heavily influences their behavior and performance (Fiske and Taylor, 1991). The importance of social identity theory for training in organizations stems from the insights about individual behavior in groups and the group dynamics that affect individual learning and performance in organizations.

2.9 Empirical Review

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

The recommendation of this study made on; improvement has to be taken by the organization in the area of trainees selection criteria, training schedule and training policy. The researcher strongly recommends that; organization demands must however be matched with and balanced against individual aspirations and preferences. Organization also should take a lead and responsibility in identifying training needs of the organization and allocate sufficient budget for training. In addition, the previous research By Irene Ferguson Laing (June, 2009) the impact of training and development on worker performance and productivity in public sector organizations the objective of this study are to identify the major purposes of training as well as the key internal and external influences on training, Ascertain the training policy in operation, Outline and explain the training practices and processes including the assessment of training needs, an outline of training methods, and the processes of monitoring and evaluating the plan and find out

whether training schemes have positive effect on the performance of workers and productivity. The findings are that many of the respondents do not feel motivated by the training offered, and indeed many have even never participated in training activities. It was also established that the respondents do not feel training contribution for reducing staff turnover. Clearly also, an overwhelming majority of respondents do believe training had impact on their performance and further indicated that training indeed had impact on their job skills. Some facts go to support the hypothesis that training activities have largely failed to positively impact on individual effectiveness and efficiency in the performance of their jobs.

The results also revealed that employees sponsored themselves to acquire new skills, knowledge and abilities through formal education programs. These employees are however not promoted or upgraded because most the time their programs are seen as being unapproved by Management and therefore irrelevant to work. This was contrary to the objectives stated in the staff training policy that opportunities will be given to employees as necessary for more training and development program to improve their role and performance to their duties. The recommendation of this study, it is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training and development programs as it increases the organization's staff efficiency, skills and productivity. In order to reap the full benefits of a training initiative, should ensure that the following are instituted at the work place: Systematic Training, Objective should be SMART and unambiguous, Provide Specific information to employees, Create more Opportunities for training, Career Planning and development, Develop employees through formal education, and motivation and morale.

The other previous research by Albert mwesigwa (November 2010) stated that the impact of training on employee work performance behaviour. The purpose of this study was to examine the impact of short-term training on staff work behaviour in government-aided secondary schools with the aim of providing means of designing appropriate policies. The objective of this study are to examine the effect of staff training on teachers' work behaviour, to examine the teachers' attitude towards the training provided in secondary schools and to contribute to establish the procedures for selecting secondary school teachers for training. The summary of results this study training is one of the critical functions of Human Resource Management. It involves improving current and future competencies by increasing, through learning, their ability to

performance usually by increasing knowledge, skills so that the present and future anticipated HR requirements can be met internally. This is based on the premise that organisations that invest in training their HR are likely to be more efficient than those that do not. This is because if there are structural changes and adoption of new technologies the actual supply of skills that are required will be available. However, according to the school Syllabus during the study, some subjects like entrepreneurship had been introduced without training the teachers to teach the subject. In all schools Economics teachers were assigned the duty to teach the new subject. This may impact negatively on the service delivery.

According to the study findings, training has an impact on work performance behaviour as reflected by the responses and evidenced through teacher's output hence affecting performance especially in science subjects. Although findings indicate that there is great improvement in providing short training programmes, performance has remained hampered, suggesting that there are underlying factors that affect performance. Training may lead to better performance if employees are provided with complementary inputs/resources. However, any programme not guided by clear policy is prone to implementation setbacks. The absence of clear policy puts matters to chance and miracles cannot be expected. Through training, knowledge, skills and change in attitudes are imparted which enhance confidence, competence and commitment respectively, Commitment is the most important of all. This means that if there are no changes in attitudes of teachers, skills and knowledge may not change much. The recommendation of this study it is the current methods and criteria for selection of teachers need review.

2.10. Conceptual Framework

This is a conceptual model of the relationships among several factors that have been identified as important to the problem. The conceptual model below was formulated from various literature reviewed. It sets the stage for the presentation of research questions that drive the investigation being reported based on the problem statement. As shown below on Fig. 2.1, KSA's, employee commitment, employee confidence and employee performance efficiency are independent variables whereas Employee performance is dependent variable. This conceptual framework guide for understanding of the subject throughout the study.

Figure 2.1: Conceptual Framework

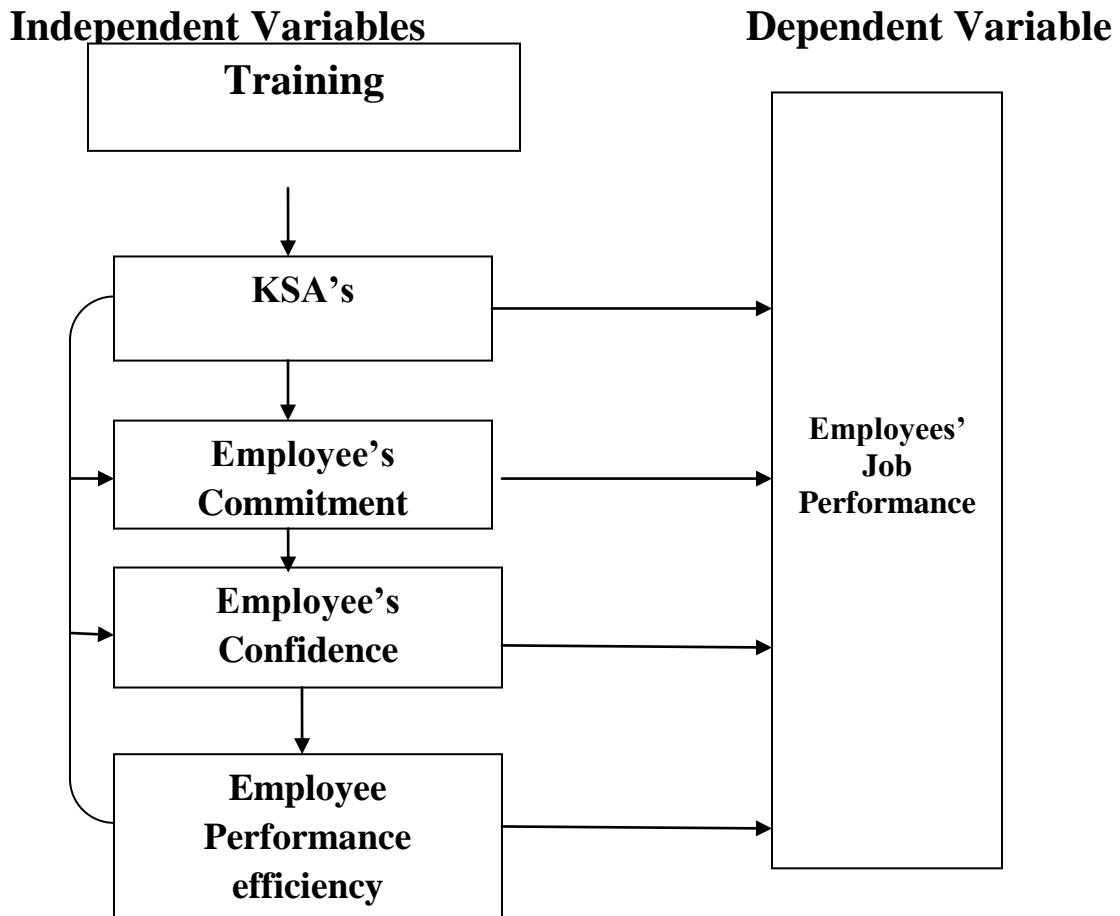


Figure 2.1; Relationships between Independent variables and Dependent variable

2.11. Research Hypothesis

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

Hypothesis 1

Ho: Employee Knowledge, Skill and Attitude has no effect on Employee performance

H1: Employee Knowledge, Skill and Attitude has effect on Employee performance

Hypothesis 2

Ho: Employee Commitment has no effect on Employee performance

H2: Employee Commitment has effect on Employee performance

Hypothesis 3

Ho: Employee Confidence has no effect on Employee performance

H3: Employee Confidence has effect on Employee performance

Hypothesis 4

Ho: Performance efficiency has no effect on Employee performance

H4: Performance efficiency has effect on Employee performance

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1 Description of the Study Area

Ethiopian Electric Ababa Regions are regions from 15 region of Ethiopian Electric utility organization located in Addis Ababa city which is a capital city of Ethiopia. The Regional offices found in Addis Ababa city administration geographically, It is located at 9⁰ 0' 19.4436" N and 38⁰ 45' 48.9996" E which has an elevation of 2356 meter height, which is equals to 7,730 feet. Addis Ababa is now divided into 10 sub cities namely (KolfeKeraniyo, Bole, Yeka, Gulele, Arada, Addis Ketema, Lideta, Kirkos, Nifas-silk and Akaki-kalit) and 116 woredas. Being Addis Ababa is the capital city of Ethiopia; it provides a base for many public and private institutions that operate in the city. It is also a major social service node, being at the centre of seven regional states and one state administration town it serves as a hub of the Social, Economic and political center of the country. Due to these and other factors, Addis Ababa city needs special attention to deliver social services. More over utility organization like electric power, Water and sewerage, road and transport services need special attention to resolve the existing poor quality services of the utility companies.

3.2 Research Design

The research design helps the researcher to obtain relevant data to fulfill the objective of the study (Churehill&Lacobucci, 2002). According to Kothari (2004) research design is a conceptual structure within which research is conducted: it contributes the blue print for the collection, measurement and analysis of data. It ensures that the study would be relevant to the problem and that it uses economical procedures.

The main purpose of the research was explaining the effect of training practice on employee's performance. Therefore the research was explanatory study design used. This researcher used both qualitative and quantitative approach. This is preferred because: allows the researcher to confirm and support the results relative to like to give phenomenon from qualitative and respondents prospective estimation based on numerical variable assumption to improve internal and external validity which is to scale out the variable to be reliable. Quantitative data was collected through distribution of questionnaires believed to address issue raised in the research

question and objective of the study. It were used to help in accessing a large sample size with short period of time and it is more economical from others data collection methods.

