



ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES
PERFORMANCE IN THE CASE OF RENAISSANCE INTERNATIONAL
SCHOOL SHARE COMPANY**

BY
NEWAY GETACHEW ZEMEDKUN

MAY, 2019
ADDIS ABABA, ETHIOPIA

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

I, the under signed, declare that this thesis is my original work and it has not been presented for other degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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LIST OF ACRONYMS AND ABBREVIATION

RIS-Renaissance International School

RISSC-Renaissance International School Share Company

MOA-Memorandum of Association

TVET-Technique and Vocational Education training

BOD-Board of Directors

HRM-Human Resource Directors

HRD-Human Resource Development

KSAs-Knowledge, Skill and Attitudes

ROI-Return on Investment

SD-standard Deviation

ABSTRACT

The study focused on the effect of training and development on employees' performance at Renaissance International School Share Company. The overall objective of the study was to determine the effect of training and development on employees' performance. The study adopted mixed approach and used both primary and secondary data sources. The primary data collected from Renaissance International School through questionnaire for 106 selected employees and supervisors through simple random sampling technique and semi – structured interview question employed for human resource director, training coordinator, and school principal through interview. The collected data were analyzed by using statistical tools (SPSS – version 25). Both descriptive statistics such as frequency, percent, mean and standard deviation were used for describing the demographic, profile of respondents and the dependent and independent variables. The inferential statistics like Pearson correlation coefficient and simple linear regression were used to determine if there is relationship existed between independent and dependent variables (training development and employees' performance). The findings indicated that training and development have positive effect on employees' performance. The findings of the study indicated that there was no sounding and effective training and development practice of the study. Consequently, the result disclosed the given training and development processes have been un systematic. Hence, the researcher recommended that the top management and other training coordinators should apply systematic and authentic training and development practices. Generally, the study recommended that training and development have to be strategic and systematic in order to achieve organizations desire and objective.

Key words: Training, employees' performance, Principal, Training and Development, Training Need Assessment, Training Delivery, Training Evaluation and Training Design.

CHAPTER ONE

INTRODUCTION

1. 1 Background of the study

In a today's changing global context, both individual and collective skills are the most important assets for organizations, and determine their productivity, competitiveness and ability to adapt and be proactive when faced with an uncertain environment (Pillar Pineda, 2010). As Armstrong (2006) stated, if a training strategy formulated and carried out properly, it would be a crucial device for generating new skills and changing inappropriate skill in people.

According to (Subha, 2011), training and development is any effort to improve the existing or prospect employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge.

On the otherhand, Beard well, Holden and Claydon (2004) revealed that training, development and skills are key aspects of economic life, hence training offers the hope of increased competitiveness through raising skill levels, productivity and 'value added' at the level of the firm and the national economy. Raymond (2011) also clearly stated that training is one of the crucial human resource practices and it isa process wherebypeople acquire capabilities to aid in the achievement of organizational goals.

As stated by Alexander's and John (2007), it is evident that there is a strong linkage between human resource management practices and organizational performance.

Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance

standards set by their companies. Employees can be said to have performed when they have met the expectations and performed up to standard, (Joyce 2012).The role of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Caetano, 2007).

Mullins (2007) gives the purpose of training and development – to improve knowledge and skills and to change trainee’s attitude. Thus training becomes one of the most important potential motivator, increase the confidence and commitment of staff, improve service to customers, personal satisfaction and achievement, improvement in job performance with its resulting increase in productivity overall.

Every organization must try to achieve a highest output from its human resources. Strategic human resource management is the latest trend of development of an organization. Therefore, many organizations invest huge amount of money on strategic human resource management. Training is a key strategy for human resource development and achieving organizational objectives; hence organizations invest large amounts of resources in training (Guest, 1997). According to a study made by Pillar Pineda (2010), in order for training to be considered an investment, it must be held accountable like other investments made by the organization, and must demonstrate that the decisions and actions taken are relevant and portable. In other words, the actual contribution made by training to the organization’s results must be ascertained. Training and development practice within firm will have so many advantages, it can equip workers to carry out tasks, monitor quality and manage complex products and services (Raymond et al., 2011).Redman and Wilkinson (2006) indicated that training and development can have an extremely positive impact on the quality of production, can insulate firms from skills shortages and is a pivotal element of most models of high- commitment human resource management, its links to productivity and profit are much harder to gauge. Training

practices used by organizations may have an effect, direct or indirect on both employee motivation and organizational commitment (Meyer and Allen, 1991). In addition, as Alexander's and John (2007), stated some companies, planning for the long-term, invest in the development of new skills by their employees, so as to enable them to handle issues not currently present, but likely to come up in the future. Beard Well et al. (2004) stated that the penultimate stage in the training strategy is the evaluation and monitoring of training and it is one of the most important but often the most neglected parts of the training process. Hence, organizations must develop appropriate means of evaluating the effectiveness of training program to determine whether the budget allocated to the training program is really an investment or like other over head costs.

The implementation of the effect of training and development on employee performance in developing countries including Ethiopian companies has different problems. The problems are related to requirements to be fulfilled for the implementation of training and development programs. The common problems included lack of training policy, absence of training units, insufficient training budget, overlooking the role of training in achieving organizational objectives, absence of guidelines for training need assessment and impact evaluation (Olowu and Adamolekun, 1999). Past researches proved the effect of training on employees' performance (Mesfin Sileshi, 2015). Training addresses gaps or discrepancies between an idea and an optimal state of development. However, from a comparison between desired and actual work methods or between desired and actual results, needs arise on the job. Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of teachers and achieves there by better performance for their organization (Federal Negarit Gazeta, No. 515/2007). Consequently every educational sector is required to develop the capacity and potential of all its employees irrespective of their status through training and development by identifying training and development needs of the employees and preparing the necessary plan and budget for training and development.

Renaissance International School share Company has focused on contributing its share to the development of the country through the provision of quality education to citizens. Regarding the company's objectives, the main objectives of Renaissance International School share Company as stated in its Memorandum of Association (MOA) Article 4; Training teachers that can teach at different levels and providing short term trainings in technical and vocational fields and undertaking projects and conducting research in human resource development areas were emphasized on the memorandum of association. Hence, the objective of this study was to investigate the actual training practice of the organization effect to improving the performances of employees. Moreover, the study was focused on the effect of training and development on employee' performance in the stated organization. The study will inform the management of Renaissance International School Share Company to increase employees' performance, there is a need to have and retain well trained and motivated employees.

Thus, in this paper the researcher attempts to study the effect of training and development on employees' performance at Renaissance International Share Company.

1.2. Background of the Organization

Renaissance International School is a legally registered share company established by thirty five volunteer parents under Ethiopian Commerce Law 314-509. The share company was established in 2000 with a total capital of 15 million ETB. It is quartered in Kolfe Keraniyo Sub-city, Woreda 6 in Addis Ababa region of Ethiopia with the objective of engaging in the education sector from lower to higher levels and from local to international level in scope. Renaissance International School Share Company (RISSC) has focused on contributing its share to the development of the country through the provision of quality education to citizens. Renaissance International School, upon its startup it was comprised of 95 Teachers, 48 Administrative staffs and 600 students.

Regarding the company's objectives, the main objectives of RIS S.C. as stated in its Memorandum of Association (MoA) (Article 4);

- I. Establishing and operating Kindergarten, Primary, Secondary Schools and TVET Schools and Higher Learning Institutions.
- II. Training teachers that can teach at different levels and providing shortterm trainings in technical and vocational fields.
- III. Undertaking preparation of manuals, projects and research works that serve for any educational organizations and other activities that are directly or indirectly related with the company's objectives.

To highlight the main achievements of Renaissance International School over the years, three big schools were opened in Bethel areas. Currently there are more than 3500 students learning from pre-school up to college preparatory grades in the three schools. The number of academic staff has increased to more than 350 in all campuses and a new building that can accommodate about more than 2000 students was built at Bethel campus.

In the past years, the school conducted one evaluative study in year 2007, in the effectiveness of the program for the sake of making improvement on the working conditions of the school. To enhance and promote quality education the company has prepared a five years strategic plan.

The basic aim of the company's strategic plan is to actively determine the nature and character of the company and to guide its direction. The strategic planning identifies the vision, mission and mandates of the company, strategies for fulfilling its purpose.

In general, the company has done or designed its strategic plan in order to establish a shared direction and focus, develop a renewed commitment to high performance team work, identifies and investigate poor performing areas, develop better communications

within and outside the company, generate personal and group commitment, improve integration and coordination of internal activities, establish a sense of security among employees, improve resource allocation, and create a culture of anticipation and innovation rather than one of reaction and defensiveness.

The Board of Directors (BoD) is directly accountable to the highest authority in Renaissance International School Share Company (RISSC) organizational structure, which is the General Assembly.

1.3. Statement of the Problem

The success of any organization in the long run depends on the quality of its human resources. This is because human resource is a strategic resource in which an organization can achieve its competitive advantage. Competitive advantage can be achieved by designing appropriate training and development programs that respond to the changing environment.

Given the important role that human capital plays in a company's competitiveness, managers are beginning to see a more important role for training and development as a means to support a company's business strategy, that is, its plans for meeting broad goals such as productivity, efficiency, effectiveness and quality service. Managers expect training and development professionals to design and develop learning activities that will help the company successfully implement its strategy and reach business goals (Hameed&Waheed, 2011). Furthermore, the benefits of implementing employee training have been widely recognized by many companies.

Effective training and development depends on knowing what results are required for the individual, the department and the organization as a whole. With limited budgets and the need for cost-effective solutions, all organizations need to feel secure that the resources

invested in a training and development are targeted at areas where these are needed and a positive return on the investment is guaranteed. Absence of qualified work forces affects the employees as well as the employers' quality of work in organization. To survive in this competitive, liberalized and globalized market, the organization need to focus on planning training programs and involve the right approach for its implementation.

Training and development is among the most important human resource practices but some organizations express dissatisfaction with their productivity after subjecting their employees through accurate training and development programs. However, most developing nations education sector are poor at implementing appropriate training and development; consequently, the organization were found to be unproductive due to poor performance of employees. On the other hand, according to the preliminary survey conducted by the researcher Renaissance International School does not have clear and adequate training needs assessment process for employees training development practice.

The absence of clear and adequate training needs assessment HRM training and development process may result in inconsistent practices and likewise, as the researcher observed and communicate with human resource director, school principals and other concerned groups before the commencement of the research at Renaissance International School. The researcher had also an opportunity to see that most of training programs are not effective because there is lack of training needs assessment, who need to be trained, the alignment of the training with the organizations strategy and its objective, who will conduct the training? How the knowledge and skills learned will transfer to the job? How will the training be monitored and evaluated? Lack of evaluation may be the most serious problem in most training and development efforts at the school. Furthermore, the researcher cannot be able to find other relevant studies at Renaissance International School. Finally, attempt will be made to consolidate facts from different literature to narrow the gap that exists concerning the research.

1.4. Research Questions

The research is designed to answer the following research questions on the effect of training and development practices on employees' performance at Renaissance International School SC (RIS):

1. How is the training and development process practiced in RIS?
2. What is the relationship between training and development and employees performance?
3. How do training and development program affect employees' performance at RIS?

1.5. Objectives of the Study

1.5.1. General Objective of the study

The major objective of the study is to assess the practices and the effect of overall training and development on employees' performance in Renaissance International School S.C and forwarding strategy for improvement.

1.5.2. Specific Objectives of the study

- To assess the training and development process practiced at RIS.
- To investigate the relationship between training and development and employees performance.
- To find out the overall effect of training and development on employees' performance at RIS.

1.6. Definitions of Terms

Training:-is a planned and systematic effort to develop knowledge/ skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities, (Capley, 2009).

Development:-is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities, (Michael Armstrong, 2006).

Training Need Assessment:- is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary. (Noe, HollenBeck, Gerhart, & Wright, 2008)

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

Training Delivery:-is a multitude of methods of training that is used to train employees. (Decenzo& Robbins, 2010)

Training Evaluation:-is a way to evaluate the effectiveness of training program based on cognitive, skill-based, affective and result outcomes. (Noe, HollenBeck, Gerhart, & Wright, 2008)

Performance:-is the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. (Ekundayo, 2015).

