



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**THE ASSESSMENT OF TRAINING ON PUBLIC
PROSECUTOR'S PERFORMANCE: THE CASE OF
ATTORNEY GENERAL OF THE FEDERAL DEMOCRATIC
REPUBLIC OF ETHIOPIA.**

**BY
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ID NO: SGS/0140/2009A**

MAY 2018

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**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF
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DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Roman Kifle. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

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May, 2018

ENDORSEMENT

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

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ABSTRACT

The purpose behind the study was to investigate the effect of training on employee performance in public sector organizations in Addis Ababa: The Case of Attorney General of the Federal Democratic Republic of Ethiopia. Training is a planned process to enrich attitudes, knowledge or skills and behavior through learning experience to achieve effective performance. The study was done based on primary and secondary data sources. The objectives of the study were: to assess the roles of training and its relationship with employees' performance, to evaluate whether the training programs have had impact on employee performance, assess the effect of the training programs in enhancing knowledge, skills and performance, and to examine if the training programs are systematically designed and implemented accordingly. Data was obtained through questionnaires distributed to employees with a target population of 172 staffs, and an interview schedule guide for 20 managers and team leaders of Attorney General of the Federal Democratic Republic of Ethiopia. Data analysis was done through descriptive statistics. The study identified that though Attorney General of the Federal Democratic Republic of Ethiopia provides trainings for its staff, the trainings given are unplanned and not systematically designed. The study recommends that: Attorney General of the Federal Democratic Republic of Ethiopia should conduct Training Needs Assessment in all departments; management should provide balanced and planned training opportunities for staff in order to keep them updated, and improve their knowledge and skills. In addition, the organization should create an environment where the trainings bring about better performance.

Key words: training design, employee motivation, employee performance

LIST OF ACRONYMS

- | | |
|----------------|--|
| 1. AG of FDRE: | Attorney General of the Federal Democratic
Republic of Ethiopia |
| 2. TNA: | Training Need Assessment |
| 3. HRM: | Human Resource Management |
| 4. HRD: | Human Resource Development |

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CHAPTER ONE

INTRODUCTION

This chapter presents the background information of the study, statement of the problem, research questions, and research objectives, significance of the study, scope of the study, limitation of the study and organization of the study.

1. 1 Background of the Study

Training can be defined as a “systematic process of acquiring knowledge, skills, abilities, and the right attitudes and behaviors to meet job requirements” (Gomez Mejia, 2007), or simply learning that is provided in order to improve performance on the present job (Amin 2013). Elnaga and Imra (2013) define employee training as programs that provide employees with information, new skills, or professional development opportunities. It can be used as a proactive means of developing skills and expertise to prevent problems from arising, and can also be an effective tool in addressing skills or performance gaps among employees. Training is a means to a specific end, so keeping goals in mind during the development and implementation stages of training programs will assist in creating a clearly defined and effective program.

The term training draws elements of acquiring new knowledge and skill which will help manage both current and future situations. It has been demonstrated to help employees to do their current jobs or help to meet current employee performance, by focusing on specific skills required to accomplish specific tasks as desired by organizations. However, its benefits may also extend throughout a person’s current job, and possibly help individuals develop future personal career.

Performance refers to the accomplishment of assigned work or mere working effectiveness. Elnaga and Imra (2013) reported that in order to prepare employees to perform their job as desired, organizations provide trainings so as to optimize their employee’s potential. In an

organization, performance is realized at the level of organization, process and individuals, and the interrelationships among these will define the vantage points of the organization. It is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring employee's performance. For example, using the productivity, efficiency, effectiveness, quality and profitability of the organization, employees' performance can be measured.

Organizations can apply long term employee development programs to enhance employee performance, invest in building new skills for their workforce, enabling them to accomplish their responsibilities, as well as cope up with the uncertain conditions that may arise in the future. The significant investment by organizations in improving employee's performance will help them achieve higher level of motivation and commitment from their employees. Training is a critical organizational value in achieving motivated and committed employees (Amin, 2013). Employees recognize their organization's interest in them through the training programs offered, and therefore use their potential and knowledge, and put forth their best efforts to attain desired organizational goals. Training may deliver both direct and indirect effect on employee and organizational performance. According to Sahinidis and Bouris (2008), the direct role of training programs can be seen as a measure of improving employee and organizational capabilities i.e. when the organization invests to enhance the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. They highlight that organizations train to advance employees skill so as to enable them to handle unpredicted issues, such as occurrence of unanticipated managerial constraints and technical gap.

The implementation of training programs is a critical factor that most organizations need in order to enhance employee performance. Therefore, for effective use of human resource the level of training is very critical for any organization.

Organizations can reap the rewards of providing training to their employees because well-trained workers help increase productivity and profits. Investing in employee training is always geared towards enhancing worker retention rates, customer satisfaction and creativity for new product ideas. Effective training saves unnecessary efforts by reducing time spent on problem-solving and saves money in the long run by producing a better workforce (Amin 2013).

Therefore, training is necessary to ensure an adequate supply of workforce that is technically and socially competent, and capable of career development geared towards helping organizations realize their vision. In the contemporary dynamic corporate world, employees are increasingly required to keep up with the upcoming changes. Properly trained employees are highly motivated and have more sense of responsibility hence requiring less supervision which in turn increases the organization's ability in attaining its mission (Sahinidis and Bouris 2008).

The Federal Attorney General of the Federal Democratic Republic of Ethiopia is one of the governmental organization established by having the following key objectives: to respect and enforce the constitution and the constitutional order; ensure rule of law; enforce criminal law and enforce civil interest of the Federal Government and the public (Federal Negarit Gazette, 2016).

According to the proclamation under administration of public prosecutors section, promotion, demotion, salary and benefits will be determined based on performance, effectiveness and ethical condition of the public prosecutors. In addition, even though continuous trainings are provided to

improve employees' performance, the training programs conducted by the Attorney General so far, lack proper planning and implementation to bring about desired results.

1.2. Statement of the Problem

Training has a positive impact on business outcome through increased productivity, improved management skill; reduced production cost, easy access to profitability, and expanded market. Organizations are surrounded by different political, social, economic and technological changes which create challenges to which they need to pay attention regardless of their size, location and industry (Sahinidis and Bouris 2008).

Many studies were done in this area because it is very basic for the enhancement of the organization performance and to make a difference. According to Chris Amisano (2010) employee performance is highly determined by several factors, such as job satisfaction, knowledge and management. Today, high performing organizations are recognizing the need to use best training practices to enhance their competitive advantage through effective and efficient employee performance.

Many organizations engage in training of their employees and have established committees, departments and unit sectors to regularly conduct short and long term training activities. Government organizations are established for the sake of the majority of the people in a country, and the main purpose of their existence is to assist the needs of people. The efficiency and the effectiveness of their work can be determined using good governance.

Good governance is an indeterminate term used in the international development literature to describe how public institutions conduct public affairs and manages public resources. It is an issue of many governmental organizations. The AG of the FDRE being an organization serving

the people solely, can make a difference in the issue of good governance by providing a service well enhanced and this can be realized by a well designed training to equip the staff for the desired service. AG of the FDRE is established to assist people who are in need of public prosecutors, and working to secure good governance. FDRE is also among such organizations that have been practicing training since its establishment believing that training can bring about good governance. The performance of the employees who work in government organization affect the performance of the organization, so working on these employees through training will affect the organization, and the whole country; since the organization is established for the sake of the majority of the people of the country.

However, based on the pre-assessment conducted for the purpose of this study, training in the Federal Attorney General appears to be haphazard, unplanned, and unsystematic which significantly affects the performance of employees in delivering services and achieving organizational vision. There is also lack of proper training and development policy and guideline to provide roadmap for the operation of effective staff development practice in the Attorney General of the FDRE. Of course studies were done on this topic focusing on training. However this study tries to fill the gap which other studies doesn't focus on like training is not only about solving problems, it's also enhances performance using job description. Though there are many researches conducted on different organizations about the practice of training and its effect on employees' performance, there is no research conducted on the AG of the FDRE. Hence conducting this research is important to know the effect of employee's training towards the enhancement of employee performance in the AG of the FDRE, and to forward possible recommendation.

1.3. Research Questions

The study will be directed by the key research questions below:

- What is the objective of training at Attorney General of the FDRE?
- What is the role of employee training at the AG of the FDRE in providing knowledge and skills for the employees to enhance their performance?
- What is the role of employee training at the AG of the FDRE on enhancing the performance of the organization?
- Are they conducting systematic and planned training programs based on expertise and skill needs at Attorney General of the FDRE?
- What are the strengths and weaknesses at the Attorney General in providing efficient and effective training development programs?

1.4. Objectives of the Study

1.4.1 General objective

The general objective of this study is to determine the effects of training on public prosecutors performance and organizational impact at the Attorney General of the FDRE.

1.4.2 Specific objectives

- To assess the role of the training programs in enhancing knowledge, skills and performance of public prosecutors;
- To analyze the role of the training programs on the performance of the Attorney General of the FDRE;
- To examine if the training programs are systematically designed and implemented accordingly;

- To identify strengths and weakness in the provision of training programs in the Attorney General of the FDRE.

1.5. Significance of the Study

This study will serve as a source of information for further study that would be made on related topics. In addition, it will contribute in providing relevant information to the AG of FDRE about the effect of its staff training programs conducted so far. To this end, the study will provide significant key information to the organization which will help them understand the importance of training programs. It will also assist any organization that may access the findings of this research in reviewing its training structure in order to design more effective and adequate training programs to enhance employee's efficiency. In addition, the study will assist the management of the Attorney General of the FDRE, and similar organizations in identifying focus areas of training needs, and will also help to develop institutional strategy to manage short and long term training needs of employees.