In addition, a quantitative approach is one in which the investigator primarily uses postpositive claims for developing knowledge, i.e cause and effect relationship between known variables of interest or it employs strategies of inquiry such as experiments and surveys, and collecting data an predetermined instruments that yield statistical data (Creswell, 2012). As such this research employs such method.

Hopkins (2000) Suggested that quantitative research work connects independent and dependent variables. Employing a quantitative method in this study would be more appropriate to find out the effect of determinant factors on employee job performance. Furthermore, the study aims at obtaining information from a representative sample that can be generalized. The study employed the cross sectional survey method administered through structured questionnaires. Survey was used in order to generalize from a sample to population. This method is also preferred because of its high-speed in data collection and it is economical. The researcher used stratified random sampling technique to select the sample from the population. The data was collected through questionnaires, and SPSS version 20 (Statistical package for social science) was used to organize and process the data gathered from questionnaires. Similarly; the qualitative data was also obtained from an interview with purposively selected HR managers at EEU office and the training policy and strategic plan of EEU were reviewed. This is essential for confirmation of whether the organization police and procedure was in place or not. And also to check whether the process of training program is followed according to the policy and procedure.

3.3 Population, Sample Size and Sampling Technique

Stratified random sampling techniques had been used to generate data for this study. Because, it reduces sampling error (Kothari. 1985). The employees from which a sample is drawn it constitute a homogeneous group, stratified sampling technique is generally in order to obtain a representative sample of employees where as Purposive or gedgemental sampling method was used for manageres for interview.

The respondents were selected regions through stratified random sampling technique and the number of items selected from each stratum based on proportion. The researcher had selected four regions because, there is a training gap from Ethiopian Electric Utility Addis Ababa regions human resource annual report and based on sample survey conducted by the researcher employees in the four regions have dissatisfaction about trainees selection as well as lacking the opportunities of the training, they assured that by their voice, there is a significant impact on their performance.

Determined sample size by different approaches such as imitating a sample size determination of similar studies, using published tables and applying formulas to calculate a sample size. This study had employed a simplified formula provided by Yamane (1967) in order to determine the required sample size at 95% confidence level, degree of variability = 0.5 and with the level of precision of= 10%. Thus, the sample is calculated as follows;

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

$$n = \frac{3113}{1 + 3113(0.0025)}$$

$$n = \frac{3113}{1 + 7.7825}$$

$$n = \frac{3113}{8.7825}$$

$$n = 354$$

n=number of sample taken

N=total population

e=error tolerance

3.3.1 Target Population

Ethiopian Electric Utility has 15 regions and 411 district offices. So, the researcher had selected four regions of Addis Ababa city which has 65 District offices which have a total of 3113 employees. The total populations of four selected regions are 3113 employees. According to the

information obtained from Human Resource annual report of Ethiopian Electric Utility. (2016 annual report).

3.3.2 Proportional Allocation

In stratified sampling after identifying the same size using the above equation the researcher need to allocate the estimated sample size to the strata under the study. One method is proportional allocation. it was used when the size of the sample from a given strata were proportional to the size of the strata. That is in the proportional allocation, a small sample taken from a small strata and large sample taken from a large strata and the sample size in each strata was fixed.

n_1 = North Addis Ababa Region Office.

n_2 = South Addis Ababa Region Office.

n_3 = East Addis Ababa Region Office.

n_4 = West Addis Ababa Region Office.

$$N_h = nN_h/N$$

$$n_1 = (354 \times 751) / 3113 = 85$$

$$n_2 = (354 \times 813) / 3113 = 93$$

$$n_3 = (354 \times 764) / 3113 = 87$$

$$n_4 = (354 \times 785) / 3113 = 89$$

Proportion (p)

P = Total number of sample / Total number of population in all Addis Ababa region offices

$$p = 354 / 3113 = 11.37\%$$

Table 3.1 Sample Size

No.	Name of EEU Offices (Study areas)	Total employees	Sample size
1	North Addis Ababa Region Office	751	85
2	South Addis Ababa Region Office	813	93
3	East Addis Ababa Region Office	764	87
4	West Addis Ababa Region Office	785	89
	Total	3113	354

Source: 2016Ethiopian Electric Utility annual report

3.4 Data Type and Source of Data

To accomplish this study both primary and secondary data were employed. Both closed and open ended questions were used in this study. The researcher gathered all the required data from sample respondents.

3.4.1 Primary Sources

The researcher had employed data collection tools such as personal interview and questionnaire. For the purpose of this study, primary data comprises responses obtained through questionnaires and interview administered to target respondents under study.

3.4.2. Secondary Sources

Generally, collected from the published materials such as:-book, internet, Journals, the organization reports and policy and precedes.

3.5 Data Collection Procedures'

The researcher has followed the following steps to collect the data, first contact Corporate HRM excutive officer and four regional heads to seek authority to access documents and information regarding training practice of EEU. Secondly, Distribute Self-administered questionnaires to the respective participants (i.e., to selected sample of EEU Addis Ababa Regions employees).

Finally conducted interview for two HRM department managers through appointments to get additional information.

3.5.1 Questionnaire

To the sample operators which are employees in selected regions office were offered structured questionnaire. The questionnaire encompassed closed-ended questions, and open ended questions for Human Resources managers of the organization..

3.5.2 Interview

According to McNamara. 1999; Interview is the verbal conversation between two people with objective of collecting relevant information for the purpose of research. It may be useful as follow-up to certain respondents which can pursue in-depth information around the specific topic. It is particularly useful for getting the story behind a particular participant's experience. Bear in mind this objective, the interview for this research was held along with work process managers who are working on the Human Resource department and Human capital development office manager about the issues of impact of training on employee performance.

3.6. Validity and Reliability

According to Bryman and Bell (2007), reliability analysis is concerned with the internal consistency of the research instrument. Malhotra (2010) mentioned about three types of validity in his study: content validity, predictive validity, and construct validity. This study will be discoursed content validity through the review of literature and adapting instruments which was used from previous research.As multiple items in all constructs were used, the internal consistency/reliabilities of how training and influence employee performance was conducted with Cornbrash's reliability analyses will expect to conduct each variable of the instrument. The reliability of the measures was examined through the calculation of Cronbach's alpha coefficients. For scale acceptability, Hair et al. (1998) suggested that Cronbach's alpha coefficient of construct is 0.6. If each domain obtains the value 0.6, it means that, the items in each domain are understood by most of the respondents. On the other hand, if the findings are far from the expected value of 0.6, this might be caused by respondents' different perception toward each item of the domain.

3.6.1 Reliability Test and Measurement

A reliability analyses was conducted to each variable of the instrument. The reliability of the measures was examined through the calculation of Cronbach's alpha coefficients. For scale acceptability, Hair et al. (1998) suggested that Cronbach's alpha coefficient of construct is 0.6. If each domain obtains the value 0.6, it means that, the items in each domain are understood by most of the respondents. On the other hand, if the findings are far from the expected value of 0.6, this might be caused by respondents' different perception toward each item of the domain.

Table 3.2 Reliability Test and Measurement

Reliability Statistics	
Cronbach's Alpha	N of Items
0.960	20

From the table 3.2 the Cronbach's alpha values are reported as 0.960. The Cronbach's alpha values for all the variables considered are greater than 0.6 and this indicates the items in each of the domains are well understood by the respondents. The items have measured what they were designed to measure.

3.7 Data Analysis Methods

Data from questionnaires (quantitative data) was analyzed through descriptive and inferential statistics using SPSS version 20.0 software (descriptive statics was carry out to summaries the control variable) and multiple regressions was conducted to help the researcher to examine the general level of Employee performance and the selected determinant factor of performance employed which is training. This was the further the transformation of the processed data to look for patterns and relationship between and/or among data group by using descriptive and inferential analysis. SPSS was used to analyze the data obtained from primary sources. Especially, descriptive statistics (Mean, standard deviation) and inferential statistics

(Correlations and regression analysis) employed in the study. The qualitative data analyzed using content analysis method.

3.8. Ethical Considerations

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was draw is acknowledged. The following ethical considerations were at the base of this research. Such as; Fairness, openness of intent, disclosure of methods, respect or the integrity of the individuals, and informed willingness on the part of the subjects to participate voluntarily in the research activity.

CHAPTER FOUR: PRESENTATION AND ANALYSIS OF DATA

4.1 Background Characteristics of Respondents

In this chapter, the results of the empirical study are reported. Results are presented in respect of the impact of employee training on employee performance, in the form of work training and organizational productivity within the selected area Ethiopian Electric utility four Addis Ababa regions office. A total of 354 questionnaires were circulated and only 302 were returned.

But 52 questionnaires were not returned. Therefore, 302 questionnaires were considered for the study as respondents working in the selected regional offices. The sector was specify and defined for the research as the study is aimed to find the impact of training on employee performance. The data received from the respondents are analyzed with help of statistical software program SPSS-20. The regression analyses are performed for measuring the independent variable i.e. training impact on employee performance.