Employee performance:-is the outcome or contribution of employees to make them attain goals. (Herbert, John & Lee 2000) cited by (Nassazi, 2013).

1.7. Significance of the study

In the time of globalization and competitive world, training and development programs increases the organization's staff efficiency, skills and productivity. It will contribute to management by encouraging them to embrace training and development to increase competitiveness, it will also help to establish how training has impacted on performance of RIS and what improvements can be done to help equip the school further as well motivated them to work better for better performance. It will also benefit the RIS in its effort to train and develop its employees.

The study will also be useful to stakeholders who will be able to identify with a growing organization as a result of good performance. This will ensure that they invest in an organization whose performance is promising as a result of effective training and development of its staff. The researcher believes that this study will help the organization, most especially in the education service sector and the top management in taking strategic decision that affect training and development for the overall growth of the sector, to human resource department in proper planning and execution of training and development and strategic training programs for their employee, future researchers will also find this work very useful as reference materials for further studies in this area. It will also useful to the researcher to the completion of MBA program in HRM.

Hence, the main purpose of this research is to increase awareness and knowledge about the effect of training and development in private organizations on employee performance is concerned.

1.8. Delimitation of the Study

The scope of the study was delimited to training and development program, training process, practice and policies. The geographical scope of the study is located in Addis Ababa City at KolfeKeraniyo Sub-City woreda 06 specific areas bethel. Unquestionably, making research on the effect of training and development on the employees' performance in all education sectors is necessary. However, due to the hugeness of those education sectors, similarity of mission of establishment, the researcher financial capacity, time and other constraints, the study was carried out only on one of this private organization entitled Renaissance International School.

Obviously, there are many human resources practice which affect the performance of employees in an organization such as performance appraisal; motivation, reward etc. however, while conducting the study at Renaissance International School, the study was focused only on the effect of training and development on employees' performance. Methodologically this study used cross – sectional survey. Hence, data was collected from the sample respondents selected through simple random sampling technique at the same time at one point in time and the respondents involved in this study was 106 employees selected randomly at the school.

The results of the study will be useful in highlighting the dilemmas associated with effects of training and development on employee's performance in the education sector in Addis Ababa.

1.9. Organization of the Study Report

The study report is comprised of five chapters. Chapter one consists of background of the study which briefly discuss literature related to the study, statement of the problem that the researcher intended to examine; basic research questions that will be based on the data collected and analyzed; objective of the study; definitions of basic terms; significance of the study that states about the relevance of the research and delimitation of the study that describes about some constraints in the research. Chapter two – Contains relevant literature about the study- it is a section where authors stated about the subject matter. Chapter three- Focuses on the research methodology in terms of research design and approach, population sample size and sampling techniques, source of data and data collection instruments employed, data collection procedures, methods of data analysis, reliability and validity and ethical considerations used clearly. Chapter four- Summarizes the findings of the study, interprets and discusses the results. Chapter five- Comprises the major findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 The Concept of Training and Development

According to (Armstrong, 1999), there are three broad approaches of employee training. Some adopt a laissez-faire approach believing that employees will find out what to do for themselves or through others. Secondly, organizations may invest in training in good times, but in bad times, training budgets will be the first to be cut. Thirdly, organizations that adopt a positive training philosophy do so because they are convinced that they live in a world where competitive advantage is achieved by having higher quality people than the opposite. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to realize that organizations are showing an enhancement of their skills. This is the positive approach designated training as continuous and an ongoing process within the organization.

Myles (2002), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn are motivated and thus are more likely to engage in their work hence improving their performance and loyalty to their company.

According to Pallavi (2013), training and development programs play a vital role in every organization. These programs improve employee performances at work place, it updates employee knowledge and enhances their personal skills and it helps in avoiding managerial obsolescence. With the use of these programs, it is easier for the management to evaluate the job performance and accordingly take decisions like employee promotion, reward, compensation, welfare facilities, etc. These training programs also help the managers in succession planning, employee retention and motivation. It creates efficient and effective employees in the organization.

Training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. (Armstrong, 2001)

Training enhances the overall performance of an organization in various ways. The major areas where employees normally trained in an organization are soft-skill development, personality development, Interpersonal Relationship, problem solving techniques, Managerial and supervisory training program, quality improvement programs, technical process, time management skill, employee efficiency development programs, regulatory compliances , goal setting and implementation of programs, work place communication, class room management, teaching methods, preparation of continuous assessment

Program and so on. Training and development programs improve the quality of work-life by creating an employee supportive work place. (Ibid) these two processes, training and development are often closely connected. Training can be used as a proactive means for developing skills and expertise to prevent problems from arising and can also be an effective tool in addressing any skills or performance gap among staff. Development can be used to create solution to work place issue, before they become a concern or after they become identifiable problems (Kennedy, 2009)

Training and development have become the most important factor in the business world today because training increases the efficacy and the effectiveness of employees and the organization, (Raja, Furqan and Mohamed, 2011). Training is a systematic restructuring of behavior, attitude and skills through learning- education, instruction and planned experience. The cardinal purpose of training is to assist the organization achieve its short and long term objectives by adding value to its human capital. Training and development are not undertaken for the sake of training, but rather are designed to achieve some needs. Therefore training and development are need based in the sense that they are undertaken to fill some knowledge gap within an organization (Gunu et al, 2013). As cited on (Joseph, 2009) training and development describes the formal ongoing effort that are made within organizations to improve the performance of employees through a

variety of educational methods and programs. In the modern work place, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and recognized profession with distinct theories and methodologies. More and more companies of all size have embraced ‘continual learning’ and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force. In fact, the quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (Marmer, 1999). Therefore, training and development in today’s employment settings is far more appropriate than training alone since human resources can exert full potentials only when learning process goes for beyond the simple routine (pallavi, 2013)

2.2 Types of Training

Dubois and Roth well, (2004) in their book state that there are various types of training. These are:

- Remedial Training-helps people meet the basic screening or entry-level requirements of a job
 - Orientation Training-helps to socialize individuals into a corporate culture
 - Qualifying Training- assists individuals with meeting basic performance
 - Cross Training- is for people who are trying to master new jobs or job skills.
- Retaining provides up grading to keep skills current as technological or organizational conditions change.

2.3 Steps in Training Process

Effective training requires the use of a systematic training process (Mathis & Jackson, 2011). There are different models that show the steps in the training process, though the contents are more or less the same. According to (kulkarin, 2013) the training process involves four stages, namely:

- Assessment of training needs
- Designing the training programs
- Implementation of the training program
- Evaluation of the training program

2.3.1 Assessment of Training Needs

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

Need assessment refers to the process used to determine if training is necessary (Holler, Gerhard, & wright, 2008).

Need Assessment occur at two level –group and Individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. In adequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of performance deficiency caused by absence of skills of knowledge can be remedied by training (Garg, 2009).

The first step in training needs analyzing is what training might be necessary (Mathis & Jackson, 2011). 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)

Needs assessment typically involves organizational analysis, person analysis and task analysis.

a. Organizational Analysis – is a process of determining the business appropriateness of training .organizational analysis considers the context in which training will occur. That is organizational analysis involves determining the business appropriateness of training, given the company’s business strategy, its resources available for training, and support by managers and peers for training activities. (Hollen, Gerhart& Wright, 2008)

Training needs can be diagnosed by analyzing original out come and looking at future original needs. Original analysis comes from various operational measures of original performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies and pin pointed.

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

B.Task/job Analysis- is the process of identifying the important task and knowledge, skill and behaviors that need to be emphasized in training for employees to complete their tasks. (Hollen, & wright, 2008).By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.

c. Person Analysis- is the process of determining whether employees need training and whether employees are ready for training. The competencies of current job holders could also be assessed to determine their suitability for their jobs.

Personal analysis involves

- Determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivation or design problem identify who needs training
- Determining employees’ readiness for training carrying out a training needs analysis is a task for and experienced trainer, but it also requires a good understanding of what goes on in the job and the management is thinking.(Itika,2011)

Training objectives and priorities:-

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a gap analysis, which indicates the distance between where an organization is with its employee capabilities and needs to be. (Mathis & Jackson, 2011). Training objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- **Attitude:** creating interest in and awareness of the importance of something
- **Knowledge:** Imparting cognitive information and details to trainees
- **Skill:** Developing behavioral changes in how jobs and various task requirements are performed. (Goldstein & Ford, 2007)

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior, we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and measurable. They should be clear to both supervisor and employee (Decenzo & Robbins, 2010).

2.3.2 Training Design

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

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close

the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internationalization, or whether the person really learned. Objectives of training can be set in any area by using one of the following four dimensions: such as Quality, Quantity, timeliness, and cost saving as a result of training. (Sishan Solomon, 2014)

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

2.3.3 Training Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that 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 organizations 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 and the subsequent return on investments. 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 in to every day job skills. The most effective methods are categorized into two groups: - on-the-job training and off-the-job training methods.

Different organizations are motivated to take on different training methods for a number of reasons (1). Depending on the organizations strategy, goals and resources available. (2). Depending on the needs identified at the time, and (3). The target group to be trained which may include among others individual workers, groups, teams, department or the entire organizations. (Greer, 2003)

2.3.3.1 On-the-job training Methods

According to Greer (2003) these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior.

On the job training is planned and structured training that takes place mainly at the normal work station of the trainee (Beard well, Holden,&Clayden,2004).

Although people often associate training with classroom, much learning occurs while employees are performing their jobs.

It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance.

2.3.3.2 Types of on-the-job training

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

b) Mentoring:-the focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching (Dessler&Varrkey, 2010). Every employee, from the teaching staff to General Manager, gets on-the-job training when he or she joins a firm.

c) Job rotation: - in which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities (Gold stein & Ford,2007).

d) Apprenticeship: - is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training. (Greer, 2003)

2.3.3.3 Off-the-job training Methods

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

Off the job training methods are those in which training is provided a way from the actual working condition. Instance of off the job training methods are workshops, seminars, conferences, etc. Such method is costly and is effective if and only if large number of employees have to be trained within a short time period (Noe, Hellen Beck, Gerhart, & Wright, 2008)

2.3.3.4 Types of off the job training

a) Classroom lectures and seminars:-Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many organizations offer these in house, through outside vendors, or both.(Greer,2003)

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

c) Multimedia learning:-can demonstrate technical skills not easily presented by other training methods. This may include video and DVDs that may be offered on line. (Decenzo& Robbins, 2010).

d) The case study method: - presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his/her findings and solutions in a discussion with other trainees. (Onyango and Wanyoike, 2014).

e) Role playing:- is to create a realistic situation and then the trainees assume the parts (roles) of specific person in that situation (Dessler& Varkkey,2010).

2.3.4 Training Evaluation

Training evaluation is an activity aimed to determine effectiveness of training program in terms of achievement of objective of training program. Evaluation of training program also provides useful information about the design of future training programs. Training

evaluation can be made during three periods- before the training, during the training and after the completion of training.

Evaluation is needed for the following reasons:

- To make the training program more effective: Through evaluation we can examine the various methods of teaching, content of lessons, training environment
- It is used as training aid
- To verify whether goals are achieved against targets
- Cost effectiveness achieved or not
- To find useful to the individual and organization. (Bhatia,2007)

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements training program, it must evaluate the program's success, even if it has produced desired result for other companies and even if similar programs have produced desires for it.(Garg,2009)

Objectives of training evaluation are:-

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

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

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

Level 1. Reaction: - measures the reaction of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training (Decenzo&Robbins, 2010).

To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

Level 2. Learning: - measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that has not been trained (Jackson, 2011).

To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

Level 3. Behavior: - measures whether the training actually changes the employee's behavior when he/she returns to the job. This might be evaluated by the participants, supervisors or trainer, (Decenzo& Robbins, 2010). This means measuring the effect of training on job performance through observing job performance.

To what extent did participants change their behavior back in the work place as a result of the training?

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

2.4 Employee Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of outcomes. (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992).

Price (2005) states that managing employee performance every day is the key to an effective performance management system. Setting goals, making sure expectations are clear and providing frequent feedback help people perform most effectively.

As sighted on Joyce (2012), according to (Krietner, 1995) no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. This means, how employees are able to effectively administer their tasks and assignments and also how they present their assignment to reflect the quality and good service desired by their companies. There is the need to establish a shared work force understanding about what is to be achieved at an organizational level.