1.6 Scope of the Study

This study is focused on determining the assessment of training on prosecutor's performance on Attorney General of the FDRE staff based at Head quarter in Addis Ababa. The pilot assessment revealed that a total of 576 prosecutors are permanently employed by the organization. The data collection was within a period of between January 10, 2018 and January 30, 2018 by using both questionnaires and interviews. The study only focused to assess views of public prosecutor of the organization, and some purposely selected management staffs to collect data for analysis. Due to limited resource availability, such as time and financial availability for the study, the researcher focused only on training procedures, and performance of staff in the organization

1.7. Definition of terms

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992).

Employee performance defined as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed (Afshan *et al.*, 2012).

Motivation Viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed (Kreitner & Kinicki, 2006).

1.8 Organization of the Paper

The research report has five chapters. The first chapter consists of basic introduction of the study that includes background information, statement of the problem, research questions, objectives; significance; scope of the study, limitation of the study, and organization of the report. The second chapter which presents the review of related literatures, includes the need of training, types of training, effect of training design on employee performance, impact of motivation on employee performance, the role of job description in training, training roles and its relationship with employee performance, training challenges that affect employee performance, training policy, methods and evaluation, employee productivity, and the four stage of training. The third chapter deals with methodologies of the study, such as research design, population and sampling techniques, sources of data, instrument and procedures of data collection, and methods of data analysis. The fourth chapter presents results of the study on demographic variables of the respondents, and data analysis and interpretation. The last chapter consists of conclusion, recommendation and summary of the key findings of the study.

1.9 Summary

Training has positive effect on employee performance and productivity, and therefore every organization should be in a position to have a well-defined employee development program that has to be followed to the latter, for effective utilization of human resource capital. Investment in training can improve an organization's financial standing. Poor performance often results when employees do not know exactly what they are supposed to do, how to do their job or why they need to work in a certain way. Training can help solve these performance problems by helping employees understand the nature of their job, equipping them with the required skills, making them experts on their responsibilities.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter covers review of relevant literatures on the topic of effects of training on employee performance, and other related themes to the study. Furthermore, it also elaborates key outcomes of related researches to this study. The chapter is organized using various sources such as working papers, journals, books, reports, periodicals, and internet sources. The chapter is structured into three sections. The first section emphasis on determining the effect of training design on employee performance; the second section focuses on the impact of motivation on employee performance, and the third section presents training roles and its relationship with employee performance, and the final section explores training challenges that affect employee performance.

2.2. The Importance of Training and its Relationship with Employee Performance

Training is an important and imperative tool for an organization to revamp the performance of personnel for organizational growth and success. It is beneficial for both employers and employees of an organization. An employee will become more efficient and productive if he/she is trained well. Firms can develop and enhance the quality of current employees by providing comprehensive training.

The fundamental aim of training is to help the organization meet its organizational objectives by increasing the value of its major resource, namely, its employees. Armstrong (2009) sets out three specific training objectives:

- To develop the competences of employees and improve their performance.

- To help people grow within the organization so its future needs for human resources can be met from within the organization.
- To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly, and as less costly as possible.

Training is essential not only to increase productivity, but also to motivate and inspire workers by letting them know how important their jobs are, and giving them all the information they need to perform those jobs (Anonymous, 1998). The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and reduced employee turnover (Anonymous, 1998).

The effects of training on employee performance include meeting and exceeding expectations, cross training of staff, preparing employees for promotion, maintaining a safe environment, and reduction of errors. Training generates benefits for the employee; knowledge, skills, ability, competencies and behavior (Benedicta, 2010). It is obvious that training plays an important role in the development of organization, improving performance, as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. This means that, there is a significant difference between organizations that train their employees and those organizations that do not (Becker *et al.*, 2011).

According to Saleem and Mehwish (2011), training is the process of providing organized knowledge which helps to enhance employee know-how, skills, and the atmosphere needed for

staff members to perform efficiently in the existing process. Moreover, it also enhances the capabilities of employees in very effective way by motivating them, and transforming them into well organized and well-mannered workers who will ultimately affect the performance of organization. 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.

Becker et al, (2011) stated that employee’s performance is measured against the performance standards set by the organization. Good performance means how well employees perform on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. When they perform up to the set standards and meet organizational expectations, they are believed to be good performers.

2.3. Types of Training

There are various training techniques for employees in organizations. Dessler (2008) lists the following types:

- **On-the-job:** is the most widely used form of training in existence. OJT can consist of anything from an informal network of senior employees who train new employees to a complex process of certified trainers and certifications. Many smaller training program use the informal method of having skilled employees teach new employees the skills they’ll need to be productive.

- Off-the-job: employee training at a site away from the actual work environment. It often utilizes lectures, case studies, role playing simulation etc.
- Apprenticeship: is a combination of on the job training and the class room training, wherein the workers earn while the skills required for performing the specialized job.
- Lectures: The use of a lecture is one of the most common forms of training. Many trainers and trainees feel comfortable with the lecture because the format is familiar to them from their school days. Trainees are able to ask for clarification and receive immediate feedback if they don't understand something.
- Job instruction training and orientation; is a form of simple on the job training where a new employee is trained step by step by a supervisor or an assigned coworker.

2.4. The Role of Training Design on Employee Performance

Training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to transfer learning back to the job (Holton, 2000). Training is a planned and systematic activity which enhances the level of skill, knowledge and competency that are necessary to perform work effectively (Gordon, 1992). There is positive relationship between training and employee performance. Training can produce significant benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Armstrong, 2009).

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000). According to Kenney

(1992), employee's performance is measured against the performance standards set by the organization. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations, they are believed to be good performers.

On the other hand, functioning and presentation of employees is also termed as employee performance. This means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance. Intentionally, trainings are provided for employees that include growth and promotion to advance their career opportunities in different industries, and encourage their individual growth and achievement (Kruger, 2008).

2.5. Motivation & its role for effective training

One of the key benefits of training is motivation. Indeed, according to Cole (2002), employees who receive training have increased confidence and motivation. Motivation is a result of interaction between an individual and the situation. Individuals differ in their basic motivational drive. Finchman and Rhodes (1996) also define motivation as the willingness to exert high levels of effort towards organizational goals, conditioned by the efforts and ability to satisfy some individual need. Effort is a measure of the intensity put in by the individual. A motivated individual will put in more effort than a less motivated individual. However, high levels do not necessarily mean favorable job performance outcomes unless the effort is channeled in a direction that benefits the organization. It is therefore necessary to consider the quality of effort as well as its intensity. Effort has to be directed toward and consistent with organizational goals to be effective.

Motivation is an internal process that makes a person move toward a desired goal. Unlike intelligence it cannot be directly observed. Instead, it is inferred by noting a person's behavior. According to Kreitner and Kinicki (2006), motivation may be viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed. Asim (2013) reported when employees are motivated, they perform their duties with great honor and dedication, they become fully loyal. However, the effectiveness of skilled employees can be limited if they are not motivated to perform their jobs (Otuko, Chege and Douglas, 2013).

Motivation is a key driver to the performance of an employee. The human resource management theories such as Maslow's and Herzberg's, demonstrate that motivation is a central element to performance. The theories contend that human beings have needs, and the more those needs are satisfied, the better an employee would perform, and such performance would also be affected by training, job security, organizational structure and compensation (Gratton, 2000).

Otuko, Chege and Douglas (2013) posit that the effectiveness of skilled employees can be limited if they are not motivated to perform their jobs. In fact, they premise that the form and structure of an organization can affect employee motivational levels in several ways which are linked to performance e.g. organizations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals; likewise protection of employees from arbitrary treatment, perhaps via a formal grievance procedure, may also motivate them to work harder because they expect their effort to be fairly rewarded.

2.6. The Role of Job Description in Training

Training is a critical step to getting employee up to speed on the expectations and role of their position. Companies typically use either informal training or formal training programs that rely on job descriptions and functions for outlining objectives and training factors (kokemuller, 2007).

Effective job descriptions outline the role and responsibility for a position. One of the starting points in trainings is to communicate duties to the employee, which usually involves identifying each core task, and demonstrating how to undertake the task. A job description usually lists each of the key functions and provides a virtual checklist for the manager to ensure the new employee learns each key task.

Job description provide direction for effective formal training programs that emphasize teaching new skills or improving on existing ones. If a description illustrates the importance of the employee's role in customer service, the training program may include specific strategies and techniques for training to company service standards. The skill outline in job descriptions also provides the information necessary to communicate promotional opportunities to a new hire (kokemuller, 2007).

Training improves employees' performance in organizations. If employees are whole heartedly involved in training issues which are directly related to their jobs, then they try to take initiatives to remove many problems (Safferstone, 2007). Job description can be an intervening relationship of training and performance. 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 (Armstrong, 2009). Training need is any shortfall in employee performance, or potential

performance which can be remediated by appropriate training. There are many ways of overcoming deficiencies in human performance at work, and training is one of them.

2.7. Training Challenges That Affect Employee Performance

The Challenge of HRD Professionals: A range of challenges are faced by organizations in managing and implementing effective Trainings, particularly in the climate of globalization. Human Resource Development professionals have vital roles in filling this void. However, their deficiencies in supporting the effectiveness of training pose a challenge to the development, management and implementation of effective training program in organizations. In the specific context of HRD professionals, the literature indicated that there is a shortage of HRD professionals who are skilled and experienced systems thinkers(Bing *et al.*, 2003) and who have the ability to manage the vast and specialized function of HRD across organizations(Buyens *et al.*, 2001; Garavan, *et al.*, 2002).

The Challenge of Demography: The workforce's changing demographics are also seen to have an impact on HRD practices, alongside the organization's Human Resource strategies, and investments in HR Training.

The Challenge of Employee Involvement: Employee's relationship with management is necessary for the motivation of employees. Employees will be motivated when management considers them as partners in contributing to organizational success instead of being seen as mere subordinates. (Carrel, Kuzmits and Elbert 1989).