Table 4.1 Demographic Characteristics of Respondents

No.	Category		Respondents		Cumulative Percentage (%)
			Frequency	Percentage (%)	
1	Gender	Male	208	68.87	68.87
		Female	94	31.13	100
		Total	302	100	
2	Age	18-25	55	18.21	18.21
		26-35	110	36.42	54.64
		36-45	82	27.15	81.79
		46-55	51	16.89	98.68
		Above 55	4	1.32	100

		Total	302	100	
3	Marital Status	Married	176	58.28	58.28
		Single	94	31.13	89.4
		Windowed	12	3.97	93.38
		Divorced	20	6.62	100
		Total	302	100	
4	Educational Background	TEVET or and Diploma	197	65.23	65.23
		First degree	89	29.47	94.70
		Master degree	16	5.30	100.0
		Total	302	100	
5	Work Experience	Valid 1-5	16	5.30	5.30
		6-10	64	21.92	27.22
		11-20	43	14.24	41.46
		21-30	82	27.15	68.61
		31-40	90	29.80	98.41
		Above 40 yrs	7	2.31	100.00
		Total	302	100	
6	Salary Earned per Month	1200-5000	165	54.64	54.64
		5001-10000	121	40.07	94.71
		10001-150000	11	3.64	98.35
		Above 150000	5	1.65	100
		Total	302	100	

7	Current position Respondents	Job of	Line technician and distribution Engineer	137	45.36	45.36
			Customer Service officer and Support	84	27.81	73.18
			Accountants	12	3.97	77.15
			Technical inspector	9	2.98	80.13
			Meter Reader	32	10.6	90.73
			Casher	10	3.31	94.04
			Bill collector	11	3.64	97.68
			Store and documentation	3	0.99	98.68
			Procurement and logistic	4	1.32	100
			Total	302	100	

Source: Own Survey data, 2017

Table 4.1 shows the background information of the respondents selected from 302 current employees of Ethiopian Electric Utility Addis Ababa Regions of gender, Age, education background, monthly income, marital status, current job position and work experience.

Analyzing the data obtained from the questionnaire, the above table 4.1 presents data on gender of respondents. The table shows that the male respondents formed majority of the target population with a total of 208 representing 68.87%, while 94 respondents were female representing 31.13%. It might be leads to a debate for a future for organizations aware of making a balance in their working force with respect to gender mix for organizations become productive or not. Analyzing the data obtained from the questionnaire, table 4.1 reveals that 110 respondents were between 26-35 years age representing 36.42% formed the majority. The next largest respondents were between the age of 36-45 representing 27.15% and they were 82 in number. The third group of respondents was fall under the age category of 18-25 which can easily understand that they are young to do a lot for the organization that represent 18.21% or 55 employees from the total respondents. The fourth group of 51 respondents aged between 46-55 representing 16.89%. And only 4 respondents above 56 years represents the old age which

indicate that they are in a position to retired in the near future. In this study the major respondent's representative were from the 26-35 age groups. There has been an ongoing debate as to whether a young work force could positively affect product/ services in a public sectors office or not.

The above table 4.1 can clearly shows the marital-status of respondents. As the table reveals /information of the respondents marital status majority of the respondents were married represents 58.28% or 176 of the total respondents, 3.97% of the respondents widowed, 6.62% of the respondents divorced. But the proportion of single is 94 out of the 302 respondents which account 31.13% from the sample.

From table 4.1, it can be seen that respondents hold a range of educational qualifications from diploma to Masters Level. Majority of the sample group were holding diploma 197 of the respondents' i.e. 65.23%. And 89 out of 302 respondents were First degree graduates which accounts 29.47%. Among the respondents there are 16 in number or 5.30% are master's degree levels. This suggests that people of different educational qualifications are present in the organization. This implies that different levels of training which is planned and systematic may be required to improve their quality.

From the table 4.1 shows that respondents have served EEU in selected regions from one year to 56 years. It can be seen that respondents who have served for 1-5 years representing 5.30% formed the majority while respondents who have served for 6-10 years represents 21.92% followed with a frequency of 43(14.24%) for age 11-20 years. 82 of respondents representing 27.15% from age 21-30 years.

The remaining respondents who have served between 31-40 years with a frequency of 90 representing 29.80% and the services respondent who have served above 40 years' service respondents accounts 2.31%(7) respectively. This means the organization has a blend of experienced and young professionals who require constant refresher training to update their skills and perform on the job.

As indicated from above table 4.1 majority of the respondents representing 165 out of 302 were earning a monthly salary of between birr 1200 and 5000 which is 54.64%. The numbers of

respondents that earned monthly salaries of ranging from birr5001 up to 10000 constitute 40.07% of the total respondents. The respondents earning a monthly salary between birr 10001 and 15000 were 11 in number and accounts 3.64%. There were also 5 respondents who accounts 1.65% earned above 15000 birr. This clearly shows as there was a visible and noticeable gap among respondents income distribution, which a middle income categories of employee accounts large number (40.07%) in the organization which needs special attention to be efficient and effective on productivity supported by training, otherwise the organization might be spent much money for employees who were not efficient, it is considered as a cost for the organization.

Current job position-based on the above table 4.1, there are various employees in different positions who responded to the questionnaire. Line technician and distribution Engineers formed the majority representing 45.36% in EEU Addis Ababa regions office. The second large representation is 27.81% which accounts 84 respondents were customer service officer and support. The third one accounts 10.60% or 32 respondent's meter reader, accountant 3.97%, Bill collector represents 3.64%, Cashier position represents 3.31%; Technical inspector position represents 2.98%, Procurement and logistic position represents 1.32% and next 0.99% of respondents store and documentation position.

This implies that respondents were also asked to indicate their current position for the purpose EEU Addis Ababa regional offices as an organization involved in related activities has over the years developed its own organizational structure that flows on to various job positions that require various kinds of consistent, planned and systematic training to enhance their skills, attitudes, knowledge and competencies for improved employees performance. This analysis indicates that EEU Addis Ababa region office has to think towards various kinds of job holders who combine their efforts towards the growth and attainment of organizational goals.

4.2 Analysis of Collected Data

The data collected from primary and secondary source using questionaris and interview analyzed using data analysis tools. The quantitative data that collected using questinniares analyzed by using SPSS softwareversion 20.0 (percentile, mean, and standard deviation) . whereas interview questionnaires analzed using context analysis.

4.2.1 Description of Statistics

Employee Training Practices

The training practice of employee training in the organization (EEU) presented as follows based on the interview session discussion achieved, which can be addressed the questions raised by interview time.

Major Purpose of Training

Training is one of the most potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques (Suliman and Al-Sabri, 2009). However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training in the study area. The purpose of training activities is to achieve individual and organizational performance. The fundamental purpose of training is to improve knowledge and skills and to change attitudes and behavior for the purpose of enhancing organizational effectiveness and performance.

According to the interviewees at head office, the training given to employees at the same ideas, which is to help employees improve the skills, knowledge, abilities and competencies. The ultimate objective however is to help improve both individual and organizational performance. Clearly, the purpose of training is in line with the general purpose of training. However, it is also known that good intentions are not always carried through. The concern therefore is about how EEU Addis Ababa regions carries through its training and what impact the training has had on its employees in terms of improved performance. This general purpose of training can be tightening by the responses from the respondents.

Description of Training Policy and Procedure

The interview with the interviewees did indicate that EEU Addis Ababa regions had a training policy and procedure in place. Training policies and procedure are the expressions of the training philosophy of the organization and training policies provide guidelines for training, and ensures a company's training resources are allocated to predetermined requirements (Armstrong, 1996).

Moreover, as the interviewees stated in their interview, the training policy indicates that it contains some essential elements of training. It outlined the objectives of the policy, spelt out them ensures for training needs identification, methods of training implementation, and types of training. However, according to the interviewees the processes involved in training are not duly followed because of the costs associated with it. They indicated that budgetary provisions for training are always below expectation. Thus, They stated that training in EEU is not as planned and systematic as they would have wanted to have it. Because, as mentioned above there is financial shortage to accomplish training activities as planned and designed.

However, training is considered as a necessary continuous development imitative for EEU employees'. Whereas the current training policy mainly focuses on limited capacity enhancement packages in short term operational excellence. Procedurally any training in EEU has three main components called training need assessment and training module development and training delivery.

Benefits of Training in Organization

Mullins (2007) gives the purpose of training which is to improve knowledge and skills and to change trainee's attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do achieved from training programs:

- Increase in the confidence and commitment of staff.
- It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. In addition, in organization pay increase and promotion are based on the results of performance appraisal.
- When confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities.
- Training improves the availability, quality and skills of staff.
- It has benefit for awareness creation, consensus building and skill upgrading.

Methods and Budget of Training

The selection of method for training has to be based on identified training needs, training objectives, an understanding on the part of the trainees, the resources available and an awareness of learning principles. DeCauza et al (1996:70) explained that the most popular training method used by organizations can be classified as either on-the-job or off-the-job. In the case of EEU, since the organization has huge number of technical and non technical staffs, there are a variety of training approaches that managers can use and these include. Accordingly, the interviewees were asked to identify the training types and methods used. Regarding the types of training, They indicated that EEU engages in orientation training for new employee, refresher training for existing employees, on job training, and career development training.

Regarding training methods, mentioned on-the-job training, off-the-job training, mentoring, and seminar etc as the methods of training. It was necessary to assess these methods from the point of view of the respondents. So they were asked a question regarding what training methods they had experienced. On how the training plan, lessons and trainers were determined by the managers and again indicated that it depended on the situation at hand. Trainees selection were done by seniority and work unit manager nomination. Training is a problem to plan and following systematic training process because of the resource we had before such as the raining institution building and teaching equipment or teaching aid tools are under taken to transfer Ethiopian Electric power company. EEU has goes to develop employees and it is significant to note that the training process at EEU seem to depend on contingency.

In regarding budget; the interviewed managers touch by their conversation EEU Addis Ababa regions office did not utilize their training budget because of focusing their choosing on job training method which needs relatively less cost, because the training was conducted at the work place and training was conducted by the experienced employee within the work place firstly delivered training of trainers. In most cases such type of training methods were not fruitful as desired by the organization and also taken as weakness of the training plan design.

Training Evaluation and Feedback Mechanism

Regarding training evaluation, the interviewees of EEU head office, admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers, feedback, checklist methods and training program after completion. The respondents also indicated that they are not aware of how training is evaluated. Mainly they focus to evaluate the training content and the training delivery effectiveness on the training period.