It is about aligning the organizational objectives with the employee's a greed measures, skills competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance work force. Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. Employees can be said to have performed when they have performed, when they have met the expectations and performed up to standards, (Joyce 2012).

2.5 Relationship between Training and Development and Employee

Performance

According to Swart et al. (2005), bridging the performance gap to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. Training facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated any more to use their competencies, or may be not confident enough on their capabilities, or they may be facing work-life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et al.(2005) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment.

Employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multi-dimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Therefore, role of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance , job involvement, and increases motivation to learn and transfer (Caetano, 2007). (Obisi, 1996) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also (Taiwo, 2001), postulated

that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations.

According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice , positively affects the quality of the workers knowledge , skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance. The result of Farooq.M&Aslam. M.K (2011), study depicts the positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001)

2.6 Role of Training and Development on Employees' Performance

2.6.1. Career Competencies

Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs. Young professionals with entrepreneurial ambitions know that they have a shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of the future (Feldman, 2000). Employee development programs help employees to survive in the future and develop their abilities to cope with new technologies.

Employees understand that training programs can be directed to superior duties and higher remuneration, (Fenn, 1999).

2.6.2. Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger, 1999). Companies which are providing the training and development programs for their employees are achieving a high level of employee satisfaction and low employee turnover.

2.6.3 Employee Motivation

Finchman and Rhodes (1996) 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 organizations. Effort has to be directed toward and consistent with organizational goals to be effective.

2.7. Theoretical Frame Work

Training and development are important for survival of any organization and also imperative for effective performance of employees hence on the basis of the above review literature the following proposition could be drawn.

Proposition: Those employees who receive periodical effective training sessions are more able to perform well on the job by increasing the quality of work , hence achieving organizational goals and gaining competitive advantage, (Amir & Amen,2013).

According to Amir and Amen the relationship between training and development and employee performance can be depicted in the following model.

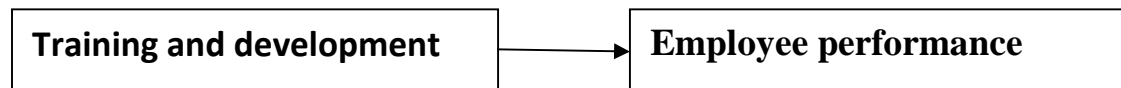


Figure 2.1 relationships between training and development and employee performance

2.8. Empirical Study

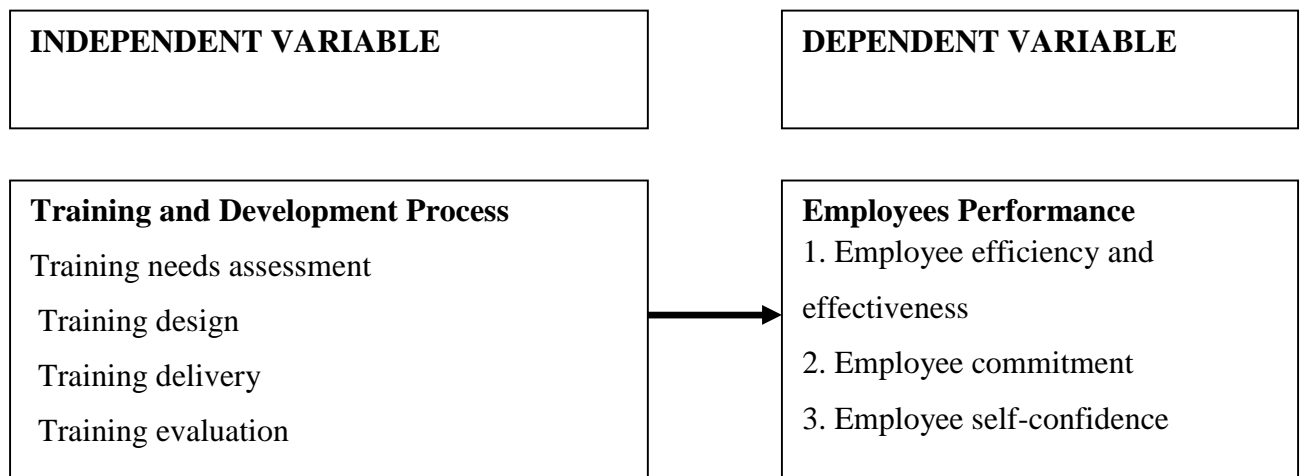
Tazebachew (2011) conducted a study to assess the effect of training on employees' performance in public organizations by using simple random sampling of 60 employees. According to this research the responses indicate that most of the time employees didn't involve in the designing and development of 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.

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.

2.9 Conceptual Frame Work

The proposed model as a devise in the light of literature review of past researchers conducted in different studies related to employees' training and performance. The purpose model is self-made and explains the relationship between employees training and employees' performance. Employees' performance is a dependent variable and employees training and development is independent variable. To this end, this study would guide by the following conceptual frame work, which used to explain the interrelationship between the variables. Consequently, the conceptual frame work developed as of the review of related literature.

Figure 2.2 Conceptual Frame Work Model



CHAPTER THREE

RESEARCH DESIGN AND METHODS

This chapter presents a description of the methodology that is employed in the study. It spells out the techniques and methods of sampling, data collection, processing, analyzing and the area in which the study was carried out.

3.1 Research Design and Approach

Research design is a model or action plan up on which the entire study is built. It dictates the manner in which a study is conducted and provides the road map of a study in terms of the sample, data collection instruments and analysis procedure. It is the arrangement of conditions for collecting data analysis in a manner that aims to combine relevance to research purpose within procedure. It is the conceptual structure with in which research is conducted (Kothari, 2006).

The main purpose of the research was investigating the effect of training and development practice on employees' performance. The study was explanatory research design by explaining, understanding and predicating the relationship between variables. The research would employ mixed approach. This study utilized cross – sectional survey in which all relevant data were collected at a single in time. The qualitative data collection methods, involving one – to – one interview with selected respondents were conducted.

The units of analysis for the study are all departments of Renaissance International School Share Company situated at secondary school. For the purpose of the study all teaching staff employees of 4 (four) departments were randomly selected based on their exposure to training among the 9 (nine) departments. The research was both quantitative and qualitative type. Questionnaires were distributed to the respondents to gather the quantitative data for the study and also an interview was conducted with the school head of training and development to collect information on the subject matter and as

certain management view on how Renaissance International School deal with training practices, training manuals, management directives, circulars and other documents of the school on training and development were reviewed. This assisted the researcher to ascertain whether RIS has training policies and procedures and act according to the procedure and policy frame work.

As much as the research approach is concerned, both quantitative and qualitative design because using both research methods could neutralize the bias of any single quantitative data (Creswell, 2009). Quantitative and qualitative research approaches collect, analysis, mixes and draws inferences from both qualitative and quantitative data in a single study.

Therefore, in order for the researcher to get more knowledge and achieve the research objectives and come up with conclusions, mixed research approach was used.

3.2. Population, Sample Size and Sampling Techniques

3.2.1 Population

Population or target population is "the entire group of people events or things of interest that the researcher wishes to investigate" (Cavana, Delahaye, and Sekaran, 2001, p.252)." Population is an entire cohort of subjects that a researcher is interested with (Bryman, 2004). The targeted population of the study consisted of respondents from Renaissance Secondary School located in Addis Ababa. The school has a total of 150 employees as of March 31, 2019 (Quarterly report of HRM process). Thus, the population of the study consisted of 150 teaching staffs who are currently working for the school.

3.2.2 Sample Size

Sample size refers to the number of participants to be selected from the universe to constitute a sample. The size of a sample should neither be excessively large, nor too small. It should be optimum. An optimum sample is one which fulfills the requirement of efficiency, representativeness, reliability and flexibility. While deciding the size of sample, researcher must determine the desired precision also an acceptable confidence level for the estimate (Carno& Brewer 2002). In addition to the above criteria, the size of population, the parameters of interest in the research study and budget must be considered while deciding a sample.

Considering the fact that it would be cumbersome to study the entire population due to time, cost and accessibility, a subset of the population i.e. sample size was chosen so as to represent the whole population. The researcher determined the required sample size by driving a formula from Taro Yamane (1967:886) statistical formula, as indicated below:

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

Where n= sample size

N= population of the study

e= percentage level of significance or margin of tolerable error

The researcher was considered 5% level of significance or margin of tolerable error and the confidential level is 95% .The translation of the formula is as follow:

$$n = 150/1+150 (0.05)^2$$

$$n = 150/1+0.375$$

$$n = 150/1.375$$

=109.9

Appro.110 staff

3.2.3 Sampling Techniques

The researcher was used probability sampling particularly simple random sampling technique because with probability samples the chance of each situation being selected from the population is known and is usually equal for all situations. In the school there are 150 teaching staff who are currently working in secondary school of different departments of Renaissance International School. The non – teaching staffs are unit leaders, supervisors, librarians whose educational level is diploma and above as indicated in this study. The sampling frame work was a total of 110 employees of the four departments. The researcher used lottery method to select the sample size by using a number slip and the mixed and the appropriate number of sample were chosen until the actual sample size is reached.

3.3. Source of Data and Data Collection Instruments

Data types are broadly classified into primary and secondary data. Primary data is the data observed or collected directly from first-hand experience while secondary data is the published data and the data collected in the past or other parties.

The study was conducted based on the collection of both primary and secondary data. Primary data were collected through the use of well-structured questionnaire that contain relevant questions regarding training and development, and employee's performance at the organization.

The questionnaire was used to allow the response of the respondents in a standard and directed way, unbiased approach and objective oriented questionnaire was as a

preferred data gathering tool for this research. The interview also conducted to gather information on the subject from human resource director, training coordinator and school principals of the organization to ascertain management's view on how; the Renaissance International School Share Company had traditionally dealt with issues of training and development related to employees' performance.

The secondary source was including training manuals, annual report, training policy, and other source documents related to the study.

3.4 Instruments Design / Measurements

Questionnaire

To construct the questionnaire firstly, main areas indicators were developed to measure the relationship between training and development with employee performance based on the research problems and objectives.

The questionnaire variables were measured using Likert scale with five response categories, (strongly disagree, disagree, neutral, agree, and strongly agree). Permission for the survey was granted by Renaissance International School Share Company. After getting permission, the questionnaire was distributed to the respondents.

Interview

In addition to collecting data through questionnaire, qualitative data collection method is used. One – to – one conducted to gather information on the subject conducted. The interview also conducted to gather information on the subject from the management of the organization to ascertain management view on how to Renaissance Share Company has traditionally dealt with the issues of training and development related to employees' performance. Semi – structured interview has held to obtain data for further clarity and

credibility of the research. Before the administration of the interview, the researcher briefly explained the purpose of the interview to the participants and confidentiality of information that the information they provided. In this study interview was undertaken to get views and opinions about the practices of training and development. the purpose of interview is to triangulate and strengthen the information's obtained through questionnaires.

3.5. Data Collection Procedures

Respondents of the research were voluntarily approached and given full description about the study before deciding to participate. Also participants were informed that the purpose of the questionnaire is to assess their feelings and thoughts, on training and developments practices of their organization and there is no right or wrong answer. Respondents assured the strict confidentiality of their responses and told that then completed questionnaires were given to each participant to fill and return within 5 days' time.

All the 110 questionnaires were distributed personally to the selected sample respondents and the researcher personally collected 108 of the distributed questionnaires. Out of the 108 questionnaires collected, 2 improperly filled questionnaires have been discarded and 2 were not returned back.

3.6 Methods of Data Analysis

In order to ensure completeness and logical consistency of responses, data editing was carried out by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once editing was done, the data were analyzed using quantitative techniques. The quantitative data collected by using instruments were categorized through coding, tabulation, and by drawing statistical package for social science (SPSS) version 25, and

then researcher granted descriptive statistics such as frequencies, percent's, mean and standard deviation.

The analysis of the study was also used inferential statistics like Pearson's correlation, simple linear regression and multiple regressions.

The correlation analysis was employed to conduct analysis of the association between the two variables: training and development and employees' performance. The regression analysis was used to establish the effect of training and development related to employees' performance.