However, in practice, the need assessment and design of training is mostly done without involving the employees. When management and employee work together, employees may take

the training in a positive attitude. Employees will be motivated when management considers them as partners in designing the training and involve them in the need assessment. Hence, lack of involvement of the stakeholders, the employees, is one of the challenges of the success of training in creating the required output, bettering performance.

The Challenge of Work Environment: Although working conditions and equipments necessary for work do not have a direct impact in production or output, they indeed have indirect impact on performance. Organizations should establish working conditions that don't affect the work force negatively by providing, among other things, adequate and necessary equipment, noise free environments, adequate lighting systems, and adequate temperatures (Hogber 2005). When there are problems as such holding employees to perform better, the trainings may not bring the required results, enhancement of performance.

The Challenge of Reward: The other thing that affects the performance of employee is the reward system. The overall aim of reward system is to attract and retain quality human resources. Therefore for performance to improve, organization need to create and maintain a sense of fairness equity and consistence in their pay structure (Davar 2006).It is obvious that training has positive impact on performance, but if better performance is not rewarded, the employees will lack a major motivating factor to perform better regardless of the trainings.

2.8. Training Policy and Evaluation

According to Armstrong and Stephens (2005) policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with. Policies are therefore set up in such areas as marketing, finance, operations as well as human resource management and development. In

human resource management, there could be policies on training, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally taken from customs and traditional practices over the years. However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals.

Training evaluation literally means the systematic investigation of whether a training program resulted in knowledge, skills, or affective changes in learners. It would simply mean the act of judging whether or not the activity to be evaluated is worthwhile in terms of set Criteria Armstrong (2009). Hamblin (1970) illustrates evaluation of training as any attempt to obtain information (feedback) on the effects of training program, and to assess the value of training in light of that information for improving further training. The Human Resources Department is responsible for analyzing training evaluation forms and feedback provided with regard to the effectiveness of training activity, and where necessary take follow up action. The evaluation data will inform future provision with regard to advising staff members on training solutions.

2.9. Training and Productivity

Colombo and Stanca (2008) showed that training is a fundamental and effectual instrument in successful accomplishment of the firm's productivity. The Oxford dictionary defines 'productivity' as the state of producing rewards or results. 'Productive' means fruitful, lucrative and profitable. In this context, productivity is synonymous with output. Companies today are forced to function in a world full of change and under various complications, and it is more important than ever to have the correct employees at the correct job, with the right qualification and experience in order to survive the surrounding competition. The successful and prosperous

future of an organization is dependent on its skilled, knowledgeable and well experienced workforce.

Training has been an important variable in increasing organizational productivity. Training is a fundamental and effectual instrument in successful accomplishment of the firm's goals and objectives, resulting in higher productivity (Vanormelingen, 2009). Training not only improves the organization's human resource, but also gives the employees a chance to learn their job virtually and perform it more competently, hence increasing the organization's productivity.

It is imperative to conclude that training together with other activities positively affects results, and is associated with a productivity increase and a staff turnover decrease (Arthur, 1994). The significance of both the training needs analysis, which influences the development, application and evaluation of training, and the plan development, and implementation stage, where the training characteristics are established and put into practice is also very important. (Frazis, 2000).

2.10. The Four-Stage of Training

Identification of training needs, design and implementation of training programs and evaluation of programs benefits are critical activities to the success of the undertaking, in addition to studying general training variables, such as types of training, selection of trainees, selection criteria, evaluation instruments etc. (Krishnaveni & Sripirabaa, 2008). The success of training depends on the correct implementation of all steps of the process; previous analysis of training needs development and implementation of an adequate training plan and evaluation (Mirabet, 1997).

There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarin, (Kulkarin, 2013) the training process involves four stages:

- **Assessment of training needs**

Training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. (McConnell, 2003)

A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011)

Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee in respect of what is required by the job, or the demand of organizational change, (Itika, 2011).

Following identification of problems, training objectives can be developed if training is a solution. During organizational analysis, focus group of managers can be used to evaluate changes and performance that might require training. (Mathis & Jackson, 2011).

- **Designing the training programs**

Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Gerhart, & wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap identified by the need assessment, and also to enhance the performance of the employees for the future. (Sishan Solomon, 2014)

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

- **Implementation of the training program**

Once training has been designed, the most important decisions to make is how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013, all the human resource development activities are meant to, either improve performance on the present job of the individual, train new skills for new job or new position in the future, and general growth for both individuals and organization do, as to able to meet organization's current and future objectives.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills.

Regardless of the method used, ensuring that training is effective is the primary goal (Gilley, Gilley, Quatro, & Dixon, 2009). Training methods are categorized into two groups: - On-the-job Training and Off-the-job Training methods. (Itika, 2011)

- **Evaluation of the training program**

The last part is vital to the whole process. Unless there is reasonable proof that the training actually added value, it becomes easy to dismiss it as a waste of time and money. It focuses on measuring how well the training was accomplished, and what its originators expected. (Garg, 2009)

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

2.11. Empirical Literature Review

Kiweewa.s and Asimwe (2014) conducted a research on the implications of training on employee performance in regulatory organizations in Uganda. Using a sample of 80 respondents out of the expected 108 (respondent rate of 81 %), the paper demonstrates a significant relationship between training and employee performance in regulatory organizations in Uganda. The study used a questioner to collect data among key stake holders. The finding of this study is that majority (54.5%) of the respondents indicate that the training benefited both the organizations and the employees.

They specified that the company improved in performance due to the skills acquired. 80.7% indicated that the company was satisfied with their performance after training b/c performance gaps in the identified area had been meet, known through appraisal. The study also conducts person correlation in order to know the relationship between the variables and the result is 0.433.in general training and performance have relationship.

Tazebacw (2011) conducted a study to assess the effect of training on employees' performance in public organizations by using simple random sampling of 60 employees. According to this research the responses indicate that most of the time employees didn't involve in the designing and development of the organization training. The research understood from responses of respondents the organization used both performance evaluation result and seniority to select

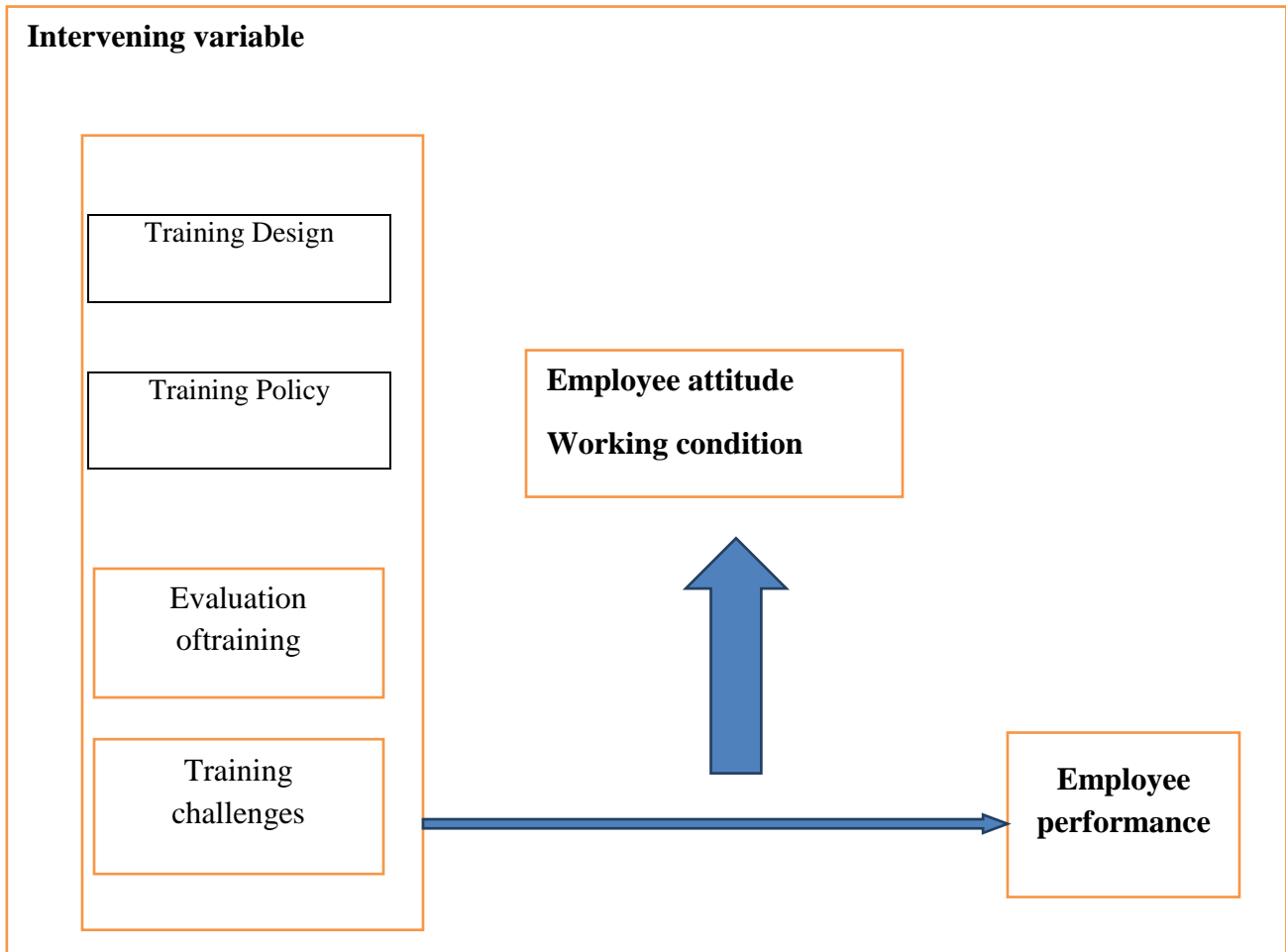
employees for different training. However some respondents were not cleared about the mechanism that the organization practices. The training managers explain that both on the job and off the job training methods are available even if the first type of training is most of the time given for employees.