Table 4.2 Goal alignment

1. The training provided training goal aligned with business objectives					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
Valid	Strongly Disagree	19	6.29	6.29	6.29
	Disagree	18	5.96	5.96	12.25
	Neither Agree nor Disagree	51	16.89	16.89	29.14
	Agree	143	47.35	47.35	76.49
	Strongly Agree	71	23.51	23.51	100
	Total	302	100.00	100.00	

Source: Own survey data, 2017

In analyzing the response obtained from the respondents on the alignment of training goal with business objectives, the findings in the table 4.2 above shows that the majority of the respondents, 47.35% (143) and 23.51% (71) of the respondents believed that training goals and business objectives were aligned, while 16.89%(51) were neither agree nor disagree. However, 5.96%(18) and 6.29%(19) disagreed and strongly disagreed that training provided is aligned with business objectives. As the result indicated, even if the there are some points that make employees responds there is no alignment of training and business objectives, majority of the

respondents are respond there is alignment on training provided and business objectives. And conforms that there is a strong relationship among variables.

In accordance with the 70.86% participants who agreed that training provided is aligned with business objectives, (Kum, Cowden and Karodia 2014) in their work referring Grobler et al, (2006:95) state that “it is important that the relevant training plans are devised in order to fit appropriately the trainees, the job description, the manager and supervisors, and their different levels of education and background.”

With regards to the 16.89%(51) who were neutral to this issue; it could b e that these employees do not see any alignment between training and job objective or have not attended any training session and are ignorant. However, employees who disagreed the training provided is aligned with business objectives must have attended a training session, which was not aligned with the tasks they were carrying out the organization. Grobler et al. (2006:95) state that it is important that the relevant training plans are devised in order to fit appropriately the trainees, the job description, the managers and supervisors, and their different levels of education and background. In addition emphasis on the importance of this aspect of the training process in their statement that trainees may well differ in terms of their level of educational achievement, their attitude towards learning, their ability to absorb new ideas or maintain concentration, and their team working skills.

Training objectives that specify the desired employee knowledge, skill, and other characteristics those employees will possess at the end of training. The objectives provide the standard for measuring that has been accomplished and for determining the level of accomplishment. In addition it should be attainable. It should also be clear to both supervisory and the employees because they can be used to evaluate their success. If the objectives are not met, failure gives the HR feedback on the program and participants.

Table 4.3 Clear direction provision during training

2. There are clear directions provided during training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	20	6.62	6.62	6.62
	Disagree	40	13.25	13.25	19.87
	Neither Agree nor Disagree	41	13.58	13.58	33.44
	Agree	114	37.75	37.75	71.19
	Strongly Agree	87	28.81	28.81	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.3 reveals that training contribution managers to communicate clear organization directions to its employee, the larger share of the respondent, 37.75%(114) and 28.81%(87) were agreed and strongly agreed respectively that the training contribute to managers to communicate a clear organization direction to its employees, while 13.58%(41) respondents were neutral to the question. The remaining portion goes to respondents those disagreed and strongly disagreed respectively with training contribution to managers communicate a clear organization direction to its employees which is 13.25%(40) and 6.62%(20) respectively. As the result indicated, even if the there are some points that make employees responds there is no the clear direction given the majority of the respondents are respond that there is clear direction. And conforms that there is a strong relationship among variables.

In terms of the 66.56%(201) respondents that agreed the clear directions were provided during training, Kum, Cowden & Karodia (2014) in their work citing Keleiman (2003:103) states that, “in the absence of objectives for providing direction and focus, training will certainly not succeed. Training and development should include a focused process that allows the employee to ponder desired results.” Accordingly, objective should include important directions and focus for obtaining the final product, which is a change in job performance. Only 13.58%(41) respondents were neutral on the matter; these employees may be employees who are new to the organization

and who do not know whether clear direction are provided during training, A total of 19.87%(60) respondents disagreed that clear directions are provided during training. The organization human resource management has the responsibility to provide these employees the information that enables them to perceive and correctly interpret the expectations of the organization. Effective communication has three important reasons; such as, employees are have core roles in change management. Organizational belongingness developed by employees and finally talent retention was achieved and productivity increased through job performance.

Table 4.4 Respondents opinion about opportunities for career development

3. Opportunities for career development affects training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	33	10.93	10.93	10.93
	Disagree	28	9.27	9.27	20.20
	Neither Agree nor Disagree	44	14.57	14.57	34.77
	Agree	108	35.76	35.76	70.53
	Strongly Agree	89	29.47	29.47	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.4 reveals that opportunities for career development affects training, the larger share of the respondent, 35.76% (108) and 29.47%(89) were agreed and strongly agreed respectively that the opportunities for career development affects training, while 14.57%(44) respondents were neutral to the question. The remaining portion goes to respondents those disagreed and strongly disagreed respectively with opportunities for career development affects training, which is 9.27% (28) and 10.93%(33) respectively, that a lack of opportunities for career development affects training. When employees enter a new organization, there is the hope of moving to a higher position within that selected organization; when employees realize that there is no opportunity for career advancement, they start looking for new jobs. Robbins et al. (2003:72) believe the lack of chances for promotions and advancement can lead to one not seeing any future in an organization, and therefore resorting to absenteeism.

Table 4.5 Respondents opinion about working condition and environment

4. working environment and conditions in the organization are conducive to the transfers of learning					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	37	12.25	12.25	12.25
	Disagree	141	46.69	46.69	58.94
	Neither Agree nor Disagree	65	21.52	21.52	80.46
	Agree	32	10.60	10.60	91.06
	Strongly Agree	27	8.94	8.94	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.5 presents that the working condition and environment in the organization are conducive to the transfers of learning, the largest share of respondents, 46.69% (141) and 12.25%(37) were disagreed and strongly disagreed respectively that the working condition and environment in the organization are conducive to the transfers of learning, while 21.52%(65) respondents were neutral to the question. The remaining portion goes to respondents those agreed and strongly agreed respectively with the working condition and environment in the organization are conducive to the transfers of learning, which is 10.60% (32) and 8.94%(27) respectively. In line with this findings; According to McShanne and Glinow(2008) employee job satisfaction affects many of individual behavior and leads to low performance of employee. In contrary, employee job satisfaction leads to high employee performance. So useful templates to organize and understand the consequence of employee job dissatisfaction are the Exit-voice-loyalty-neglect (EVLN) Model. As the name suggests, the EVLN model identifies four way in which employee respond to dissatisfaction.

Some factors in work place environment may be considered keys affecting employees engagement, productivity, moral, comfort level etc both positively and negatively.

Although convenient work place conditions are requirements for improving productivity and quality of outcomes, work conditions in many organizations may present lack of safety health and comfort issues such as improper lightning and ventilation, excessive noise and emergency excess. People working under inconvenient conditions may end up with low performance and

face occupational health diseases causing high absents and turnover. There are many organizations in which employees encounter with working condition problems related to environmental and physical factors.

.Therefore, as shown from table 4.16, among the respondents 3.13 mean and 1.27 standard deviation that working conditions in the organization are conducive to allow the transfer of learning. It implies that temperature, humidity and air quality are work environmental factors that affect the transfer of training.

Table 4.6 Respondents opinion about feedback provision

5. Feedback is provided after training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	88	29.14	29.14	29.14
	Disagree	101	33.44	33.44	62.58
	Neither Agree nor Disagree	58	19.21	19.21	81.79
	Agree	29	9.60	9.60	91.39
	Strongly Agree	26	8.61	8.61	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.6 presents that feedback is provided after training, the larger share of the respondent, 33.44% (101) and 29.14%(88) were disagreed and strongly disagreed respectively that the feedback is provided after training, while 19.21%(58) respondents were neutral to the question. The remaining portion goes to respondents those agreed and strongly agreed respectively with feedback is provided after training, which is 9.60% (29) and 8.61%(26) respectively. In support of this, Robbins (2005:208) states that training and development will be unsuccessful if there is a failure to provide feedback and use information about results. If the organization fails to evaluate training by providing feedback, employees will not be able to know about their progress, nor will facilitators understand the success of their programmes. It would seem that feedback needs to be as objective as possible and delivered with the appropriate interpersonal and conflict resolution skills. It can be a mix of both informal

feedback and feedback delivered as part of a formal performance management cycle (Robbins et al., 2003:222).

Table 4.7 Respondents opinion about degree of support

6. The degree of support from supervisors affects training within the organization					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	20	6.62	6.62	6.62
	Disagree	53	17.55	17.55	24.17
	Neither Agree nor Disagree	65	21.52	21.52	45.70
	Agree	87	28.81	28.81	74.50
	Strongly Agree	77	25.50	25.50	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.7 presents that the degree of support from supervisors affects training within the organization, the larger share of the respondent, 28.81% (87) and 25.50%(77) were agreed and strongly agreed respectively that the degree of support from supervisors affects training within the organization, the larger share of the respondent, while 21.52%(65) respondents were neutral to the question. The remaining portion goes to respondents those disagreed and strongly disagreed respectively with the degree of support from supervisors affects training within the organization, which is 17.55% (53) and 6.62%(20) respectively.

In line with this findings; According to Robbins et al. (2003:323), decreasing dissatisfaction in the area of supervisor support requires leadership skills and the ability to treat all employees fairly. Positive feedback is a key element to employee performance after training. Moreover, employees who perceive they are not being treated fairly owing to unfair interpersonal treatment or unfair procedures develop low job satisfaction and may seek alternative employment with another organization in pursuit of equity. Immediate supervisors and managers need to display the interpersonal skills required to engage employees and enhance their self-confidence. This includes providing positive encouragement for a job well done (Nel et al., 2003:51).