The data was collected through interviews to supplement and strengthen the information obtained from questionnaire and open ended questionnaires were analyzed qualitatively and logically interpreted by the researcher in a way to answer the statement of the problem.

Finally, the analysis part was presented in form of tables and examined in narrative form to ensure understanding of the analysis. The information from the interview and documents was analyzed in a narrative form.

3.7 Reliability and Validity of Measures

Reliability Assurance

Cronbach's alpha coefficient is the most common measure of internal consistency (reliability); that is, how closely related a set of items are as a group. It is a reliability coefficient that indicates how well the items in a set are positively correlated to one another ([http:// en. Wikipedia.org/wiki/ Cranach's – alpha](http://en.Wikipedia.org/wiki/Cranach's_alpha)). It is most commonly used when you have multiple Likert questions in a survey (questionnaire) that form a scale and you wish to determine if the scale is reliable.

Cronbach’s alpha reliability coefficient normally ranges between 0 and 1. The closer Cronbach’s alpha coefficient is to 1 – 0 the greater the internal consistency of the items in the scale. George and Mallery (2003) provide the following rules of thumb;

“> = 0.9 – Excellent, > = 0.8 – Good, > 0.7 – Acceptable, > = 0.6 – Questionable, > = 0.5 – Poor and > = 0.5 – unacceptable” (P. 231).

Table 3.1: Reliability Test Statistics

No	Variables	Number of items	Cronbach’s alpha
1.	Training policy and strategies	4	0.791
2.	Training needs assessment	6	0.867
3.	Training design	9	0.817
4.	Training delivery	6	0.795
5.	Training evaluation	8	0.926
6.	Overall perception of training program	18	0.941
7.	Employees’ performance	7	0.901

Source: (survey data, 2019)

As shown above in table 3.1, test results of the instrument scored acceptable Cronbach’s alpha and the scales are found reliable.

Validity Assurance

Validity is the degree to which a study accurately reflects or assesses the specific concept or construct that the researcher is attempting to measure. Content validity shows the extent to which the survey items and the scores from these questions are representative of all the possible questions about the effect of training and development on employee’s performance. The questionnaire was adopted from prior researches from which their

validity has been tested, and also was examined by human resource officials of RIS. This helped to assess whether the survey questions are relevant to the subject it is aimed to measure, if it is a reasonable way to gain the needed information, and if it is well – designed. Furthermore, the comments offered by the thesis advisor were incorporated, to enhance the content validity of the tools.

3.8 Ethical considerations

Since the researcher used the data from the employees, which was collected through questionnaire, permission was obtained from the school and the respondents. To maintain the confidentiality of information provided by the respondents, they were requested not to write either their names or their addresses on the questionnaire. The researcher had given assurance to the respondents that the responses will be used only for academic purpose. A brief description of the central objectives of the study and the potential benefits of the research outcome to the respondents, the school was clearly given in the introductory part of the questionnaire so as to motivate respondents and participate in the study in providing pertinent information about the school understudy. All assistance, collaboration of others and sources of information was drawn is acknowledged.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 INTRODUCTION

This chapter presents the results and interpretation of the findings of the study. The data are presented in the forms of tables. The chapter consists of two sections. In the first section demographic profile of respondent's in terms of sex, age, marital status, educational qualification, work experience and position of the respondents are presented. In the second section, quantitative results from close – ended survey items are presented using descriptive and inferential statistics and qualitative data from the individual interview and administered the document analysis are presented in support of the quantitative results.

A total of 110 questionnaires were distributed to the sample respondents. Out of the 110 questionnaires 106 were collected out of which 4 questionnaires were not returned back. Therefore, 106 questionnaires were considered for the study on respondents working in the selected organization. Hence calculating the response rate was organized by using the following formula:

Response rate= Total number of responses /Total number in sample x100. Applying this formula, the response rate= $106/100 \times 100 = 96.3\%$, which is accepted to make the required generalizations.

The data received from the respondents were analyzed with the help of statistical software program SPSS version 25. Correlation and regression analysis were also performed for measuring the independent and dependent variables, i.e. employee training practice and process (training needs assessment, training design, training delivery and training evaluation techniques) effect on employee performance. Accordingly, the analysis of this study is based on the number of questionnaires collected.

4.2. Demographic profile of respondents

The first section of the questionnaire consists of six items about demographic characteristics of the respondents such as: gender, age, marital status, educational level, working experience and job position of the respondents to help the categorize employees because Renaissance International School has different group of employees. The following table summarized the data pointed out certain of the respondents.

Table 4.1 Demographic profile of the respondents

S. No	Demographic data category	Responses				
		N=106	Frequency	Percentage	Valid percent	Cumulative percent
1	Gender	Male	90	84.9	84.9	84.9
		Female	16	15.1	15.1	100.0
2	Age Range	18 – 28	31	29.3	29.3	29.3
		29 – 39	47	44.4	44.4	73.7
		40 – 50	20	18.7	18.7	92.4
		Above 51	8	7.6	7.6	100.0
3	Marital Status	Married	75	70.75	70.75	70.75
		Single	31	29.25	29.25	100.0
4	Educational Level	Diploma	2	1.9	1.9	1.9
		1 st Degree	98	92.4	92.4	94.3
		Master's Degree	6	5.7	5.7	100.0
5	Work Experience in the organization	Below 1 year	4	3.8	3.8	3.8
		1 – 5 years	46	43.4	43.4	47.2
		6 – 1years	41	38.7	38.7	85.9

		Above 10 years	15	14.1	14.1	100.0
6	Job Position	Supervisor	4	3.8	3.8	3.8
		Unit leader	3	2.8	2.8	6.6
		Teacher	96	90.6	90.6	97.2
		Librarian	3	2.8	2.8	100.0

Source: Own survey, 2019

The researcher needed to know the general gender distribution of the respondents to categorize the employees. As indicated from the above table (4.1) number 1 gender group of respondents. Accordingly 90 (84.9%) of the respondents were male and the remaining 16 (15.1%) were females. The data shows that the representation of female respondents was found to be less when compared to male respondents.

From the above table (4.1) number 2 age group of respondents as it is shown, respondents age composition in the range of 18 – 28 years were 31 (29.3%), respondents in the range of 29 – 39 years were 47(44.4%), in the range of 40 – 50 years were 20(18.7%) and the age of above 51 years were 8 (7.6%). This indicates that the majority of the groups were in the age of 29 – 39 years and 18 – 28 years were more than the half of the age groups of the others. So the majority of the respondents were young and at the productive age level, it needs more training and development.

In table (4.1) number 3 shows it can be seen that the marital status of the respondents used for the study. It was indicated that majority of the respondents were married, that is 70.75%, while 29.25% of the respondents working in the organization were married.

In table (4.1) number 4 it can be seen that the educational level of the respondents were from diploma to master's degree. 98 (92.4%) of the respondents were 1st degree, 6 (5.7%) of the respondents were Master's degree, 2 (1.9%) of the respondents are college diploma

holder. Most of the respondents are aware to give adequate information and we can also see that most of the employees were BA degree holders and those were professionals to take better training that were planned and systematic.

Regarding the respondents work experience as shown in the above table (4.1) number 5 the majority 43.4% of the respondents have 1 -5 years of working experience where as 38.7% of the respondents have 6 -10 years of working experience, while the remaining 14.1% and 3.8% of the respondents had experience of above 10 years of working experience and below 1 year respectively in RIS. Generally, respondents profile can show a considerable issue for the study in providing valuable information. This revealed that majorities of the respondents are not too experienced in which the organization is believed to provide training to its employees to escalate their working performance and in turn serve the interest of the customer.

In table (4.1), number 6 that depicts, 4 (3.8%) of the respondents are at the supervisor level status were as the majority 96 (90.6%) of them are teachers as far as their current position is concerned. This disclosed the majority of the employees are teachers.

4.3. Analysis of Data Related to the current Training and Development Practices of RIS

4.3.1. Training and Development Practices at RIS

The quantitative data collected were analyzed using descriptive statistics. Thus, frequency distributions, percentage, mean and standard deviation values were used to analyze and interprets the quantitative data collected through the distribution of questionnaire. 5 point Likert scale was employed to assess the level of agreement of the participants with the variables presented were 1,2,3,4 and 5 mean strongly disagree, disagree, neutral, agree, and strongly agree.

The intervals breaking the range while measuring each variable is adopted from Vigder Hous (1977) where:

- Agreement level 1 – 1.80 means strongly disagree,
- Agreement level 1.81 – 2.60 means disagree,
- Agreement level 2.61 – 3.40 means average,
- Agreement level 3.41 – 4.20 means agree and,
- Agreement level 4.21 – 5.00 means strongly agree.

Thus, the mean values are analyzed accordingly.

Table 4.2.1: Respondents views on availability of training policy, training plan, an alignment of training strategies with the school objectives.

S.No	Attributes (Descending by Mean)	N= 106	Frequency	Percent %	Mean	SD
1	There is a separate department responsible man power for training in my organization with appropriate policy and procedure.	SD	6	5.7	2.97	1.2
		DA	38	35.9%		
		N	14	13.2%		
		A	38	35.8%		
		SA	10	9.4%		
2	I think that the training strategy and practice of the school is in alignment with the school objective.	SD	7	6.6	3.04	1.18
		DA	27	25.5%		
		N	22	20.7%		
		A	41	38.6%		
		SA	9	8.4%		
3	The organization considers training as part of organizational strategy.	SD	13	8.7	3.11	1.10
		DA	34	22.7%		
		N	35	23.3%		
		A	59	39.3%		
		SA	9	6%		

4	The organization has a clearly designed training plan.	SD	6	5.7	2.78	1.02
		DA	35	33		
		N	40	37.7%		
		A	24	22.6%		
		SA	1	0.9%		
aggregate mean					2.97	

Source: own survey, 2019

The training policy gives a general direction, provides guidelines and informs employees of training and development opportunities available. Employees certainly cannot take advantage of the opportunity offered by a policy whose existence they cannot even aware of. As shown in table 4.2.1 above, the awareness of the existence of training and development policy and procedure is rated as neutral by the respondents (mean value 2.97). This implies that most employees were not any awareness about the existence training policy and procedure of the school. As depicted in the above table 4.2.1, participants asked if they were aware of and/or involved in undertaking alignment of training strategy with objectives, in the attributes of the training practices and processes neutral (with a mean value of 3.04). The respondents responded that they had not any clear training and development training strategy and design to govern how to administer during and after training (with mean values 2.78) .

The interview with the management of HRD did indicate that Renaissance International School has a training and development policy in place. The policy was thus obtained for analysis of the contents. A critical examination of the training policy indicates that it contains some essential elements of training and development. It out lined the objectives of the policy, list out responsibility and accountability of HRD staff, described procedures of trainings, spelt out the measures for training and development needs identification, methods of training implementation, types of training , and methods of training and development evaluation. The policy has indeed provided a coherent structure for training that should help to improve employee access to training in a very organized

way that could help the RIS drive the benefits of training. However, it has been imbedded in the human resource procedure manual of the school and it didn't separately prepare and compiled by the organization.

Furthermore, according to the interview with the school principal, the processes involved in training were not duly followed because of the costs associated with it and lack of coordination with different work unit vice directors and supervisors. He stated that training at RIS couldn't be considered as planned and systematic as they would have wanted to have it.