2.12. Conceptual Framework

For training to be effective, there is a need to consider and analyze the critical factors which significantly contribute for the successful accomplishment, and meeting the desired outcome. The figure below shows the conceptual framework which clarifies the logical context of the independent variables. The independent variables are categorized in four broad categories: training design, training policy, evaluation of training, and challenges that affect performance of an employee. As indicated below both the intervening and moderating variables have impacts on employee performance (dependent variable) and the dependent variable is highly depends on the above factors.

Training design mainly includes providing new training, courses or lessons for employees. It can be demonstrated through classroom training with instructor, E-learning. Training policy relates to capacity building, enhance performance and organizational efficiency. Evaluation of training is a process of determining the relevance, effectiveness, and impact of training in meeting training goals and objectives. Such activities include reaction, learning, behavior, results. Challenges that affect employee's performance include manager's attitude, organizational culture, personal problems, and job content and financial rewards.

Source: Finchman and Rhodes (1996)



Source: Finchman and Rhodes (1996)

Figure 1: Conceptual Framework on effect of training on employee performance.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the methods that were employed to collect data, and the analysis procedures followed, in order to provide reliable research outcome. The chapter is grouped into seven sections. They are, study area research design, the study population, sample size and sampling techniques, data sources and instruments, data collection procedures, and analysis.

3.2 Research design

Research design is the plan for carrying out the research study (Kombo and Tromp, 2006). This study has employed mixed approach, and descriptive research design method to describe and interpret what conditions are existing, processes that are going on, effects that are evident, and practices or trends that are developed. Descriptive research design helps a researcher to gather, summarize, present and interpret information for the purpose of clarification. Survey strategy was also employed for the study. The strategy has allowed the researcher to collect large amount of data from a sizable population in an economical manner. Moreover, the strategy helps to collect quantitative data which can be analyzed quantitatively.

3.3. Population, Sample Size and Sampling Technique

3.3.1 Target Population

The target population comprises of public prosecutors of the Attorney General of the FDRE staff based in Addis Ababa which encompasses varied levels of employees, ranging from senior, intermediate, and junior prosecutors of the organization. The total number of the prosecutors at the Attorney General is 576.

3.3.2 Sampling procedures

The study population consists of varied level of employee's divisions which are senior, intermediate and junior prosecutors. This study used simple random sampling techniques to capture relevant data and information. The technique have been employed to each level proportionally among the population size of the target groups to ensure that all prosecutors are given an equal chance of being selected to avoid sampling bias.

3.3.3 Sampling size

Robin (1998) noted that a sample size of 30% is a good representation of the entire population. A total of 576 prosecutors comprising of senior, intermediate and junior prosecutors are permanently employed by the organization. Accordingly, sample size of 30% was applied to undertake this survey. This sample size was applied to various prosecutors units of the organization ranging from senior to junior level; hence a total of 172 prosecutors were surveyed, representing 30% of the study sample size, which are randomly selected from the whole.

3.4 Source of Data and Data Collection Instruments

3.4.1 Source of Data

Data for this study was collected from primary and secondary sources. Primary data were gathered using questionnaires and interview from the sample group. Questionnaires were distributed to employees to assess employee's outlook, and completed by them. Interview was conducted with a total of 20 individuals from:the management of the AG of FDRE represented by the HR manager; all members of the training committee; and team leaders of the different teams in the organization. The questionnaire and interview have provided valuable information to undertake the study.

Secondary data was collected from various sources acquired from the organization, mainly from the Human Resource Department, and the training unit, such as annual reports, organization description, and, organizational report on Human Resource Management and Development, and the website of the AG of FDRE.

3.4.2 Data Collection Instruments

To gather data in relation to the study, the researcher used questionnaires and interviews that were conducted based on scheduled program with targeted population.

3.4.2.1 Questionnaire

A questionnaire is a research instrument that gathers data over a large sample (Kombo and Tromp, 2006). The questionnaires that were used in this research were adapted from a questioners used in two research paper which are by Ayalew Demese (The Effect of Training and Development on Employees' Performance: in All Africa Leprosy, Tuberculosis, Rehabilitation, and Training Center (ALERT)) and Mohammed Ahmed (The effect of training on employee performance in public sector organizations in kenya. the case of nhif machakos county) and it consist of structured and unstructured questions planned to capture data from 172 prosecutors of the organization. A questionnaire with three sections was constructed for this study. The first section of the questionnaire provided demographic information of the respondent such as age, gender, marital status, educational background and years' of experience at the organization. The second section of the questionnaire was structured questions in order to identify the nature of the training, and the opinion of trainees about the training programs conducted by the Federal Attorney General, and their relevance in enhancing prosecutor's knowledge, skill and performance. This part has captured how employees evaluate the relevance and effectiveness of the training programs. And finally, open-ended questions were used in the third section which

aimed at providing an opportunity for the respondents to forward their opinion, comments and suggestions in relations to the training programs being conducted by the Attorney General which was not addressed in the second section.

3.4.2.2 Interview

This is an oral administration of questions which involves a face to face interaction. There are various advantages in using interview. More information was collected in greater depth. Personal and supplementary information about the respondent's personal characteristics can be tracked easily through an interview. Interview was conducted with key personnel of the Attorney General employees, such as the General Attorney, the Deputy General Attorney, HR manager, and team leaders. 20 individuals were interviewed to find out detail data and information for the study. And most of the answers were similar with each other.

3.5 Data Collection Procedure

The researcher has obtained official introduction letter from St. Mary's University to conduct the study at the Federal Attorney General of the FDRE, and was able to approach respondents to collect relevant information for achieving the research objectives, and answer earlier outlined research question. Questionnaires were distributed to randomly selected staff within each department. A cover letter was attached to the questionnaires to introduce the respondents to the research topic to avoid any suspicion or mistrust respondents might have about the study. The cover letter is also expected to help motivate respondents to participate in the study and answer the questions and to assure them of anonymity and confidentiality, and to show them how to fill the questionnaires. The questionnaires were distributed among the employees through their departments. The survey period for data collection spanned over a period of six weeks. The

advantage of selecting this strategy was to ensure confidentiality, and to keep track on those who may not return the questionnaire on time, and need to be reminded. After collecting data from the randomly sampled size through the questionnaire, data were edited the same day to check for completeness and consistency. The next step was coding the responses in the coding sheets by transcribing the data from questionnaire by assigning characters symbols (numerical symbols). This was followed by screening and cleaning of data to make sure there were no errors.

3.6. Methods of Data Analysis

Both quantitative and qualitative data were collected, and the quantitative data were presented using tables and graphs followed by analysis using excel spreadsheet software to make the data ready for processing. Frequency distribution and percentages were used for the quantitative data analysis. It was used to determine the proportion of respondents choosing the various responses. This was analyzed for each group of items relating to the research questions. The qualitative data from secondary sources and interviews were analyzed thematically using logical analysis techniques.

3.7. Reliability and Validity Assurance

3.7.1. Reliability

Validity and reliability issues ask us to consider whether we are studying what we are studying and whether the measures we use are consistent. Saunders et al. (2003) defined validity and reliability in this way, “validity is the extent to which data collection method or measure what they are intended to measure. And reliability refers to the extent to which the data collection techniques or analysis procedures will yield consistent findings”. Different scholars said that it is rare, if nearly impossible, that an instrument be 100% valid.

Cronbach's alpha is a measure of reliability. Reliability refers to the consistency or dependability of a measuring instrument. It is defined as the proportion of the variability in the responses to the survey which is the result of differences in the respondents. That is, answers to a reliable survey will not differ because respondents have different opinions, but because the survey is confusing nor has multiple interpretations.

The Cronbach's alpha for the total scale and the sub scales are above 80% which means that the scales that will be used in this study are considered reliable.

Table 3.1 Reliability Statistics

Reliability Statistics

Cronbach's Alpha	N of Items
.887	34

3.7.2. Validity

According to Marczyk et.al (2005), the concept of validity refers to, what the test or measurement strategy measures and how well it does so. Conceptually, validity seeks to answer the following question: "Does the instrument or measurement approach measure what it is supposed to measure?"

The following steps were taken to ensure the validity of the study. Questionnaires were prepared from the literature review as a reference to validate the result. Pilot test was conducted with a sample of the participants to enhance the questionnaire's validity in terms of the respondents

understanding and comprehension. Comments from professionals and respondents were solicited to ensure validity.

3.8. Ethical Considerations

The researcher assures that the research is independent and impartial. The respondents were given a privilege of not writing their name and other identities. This was done mainly to hide participants from possible unwanted approach that might come from groups or individuals with interest. Further to this the participants was assured on the confidentiality of their responses. No respondent was forced to fill the questionnaire unwillingly and before clearly understand the actual purpose of the research.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Response Rate

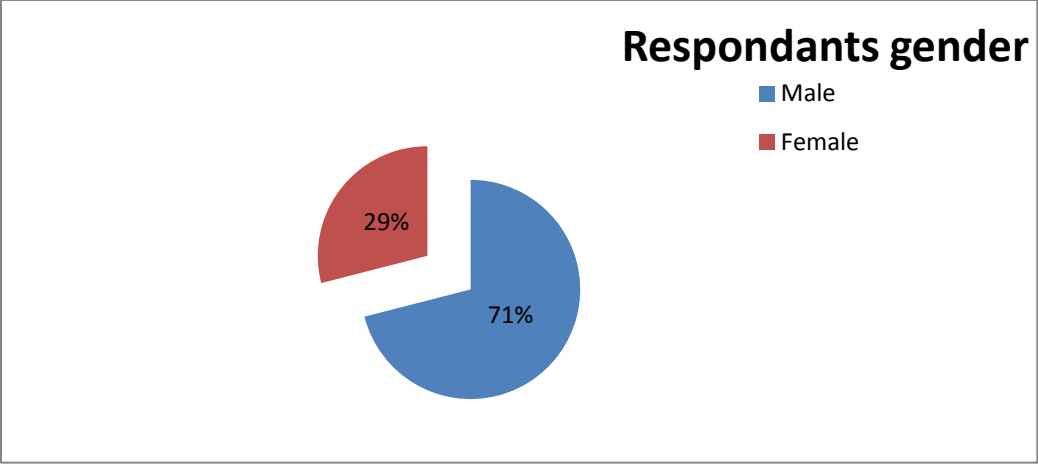
This chapter presents the analysis of the data collected from the respondents and interprets the research findings on the effect of training on employee performance in Attorney General of the FDRE. The completed questionnaires and interview questions were edited for accuracy, uniformity, consistency and completeness. Summaries of data findings together with their possible interpretations have been presented using mean, percentages, frequencies and tables.