Table 4.8 Respondents opinion about training budget/Finance

7. The lack of finance resources affects training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	5	1.66	1.66	1.66
	Disagree	55	18.21	18.21	19.87
	Neither Agree nor Disagree	31	10.26	10.26	30.13
	Agree	148	49.01	49.01	79.14
	Strongly Agree	63	20.86	20.86	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.8 presents that the lack of finance resources affects training, the larger share of the respondent, 49.01% (148) and 20.86%(63) were agreed and strongly agreed respectively that the lack of finance resources affects training, while 10.26%(31) respondents were neutral to the question. The remaining portion goes to respondents those disagreed and strongly disagreed respectively with the lack of finance resources affects training, which is 18.21% (55) and 1.66%(5) respectively.

In line with these findings, Rothwell and Kazanas (2006:55) maintain that employers should ensure that individual workloads and organizational systems and processes do not hinder employees from applying established skills or from practicing newly acquired skills. Hence, adequate finance, time and material resources need to be available to enable them to perform to the best of their ability.

Table 4.9 Respondents opinion about training Evaluation

8. Training program is going to evaluated during the program or at the end of the program					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	22	7.28	7.28	7.28
	Disagree	98	32.45	32.45	39.74
	Neither Agree nor Disagree	63	20.86	20.86	60.60
	Agree	58	19.21	19.21	79.80
	Strongly Agree	61	20.20	20.20	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.9 presents that training program is going to evaluated during the program or at the end of the program, the substantial number of respondents, 32.45% (98) and 7.28%(22) were disagreed and strongly disagreed respectively that the training program is going to evaluated during the program or at the end of the program, while 20.86%(63) respondents were neutral to the question. The remaining portion goes to respondents those agreed and strongly agreed respectively with training program is going to evaluated during the program or at the end of the program, which is 19.21% (58) and 20.20%(61) respectively.

The substantial number of the respondents disagreed about the question asked for them, this implies that the organization did not conduct a systematic and well organized training evaluation during and after training. In addition to this the agreed respondents opinion 39.41% indicates that their might be an evaluation conducted during training delivery time which helps to measure the trainer efficiency. In line with this the neutral respondents those who are the 20.86% share might be confused about the issue raised. However the organization has to be seriously measure training during and after training.

Table 4.10 Respondents opinion about knowledge gain

9. I gain new knowledge after training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	0	0.00	0.00	0.00
	Neither Agree nor Disagree	27	8.94	8.94	8.94
	Agree	181	59.93	59.93	68.87
	Strongly Agree	94	31.13	31.13	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

Therefore, as table 4.10 above clearly illustrates the sum of agreed and strongly agreed respondents which is 91.06%(275) shows that employees gain new knowledge after training. In this regard, Nel et al. (2004:142) maintain that effective development programmes allow for the organization to maintain a workforce that can adequately replace employees who may leave the organization or who are moved to other areas. It also allows for the employees to cope with newly developed technology, and ensures that adequate human resources are available for expansion into new areas.

Table 4.11 Respondents opinion about commitment to work after training

10. After training, I feel that I am committed for my work					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	27	8.94	8.94	8.94
	Disagree	35	11.59	11.59	20.53
	Neither Agree nor Disagree	62	20.53	20.53	41.06
	Agree	153	50.66	50.66	91.72
	Strongly Agree	25	8.28	8.28	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

Table 4.11 reveals that; The majority respondents on, After training, I feel that I am committed for my work, accounts 50.66% (153) and 8.28% (25) of the respondents agreed and strongly agreed that a employees feel committed after training for their job and their organization. While 20.53%(62) were neither agree nor disagree. However, 11.59%(35) and 8.94%(27) disagreed and strongly disagreed respectively. As the result indicated, even if the there are some points that make employees not committed, majority of the respondents are happier and committed for their work and for the organization since there is good training practices.

Table 4.12 Respondents opinion about work condition

11. I can say that after training I am working well my regular activities					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	18	5.96	5.96	5.96
	Neither Agree nor Disagree	43	14.24	14.24	20.20
	Agree	161	53.31	53.31	73.51
	Strongly Agree	80	26.49	26.49	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

In analyzing the response obtained from table 4.12; The respondents on. I can say that after training I am working well my regular activities, the findings shows that the majority of the respondents, 53.31% (161) and 26.49% (80) of the respondents believed that after training they could perform their work well to their regular activities, while 14.24%(43) were neither agree nor disagree. However, 5.98%(18 disagreed and there is no response.

Table 4.13 Respondents opinion about better-off feeling and capacity to give solution

12. After training I feel I am better-off to rely on myself for a solution when things are looking difficult					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
Valid	Strongly Disagree	27	8.94	8.94	8.94
	Disagree	31	10.26	10.26	19.21
	Neither Agree nor Disagree	58	19.21	19.21	38.41
	Agree	119	39.40	39.40	77.81
	Strongly Agree	67	22.19	22.19	100
	Total	302	100	100	

Source: Our survey data, 2017

In analyzing the response obtained from table 4.13; The findings shows that the majority of the respondents, 39.40% (119) and 22.19% (67) of the respondents agreed and strongly agreed that after training I feel I am better-off to rely on myself for a solution when things are looking difficult. While 19.21%(58) were neither agree nor disagree. However, 10.26%(31) and 8.94%(27) agreed and strongly agreed respectively.

In addition to this response, in the above table in related with after training they are dedicated enough and better-off for their work. It can conclude from the result that, employees in selected regional offices are devoted for their work after their training. And training improves the quality of the products/services by employees as a result of fewer mistakes. Thompson (2004:304) supports the view that poor service results from a lack of the skills and knowledge needed to achieve performance objectives. Glacer (2000:23) states that skills are still mostly available, but the problem is that they are no longer to be found in government departments, as staff members have left to set themselves up as consultants. In regard to on self-relying for a solution when things are looking difficult in the work and motivated, majority of respondents that the because of the knowledge, skills and attitude that they learned from the training they do things easily when they become difficult. From this it can be concluded that, most of the time employees are heavily do things by relying on themselves and to some extent they also need others support. And also, as per Nel et al. (2004:310) state that; a motivated person is always

aware of the fact that a specific goal must be achieved, and continuously directs his/her efforts at achieving that goal, even in the face of adversity. Nel et al.(2004:207) state that a person is motivated only when his/her personal needs have been satisfied. The quality of work and the output of a motivated person are generally high. Nel et al. (2004:207) defines motivation as follows: “Motivation is the force that makes us do things: this is a result of our individual needs being satisfied (or met) so that we have inspiration to complete the task. These needs vary from person to person as everybody has their individual needs to motivate themselves.

Table 4.14 Respondents opinion about Empowerment and support of management

13. management is always available to give support and delegate to employees after training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	68	22.52	22.52	22.52
	Disagree	133	44.04	44.04	66.56
	Neither Agree nor Disagree	51	16.89	16.89	83.44
	Agree	43	14.24	14.24	97.68
	Strongly Agree	7	2.32	2.32	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

The above table 4.14 presents that the management is always available to give support and delegate to employees after training, the largest share of respondents. 44.04% (133) and 22.52%(68) were disagreed and strongly disagreed respectively, that the management is always available to give support and delegate to employees after training, while 16.89%(51) respondents were neutral to the question. The remaining portion goes to respondents those agreed and strongly agreed respectively with the management is always available to give support and delegate to employees after training, which is 14.24% (43) and 2.32%(7) respectively. This was supported that, Supervisors act as a source of social support for the employee and Sound relationships between supervisors and employees are required in order for them to meet organizational goals. Besides, Noe et al. (2003:442) state that the unwillingness of

supervisors to delegate responsibility or to teach employees or exercise fairness in treatment can lead to employee dissatisfaction with their work.

Table 4.15 Respondents opinion about confidence

14. Training increase my confidence when performing work related task after training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	8	2.65	2.65	2.65
	Disagree	23	7.62	7.62	10.26
	Neither Agree nor Disagree	41	13.58	13.58	23.84
	Agree	197	65.23	65.23	89.07
	Strongly Agree	33	10.93	10.93	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

As presented in the above table 4.15; 65.23% (197) and 10.93%(33) of the respondents were agreed and strongly agreed respectively that the training increase my confidence when performing work related task after training. Whereas; 13.58%(41) respondents were neutral to the question. The remaining 7.62%(23) and 2.65%(8) respondent belongs disagreed and strongly disagreed respectively with training increase my confidence when performing work related task after training.

In line with the finding; the training increase my confidence when performing work related task after training. Noe et al. (2003:202) point out in this regard that, as employees undergo training, their confidence can be increased and their value can also be confirmed. They also point out that, by means of training, new knowledge and skills and changing attitudes are communicated to the employees in order to raise awareness of their current knowledge and skills. Rothwell and Kazanas (2006:167) state in this regard that an intelligent and well-trained workforce is central to both workforce product/services and the success of an organization. Accordingly the organization has to be seen the effectiveness of training to achieve his organizational goal by investing on his employee.

Table 4.16 Respondents opinion about group performance

15. I think that training enabled me to do the tasks in groups more effectively than I used to do individually before the training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	21	6.95	6.95	6.95
	Disagree	43	14.24	14.24	21.19
	Neither Agree nor Disagree	34	11.26	11.26	32.45
	Agree	129	42.72	42.72	75.17
	Strongly Agree	75	24.83	24.83	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

In analyzing the response obtained from table 4.16; The respondents on training enabled me to do the tasks in groups more effectively than I used to do individually before, the findings in the table 4.16 above shows that the majority of the respondents, 42.72% (129) and 24.83% (75) of the respondents believed that training enables the to do tasks in group more effectively than They used to do individually before, while 11.26%(34) were neither agree nor disagree. However, 14.24%(43) and 6.95%(21) disagreed and strongly disagreed that training enables the to do tasks in group more effectively than They used to do individually before.

In accordance with the 67.55% participants who agreed that training enables the to do tasks in group more effectively than They used to do individually before, Nijstad, Stroebe, & Lodewijckx, (2006), states that “When important tasks need to be performed quickly or effectively, we frequently create groups to accomplish them. Many people believe that groups are more effective than individuals in performing tasks”. After all, because groups have many members, they will also have more resources and thus more ability to efficiently perform tasks and make good decisions. However, although groups sometimes do perform better than individuals, this outcome is not guaranteed, because of some variables that can influence group performance.