4.2.2 Respondents Opinion on Training Needs Assessment Practice of the Organization.

S.No	Attributes (Descending by Mean)	N=	Frequency	Percent %	Mean	SD
1	Training needs assessment in RIS is linked to its core service and strategic objectives.	SD	4	3.7%	3.2	1.24
		DA	31	29.2%		
		N	6	5.6%		
		A	49	46.2%		
		SA	16	15%		
2	Top management in the School encouraged staff participation when conducting training needs.	SD	27	18%	2.60	1.07
		DA	45	30%		
		N	41	27.3%		
		A	35	23.3%		
		SA	2	1.3%		
3	Training needs assessment in RIS is linked to relevant competencies to tasks.	SD	9	8.4%	2.83	1.16
		DA	40	37.7%		
		N	16	15%		

		A	37	34.9%		
		SA	4	3.7%		
4	Training needs analysis in the organization is related with employees' performance deficiency results from competency gap.	SD	17	16%	2.69	1.22
		DA	40	37.7%		
		N	16	15%		
		A	27	25.5%		
		SA	6	5.6%		
5	Exit interview is used to determine training needs in the school.	SD	10	9.4%	2.74	1.07
		DA	36	33.9%		
		N	25	23.6%		
		A	31	29.2%		
		SA	4	3.8%		
6	Training needs assessment in the school is targeted based on employees' skill, knowledge and attitude gaps.	SD	7	6.6%	3.04	1.18
		DA	27	25.5%		
		N	22	20.7%		
		A	41	38.6%		
		SA	9	8.4%		
	aggregate mean				2.85	

Source: own survey, 2019

As shown in Table 4.2.2 most of the respondents were neutral that training needs assessment in the school is linked to its core business and strategic objectives by a mean score of 3.2, Top management in the school didn't encourages staff participation when conducting training needs by a mean of 2.60, training needs assessment in RIS didn't link to relevant competencies to tasks participants by a mean of 2.83, training needs analysis in the organization is related with employee's performance deficiency results from

competency gap by a mean of 2.69, exit interview is used to determine training needs in the school by a mean of 2.74 and training needs assessment in the school is targeted based on employees skill, knowledge and attitude gaps by a mean of 3.04.

Generally, based on the result it is observed training needs assessment are not fully implemented in RIS because the mean of the overall training need assessment is 2.85. Which is clearly shows that RIS has not fully implemented. It is average in training needs assessment which is linked to core business and strategic objectives.

4.2.3. Respondents views on Training Design Practice of the organization.

S.No	Attributes (Descending by Mean)	N=106	Frequency	Percent %	Mean	SD
1	Sufficient information on the objectives of the training course was given for me before my arrival.	SD	5	4.7%	2.91	1.14
		DA	43	40.5%		
		N	10	9.4%		
		A	45	42.4%		
		SA	3	2.8%		
2	Training objectives were coherent with the actual work.	SD	3	2.8%	2.79	1.05
		DA	44	41.5%		
		N	31	29.2%		
		A	25	23.6%		
		SA	3	2.8%		
3	The objectives of the training were practical and achievable.	SD	12	11.3%	2.70	1.12
		DA	40	37.7%		
		N	25	23.6%		
		A	27	25.5%		
		SA	2	1.9%		
4	The objectives of the training were measurable.	SD	17	16%	2.55	1.13
		DA	47	44.3%		
		N	19	17.9%		
		A	21	19.8%		
		SA	2	1.9%		

5	The budget allocated was sufficient to the design of the training	SD	8	9.4%	3.52	1.12
		DA	10	24.5%		
		N	26	40.6%		
		A	43	17.9%		
		SA	19	0%		
6	The training modules are usually prepared in line with the training objective.	SD	4	3.8%	3.03	1.05
		DA	21	19.9%		
		N	38	35.8%		
		A	40	37.7%		
		SA	3	2.8%		
7	The training design is well communicated to the employees.	SD	10	9.4%	2.74	1.07
		DA	36	33.9%		
		N	25	23.6%		
		A	31	29.2%		
		SA	4	3.8%		
8	The schedule of the training was aligned with the objectives of the training programs.	SD	2	9.4%	3.69	0.87
		DA	10	18.4%		
		N	20	18.9%		
		A	61	57.5%		
		SA	13	12.3%		
9	Trainers have sufficient knowledge, skill and attitude for a given training.	SD	0	0%	3.90	0.79
		DA	6	5.7%		
		N	21	19.8%		
		A	57	53.8%		
		SA	22	20.8%		
aggregate mean					3.09	

Source: own survey,2019

As shown in a table 4.2.3 most of the respondents are neutral that sufficient information on the objectives of the training course was given before their arrival by a mean score of 2.91, training objectives were coherent with the actual work by a mean score of 2.79, training objectives were practical and achievable by a mean score of 2.70, training objectives were measurable by a mean score of 2.55. The above result clearly shows that the organization should revised its system in order to make sure that all of the trainees

should get sufficient information about the objective of training before their arrival. The average mean of the objective of training is average and a lot should be done in order to make sure that objective of the training should have bigger effect on the performance of employees. Most of the respondents agreed moderately that the budget allocated was sufficient to the design of the training by a mean of 3.52, the training module in line with the objectives of the training by a mean of 3.03, the training design is well communicated to the employees by a mean of 2.74, the schedules of the training were aligned with the objectives of the training programs by a mean of 3.69 and trainers have sufficient knowledge, skill and attitude for a given training by a mean of 3.90.

Generally, the average mean training design is 3.09 which are clearly shows that RIS didn't achieve the training design and training objectives as well as it needs to improve like sufficient information of the objective of the training program should be given to the trainees before their arrival.

4.2.4. Respondents views on the Training Delivery Techniques Used.

S.No	Attributes (Descending by Mean)	N= 106	Frequency	Percent%	Mean	SD
1	The topics covered on the training program were relevant to my job assignment.	SD	5	4.7%	3.17	1.08
		DA	24	22.6%		
		N	17	16%		
		A	55	51.8%		
		SA	6	5%		
2	The training program I received accommodates different learning styles.	SD	2	1.9%	3.05	1.05
		DA	28	26.4%		
		N	25	23.6%		
		A	51	48.1%		
		SA	0	0		
3	The time allotted for the training was sufficient	SD	6	5.7%	2.78	1.02
		DA	35	33%		
		N	40	37.7%		
		A	24	22.6%		
		SA	1	0.9%		

4	The training room and facilities were adequate and comfortable	SD	0	0%	3.84	0.70
		DA	6	5.7%		
		N	18	17.0%		
		A	69	65.1%		
		SA	13	12.3%		
5	Most of the time the school gives to the employees on the job training like job rotation, learning by doing, job instruction.	SD	0	0%	3.97	0.60
		DA	0	0%		
		N	21	19.8%		
		A	67	63.2%		
		SA	18	17.0%		
6	The school usually uses off the job trainings such as lectures, seminars, case study, group discussion etc.	SD	17	16%	2.6	1.07
		DA	35	33%		
		N	31	29.2%		
		A	20	18.9%		
		SA	3	2.8%		
aggregate mean					3.23	

Source: own survey, 2019

As table 4.2.4 above under training delivery most of the respondents neutral to the topic covered on the training program were relevant to their job assignment by a mean score of 3.17, the training program they received accommodates different learning styles by a mean score of 3.05, the time allotted for the training was sufficient by mean score of 2.78, the training room and facilities were adequate and comfortable by mean score of 3.84, on the job training with mean value of 3.97 was mostly applied by their school, while off –the – job training disagree with mean value of 2.6 applied by their school. Hence, it can be inferred that on – the job training delivery methods conducted within the organization is mostly applied by the school.

In general, the average mean of training delivery is 3.23 which is average and this shows that the respondents were in agreement that the training delivered by RIS were good for them to acquire knowledge but the respondents expect the school still to improve in areas like time allocation were not enough for them to grasp all the lessons fully and the training program they receive should accommodate different learning styles.

4.2.5. Respondents views on the Training Program evaluation practice of the organization.

S.No	Attributes (Descending by Mean)	N=	Frequency	Percent %	Mean	SD
	Evaluation – reaction	106				
1	Trainers solicit information from trainees on the content of training program	SD	6	5.7%	2.97	1.2
		DA	38	35.9%		
		N	14	13.2%		
		A	38	35.8%		
		SA	10	9.4%		
2	Trainers ask trainees about the training methodology	SD	4	3.8%	2.85	0.63
		DA	40	37.7		
		N	27	25.47%		
		A	36	33.9%		
		SA	2	1.9%		
3	Trainers ask trainees about the training provided facility	SD	3	2.8%	3.59	1.04
		DA	11	10.4%		
		N	36	34.0%		
		A	32	30.2%		
		SA	24	22.6%		
4	Trainers ask trainees about the adequacy of group exercise, oral presentation given etc.	SD	4	3.8%	3.72	0.92
		DA	2	1.9%		
		N	34	32.1%		
		A	46	43.4%		
		SA	20	18.9%		

	Evaluation – learning					
5	Trainers assess whether trainees how understood the material presented through tests, quiz, oral questions, situational tests etc.	SD	6	5.7%	3.66	1.09
		DA	11	10.4%		
		N	18	17.0%		
		A	49	46.2%		
		SA	22	20.8%		
	Evaluation – behavior					
6	The organization assesses the behavior of employee after the training program when back to their work place.	SD	21	19.8%	2.81	1.22
		DA	18	17.0%		
		N	37	34.9%		
		A	20	18.9%		
		SA	10	9.4%		
	Evaluation – result					
7	The organization usually evaluated the impact of the training program when back to their work place.	SD	13	12.3%	2.98	1.10
		DA	16	15.1%		
		N	47	44.3%		
		A	20	18.9%		
		SA	10	9.4%		
8	The organization evaluates whether the training objectives set initially have been achieved conducting field visit.	SD	11	10.4%	3.06	1.13
		DA	18	17.0%		
		N	45	42.5%		
		A	18	17.0%		
		SA	14	13.2%		
	aggregate mean				3.2	

Source: own survey, 2019

Evaluation is a component part of the training and development processes obviously; it is through evaluation that an organization can determine whether the objective of training and development programs is achieved.

Accordingly Table 4.2.5 tried to assess the training evaluation practice of the targeted organization.

Thus; it can be seen from attribute 1 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their trainers to solicit feedback from trainees at the end of each training session about their satisfaction with the content of the material presented. As the results show, majority of the respondents (38%) confirmed that training content evaluation is conducted at the end of every training session. The mean value of 2.97 also falls in the agreement category. This will enable the trainers to get feedback on the relevance of the training contents and meet the expectations of the respondents.

It can be seen from attribute 2 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their trainers to solicit feedback from trainees at the end of each training session about their satisfaction with the training methodology. As the results show, majority of the respondents (36%) confirmed that training methodology evaluation is conducted at the end of every training session. The mean value of 2.85 also falls in the agreement category. This will enable the trainers to get feedback on the relevance of the training methodology and meet the expectations of the respondents.

It can be seen from attribute 3 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their trainers to solicit feedback from trainees at the end of each training session about their satisfaction with the training provided facility. As the results show, majority of the respondents (30%) confirmed that training facility evaluation is conducted at the end of every training session. The mean value of

3.59 also falls in the agreement category. This will enable the trainers to get feedback on the relevance of the training facility and meet the expectations of the respondents.

It can be seen from attribute 4 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their trainers to solicit feedback from trainees at the end of each training session about their satisfaction with the adequacy of group exercise and oral presentation given. As the results show, majority of the respondents (43.4%) confirmed that training adequacy of group exercise and oral presentation given evaluation is conducted at the end of every training session. The mean value of 3.72 also falls in the agreement category. This will enable the trainers to get feedback on the relevance of the training adequacy of group exercise and oral presentation given and meet the expectations of the respondents.

It can be seen from attribute 5 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their trainers to assess feedback from trainees at the end of each training session about their satisfaction with the material presented through tests, quiz, oral questions and situational tests. As the results show, majority of the respondents (46.2%) confirmed that training material presented through tests, quiz, oral questions and situational tests evaluation is conducted at the end of every training session. The mean value of 3.66 also falls in the agreement category. This will enable the trainers to get feedback on the relevance of the training material presented through tests, quiz, oral questions and situational tests and meet the expectations of the respondents.

It can be seen from attribute 6 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their trainers to assess feedback from trainees at the end of each training session about their satisfaction with the training program when back to their work place. As the results show, majority of the respondents (18.9%) confirmed that training program when back to their work place evaluation is conducted at the end of every training session. evaluation is conducted at the end of every training

session. The mean value of 2.81 also falls in the agreement category. This will enable the organization to get feedback on the relevance of the training program when back to their work place and meet the expectations of the respondents.

It can be seen from attribute 7 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their organization to evaluate feedback from trainees at the end of each training session about their satisfaction with the impact of training program when back to their work place. As the results show, majority of the respondents (18.9%) confirmed that training impact of training program when back to their work place is conducted at the end of every training session. evaluation is conducted at the end of every training session. The mean value of 2.98 also falls in the agreement category. This will enable the organization to get feedback on the relevance of the impact of training program and meet the expectations of the respondents.