4.2 Respondents Profile

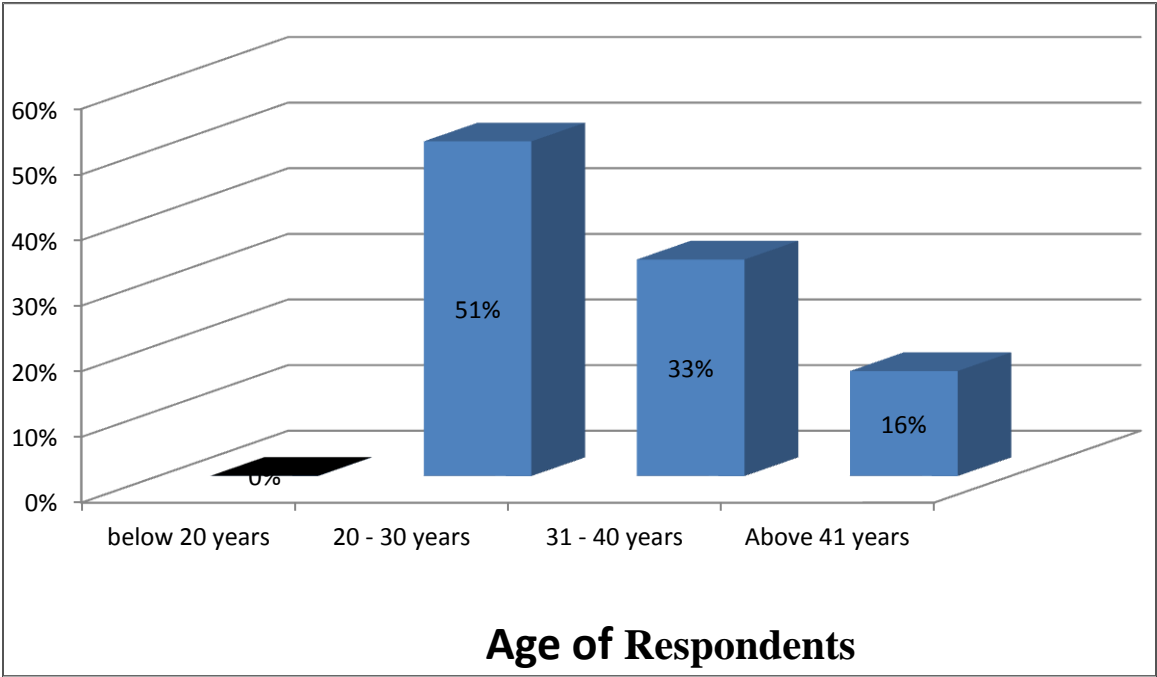
Table 4.1 Demographic Profile of the Participants

	Gender		Age			Educational Level				Work Experience		
	Male	Female	20-30 years	31-40 years	Above 41 years	Diploma	1 st degree	Masters	Other	Below 5	5-10 years	More than 10 years
No	122	50	87	57	28	-	103	69	-	92	46	34
%	71%	29%	51%	33%	16%	0%	60%	40%	0%	53%	27%	20%

The Table and Figure 4.1 indicate that 71% were males, 28% female. It shows more male are employed in the organization than female.



The data obtained from the questionnaire shown in table 4.1, reveals that 51% of respondents were aged 20-30 years. Among the total respondents. About 33% were aged 31-40 years, and 19% of them were aged above 41 years. The result reveals that the organization employs mainly young people.



As indicated in Table 4.1, majority (60 %) of the respondents were first degree holders. The other 40% were second degree holders. None of them were at diploma level. The data revealed that the organization hires public prosecutors that are degree holders.

As the table shows, majority of the employees (53%) work in the organization below 5 years. Of the total respondents, 27% of them work in the organization for 5-10 years, and 20% of them work for more than 10 years. This is because after 5 years of experience, the employee can get his/her own license to work as a lawyer on their own.

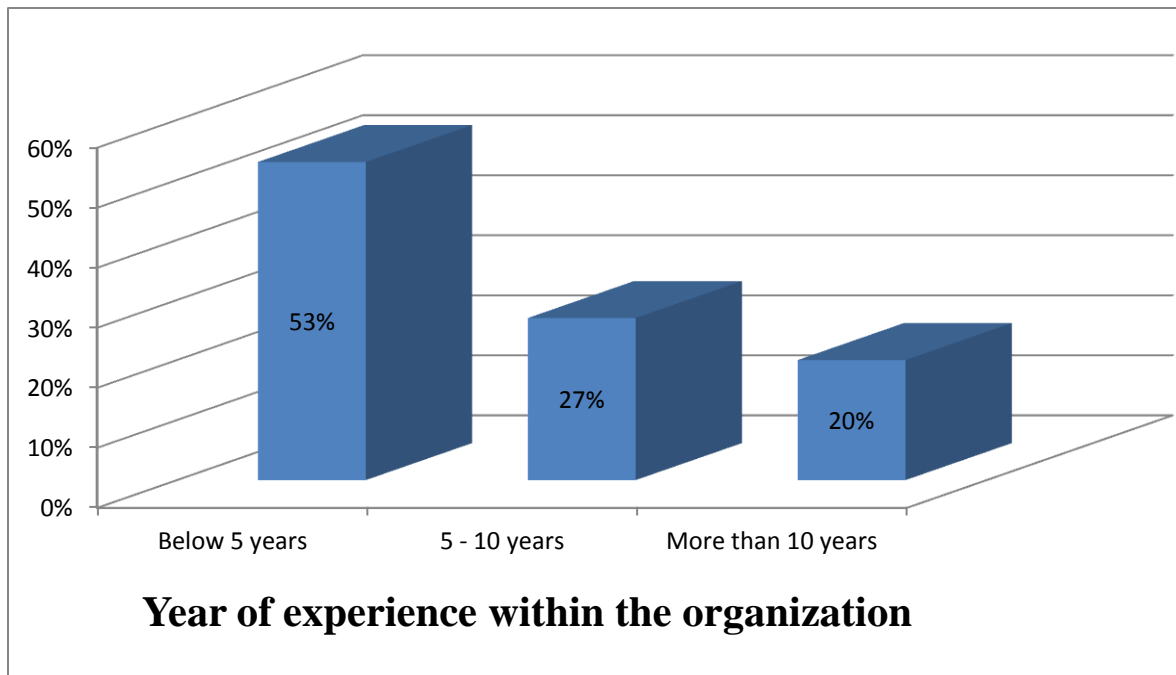


Table 4.2No of trainings in which respondents were involved per year

training per year	Frequency	Percent
None	15	10%
One	21	14%
Two	43	29%
Three	41	28%
More	28	19%
Total	172	100%

Table 4.2 depicts that 10% of the respondents had not taken any kind of training, 14% of them say once a year, 29% of them stated twice per year, 28% of them stated three times per year, and 19% more than three per year. In this regard, the respondents have different answers for the frequency of attending training per year, this reveals that even though the organization delivers more than three trainings per year, it does not have proper and planed schedule for the training. Some of the employees took training one to three times or more per year, while many others did not take any.

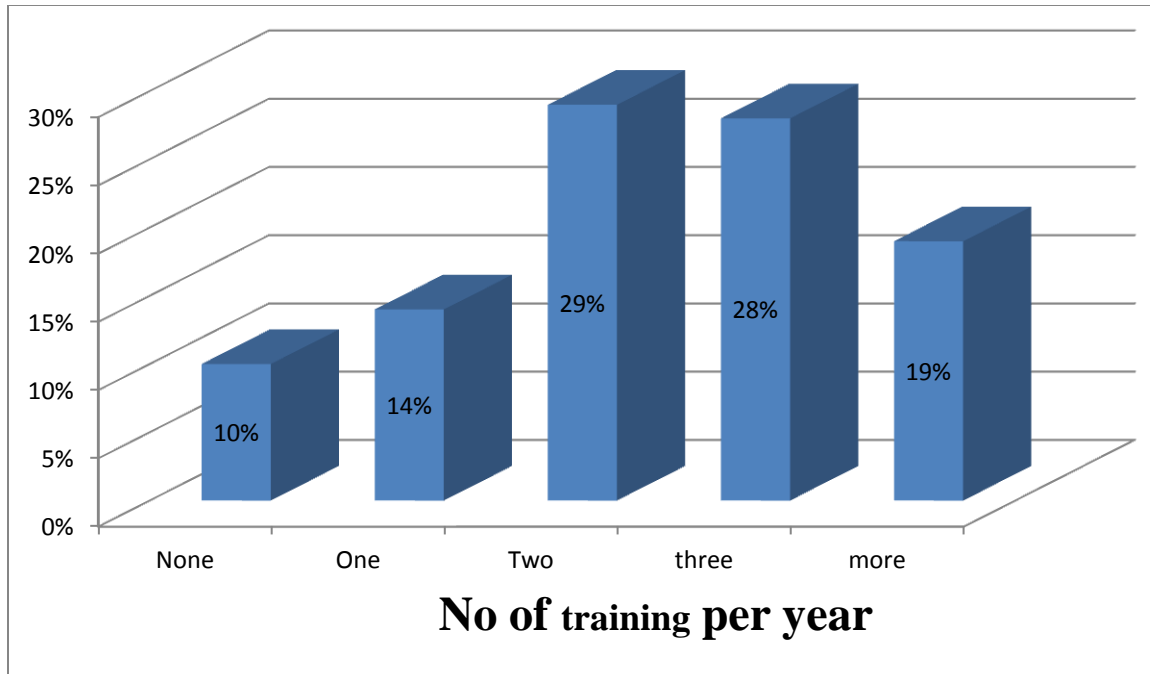


Table 4.3 Need assessment

Does all trainings consider the need of the Employee	Frequency	Percent
Yes	25	15%
No	147	85%
Total	172	100%

About 85% of the respondents said that need assessment was not conducted for all training types. While only 15% of the respondents said need assessment was conducted before the training. This means different trainings that are conducted in the Federal Attorney General did not consider the needs of the employees.