Table 4.17 Respondents opinion about training condition and facilities satisfaction

16. I am Satisfied with the training condition including the material and facility of the training that the organization provides					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	68	22.52	22.52	22.52
	Disagree	89	29.47	29.47	51.99
	Neither Agree nor Disagree	62	20.53	20.53	72.52
	Agree	57	18.87	18.87	91.39
	Strongly Agree	26	8.61	8.61	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

In analyzing the response obtained from table 4.17; The findings shows that the majority of the respondents, 29.47% (89) and 22.52% (68) of the respondents disagreed and strongly disagreed that I am Satisfied with the training condition including the material and facility of the training that the organization provides. While 20.53%(62) were neither agree nor disagree. However, 18.87%(57) and 8.61%(26) agreed and strongly agreed respectively. So it is noted that, the organization still needs improvement in the training facilities including materials and different instruments to increase employees work commitment and to create conducive environment.

Table 4.18 Respondents opinion about practice of training relation to commitment to work and organization

17. Because of the good training practices of the organization, I Committed for my work and the organization					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
Valid	Strongly Disagree	24	7.95	7.95	7.95
	Disagree	35	11.59	11.59	19.54
	Neither Agree nor Disagree	32	10.60	10.60	30.13
	Agree	126	41.72	41.72	71.85
	Strongly Agree	85	28.15	28.15	100
	Total	302	100	100	

Source: Our survey data, 2017

Table 4.18 reveals that; The respondents reply on, because of the good training practices of the organization, I Committed for my work and the organization, the findings shows that the majority of the respondents, 41.72% (126) and 28.15% (85) of the respondents agreed and strongly agreed that a good practice of training made them committed for work and their organization. While 10.60(32) were neither agree nor disagree. However, 11.59%(35) and 7.95%(24) disagreed and strongly disagreed respectively.

Table 4.19 Respondents opinion about performance improvement and job security

18. Training improves my performance and gives more job Security					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	0	0.00	0.00	0.00
	Disagree	11	3.64	3.64	3.64
	Neither Agree nor Disagree	52	17.22	17.22	20.86
	Agree	167	55.30	55.30	76.16
	Strongly Agree	72	23.84	23.84	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

As presented in the above table 4.19, 55.30% (167) and 23.84%(72) of the respondents were agreed and strongly agreed respectively that the training improves their performance and gives more job security. This finding is supported by Rothwell and Kazanas (2006:145), who state that effective employee training leads to an increase in employee performance. Consequently, accuracy, effectiveness, good work, effective safety practices and satisfactory customer services can be expected. Whereas; 17.22%(52) respondents were neutral to the question. The remaining portion goes to respondents those disagreed with training improves my performance and gives more job security which is 3.64%(11) and no respondent belongs to strongly disagreed. This is significant because the purpose of training is to improve individual employees and organizational performance that most of the respondents prove that training has a positive effect on their performance.

Training affects their performance positively. Johnson and Redmond (2006:18) state that new employees cause a great deal of wastage. Moreover, organization experience wasted time owing to inexperienced replacement staff. Management and other staff spend valuable time not doing their job but trying to orientate the replacement staff. In addition, productivity can be affected; wastage can be stationary, breaking machine, default goods as the new employee is learning in the organization.

Table 4.20 Respondents opinion about Successful delegation and successful planning

19. Training promotes successful Delegation and succession planning					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	21	6.95	6.95	6.95
	Disagree	42	13.91	13.91	20.86
	Neither Agree nor Disagree	76	25.17	25.17	46.03
	Agree	139	46.03	46.03	92.05
	Strongly Agree	24	7.95	7.95	100
Valid	Total	302	100	100	

Source: Own survey data, 2017

As presented in the above table 4.20, 46.03% (139) and 7.95%(24) of the respondents were agreed and strongly agreed respectively that the training promotes successful Delegation and succession planning. This finding is supported by Rothwell and Kazanas (2006:145), who state that successful delegation of employee leads to an increase in employee performance. Consequently, accuracy, effectiveness, good work, effective safety practices and satisfactory customer services can be expected. Whereas; 25.17%(76) respondents were neutral to the question. The remaining portion goes to respondents those disagreed with training promotes successful delegation and succession planning, which are 13.91%(42) and 6.95%(21) respondent belongs to disagreed and strongly disagreed respectively. This is significant because the purpose of delegation is to improve individual and organizational performance that most of the respondents prove that delegation has a positive effect on their performance.

Table 4.21 Respondents opinion about relation between performance evaluation and training

20. whenever the performance evaluation report shows that performance is poor, I am given the required training					
Respondents opinion/position		Frequency	Percent	Valid percent	Cumulative percent(%)
	Strongly Disagree	36	11.92	11.92	11.92
	Disagree	98	32.45	32.45	44.37
	Neither Agree nor Disagree	69	22.85	22.85	67.22
	Agree	71	23.51	23.51	90.73
	Strongly Agree	28	9.27	9.27	100
Valid	Total	302	100	100	

Source: Our survey data, 2017

As presented in the above table 4.21, 32.45% (98) and 11.92%(36) of the respondents were disagreed and strongly disagreed respectively that whenever the performance evaluation report shows that performance is poor, I am given the required training. Whereas; 22.85%(69) respondents were neutral to the question. The remaining portion goes to respondents those agreed and strongly agreed with whenever the performance evaluation report shows that performance is poor, I am given the required training, respectively which are 9.27%(28) and 23.51%(71).

4.3 Correlation and Regression Analysis

Here the scale type questionnaire entered to SPSS software version 20 to process correlation analysis. Based on the questionnaire which was filled by the sample employee of EEU Addis Ababa Regions the following correlation analysis was made.

Regression Analysis

The study uses a regression model to explore the relationship between training practices and employee performance through the equation:

EP= F(TP).....(Equation 1), where EP stands for employee performance and TP stands for training practice.

As observed from the conceptual framework, training practice mainly consists of KSA (Knowledge, Skill and Attitude), Employee commitment, employee confidence and employee performance efficiency.

The theme of this study mainly lies to test the relationship between those variables explaining training practice with employee performances. Therefore, the model can be modified as follows:

$$EP = f(KSA, ECOM, ECON, EPE) \dots \dots \dots (\text{Equation 2}), \text{ Where}$$

KSA—Knowledge, Skills and Attitudes

ECOM—Employee Commitment

ECON---Employee Confidence

EPE—Employee Performance efficiency

Therefore:

$$EP = b_0 + b_1KSA + b_2ECOM + b_3ECON + b_4EPE + e \dots \dots \dots (\text{Equation 3})$$

Description of Variables:

Dependent variable

Employee Performance—it is the level of performance expected from an average employee towards the contribution of the organization goals.

Independent variable

Knowledge, Skills and Attitude: **Knowledge** is a human faculty resulting from interpreted information, understanding that produced from combination of data, information, experience, and individual interpretation. **Skill** is an ability and capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions involving ideas, things and people. Whereas **Attitude** defined as a tendency to respond positively or negatively towards a certain idea, object, person, or situation that influences an individual's choice of action.

Employee Commitment—The probability that someone continues to work in that job and feels psychologically bound to it regardless of whether it is fulfilling or not.

Employee Confidence--- Employee confidence makes for an employee who is more likely to succeed. Employees who lack self-confidence often find themselves unsure of their work, causing their performance to suffer. As an employee, you have the task of ensuring that employees feel good about themselves.

Employee Performance Efficiency—It is given out as a percentage, and is expressed as the actual output produced by a person, and then compared with the expected output.

Summary of Descriptive Statistics of Variables

From the table 4.22 below, the average response rate for the dependent variables is mostly towards the medium point with an observed high variation across responses. Of all the variables KSA's has got a large average score or mean difference value of (2.6887) followed by employee performance efficiency mean difference value of (2.6784), employee commitment has got mean difference value of (2.6454) and employee confidence mean difference value of (2.4648) respectively. Nevertheless, the response for all scenarios reveals a moderate score from the five range likert scale. Therefore, a mere observation of the descriptive statistics shows there is a large room for improvement in the training practice of EEU Addis Ababa Regions. In addition, EEU should also consider the matter seriously as there are concerns from the employees regard training practices.

Table 4.22 Summary of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
KSA's	302	1.30	4.10	2.6887	.53397
ECOM	302	1.00	5.00	2.6454	1.09987
ECON	302	1.00	4.80	2.4638	.8236
EPE	302	1.00	4.75	2.6784	.83758
Valid N (listwise)	302				

Source: Own field survey data, 2017

4.3.1 Correlations

From the table 4.23 below, the dependent variable has significance and positive relationship with the independent variables. A relation using person correlation shows that there is a strict

relationship across variables as witnessed by their significance level, which is less than 0.05 in all cases. For instance KSA's is positively related with employee performance with a Pearson correlation coefficient of $r = .623$ and the significance value is less than .001 (as indicated by double asterisk after the coefficient). Similarly, Employee commitment, Employee confidence and Employee performance efficiency has established a positive relationship with r value of 0.596, .0.435 and 0.682 respectively. On the other way, supporting the conceptual framework, the independent variables have witnessed a complex relationship. Therefore, the output shown in below table 4.23 provides confidence for the existence of relationship between the selected variables. The outputs as can be evidenced from the correlation matrix table 4.23 below, there is a positive significant relationship in between the variables and that all correlation coefficients are significant at 1% level of significance. As to the magnitude of the correlation scores is concerned, the following points can be supposed. The values indicate that the relationships between KSA's and employee performance do have a strong relationship, similarly employee commitment, employee confidence and employee performance efficiency have strong relationship with employee performance which is significant.