It can be seen from attribute 8 of table 4.2.5, the respondents were asked to determine whether they agree that efforts are made by their organization to evaluate feedback from trainees at the end of each training session about their satisfaction with the training objectives set initially have been achieved conducting field visit. As the results show, majority of the respondents (17%) confirmed that training objectives set initially have been achieved conducting field visit evaluation is conducted at the end of every training session. The mean value of 3.06 also falls in the agreement category. This will enable the organization to get feedback on the relevance of the training objectives and meet the expectations of the respondents.

The interview with the management of HRD head explained the training was mostly evaluated during and right at the end of the training. This is done through questionnaire to be filled by participants regarding the content of the training, the trainer and the training facility.

From the response we can understand that RIS training process is in line with different literature, activities in the process were not duly followed because of lack of coordination and commitment of managements.

Regarding training evaluation, the HRD unit of RIS 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 majority of the respondents also indicated that they are not aware of how training is evaluated.

4.2.6. Employee's overall perception on training program at RIS

It is difficult to isolate the various variables that contribute to performance and measure their true effect and contribution to productivity. The focus of this study however, is the aspect of performance which relates to employee training and development and the effect of such higher skills on the performance of the individual employees.

This focus is founded on the basis that employees will not perform well at work no matter how hard they try and regardless of how much they want to until they know what they are supposed to do how they are supposed to do it (Zaccarelli, 1988).

Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. Hence training is the means by which such skills; knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. In measuring the outcome of training and development on employee performance in terms of effectiveness, efficiency, commitment and self-confidence respondents were asked the key questions.

**4.2.6. Respondents views on the overall perception training program
of the organization.**

S.No	Attributes (Descending by Mean)	N=106	Frequency	Percent %	Mean	SD
	Regarding Effectiveness					
1.	I can say the training design of the school meets the deficiency of ability for the job.	SD	0	0%	3.99	0.64
		DA	2	1.9%		
		N	16	15.1%		
		A	69	65.1%		
		SA	19	17.9%		
2.	The training I have taken so far through my organization has improved my capability.	SD	0	0%	3.92	0.59
		DA	0	0%		
		N	23	21.7%		
		A	68	64.2%		
		SA	15	14.2%		
3.	In my opinion the training enabled me deliver the required quality education service.	SD	0	0%	3.85	0.74
		DA	4	3.8%		
		N	26	24.5%		
		A	58	54.7%		
		SA	18	17.0%		
4.	I am satisfied with the overall aspect of the training program.	SD	1	0.9%	3.93	0.72
		DA	3	2.8%		
		N	16	15.1%		
		A	68	64.2%		
		SA	18	17.0%		
	Regarding efficiency					
5.	In my opinion the training helped me to reduce class time wastage at my working area.	SD	2	1.9%	3.98	0.80
		DA	3	2.8%		
		N	14	13.2%		
		A	63	59.4%		
		SA	24	22.6%		
6.	I can say that the training helped me to reduce lateness and absenteeism.	SD	1	0.9%	3.96	0.71
		DA	4	3.8%		
		N	11	10.4%		
		A	72	67.9%		
		SA	18	17.0%		
7.	In my opinion the training assisted me to	SD	5	4.7%	3.31	1.06

	lower the frequency of the need of superior supervision.	DA	12	11.3%		
		N	20	18.9%		
		A	63	59.4%		
		SA	6	5.7%		
8.	I can say the training given to me through my organization enhanced me to complete the teaching syllabus timely.	SD	5	4.7%	3.17	1.08
		DA	24	22.6%		
		N	17	16%		
		A	55	51.8%		
		SA	6	5%		
9.	In my opinion the good training approach enabled me to be a fast learner during the training session.	SD	1	0.9	3.85	0.74
		DA	3	2.8%		
		N	26	24.5%		
		A	58	54.7%		
		SA	18	17.0%		
	Regarding commitment					
10.	In my opinion the training inspired me to deliver my tasks per the requirements.	SD	0	0%	3.91	0.66
		DA	2	1.9%		
		N	23	21.7%		
		A	64	60.4%		
		SA	17	16.0%		
11.	I can say that the training enhanced me to become punctual.	SD	0	0%	3.44	0.97
		DA	1	0.9%		
		N	16	15.1%		
		A	53	50.0%		
		SA	36	34.0%		
12.	The training provided by my organization enabled me like my job and willingly expend extra hours on working.	SD	3	2.8%	3.11	1.1
		DA	25	23.6%		
		N	24	22.6%		
		A	49	46.2%		
		SA	3	2.8%		
13.	In my opinion the training motivated me to practice the organizational values.	SD	3	2.8%	3.95	0.87
		DA	4	3.8%		
		N	13	12.3%		
		A	61	57.5%		
		SA	25	23.6%		
14.	The training practice of the school increased my commitment to duty.	SD	2	1.9%	3.05	1.05
		DA	28	26.4%		
		N	25	23.6%		
		A	51	48.1%		

		SA	0	0%		
Regarding self – confidence						
15.	In my opinion the training equipped me with the relevant teaching pedagogical skills and capability to do my job without fear.	SA	0	0%	4.32	0.68
		SD	2	1.9%		
		DA	7	6.6%		
		N	52	49.1%		
		A	45	42.5%		
16.	In my opinion, as a result of the training, I can resolve my problem encountered within the range of my duty and responsibility.	SA	4	3.8%	3.0	1.05
		SD	21	19.1%		
		DA	38	35.8%		
		N	40	37.7%		
		A	3	2.8%		
17.	In my opinion the training conferred me to become confident in my area of specialization.	SA	3	2.8%	3.11	1.10
		SD	24	22.6%		
		DA	25	23.6%		
		N	49	46.2%		
		A	3	2.8%		
18.	The training helped me to develop self – confidence, carryout my duties and responsibilities in a proper way.	SA	7	6.6%	3.04	1.18
		SD	27	25.5%		
		DA	22	20.7%		
		N	41	38.6%		
		A	9	8.4%		
Mean aggregate			3.7			

Source: own survey,2019

As depicted in table 4.2.6.above, the participants on average agree that training provided is resulted in improved capability, enabled the work force to deliver the required quality education service, and satisfied with the overall aspect of the training program with a mean value of 3.92. However, the respondents agreed on the training design of the school in a moderate way. It is possible to infer from this point that the training design of the organization requires additional improvements to be made the issue under consideration.

As indicated in the above table 4.2.6. respondents averagely agreed on that training brought about reduce time wastage at working area, reduce lateness and absenteeism, lower frequency need of superior supervision, help to complete the teaching syllabus timely and the training approach enabled the work force to be a fast learner with a mean value of 3.65. From the points one can infer that, although all the respondents are averagely agreed on the issues, training and development still need persistent improvements.

As depicted in the table 4.2.6.above, the respondents on average agreed that training is provided for learning enable the work forces like their job and willingly expend extra hours on working, motivated the employees to practice organizational values, and increased the work force's commitment to duty with a mean value of 3.49. However, the participants indicated their agreements moderately regarding training initiated the work forces to become punctual with a mean value of 3.44. It is possible to infer that the school should investigate the means that training and development come up with the work forces punctuality with respect to their job.

As indicated the above table 4.2.6.the participants were on the average agreed on the training attributes that the employees get relevant skill and capability to execute of their jobs without fear, resolve any problem encountered within the range of their duties and responsibilities, enabled the workforce to become confident on their area of specialization with a mean value of 3.36. Regardless of the respondent's average agreement on the attributes of training with respect to self – confidence, yet a lot has to be done since the level agreement not absolute.

4.2.7 Respondents views on Employees Performance of the organization.

S.No	Items	N=106	Frequency	Percent %	Mean	SD
1.	Trainings are important improving the employees' performance to give quality service.	SD	4	3.7	3.71	1.17
		DA	8	7.5		
		N	4	3.7		
		A	60	56.6		
		SA	30	28.3		
2.	I am more committed toward my jobs after receiving trainings.	SD	5	4.7	3.33	1.13
		DA	20	18.8		
		N	23	21.6		
		A	50	47.1		
		SA	8	7.5		
3.	I belief that employees' job satisfaction is increased through trainings.	SD	4	3.7	3.14	1.08
		DA	29	27.3		
		N	32	30.1		
		A	39	36.8		
		SA	2	1.9		
4.	Job performance helps to enhancing the employees' efficiency and effectiveness.	SD	5	4.7	3.27	1.09
		DA	24	22.6		
		N	23	21.6		
		A	50	47.1		
		SA	4	3.7		
5.	Trainings increase employees' confidence when performing work related tasks after receiving training	SD	7	6.6	3.37	1.12
		DA	20	18.9		
		N	24	22.6		
		A	45	42.4		
		SA	10	9.4		
6.	In my understanding training motivate employees to enhance their job performance.	SD	3	2.8	3.19	1.06
		DA	27	25.4		
		N	31	29.2		
		A	41	38.6		
		SA	4	3.7		
7	I understand employees become more responsible after receiving trainings.	SD	2	1.8	3.81	1.08
		DA	7	6.6		
		N	3	2.8		
		A	67	63.2		
		SA	27	25.4		
aggregate mean					3.4	

Buckley and Caple (2009) stated, training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who work in organizations to become more effective and efficient in their work. Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of employees in the organization.

There is a positive relationship between training and development and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (sridivya and Gomathi, 2015).

As depicted in table 4.2.7 above, trainings are important in improving the employees performance to give quality service 4 (3.7%) of the respondents confirmed strongly disagree, 8(7.5%) of the respondents choose disagree, 4(3.7%) of the respondents choose neutral, 60 (56.6%), of the respondents choose agreed, 30 (28.3%) of the respondents choose strongly agree, 90 (84.9%) of the respondents choose agree. Hence, the majority of the respondents believe that training has positive effect on employees' performance to deliver quality service.

As depicted in table 4.2.7 above, employees are more committed toward their jobs after receiving trainings' 5 (4.7 %) of the respondents chose strongly disagree, 20 (18.8 %) of the respondents chose disagree, 23 (21.6 %) of the respondents chose neutral, 50 (47.1 %) of the respondents confirmed agree and 8 (7.5 %) of the respondents confirmed strongly agree. Therefore, according to the response rate 58 (54.6 %) of the respondents chose agree. This shows that most of the employees were committed after getting training.

As depicted in table 4.2.7 above, employees' job satisfaction is increased through trainings, 4(3.7 %) of the respondents chose strongly disagree, 29 (27.3 %) of the respondents chose disagree, 32 (30.1 %) of the respondents chose neutral, 39 (36.8 %) of the respondents answered agree and 2(1.9 %) of the respondents answered strongly agree.

Therefore, this indicates that the majority of the respondents were believed that job satisfaction increases through training.

As depicted in table 4.2.7 above, job performance helps to enhance the employees efficiency and effectiveness' 5(4.7 %) of the respondents chose strongly disagree, 24 (22.6 %) of the respondents chose disagree, 23 (21.6 %) of the respondents chose neutral, 50 (47.1 %) of the respondents chose agree, 4(3.7 %) of the respondents chose strongly agree. Therefore, according to the response rate someone believe that employees job performance create efficiency and effectiveness of the employees.

As depicted in table 4.2.7 above, trainings increase employees confidence when performing work related tasks 7 (6.6 %) of the respondents chose strongly disagree, 20 (18.9 %) of the respondents chose disagree, 24 (22.6 %) of the respondents chose neutral, 45(42.4 %) of the respondents preferred agree and 10(9.4 %) of the respondents preferred strongly agree. As the response rate shown the majority 55 (51.8 %) of the respondents preferred agree.

As depicted in table 4.2.7 above, trainings motivate employees to enhance their job performance, 3(2.8 %) of the respondents chose strongly disagree, 27(25.4 %) of the respondents chose disagree, 31 (29.2 %) of the respondents chose neutral, 41(38.6 %) of the respondents chose agree and 4(3.7%) of the respondents chose strongly agree. As the response rate shown the majority 45 (42.3%) of the respondents chose agree and 31 (29.2 %) of the respondents neutral. From the data the majority of the respondents believe that training motivate employees 'job performance'.

In relation to table 4.2.7 above, employees become more responsible after receiving trainings, 2 (1.8 %) of the respondents chose strongly disagree, 7 (6.6 %) of the respondents chose disagree, 3 (2.8 %) of the respondents said neutral, 67(63.2%) of the respondents chose agree and 27 (25.4 %) of the respondents chose strongly agree. As the response rate shown 94(88.6 %) of the respondents agree. Therefore, most of the respondents agreed training increase the responsibility of employees. The overall mean

average of the employees' performance shows the mean value of 3.4. This indicates the majority of the respondents were in the position of agree.