Table 4.4 Employee awareness before the training delivered

Employee awareness about the training ahead	Frequency	Percent
Yes	49	28%
No	123	72%
Total	172	100%

According to Table 4.4 presented above, about 72% of the respondents said that employees were not aware of the trainings that the management wanted to provide, while 28% of the respondents indicated that management created enough awareness on trainings to the existing staff. This shows that there is lack of communication in the organization in relation to when and what kind of training are planned for the year. At the same vein, table 4.6 confirms that there was poor training need assessment carried out periodically. Which means, the training does not consider the interest of the trainees, and in this table (4.4) the employees did not know what kind of training will be delivered.

Table 4.5 Employees willingness to training

Willingness to training	Frequency	Percent
Yes	168	98%
No	4	2%
Total	172	100%

About 98% of the respondents said that they have willingness to take the trainings. While only 2% of the respondents are not willing to be trained. This indicates that almost all employees have a positive feeling for the training.

Table 4.6Probability of attending training in the future

Probability of attending training in the future	Frequency	Percent
Yes	140	81%
No	32	19%
Total	172	100%

The majority, 81% of the respondents indicated that there is a probability of attending training in the future, due to the management’s intentions to provide training opportunities to existing staff. Among the respondents, 19% said there is no probability of having training in the future. This data indicate that the majority of the respondents expect they will attend a training program that will help them improve their skills and knowledge.

Table 4.7 Employees feedback

Employees feedback and recognition about the training	Frequency	Percent
Yes	63	37%
No	109	63%
Total	172	100%

About 63% of the respondents indicated that employees did not give feedback about the training. While 37% of the respondents gave feedback about the training. This indicates that trainees are not expected to give their feedback about the overall implementation of the training. This means there is a gap in giving feedbacks about the training.

Table 4.8 consider the employees feedback after training

Considering employees feedback by top management	Frequency	Percent
Yes	58	34%
No	114	66%
Total	172	100%

About 66% of the respondents indicated that top management did not consider feedback from lower level employees. The remaining 34% said that top management considers employees feedback after training. This indicates that there is gap between top management and lower level staff.

Table 4.9 Employee expectation about promotion

Employee expectation about promotion	Frequency	Percent
Yes	55	32%
No	117	68%
Total	172	100%

As the table indicates,68% of the respondents do not have expectations of promotion after training, and 32% of the respondents have expectation of promotion after training. This data implies that the organization does not use training to give promotion; it rather uses it for skill and knowledge improvement. Taking trainings that have promotion opportunities will motivate employees to take it seriously.

Table 4.10 Employee satisfaction with pay

Employee satisfaction with pay	Frequency	Percent
Yes	57	33%
No	115	67%
Total	172	100%

As shown in table 4.10, 67% of the respondents indicated that they were dissatisfied with their pay. 33% of them indicated that they were satisfied with the pay based on their qualifications. Apart from training, being satisfied with salary and other benefits will motivate employees to perform better.

Table 4.11 Relevant and timely training

Relevant and timely training	Frequency	Percent
Yes	48	28%
No	124	72%
Total	172	100%

Table 4.11 shows that 72% of the respondents said that the trainings provided are not relevant, and not delivered on time. While 28% stated that the trainings were relevant and delivered on time. This can be interpreted that trainings that are conducted in the Federal Attorney General are not timely. Therefore, the employees did not acquire timely training to improve their performance.

Table 4.12 Employee Satisfaction about Training

Employee satisfaction about Training	Frequency	Percent
Yes	49	28%
No	123	72%
Total	172	100%

Majority (72 %) of the respondents indicated that they were not satisfied with the organizational training; the management was not doing enough to promote the practice within the system. About 28% of the respondents were satisfied with the training. As indicated in above table (4.11) attending trainings which are not timely and relevant dissatisfies employees.

Table 4.131 Training improve your performance

Training improve your performance	Frequency	Percent
Yes	54	33%
No	118	67%
Total	172	100%

In analyzing the responses obtained from the respondents on the impact on their performance, the majority of the respondents, 67%, believed that the trainings provided did not improve their performance. However, a small percentage 33% believed otherwise.

Table 4.14 Performance evaluation of training impact

Performance evaluation of training impact	Frequency	Percent
Yes	35	20%
No	137	80%
Total	172	100%

As the table 4.14 shows, 80% of the respondents indicated that the organization does not evaluate the change and impact of training on the employees who attend. It's because there is no post evaluation method. Among all the respondents, 20% indicated that the organization evaluates the impact of the trainings on employees after the training. In order to see the impact of training on the performance of the employees, post evaluation method must be prepared.

Table 4.15 Trainings related to job description

Are trainings related to job	Frequency	Percent
Yes	59	34%
No	113	66%
Total	172	100%

About 66% of the respondents indicated that the training they take does not consider their job description, while 34% of the respondents indicated that the trainings are base on their job description. Taking training which is based on job description will enhance and develop confidence on the employee to be experts on their current work.

4.3. Analysis of Data Collected For the Study

Regardless of training offers, there are some cases that the performance of the employee may not be enhanced. Some are discussed below based on the findings.

Table 4.162 Training and Job satisfaction

	No. of Respondents	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean Score
You have the materials and Equipment that you need to do your everyday work	172	-	23%	22%	44%	11%	2.57
Your organization has created a professional, attractive work area that is functional and promotes productivity	172	-	24%	15%	54%	7%	2.56

Index: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

As shown in Table 4.16, the respondents of the study were asked to indicate the extent to which their satisfaction on their jobs influenced their performance. Majority of the respondents indicated that they don't have the materials and equipment they need to do their everyday work. The result of which is that they are not satisfied with their jobs. Hence, the effect of the training will not have much effect on their performance, since there is the hindrance of job dissatisfaction to discourage their efforts.

In addition, the majority of the respondents indicated that the organization did not create a professional, attractive work environment that is functional which promotes productivity. In order for employees to perform effectively in their work, they need to have a good work environment. This will influence their job satisfaction and effectiveness. As stated above, since there is this hindrance for the employees to perform better, the venue has not been created for the

training to create the desired changes. The mean indicates that it inclines to the disagree and also their mean inclines to disagree.

Table 4.17 Training and motivation

	No. of Respondents	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean Score
The organization rewards or recognizes employee's improved performance	172	-	16%	22%	47%	15%	2.39
You have the opportunity to grow and prosper within the organization due to the training opportunities available	172	-	17%	23%	51%	9%	2.48
Employee training offers you an opportunity to learn new skills	148	7%	33%	19%	23%	18%	2.88
Performance goals are behavioral, result-oriented and achievable.	172	-	22%	31%	41%	6%	2.89
Performance measurement is used as criteria for promotions.	172	8%	17%	26%	49%	-	2.84

Index: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

Table 4.17 shows the impact of training on employee's motivation. The data shows respondents have different responses towards the organization rewarding or recognizing improved performance of employee.

The majority, 47% of the respondents disagree that the organization rewards or recognizes better performance of employees, and 22% were neutral. And again 51% of the respondents disagree that they have the opportunity to grow and prosper with the organization, with 23% neutral. Reward is one of the methods to motivate employees to perform effectively. If this many of the employees are convinced that the organization is not rewarding them for better performance, then they lack the major factor to look forward for a training that may help them get the required capacity to perform better. Unfortunately, the lack of such recognition fails the impact of any training.

As it's shown in table 4.17, the response from the respondents about whether the training they attend offers them an opportunity to learn new skills, 33% of respondents agree, and 7% of the respondents strongly agree. While the other 19% were neutral, and 23% and 18% were disagree and strongly disagree, respectively. The majority of the respondents indicate that the training they have taken did not bring them much to add to their existing skills. This shows that either the training is not well designed, or it is not at all needed. And their mean inclines to the disagree.

If that is the case, the trainings were not supposed to bring any enhanced performance since they did not enhance the capabilities of the employees.

The majority of the respondents disagree that performance goals are behavioral, result-oriented and achievable. This data indicate that the employees are not satisfied with the parameters of their manager's performance evaluation. If performance goals are unachievable, employees will be de-motivated to accomplish their tasks. But if they are achievable with training's assistance, employees can be experts in their current positions, and excel in their performance.

The majority, 49% of the respondents disagree performance measurement is used as criteria for promotions.8% of the respondents strongly agreed.17% of the respondents agree and 26% of the respondents were neutral. In order for employees to be motivated and perform better in the future, performance measurements should include promotion.

Table 4.18 Training and performance evaluation

	No. of Respondents	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean Score
Performance measurement based on trainings given.	172	-	22%	32%	37%	9%	2.67
Performance is regularly tracked and measured.	172	-	36%	17%	39%	8%	2.81

Index: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

This research has aimed to find out the impact of training in enhancing performance. To understand that, performance must be measured regularly, and the change should be analyzed whether it is caused by the trainings given. Literatures show that evaluation of performance need to be backed by relevant actions, like assisting employees for bettering their performance and/or recognizing their best performance. As shown in Table 4.18, different questions were used to figure out if there is proper evaluation, and the use of the results of the evaluation.