Table .4.23 Person Correlations

		EP	KSA's	ECOM	ECON	EPE
EP	Pearson Correlation	1	.623	.596**	.435**	.682**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	302	302	302	302	302
KSA's	Pearson Correlation	.623**	1	.233**	.541**	.361**
	Sig. (2-tailed)	.000		.010	.000	.000
	N	302	302	302	302	302
ECOM	Pearson Correlation	.596**	.233**	1	.246**	.380**
	Sig. (2-tailed)	.000	.010		.007	.000
	N	302	302	302	302	302
ECON	Pearson Correlation	.435**	.541**	.246**	1	.052
	Sig. (2-tailed)	.000	.000	.007		.569
	N	302	302	302	302	302
EPE	Pearson Correlation	.682**	.361**	.380**	.052	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	302	302	302	302	302
** . Correlation is significant at the 0.01 level (2-tailed).						
* . Correlation is significant at the 0.05 level (2-tailed).						

4.3.2 Multiple Linear Regression

Multiple linear regression analysis was employed to examine the the effect of training on employee performance. It is a constructive statistical technique that can be used to analyze the association between a single dependent and several independent variables. One of the vital considerations in multiple regression is the sample size of the data.

Table 4.24 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.581	.566	.34508

a. Predictors: (Constant), KSA's, ECOM, ECON, EPE

b. Dependent Variable: employee performance

Overall fit of the model

From the table 4.24 above, the overall fitness of the model as measured by both R and R square is good. R has a value of 0.762 explicating the well representation, Similar, the value of R² is .581, showsthat four independent variables can explain the variation in employee performance. The result indicates that among the expected four influential variables KSA's, ECOM, ECON and EPE all variables were found significant. The coefficient of multiple determinations (R) was estimated 0.762 and adjusted R² value was 0.581. This means that 76.2% of the variation in the dependent variable is explained by the explanatory variables included in the model. Furthermore, which is significant has further consolidated the goodness of the model; In the other hand, in the attempt of explain the variation in employee performance, we can see EEU can look at variation in its training practice. the adjusted R² of 58.1% of the response but the rest requires looking in to other factors beyond training practices at 41.8% of the variation employee performance can not be explained by the identified elements of training practices.

Table 4.25 ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.961	4	5.740	39.809	.000 ^b
	Residual	14.694	297	.219		
	Total	33.655	301			

a. Dependent Variable: sum of employee performance

b. Predictors: (Constant), organizations culture, training, leader ship style

From the above table 4.25, coefficient of determination explains the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable (employee performance) that is explained by all the four independent variables (KSA's, employee commitment, employee confidence and employee performance efficiency). The F-ratio found in the ANOVA table 4.25 measures the probability of chance departure from a straight line. The significance value is 0.00 which is less than 0.05 thus the model is statistically significant in predicting how KSA's, employee commitment, employee confidence and employee performance efficiency affect employee performance. The F critical at 5% level of significance was 0.00. Since F calculated is greater than the F critical, (value = 39.809), this shows that the overall model was significant.

Table 4.26 Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	0.446	0.197		2.267	0.025
	KSA's	0.254	0.058	0.341	4.359	.000
	ECOM	0.103	0.061	0.114	1.686	.094
	ECON	0.189	0.071	0.201	2.680	.068
	EPE	0.356	0.062	0.405	5.732	.000

a. Dependent Variable: sum of employee performance (EP)

From the above table 4.26 Employee performance efficiency and KSA's of EEU has resulted in positive relationship with employee performances. the result is significant as revealed significance level less than 0.05. The positive relationship and good size of coefficient (0.356 and 0.254) respectively, however will bring this element of a training practice as vital factor to be considered in the employee variables. Employee confidence and employee commitment which were shown in a significance value higher than 0.05, the employee confidence and employee commitment have not established a strong relationship with employee performance level. The

variable still has a positive relationship but with low coefficient value. Therefore, the positive relationship might be EEU incorporate to its training package about employee commitment training. This is not perceived critically by the respondents.

$$EP = .446 + .254 KSA + .103 ECOM + .189 ECON + .356 EPE$$

As shown in the equation KSA's and employee performance efficiency were with high coefficient values. Therefore, any improvement on these two critical variables will result in a better advance in the perceived performance of employees and hence the overall organization. The regression equation above has established that holding all variables (KSA's, ECOM, ECON and EPE) constant, influence of employee performance will be 0.446. The findings presented also shows that taking all other independent variables at zero except KSA's, a unit increase in availability of KSA will lead EEU to a 0.256 increase in employee performance. Similarly a unit of employee performance efficiency contributes 0.356 on employee performance. As a result of ECOM and ECON, employee performance will lead to a 0.103 and 0.189 coefficient interval respectively increase the employee performance.. This infers that EPE KSA's have strong and significance influences on employee performance and followed by ECON and ECOM respectively, which were relatively weak or low influence on employee performance..

Hypothesis Testing

The hypothesis test through student t-distribution shows a significance relationship between KSA's and EPE with employee performance. Therefore the following hypothesis are rejected:

Ho: Employee knowledge, skills and attitude has no effect on employee performance.

Ho: Employee performance efficiency has no effect on employee performance.

The t- value for the above hypothesis (4.359 and 5.732) remained higher than critical values therefore, the null hypothesis is rejected.

Besides the above two hypothesis were accepted considering a lower t-value. These includes:

Ho: Employee commitment has no effect on employee performance.

Ho: Employee confidence has no effect on employee performance.

The t-value for above (1.686 and 2.680) appear less than the critical value which accepted the null hypothesis that the mentioned variables has not significant effect on employee performance.

Model Test

Table 4.27 Model Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
KSA's	0.589	1.670
ECOM	0.814	1.252
ECON	0.652	1.549
EPE	0.723	1.362

Multicollinearity

From the table 4.27 above, the model FIV values are all well below 10, the tolerance stastics all well which above 0.2. Therefore, It is possible to ensure that no collinearity proble for the model in this study.

Autocorrelation

The test on autocorrelation using Dublin Watson shows autocorrelation is not as such high. Dublin Watson coefficient is 1.7 which evidences that variables in the model are positively correlated.

CHAPTER FIVE: FINDINGS, CONCLUSIONS AND RECOMMENDATION

5.1 Summary of Findings

This chapter contains summary of major findings and makes conclusions that are drawn from the findings of the study, which are presented, discussed and interpreted in chapter four. In addition, the chapter includes the recommendations that are forwarded for the identified effects of training on employees' performance and future study.

The study aim to assess the effects of training on employees' performance in the case of Ethiopian Electric Utility Addis Ababa Regions. The study has summarized starting to background information of the respondents which were selected as a sample 354 current employees of Ethiopian Electric Utility Addis Ababa Regions. To achieve the objective primary and secondary data were used. From the collected information gathered through questionnaire and interview conducted in EEU Head office HR managers, the researcher comes up with the following findings;

- The majority respondents (68.87%) were male, It might be leads to a debate for a future aware making a balance among organizations work forces with respect to gender mix for organizations become productive or not. Majority respondents (36.42%) age were between age 26-35 years and majority of the respondents (29.8%) were served the organization between 31-40 service years. This implies that the employees aged between 26-35 years are youngsters which is advantageous for the organization. Where as the substantial number of respondents serving for long years which the organization could harvest their experience, but the organization has to think they were near to retirement. Most of the respondents (58.28%) were married. Which might be has an advantages for the organization reducing turnover, because in our culture if some one married, he refuse seeking job outside his organization.
- From the analyzed data, Policy and procedure of the EEU was in place, but the application on the processes involved in training are not accordingly followed. EEU Addis Ababa Regions were not followed systematic training program process, trainees are selected by work unit manager nomination, the organization preferred on job training

techniques. EEU Addis Ababa Region training budget allocation and utilization were always below expectation.

- The training practices of EEU Addis Ababa Regions were not followed systematic training program process, trainees are selected by work unit manager nomination, the organization preferred on job training delivery method for the reason easily termination of employee from the training program if urgent work is appeared, training is conducted by senior staffs. Thus, from the analysis shows, there is no a proper need assessment, design, implementation and evaluation of raining program .
- As per the data analyzed from the respondents reply on the questionnaris, training has a moderate effect on employee performance in EEU Addis Ababa regions.
- Regarding to the magnitude or extent of the correlation scores is concerned, the following points can be supposed to be achieved. The values indicate that the relationships between both KSA's and EPE on employee performance do have a strong relationship. Whereas, for the other variables though they are significant, the association is relatively low. The result reveals that there are significant positive correlations between EPE and employee performance ($r=0.356$, $p<0.01$) and KSA's ($r=0.254$, $p<0.01$), ECOM and ECON and employee performance ($r=0.103$, $p<0.01$) and ECON on employee performance ($r=0.189$, $p<0.01$). It indicates that weak relationship with employee performance.
- Multiple liner regression analysis was employed to examinethe effect of training on employee performance, the parameter estimate of the model for the employee performance influenced by explanatory variables is presented and explained by KSA, ECOM, ECON, and EPE and Employee performance. The coefficient of multiple determinations (R) was estimated 0.762 and adjusted R^2 value was 0.581. This means that 76.2% of the variation in the dependent variable is explained by the explanatory variables included in the model. Furthermore, the adjusted R^2 of 58.1% which is significant has further consolidated the goodness of the model.which is significance and reliable.
- Regarding to F-ratio, it is found in the ANOVA table measures the probability of chance departure from a straight line which is significance value is 0.00 which is less that 0.05 thus the model is statistically significance in predicting how KSA, ECOM, ECON, and EPE affect employee performance.

- The data analyzed shows the extent of training effects had been observed, there was established a significant relationship between employee performance and the independent variables have established that holding all effect indicators of (KSA, ECOM, ECON, and EPE) constant, influence of employee performance will be 0.446. The findings presented also shows that taking all other independent variables zero, a unit increase in availability of EPE will lead EEU to a 0.356 increase in employee performance. Similarly a unit increment of KSA, ECON and ECOM leads to an increment on employee performance with 0.254, 0.189 and 0.103 respectively.
- From the data analyzed respondents reaction based on questionnaires, training program improved performance, increase employee moral, increased employee satisfaction, increases efficiency, increased employee commitment, increased employee confidence, increased employee KSA's, and increased quality of customer service.