4.4 Results of Inferential statistics

In this section, Pearson's product moment correlation coefficient, single regression and multiple regression analyses were computed with the help of this statistically tools, conclusions were drawn with regards to the sample and decisions were made with respect to the research questions.

4.4.1. Pearson product moment correlation coefficient

Correlation refers to synonyms for associating of the relationship between variables it measures the degree to which two sets of data are related. Higher correlation values indicate stronger relationship between both sets of data (coetezee, 2003).

Pearson's product moment correlation coefficient was used to determine the relationship between training needs assessment with employees' performance, training design with employee's performance training delivery with employees' performance and training evaluation with employees' performance.

4.4.2. The relationship between training and employees performance

In this research we want to estimate the effect of training and development on employee's performance. Pearson correlation was used to check whether the relationship between training needs assessment, training design, training delivery style, and training evaluation have any relationship with employees performance in RIS.

Table 4.2.8. The relationship between training and employees performance

Correlations

		Employee performance	Training need assessment	Training design	Training delivery style	Training evaluation
Employee performance	Pearson correlation	1	0.621 ^{**}	0.517 ^{**}	0.781 ^{**}	0.834 ^{**}
	Sig. (2 – tailed)		0.000	0.000	0.000	0.000
	N	106	106	106	106	106
Training need assessment	Pearson correlation	0.621 ^{**}	1	0.343 ^{**}	0.570 ^{**}	0.617 ^{**}
	Sig. (2 – tailed)	0.000		0.000	0.000	0.000
	N	106	106	106	106	106
Training design	Pearson correlation	0.517 ^{**}	0.343 ^{**}	1	0.484 ^{**}	0.468 ^{**}
	Sig. (2 – tailed)	0.000	0.000		0.000	0.000
	N	106	106	106	106	106
Training delivery style	Pearson correlation	0.781 ^{**}	0.570 ^{**}	0.484 ^{**}	1	0.836 ^{**}
	Sig. (2 – tailed)	0.000	0.000	0.000		0.000
	N	106	106	106	106	106
Training evaluation	Pearson correlation	0.834 ^{**}	0.617 ^{**}	0.468 ^{**}	0.836 ^{**}	1
	Sig. (2 – tailed)	0.000	0.000	0.000	0.000	
	N	106	106	106	106	106

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

*correlation is significant at the 0.05 level (2 – tailed)

A correlation result has shown in Table 4.2.8 correlations amongst variables are positive. Correlation interpretation is based on the following five classical rules introduced by Franzblu (1985) to interpret correlation coefficient amongst different variables,

($r = 0$ to $.20$) indicates negligible or no correlation.

($r = .20$ to $.40$) indicates positive but low degree of correlation

($r = .40$ to $.60$) indicates positive and moderate degree of correlation

($r = .60$ to $.80$) indicates positive and marked degree of correlation

($r = .80$ to 1.00) indicates positive and high degree of correlation

All variables are treated symmetrically, i.e., there is no distinction between dependent and independent variables. Two variables are said to be correlated when they tend to simultaneously vary in the same direction. If both the variables tend to increase or decrease together, the correlation is said to be direct or positive. When one variable tends to increase and the other decreases, the correlation is said to be negative.

As depicted in the (Table 4.2.8) above positive and significant relationship between training variable (training needs assessment, design, delivery style and the training evaluation) and employees performance was observed which mean when the score of training and development increases the score of the performance increase. These relationships were found statistically significant at $P < 0.05$. In the current study the maximum correlation ($r = 0.834$) was existed between training evaluation and employee performance ($r = 0.834$, $P < 0.01$); followed by the association ($r = 0.781$, $P < 0.01$) between training delivery style and employee performance; training need assessment and employee performance ($r = 0.621$, $P < 0.01$) and training design and employee performance ($r = 0.517$, $P < 0.01$).

4.5. Regression analysis

Regression is a measure of association between two quantitative variables. This form of statistically test is only possible with interval or ratio data (WWW.SPSS for psychologist) the following table shows the regression analysis of the effect of training on employees performance.

4.5.1. Simple linear regression

In simple linear regression we have only two variables one variable as defined as independent is the cause of the behavior of another one defined as dependent variable.

Since this research was designed to investigate any possible causal relationship among training and development with employee performance, linear regression analysis was used.

4.5.1.1 Effect of Training Needs Assessment on Employees Performance In

RIS

Model summary of regression analysis has presented in Table 4.3.8. 1R – square is a commonly used statistic to evaluate model fit. The adjusted R^2 , also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. It indicates that 38.5% of the changes on employee performance are explained by training need assessment, while 61.5% of variation in employee performance can be attributed to other variables which are not considered in this study. If another factor is presented, it would further explain 38.3% as shown by the adjusted R – square.

Table 4.2.9: Regression of Training needs assessment and employee performance

Model summary

Model	R	R – square	Adjusted R square	Std.Error of the Estimate
	.621 ^a	.385	.383	.88008

a. Predictors: (constant), Training needs assessment

The F – statistic of 148.225 at 1 and 104 degree of freedom is statistically significant at 99% confidence level; which implies the variation in employee performance that is explained by training need assessment expressed by R – square is statistically significant. The Beta – value indicates that one unit increase in conducting need assessment of training would lead to a 0.645 units increase in employee’s performance.

ANOVA*

Model	Sum of squares	DF	Mean square	F	Sig.
Regression	118.021	1	118.021	148.225	000 ^b
1 Residual	84.350	104	.775		
Total	202.371	105	0.811		

- a. Dependent variable: Employees performance
- b. Predictors(constant), Training need assessment

Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	95.0% confidence Interval for B		Collinearity statistics	
	B	Std. error				Lower bound	Upper bound	Tolerance	VIF
(constant)	1.787	.159		11.230	.000	1.473	2.100		
1 Training need assessment	.645	.052	.621	12.344	.000	.542	.748	1.000	1.000

a. Dependent variable: employees Performance

4.5.1.2. Effect of Training Delivery Design on Employees Performance in RIS.

As it is indicated in the table 4.2.10 correlation between training design and employee performance is given by 0.517. Additionally, R square and adjusted R square value of the simple linear regression is given by 0.267 and 0.264, respectively. This is interpreted as 26.7% of variance in employee performance is explained by training design, while 73.3% of variation in employee performance can be attributed to other variables which are not considered in this study.

Table 4.2.10 Regression of training design and employee performance

Model summary

Model	R	R – square	Adjusted R square	Std. error of the estimate
1	.517 ^a	.267	.264	.96513

a. Predictors: (constant),

The F – statistics of 86.61 at 1 and 104 degree of freedom is statistically significant at 99% confidence level; which implies the variation in employee’s performance that is explained by training design expressed by R – square is statistically significant. The Beta – valu of 0.584 indicated that one unit increase in qualities (degree) of training design accounts for 0.584 units increase in employee’s performance.

ANOVA^a

Model	Sum of squares	DF	Mean square	F	Sig.
Regression	120.677	1	120.677	86.612	.000 ^a
1 Residual	81.694	104	0.785		
Total	202.371	105			

a. Dependent variable= employee performance

b. Predictors: (constant), training Design

Coefficients ^a

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	95.0% confidence Interval for B		Collinearity statistics	
	B	Std. error	Beta			Lower bound	Upper bound	Tolerance	VIF
(constant)	1.751	.210		8.322	.000	1.336	2.165		
Training design	.584	.063	.517	9.307	.000	.460	.707	1.000	1.000

a. Dependent variable: employee performance

4.5.1.3. Effect of training delivery style on employees performance in RIS

As it is indicated in the table 4.2.11, R square and adjusted R square value of the simple linear regression is given by 0.61 and 0.608, respectively. This is interpreted as 61% of variance in employee performance is explained by training delivery, while 39% of variation in employee performance can be attributed to other variables which are not considered in the study.

Table 4.2.11 Regression of training delivery style and employee performance.

Model summary

Model	R	R – square	Adjusted R square	Std. error of the estimate
1	.781 ^a	.610	.608	.70389

a. Predictors: (constant), Training delivery style

The F – statistic of 372.282 at 1 and 104 degrees of freedom is statistically significant at 99% confidence level; which implies the variation in employee performance that is explained by training delivery is expressed by R – square is statistically significant. The Beta – value indicates that one unit increase in training delivery would lead to a 0.814 units increase in employee’s performance.

ANOVA^S

Model	Sum of squares	DF	Mean square	F	Sig.
Regression	142.45	1	142.45	372.282	.000 ^b
1 Residual	59.921	104	0.576		
Total	202.371	105			

a. Dependent variable: Employees performance

b. Predictors: (constant), training delivery style

Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	95.0% confidence Interval for B		Collinearity statistics	
	B	Std. error	Beta			Lower bound	Upper bound	Tolerance	VIF
(constant)	.860	.150		5.728	.000	.564	1.156		
Training design	.814	.042	.781	19.295	.000	.731	.897	1.000	1.000

a. Dependent variable: Employees Performance

4.5.1.4. Effect of Training evaluation on employee performance in RIS

As it is indicated in the table 4.2.12 R square and adjusted R square value of the simple linear regression is given by 0.695 and 0.691, respectively. This is interpreted as 69.5% of variance in employee performance is explained by training evaluation, while 30.5% of variation in employee performance can be attributed to other variables which are not considered in this study.

Table 4.2.12: Regression employee performance on training evaluation

Model summary

Model	R	R – square	Adjusted R square	Std. error of the estimate
1	.834 ^a	.695	0.691	.42235

The F statistics of 542.186 at 1 and 104 degrees of freedom is statistically significant at 99% confidence level; which implies the variation in employee performance that is

explained by training evaluation is expressed by R – square is statistically significant. The Beta – value of 0.848 indicates that one unit increase in training evaluation would lead to 0.848 units increase in employee’s performance.

ANOVA^a

Model	Sum of squares	DF	Mean square	F	Sig.
Regression	110.131	1	110.131	542.186	.000 ^a
1 Residual	92.240	104	0.887		
Total	202.371	105			

a. Dependent variable: Employees performance

b. Predictors: (constant), training evaluation

Coefficients^a

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	95.0% confidence Interval for B		Collinearity statistics	
	B	Std. error				Lower bound	Upper bound	Tolerance	VIF
(constant)	.691	.132		5.228	.000	.430	.951		
Training design	.848	.036	.834	23.285	.000	.777	.920	1.000	1.000

a. Dependent variable: Employee performance

4.6. MULTIPLE REGRESSIONS

In order to determine the extent to which the explanatory variables explain the variance in the explained variables, multiple regression analysis was performed.

4.6.1. Effect of training on employee performance in RIS

In order to determine the extent to which the explanatory variables explain the variance in the explained variable, multiple regression analysis was performed. Multiple regression analysis was performed to identify the predictors of employee performance as conceptualized in the model.

Multiple regression analysis calculates multiple correlation coefficients, R^2 ; it is the proportion of variance in dependent variables explained by the independent variables.

The contribution of independent variables towards dependent variables is measured by the Beta value and can be explained on the basis of P or t value.

Model summary regression analysis has presented in Table 4.2.12. R^2 is a commonly used statistic to evaluate model fit. The adjusted R^2 , also called the coefficient of multiple determinations, is the percent of the variance in the dependent explained uniquely or jointly by the independent variables. It indicates that 74.5% of the changes on employee performance could be attributed to the combined effect of the predictor variables.

The training (training needs assessment; training design; delivery style and training evaluation) in the model below revealed the ability to predict employee performance ($R^2=0.745$). In this model value of R^2 denotes that 74.5% of the observed variability in employee performance can be explained by the training and development activities explicitly training need assessment; training design; delivery style and training evaluation. This variance has highly significant as indicated by the F value ($F=171.95$ and $P < 0.001$).

Table 4.2.13 The relationship between training and employee performance

Model summary

Model	R	R – square	Adjusted R square	Std. error of the estimate
1	.863 ^a	.745	.741	.57243

a. Predictors (constant). Training evaluation, training design, training needs assessment, training delivery style.