Among the respondents, 37% disagree that their performance is measured based on the given training.22% agree and 32% and 9% of the respondents were neutral, and strongly disagree, respectively, which also indicate that the combination of the disagree and strongly disagree respondents were the majority of the respondents. And their mean inclines to the disagree. This

shows that the Organization is not analyzing the impact of the training, and there is no way of knowing if the trainings are playing their intended roles.

The majority, 47% of the respondents do not agree that their performance is regularly tracked, which indicates that the organization does not give due attention to the critical issue that makes the trainings important. The lack of tracking the performance of employees reveals the poor design of trainings, and if by any chance the training was relevant, the result will not be known.

Table 4.19 Training and productivity

	No. of Respondents	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean Score
A variety of training programs are offered to improve skills	172	8%	37%	9%	21%	25%	2.82
The training provided helped you to perform your work quickly and efficiently	172	-	19%	12%	40%	29%	2.21
you take the needed training on time	172	-	13%	17%	42%	28%	2.15

Index: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

As the table 4.19 indicates, respondents have different opinions about the trainings they take, and how much it improves their skills. About 37% of them indicated that the training they took improves their performance, while 25% of the respondents strongly disagree with this idea. They instead believe that the training they have taken does not improve their performance.

In another question, 69% of the respondents disagree about the training they take help them to perform their work quickly and efficiently. 70% of the respondents disagree that they take the

needed training on time. This shows that though trainings are provided, it's not helping them to perform their work quickly and efficiently due to poor design of trainings. And it also shows that the organization is not conducting proper needs assessment for trainings that involve the staff.

Table 4.20 Training and Existing work

	No. of Respondents	SA (5)	A (4)	N (3)	D (2)	SD (1)	Mean Score
You know what is expected of you at work	172	-	25%	21%	54%	-	3.29
Do you have job description	172	-	78%	-	22%		3.56
You are performing a job that matches your skills.	172	-	66%	8%	17%	9%	3.31

Index: SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree

As shown in Table 4.20, the respondents of the study were asked to indicate the extent to which training and existing work relate. Majority, (54%) of the respondents indicated that they did not know what was expected of their job, where 21% and 25% of the respondents were neutral and agree, respectively. Knowing the expected work will help the employee to identify where he/she needs training. The majority, (78%) agree that they have job description, and 22% disagree that they have job description. And still majority (66%) of the respondents indicated that they are performing jobs that match their skills. However, in some departments, employee's task does not match their skills, which 17% of the respondents disagree. 8% and 9% of the respondents were neutral and strongly disagree. And their mean inclines to neutral. Training that bases job description will enhance the skills and knowledge of employees and training that match their skill will make them experts in their jobs.

Interview Response

The researcher further considered more information from AG of FDRE top management regarding the relationship between training and employee performance. The following were the summary of the findings according to the interview guide questions.

The organization has been giving training since its establishment. The organization believes that training is a basic thing for employee's productivity in their job. Though there are some challenges and shortcomings, the organization believes in training to enhance and develop the skills and knowledge's of the employees, which inturn will help the organization to perform effectively and efficiently. The organization has a training department which organizes training programs, but the employees who work in this department are not from the human resource department, instead they are public prosecutes. Most of the managers interviewed concerning the training policies and procedures were not conversant with the training policy due to lack of awareness and not giving enough concern. It was evident that most of the respondents were not aware of the training policies. After the researcher asked the relevant officials to avail the documents on training policy, the response was that they did not have the materials ready but they will avail them later. In addition, the managers were unable to explain what the policy contained. The respondents were not in a position to recall the principles of training that were applied at the workplace. Even though they had the policy, they are not using it properly. Since they prepare training very often they should have it close enough to confirm.

The researcher wanted to establish the training process that was applied by FDRE, and how the organizational needs were determined. The response from the interview indicated that there was no clear training needs assessment that was in place, and staffs were randomly selected from

each department, and training objectives were determined by a trainer. There is an organization that signed a contract with the AG of FDRE for their training needs. Most of the trainings conducted are on the shortcomings, which the trainer organization determines to be resolved in the organization. The same as the questionnaire result shows, the interview results confirmed that the organization did not have a model of measurement on the effectiveness of training to individual employees. They do not have the post evaluation method on the effect of the training after they take the training. The researcher wanted to establish whether the implementation of the training policy was monitored to enhance performance. And the result of the interview clearly indicated that there was no clear monitoring mechanism in place to enable them to measure employees' productivity.

Regarding training evaluation, the Training Manager of FDRE admitted that not much has been done in terms of training evaluation, which is only limited to immediate assessment of trainers and training program after completion. The respondents also indicated that they are not aware of how training is evaluated.

There are no organized documents for each employee who has taken training, and there is no follow up for their performance after the training. They have not had career progression projection for the employee since there is no data collected about the staff's performance progress after taking training.

The HRD has a prepared job description for every employee. But not all department staffs use the job description. And trainings arranged are mostly focused on the shortcomings, not to enhance the employee skills, which will lead to enhanced performance.

In reviewing the annual report, the organization has a slight growth of performance every year. When there are skilled and professional employees in the organization, it has a direct positive influence on the organization performance. And training is a basic tool in order to have skilled and professional employees. Organizations need more trained and skilled employees for the organization to achieve better performance. Therefore, AG of the FDRE needs to give more focus in designing and implementing effective training programs.

4.4 Discussions

The study established that AG of the FDRE did not provide scheduled and planned trainings to staff, and the benefits are not associated with performance. Evans and Lindsay (1999) stated that, Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly, and this has significantly impacted on the employee performance. Companies committed to investing in their human resource generate long term and sustainable profitability for the company.

In a study in the United States, on the impact of human capital investments, such as employer-provided training, Black and Lynch (1996) citing, Bartel (1989) stated that “returns on training investments increase productivity by 16-19%”. This further reinforces the role of training on employees. Systematic and planned training programs develop attributes common to all employees leading them to perform better. It becomes a part of the employees, thus they are able to implement them on every task to enhance performance.

The review has revealed the importance and purpose of training in organizations, and how it contributes to employee’s performance. In the AG of FDRE, the training design has a major weakness as there is no systematic need assessment, selection of trainees, in addition to lack of

systematic content development. On top of these, the training result is not assessed and evaluated. The identification of training needs, how and why trainings are given has also been explained. The result shows that trainings are given mostly based on shortcomings, but needs to include the aspect of job description in order to enhance the capacity of the employees with their current position. And the types of trainings have to be appropriately identified.

According to Richard Chang (1994), once training sessions are over, the vehicle has come to a halt; the journey is not necessarily complete unless you can prove the value of training effort. Training evaluation effort is critical for determining the success of training program in meeting its stated objectives, and what refinements in the training are needed to improve its quality. The key focus should be on the transfer of learning or the extent to which trainees effectively apply the knowledge, skills and attitudes gained in the training context (Kessek and Lobel 1996). Training evaluation has two primary purposes according to Ford (2000); to improve the effectiveness of training and to demonstrate its results. However, the AG of FDRE disregarded this fact and failed to perform this very important step. Since there is no pre evaluation of performance before training, the organization has no way of evaluating the result of the training. On the other hand, since there is no post evaluation of the training, the organization cannot attest to have systematically analyzed the needs of training.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the major findings of the study. The study sought to find out the effects of Training on Employees Performance in the Case of AG of FDRE Head quarter. This chapter provides a direction for further study. The questionnaire and the interview guide were the data collection instruments used in this study.

5.2 Summary of the Findings

AG of the FDRE is one of the biggest governmental organization in Ethiopia. It's established to give assistance for people who are in need of public prosecutors.

Training Objective

The AG of the FDRE believes that giving training for its employees will help them perform better in their work, in addition to the application of good governance. The objective of providing trainings at AG of the FDRE is to overcome the short comings which employees face on their jobs. Enhancing the performance of employees has direct relationship with the performance of the organization. However, though AG of the FDRE is providing trainings for its staff, the study has determined that it's not helping the employees quite effectively.

Training for Knowledge and Skill

The study identified that the trainings provided were not mutually agreed upon by the employee and the management, due to lack of proper training design. The study established that employee

performance was not regularly tracked and measured by management, and performance goals were not achievable.

The study established that the top leadership did not encourage development of individual employees. This was due to organizational goals that did not give employees time for personal development. In addition, the organizational culture did not value employee's input in strategic planning. The study also established that top management did not recognize feedback from lower level employees. This was due to the gap between top management and lower level staff.

Training Design

The study established that employees were not aware of the trainings that the management wanted to provide since there was no training needs assessment carried out periodically. The study established that there was no clear method of evaluating employees within the organization due to unclear appraisal policies. It was evident that employee's frequency of attending trainings was different, due to lack of proper training management.

The finding of this research indicates the majority of the respondents are agreed on the value of taking training in group for learning of knowledge skills and attitudes than individuals.

Strength and Weakness on Providing Training

The AG of FDRE provides trainings to the staff. The training is organized in a department specifically set for this purpose. This commitment and the resources allocated for the delivery of the training is some of the strengths the study found out.

The study also identified some weaknesses of the AG of FDRE that can impact the effectiveness of the trainings provided. The majority of the respondents did not know what was expected of

their jobs, even though they have job descriptions. It was established that the majority of the respondents did not have the necessary materials and equipments they needed to perform their daily activities.

Lack of Motivating Factors:

The study identified that most of the employees did not feel attached to the organization due to poor working conditions, poor pay, lack of recognition, and mismatch of skills. The majority of the employee's salaries were not equitable and fair. In addition, rewards in the organization were not experienced as a culture; management did not reward hard working employees. It was evident that the majority of the employee's jobs did not match their skills. It was also evident that the organization did not provide them with an attractive work environment to enhance productivity. The study identified that supervisors did not inspire employees they manage, and the employees felt that they were not part of the productive team due to lack of motivation, delegation and recognition from top management.