5.2 Conclusion

The purpose of this study is to examine effect of between training on EEU employee performance. The study was investigated that there is significant relationship between independent variable with dependent variable which is the effect of training towards employee performance is positive. Training was depicted to useful employee appraisal tool to stimulate employee's passion of their work. From theoretical view, the effectiveness of training has a direct influence on desirable work attitudes of employee performance. Training sets up strengthen the behavioral criteria by which rewards are allocated and also making employee capacity fitting with EEU values and objectives. From many literatures demonstrated that the evaluation and training could positively influence employee performance, the data analysis showed a different conclusion.

The findings of the this study assured as, even if Policy and procedure of the EEU was in place, but the application on the processes involved in training are not accordingly followed.

The training practices of EEU Addis Ababa Regions were not followed systematic training program process, trainees are selected by work unit manager nomination, the organization used on job training delivery method, and there is no proper pre, during and post training program

evaluation ultimately there is no a proper need assessment, design, implementation and evaluation of raining program .

The finding of the study, training has a moderate effect on employee performance in EEU Addis Ababa regions. From this study findings From the data analysis indicated that EPE, KSA's, independent variables 35.6%, 25.4%, respectively has positively effect on employee performance and productivity when compared with control variables. Therefore, even if the effect of ECOM and ECON were weak, it could not be ignored. To conclude generally, the activities in rewarding performance stage in performance management system affect employee performance positively explain by this control variable in this current study. Moreover, future studies could focus on across national boarder research.

Regarding to the magnitude or extent of the correlation scores is concerned, the following points can be supposed to be achieved. The values indicate that the relationships between both KSA's and EPE, and employee performance do have a strong relationship. Whereas, for the other variables ECOM and ECON the association is relatively low. It means that weak relationship with employee performance.

In the case of ECOM independent variable, the criteria of employee performance could not be too high to achieve by 10.3%, therefore motivation and passion of employee would be reduced. As well, accompanying with reduced motivation and passion of employee, the job satisfaction and expectation would be decreased. ECOM should act as stimulation for employees and it should be properly address by the organization for organization performance and working performance of employee. If the ECOM is below the expected one, the motivation and passion of employee would be reduced by 89.7%. Therefore, the productivity of EEU employee performance will be reduced. Meanwhile, it would decrease the efficiency and effectiveness of employee, therefore lower positive effect on labor productivity.

At last, training program improved employees' performance, increased employee moral, increased employee satisfaction, increased employee performance efficiency, increased employee commitment, increased employee confidence, increased employee KSA's, and increased quality of customer service.

5.3 Recommendations

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training programs as it increases the organization staff efficiency, skills and productivity. Due to this fact, organizations must be cleared about the learning requirement of employees. Therefore, it is advisable for both managers and employees if they collaborate effectively and communicate the requisite for performance. Based on the findings of the study, the following suggestions are forwarded:

- I suggested that managers of EEU Addis Ababa Regions need to focus on employee KSA's and employee performance efficiency(EPE) to harvest the cream potential impact on their employee performance and increase productivity. And EEU Addis Ababa Regions undertaken additional effort and action on employee commitment and employee confidence, even if variables has relatively weak effect on employee performance. Therefore any improvement of these four variables will result in a better advance in the perceived performance of employee and hence at large for the organization productivity.
- I suggested that to EEU Addis Ababa regions should be develop the training objectives in line with the corporate plan and employee should aware of to know what it look likes in order to understand the intention of employees and to create self confidence among employees. Also the management in EEU Addis Ababa regions advised to continuously improve and follow up systematically the training plan and policy in operation. This can help the organization to have planned and systematic training.
- I suggest that, EEU Addis Ababa regions have to be work on delivery of training to improve employee KSA's and employee performance efficiency improvement. In particular, the HRM department has to work on the issues addressed by this study, since it has a large room for performance improvement.
- The organization has to be put in action a well systematic and organized training needs assessment, design, implementation and evaluation. Thus, the organization should be critically evaluate and accepting feedback from its employees by designing effective feedback mechanisms..

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7. How long you work in the organization (Experience):_____
8. What is your job position in Ethiopian Electric utility regional office?_____

SECTION B

The following set of statements describes your general feelings towards training and Performance.

For your information, Training is defined as; It is the process of learning the skill you need to do a particular job or activity. The duration of the training could be taken a minimum of 5 days for this data collection purpose and the training you took must be related to you job.

I. Questionnaire on Training for EEU Addis Ababa Regions Employees

Do you have took training before: Yes No

If you say No, Please State the reasons_____

Instruction: Please **Tick** on one answer inside the box from the options 5=**Strongly agree**, 4=**Agree**, 3=**Neutral**, 2=**Disagree** and 1=**Strongly disagree** the value ranging. There is no right or wrong answers.

No	Statements	Stron gly Disag ree	Dis agr ee	Ne utr al	A gr ee	Str on gly Ag ree
		1	2	3	4	5
I	Knowledge, Skills and Attitude					
1	The training provided aligns with business objectives					
2	There are clear directions provided during training					
3	Opportunities for career development affects training					

4	working environment in the organization are conducive to the transfers of learning					
5	Feedback is provided after training					
6	The degree of support from supervisors affects training within the organization					
7	The lack of finance resources affects training					
8	Training program is going to evaluated during the program or at the end of the program					
9	Employees gain new knowledge after training					
II	Employee commitment					
1	After training, I feel that I am committed for my work					
2	I can say that after training I am working well my regular activities.					
3	I feel I am better-off to rely on myself for a solution when things are looking difficult in my work because of the knowledge and attitude that I learned from the training					
4	management is always available to give support and to empower employees after training					
III	Employee Confidence					
1	Training increase employees confidence when performing work related task after training					
2	I think that training enabled me to do the tasks in groups more effectively than I used to do individually before the training					
3	I am Satisfied with the training condition including the material and facility of the training that the organization provides					
IV	Employee performance Efficiency					
1	Because of the good training practices of the organization, motivates employees to enhance their performance					

2	Training improves the performance of employees and gives more jobSecurity					
3	Training promotes successful succession planning					
4	whenever the performance evaluation report shows that the employees performs poorly, an employees is given the required training					

Appendix- II

II. Interview Questionnaires for managers of EEU

1. What are the major purposes of training that the organization need to achieve?
2. Does EEU have a written holistic training policy and procedure?
3. Would you briefly describe the training policy and procedure of your organization?
4. How EEU currently plan and implement the training program?
5. Regarding the training program;
 - a) What are the benefits of training program?
 - b) What are the kinds of training used?
 - c) What Method of training used?
 - d) Does the organization has its own professional trainers or used outsider institution or both?
 - e) How the training program evaluated during and after training?
6. Do you believe that the training programs in EEU are planned and systematic?
7. How your office getting feedback after training program was conducted?

Appendix-III

SPSS version 20 out put

DESCRIPTIVES VARIABLES=VAR00001 VAR00002 VAR00003 VAR00004
/STATISTICS=MEAN STDDEV MIN MAX.

Descriptives

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Missing Value Handling	Definition of Missing	User defined missing values are treated as missing.
	Cases Used	All non-missing data are used.
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Resources	Processor Time	00:00:00.02
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[DataSet2]

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Sum of KSA's	302	1.30	4.10	2.6887	.53397
Sum of ECOM	302	1.00	5.00	2.4514	1.09987
Sum of ECON	302	1.0	4.8	2.638	.8236
Sum of EPE	302	1.00	4.75	2.6382	.83758
Valid N (listwise)	302				

CORRELATIONS

/VARIABLES=RES_1 VAR00001 VAR00002 VAR00003 VAR00004
/PRINT=TWOTAIL NOSIG

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	Definition of Missing	User-defined missing values are treated as missing.
	Cases Used	Statistics for each pair of variables are based on all the cases with valid data for that pair.
Syntax		CORRELATIONS /VARIABLES=RES_1 VAR00001 VAR00002 VAR00003 VAR00004 /PRINT=TWOTAIL NOSIG /MISSING=PAIRWISE.
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[DataSet2]

Correlations

		EP	KSA's	ECOM	ECON	EPE
EP	Pearson Correlation	1	.623	.396**	.435**	.582**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	302	302	302	302	302
KSA's	Pearson Correlation	.623**	1	.233**	.541**	.361**
	Sig. (2-tailed)	.000		.010	.000	.000
	N	302	302	302	302	302
ECOM	Pearson Correlation	.396**	.233**	1	.246**	.380**
	Sig. (2-tailed)	.000	.010		.007	.000
	N	302	302	302	302	302
ECON	Pearson Correlation	.435**	.541**	.246**	1	.052
	Sig. (2-tailed)	.000	.000	.007		.569
	N	302	302	302	302	302
EPE	Pearson Correlation	.582**	.361**	.380**	.052	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	302	302	302	302	302

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

*****Source: from field survey data, 2017

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.762 ^a	.581	.566	.34508

a. Predictors: (Constant), KSA's, ECOM, ECON, EPE

b. Dependent Variable: employee performance

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	19.961	4	5.740	39.809	.000 ^b
	Residual	14.694	297	.219		
	Total	33.655	301			

a. Dependent Variable: sum of employee performance

b. Predictors: (Constant), organizations culture, training, leader ship style

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	0.446	0.197		2.267	0.025
	KSA's	0.254	0.058	0.341	4.359	.000
	ECOM	0.103	0.061	0.114	1.686	.094
	ECON	0.189	0.071	0.201	2.680	.008
	EPE	0.356	0.062	0.405	5.732	.000

a. Dependent Variable: sum of employee performance (EP)