5.3 Conclusions

Having carefully analyzed the research findings, the following issues emerged:

1. The majority of workers at FDRE are degree holders. While the majority of the staff has gone through training in the organization, quite a number of them have not had other opportunities to go for further trainings, hence the resultant career stagnations.

2. Training has a significant impact on employee's performance, and benefits both the individual employees, and the organization at large. With this in mind, the effort made by the AG of FDRE is appreciable.
3. Though the AG of the FDRE has a training department which is significant, the employees who work in there are not HR professionals, instead they are public prosecutors.

Training in the AG of the FDRE is conducted in haphazard manner as various departments do not assess the training needs of their staff. Most training opportunities are mostly individually solicited. This gap may open doors for nepotism in awarding training opportunities. There is no direct correlation between training and other tangible benefits such as salaries and promotions. Hence, low motivation of the staff who have been trained, resulting in exodus for greener pastures. Training by itself cannot change the performance of non-motivated employee.

4. The study has also established that the FDRE does not evaluate the training programs offered to its staff, hence the difficulty in ascertaining the impact of training on employee performance. However, the area of research remains open for further investigations by any interested future researcher.

The overall finding indicates that though different kinds of trainings are provided, the impact on the employees of the AG of the FDRE is not quite significant. The majority of the employees pointed out that they are not satisfied with the trainings delivered, and that it needs to be changed by assessing the problems that has been discussed in this study.

5.5 Recommendations

Based on the findings of the research study, the researcher would like to make the following recommendation:

- AG of the FDRE should conduct Training Needs Assessment in all departments at least once a year in order to determine skills and knowledge gaps among its employees. This should be made possible by ensuring that all departmental supervisors are well trained on Training Needs Assessment procedures and evaluation of training programs. Identification of training needs should be done more professionally in conjunction with the line manager, as well as the individuals involved, together with the HR personnel. Everyone involved should agree exactly what the trainees are lacking. For instance, what skill is needed, attitudes that need to be changed towards work performance, etc. The needs identified should emanate from FDRE's strategic plan, which also cover departmental/sectional/teams and individual plans. FDRE should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.
- Instead of focusing on only the shortcomings, enhancing and developing employees by giving them trainings based on their job description. It will help them better perform their current responsibilities since they have better skills and knowledge, which in turn will motivate and boost their moral.
- The AG of the FDRE Management should provide trainings and workshop opportunities for staff, in order to keep them updated, and improve their knowledge and skills. Training needs should be considered on the basis of overall company objectives. The goals of the organization should determine what training programs are to be organized for staff.

- Additionally, there should be recognition and positive reinforcement for good work performance. The institution's management should strive to support every department and staff in their pursuit to acquire more knowledge and skills. Management should listen to the training problems of staff, and take remedial measures accordingly, rather than just ignoring them.
- Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. It is against this fact that the researcher wishes to recommend that in instituting proper training programs, the AG of FDRE should initiate a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits; and intrinsic, such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters.

There is need to review the Institutions Training Policy in order to ensure that training programs offered to staff are not just mere routine undertakings, but add value to employee's job satisfaction. The policy should address motivational factors associated with training.

- Morale, on the other hand, increases productivity indirectly by reducing absenteeism, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation, because motivation and morale leads to job satisfaction, which in turn leads to development. The organization should ensure that remuneration of staff is commensurate to their job tasks and levels of training. It should adopt a reward system which corresponds to the cost of

living and the economic situation. Promotions should be based on levels of competencies and job performance, and not length of service, as currently practiced.

5.6 Limitations of the study

Getting accurate information from the respondents was one of the major challenges since some of the respondents were threatened that the information may be used against them by the researcher. The challenge was minimized by assuring the respondents of confidentiality of the information they gave. The respondents of the study were usually very busy and therefore they required a lot of time in order to fill in the questionnaires. The challenge was overcome by giving the respondents the questionnaires at the right time. The challenge was minimized by giving clear information about the study in order to get positive response and accurate information.

5.7 Suggestion for Future Research

The research only covered AG of the FDRE staff in Addis Ababa, but did not include all FDRE branches countrywide. A similar research can be conducted in other branches so as to have an overall picture on effects of training on employee productivity, in the public institutions in Ethiopia.

A comparative study can be done in the future to compare training and its effects on productivity in the public sector and that of the private sector.

A study can also be done focusing on other Government department's staff on how they handle staff training and its effects on productivity

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ANNEX 1

Interview questions

This interview schedule guide has been designed to solicit information for purely academic purposes. This is to enable Hana Alebachew, a final year student at St. Marry University, Addis Ababa pursuing a Master's degree in MBA, complete her project report on the topic; **Effect of training on employee performance in the Federal Attorney General of the FDRE, Addis Ababa, Ethiopia.**

This dialog will be conducted with key personnel of the Attorney General employees, such as, the HR manager and Training and staff development committee. Different questions will be raised to various individuals and departments considering their management role in the organization, with a specific focus to the above topic.

Thank you for participating in this study.

NB. All information given will be treated with utmost confidentiality.

Date: _____

1. How long have you been working with the organization?
2. Have you undergone any training for the past two years?
3. Has the organization been involved in training of employees over the past two years?
4. How long has the organization been involved in training?

5. What are the key factors (internal and external) that influences the training?
6. Does the organization have a documented training policy manual?
7. If yes to question number 6
 - a) Briefly describe the training policy and procedures of the organization?
 - b) Is the implementation of the training policy monitored?
 - c) If yes, what are the mechanisms used to monitor?
8. What principles of training apply at the workplace?
9. The training process
 - a. How are individual and organizational needs determined?
 - b. How are training objectives determined?
 - c. How is the staff selection process for training?
10. In presenting the training
 - a. How is the trainer selected?
 - b. What methods of training are used and why?
11. Do you evaluate trainings?
 - a. If yes, how do you evaluate trainings?
12. In your assessment, has training impacted on staff motivation and performance? Could you please specify in terms of contribution to:
 - a. Individual's productivity
 - b. Individuals motivation
 - c. The organization
13. Do you keep personal profile of each employee?
14. Do you have records on past training with dates on each worker?

15. Do you have career progression projections for each employee?
16. Do you have training projections for each employee?
17. Does the employee have job description?
18. Do they employee take training based on their job description?

ANNEX 2

General information

I am writing research dissertation to the purpose of partial fulfillment of MBA from St. Mary's university school of graduate studies. My research entitled "effect of training on employee performance in the Federal Attorney general of the FDRE, Addis Ababa, Ethiopia." I believe this research will produce significant results which will help to undertake effective training activities in the organization.

The objective of this study is to determine the effects of training on public prosecutors performance and organizational impact at the Attorney General of the FDRE. The questionnaire is divided into sections based on the objectives of the study. Section i asks questions on general information about the employees. Section II and III comprise questions outlined to gather information directly related with this study.

Your responses will be kept confidential. Do not write your name on this questionnaire in order to avoid the link between individual responses and their personally and emotion.

Instruction: Please tick the appropriate box that corresponds to your answer

Section I

Basic demographic data (please tick where appropriate)

1. Your age bracket

20-30

31-40

Above 41

2. Gender of Respondent

Male Female

3. Years of work experience

4. Years of experience within the organization

5. Education background of Respondent

a. Diploma level ()

b. First degree ()

c. Master's degree ()

d. Others ()

SECTION II

NOTE: Please tick () the option you feel is most appropriate as per the following:

Rate on a scale of 1-5 to indicate your option,

1. Strongly disagree (SD)
2. Disagree (D)
3. Neutral (N)
4. Agree (A)
5. Strongly agree (SA)

Statement	Strongly agree [5]	Agree [4]	Neutral [3]	Disagree [2]	Strongly disagree [1]
You know what is expected of You at work					
You have the materials and Equipment that you need to do your everyday work					
You are performing a job that matches your skills.					
The organization rewards or recognizes such employee behavior					
Your organization has created a professional, attractive work area that is functional and promotes productivity					

You have the opportunity to grow and prosper with the organization.					
A variety of training programs are offered to improve skills					
Performance measurement is used as criteria for promotions.					
Performance is appropriately rewarded with raises, incentives, rewards and recognition.					
Performance is regularly tracked and measured.					
Performance goals are behavioral, result-oriented and achievable.					
Employee training offers you an opportunity to learn new skill					
Performance measurement based training given					
Training provided helped you to perform your work quickly and effectively.					
You take the needed training on time					
Do you have job description					

Section III

1. Has your company organizes a training program?

Yes No

2. Does your organization identify the training needs for the employees?

Yes No

3. How many training programs have been given in the past one year?

One Two Three

4. Do you have any training programs in the coming fiscal year?

Yes No

5. Are you willing to attend a training program?

Yes No

6. Do you know the type of training before attending?

Yes No

7. Does the training you attend improve your performance?

Yes No

8. Do you give feedback for your top manager about the training you attend?

Yes No

9. Does your top management take feedback about the need for training programs?

Yes No

10. Do employee training programs raise expectations about promotions?

Yes No

11. Does the organization have a consistent, timely and fair method for evaluating individual performance?

Yes No

12. Do you feel, you are being paid fairly?

Yes No

13. Have you had any form of training since you joined the organization?

Yes No

If yes how long.....

14. Are you satisfied with the organizational training programs?

Yes No

15. Does the training you take help you improve your performance at work?

Yes No

16. What kind of training do you take?

Skill development educational both

17. Do you think the organization give the needed training on time?

Yes No

18. Does the training you take motivate you for your work?

Yes No

19. What type of training you attend?

.....

20. Does the organization evaluate you performance regularly?

Yes No

21. Does your performance measurement consider training?

Yes No

22. Does your performance measurement predicts and defined the output after training?

Yes No

23. Do you have job description?

Yes No

24. Does the training you take base your job description?

Yes No