ANOVA^a

Model	Sum of squares	DF	Mean square	F	Sig.
Regression	125.368	4	31.342	171.946	.000 ^a
1 Residual	77.003	101	.328		
Total	202.371	105			

a. Dependent variable: employees performance

b. Predictors (constant), training evaluation, training design, training need assessment, training delivery style.

Table 4.2.13 indicates that the model explains the most possible combination of predictor variables that could contribute to the relationship with the dependent variables. The regression equation established that taking all factors in to account (training need assessment; training design, delivery style and training evaluation) constant at zero employee performance in RIS will be 0.199. The findings presented also show that taking all other independents variables at zero, a unit increase in the training need assessment would lead to a 0.154 increase in employee performance in RIS and unit increases in the training design would lead to a 0.143 increase in the employee’s performance.

Further, the findings shows that a unit increases in the training delivery style would lead to a 0.222 increase in the employee performance at RIS. In addition, the findings show

that a unit increase in training evaluation would lead to a 0.513 increase in employee performance at RIS. Over all, training design had the least effect on the employee's performance in RIS, followed by training need assessment. The study result shows that all training variables; training need assessment, design, delivery style and evaluation is positively related with employees performance with (t=3.523, P< 0.01) for training need assessment, (t=3.328, P< 0.01) for training design, (t= 3.462,P< 0.01) for training delivery style and (t = 7.944, P< 0.001) for evaluation.

Coefficients

Model	Unstandardized coefficients		Standardized coefficients	t	Sig.	Collinearity statistics	
	B	Std. error	Beta			Tolerance	VIF
(constant)	.199	.146		1.367	.173		
Training need assessment	.154	.044	.149	3.523	.001	.0608	1.645
1 Training design	.143	.043	.126	3.328	.001	.750	1.333
Training delivery style	.222	.064	.213	3.462	.001	.286	3.497
Training evaluation	.513	.065	.505	7.944	.001	.269	3.723

a. Dependent variable: Employee Performance

CHAPTER FIVE

MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of the major findings, the conclusions drawn accordingly, and the recommendation given to further improve the training and development process of the organization.

5.1 Summary of the findings

The general objective of this research was to determine the effect of training and development on employees' performance at RIS from the study, the following particular findings were observed.

The outcome of the study also reveals that there is no any clear training and development policy to govern how to administer training design during and after training.

The trainings given by the organization was aligned with the need of the department and the objective of the organization. In this regard it is found that training need assessment as a component of training and development, score slightly below the midpoint, with mean score of 2.85.

The mean score of the aggregate effectiveness of training and development design show that mean=3.09 that indicates the majority of the respondents in the position of agree. This indicated that the majority of the employees believe that training organized by the organization to improve employees' performance was positive.

According to the respondents response rate the top management did not focus about the employees training and development with the mean value of 2.60. Therefore the

organization lacks resources for training purpose the total mean score is 2.74, this shows that the mean score is below average.

The total mean average of the evaluation of training is moderate this shows that the majority of the respondent in the position of agree mean while the aggregate mean score of the evaluation training design mean=3.2 this shows that the mean score indicated that the majority of the respondent in position of agree.

Overall employees performance score' the mean 3.4 the majority of the respondents indicate that training has positive impact on employees performance. Trainings are important in improving the employees' performance to give quality service and employees become more responsible after receiving trainings the highest mean score of 3.8, the majority of the respondents in the position of agree.

The dependent and independent variables are statistically positive and significantly correlated. The most significantly correlated and strong relationship of all the variables of employees performance is training design ($r = 0.601$, $P < 0.01$) which employees performance. In similar fashion, a correlation between the effect of the combined variables of employees training i.e. (training need assessment, training design delivery style and evaluation) companied of employees performance resulted from strong positive relation with $r = 0.620$, $P < 0.01$. This value of correlation indicates stronger relationships and statistically significant at P value less than 0.01.

Finally, Training need assessment has significant effect on employee performance the maximum correlation ($r = 0.625$, $P < 0.01$). Training design has significant effect on employee performance the maximum correlation ($r = 0.517$, $P < 0.01$). Training delivery style has significant effect on employee performance the maximum correlation ($r = 0.781$, $P < 0.01$). Training evaluation has significant effect on employees performance the maximum correlation ($r = 0.834$, $P < 0.01$). Employee training has significant relation

with employee performance the maximum correlation ($r = 1, P < 0.01$). More over from the correlation analysis result it can be conclude that training is positively and significant correlated with employee's performance all relationship between the dependent variable (performance) and independent variables of training (training needs assessment, training design, training delivery style and training evaluation).

The regression analysis result reveals the beta value is 0.848 which indicates a changes of one standard deviation in the predicator variables i.e. training resulted in a change of standard deviation in the criteria variable i.e. employees performance. Hence, the effect of the training on employee's performance is positive and statistically significant.

5.2 Conclusions

The purpose of this study is to examine the effects of training and development on employee's performance at Renaissance International School. This study had been successful in addressing the three research questions. Based on the findings of the study the following conclusions were drawn.

- The results of the study can be concluded that RIS certainly had training policy and procedure. However, it is not communicated to the employee clearly and the issues in the policy are not duly followed because of the cost associated with it, a lack of coordination and commitment in the managements. Furthermore, the training policy and procedure was embedded in the HRM working manual of the school.

- Regarding the training and development need assessment of the school, organization analysis is mostly used in identifying employee's need with less emphasis of personal analysis.
- It is also noted that training and development design was not well communicated to the employees about the training objectives and it implies that training and development practice is not at intended level.
- Mostly, methods used by the school to implement training and development program were on - the - job - training methods with less attention for off – the – job methods.
- Evaluations, particularly before training, have not been given much emphasis by the school, since it is a means to assess the cost benefit of the human resource training and development program to the school. Most of the time evaluations are implemented after training and development program conducted.
- The findings show that, overall training and development was positively and highly correlated with overall employee's performance and training and development have strong relationship with employee's performance. The research affirmed the proposition that training and development has a positive impact on employee's performance.

5.3. Recommendations

Based on the conclusion drawn from the study and the established research problems and research objectives, the research required to forward realistic and applicable recommendations. Accordingly, the following recommendations were suggested by the researcher.

- Formulating clear and vivid training and development policy and documentation criteria is crucial. This helps to measure results obtained from the training and development program in delivering, employees reaction, learning, behavioral change and the result obtained via impact assessments.
- The training and development practice in RIS should be kept under constant review with appropriate assessment of the organizations need and identified the skill, knowledge, and attitudes of the individuals.
- The training and development provided should be designed based on the need of the individuals, with the alignment of the goal of the organization and the selection for training should be based on the proper need assessment, these helps the organization to identify whether the employees are comfortable with their job and their work place and to check how the employees deliver quality service.
- Training practice of the school needs to be systematic and should be designed and implemented in a way that enhances the organizations productivity and performance. The organization under study should work on the quality of the training program provided, training methods and techniques employed, training program schedule, training materials and overall training environment.
- Sufficient information on the objective of training should be given to employees before their arrival. So that they can have a better understanding about the main objective to training in which they will be taking and as a result this will help them to grasp required knowledge, skill and attitude.

- The organization should allocate sufficient amount of budget to train the employees of the organization. Since investment on employees both in developing and maintaining the appropriate skills, knowledge, creativity and ability of the employees is essential and meaningful.
- The school should measure those changes using the most common approaches used to determine the effectiveness of training programs such as pre-posttest, pre-post training performance with control group and post training performance.
- It should be learnt that training and development programs needed being evaluated before, after and during planning, acting and accomplishing the training and development programs, these can contribute to alternative obstacles if there are or could be, and improve certainties effectively and efficiently.
- The top management should pay attention to the employees training and development and evaluate the results periodically based on clear objective methods and standards to get accurate information about effectiveness of training program and this will help also in designing new training program.
- In general, to provide training and development and to improve employee performance the school should allocate enough budgets, develop clear performance measurement system before and after training, properly followed the training process, design and accordingly followed the policy and give a chance for employees to involve the decision making regarding training assessment.

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APPENDIX – A: Questionnaire distributed to Respondents.

St. Mary's University

School of graduate studies

Masters of Business Administration Program

Research questioner for teaching staffs

This questioners prepared by Neway Getachew, who is Master of Business Administration Student at St. Mary University the purpose of this questioner is to gather data in order to study the effect of training development on employees performance. Please cooperate by filling the questioner. Because your frank, genuine, and on time response is essential for the success of my study. Besides, the data gathered by this questioner is purely for academic purpose and your response will be secured anonymously. Thus, the researcher kindly requests you to respond each item carefully.

Please note that:

1. No need of writing your name
2. Please fill the answer according to the instruction
3. Please give attention and return the completed questioner
4. If you need further explanation, you can contact me on through the address shown below.

Contact Address:

If you have any query, please do not hesitate to contact me and I am available at your convenience time on Tel-+251-915246458 or e-mail your questions to neway-getachew@yahoo.com.

Thank you in advance, for your cooperation!

DIRECTIONS: - PLEASE SELECT THE OPTION THAT BEST DESCRIBES YOU BY PUTTING [√] MARK ONLY IN THE BOX.

PART I:

DEMOGRAPHIC INFORMATION

1. What is your Gender?

A) Male B) Female

2. In which age group are you?

A) 18-28years B) 29-39 years C) 40-50 years D) above 51 years

3. What is your Marital Status?

A) Married B) Single

4. What is your level of educational achievement so far?

A) Diploma B) BA / Bsc Degree C) Master's Degree

5. How long have you been working in RIS?

A) Below 1 year B) 1-5 years C) 6-10 years Above 10 years

6. What is your current position category?

A) Supervisor B) Unit Leader C) Teacher D) Librarian

PART II: Questions related to training policy, practices and processes on employee performance.

What do you think the current training policy, practices and processes of the company are undertaken? Please read each statement carefully and show /indicate/ the extent of your agreement on the statements in the column using the following rating scales (likert scale).

Where 1= strongly Disagree 2= Disagree 3= Neutral 4= Agree and 5= Strongly Agree

Section 1A. Organization Training Policy, Strategic Plan and Objective

S .No	Statements	Scale measurements				
		1	2	3	4	5
1	There is a separate department responsible man power training in my organization with appropriate policy and procedure.					
2	I think that the training strategy and practice of the school is in alignment with the school objective.					
3	The organization considers training as part of organizational strategy.					
4	The organization has a clearly designed training plan.					

Section 1B. Training Needs Assessment

S .No	Statements	Scale measurements				
		1	2	3	4	5
1	Training needs assessment in RIS is linked to its core business and strategic objectives.					
2	Top management in the school encouraged staff participation when conducting training needs.					
3	Training needs assessment in RIS is linked to relevant competencies to tasks.					
4	Training needs analysis in the organization is related with employees' performance deficiency results from competency gap.					
5	Exit interview is used to determine training needs in the school.					
6	Training needs assessment in the school is targeted based on employees' skill, knowledge and attitude gaps.					

Section 1C. Training Design

S .No	Statements	Scale measurements				
		1	2	3	4	5
1	Sufficient information on the objectives of the training course was given for me before my arrival.					
2	Training objectives were coherent with the actual work.					
3	The objectives of the training were practical and achievable.					
4	The objectives of the training were measurable.					
5	The budget allocated was sufficient to the design of the training.					
6	The training modules are usually prepared in line with the training objective.					
7	The training design is well communicated to the employees.					
8	The schedule of the training was aligned with the objectives of the training programs.					
9	Trainers have sufficient knowledge, skill and attitude for a given training.					

Section 1D. Training Delivery

S .No	Statements	Scale measurements				
		1	2	3	4	5
1	The topics covered on the training program were relevant to my job assignment.					
2	The training program I received accommodates different learning styles.					
3	The time allotted for the training was sufficient.					
4	The training room and facilities were adequate and comfortable.					
5	Most of the time the school gives to the employees on the job training like job rotation, learning by doing, job instruction etc.					
6	The school usually uses off the job trainings such as lectures, seminars, case study, group discussion etc.					

Section 1E. Training Evaluation

S.No	Statements	Scale measurements				
		1	2	3	4	5
	Evaluation-reaction					
1	Trainers solicit information from trainees on the content of training program.					
2	Trainers ask trainees about the training methodology.					
3	Trainers ask trainees about the training provided facility.					
4	Trainers ask trainees about the adequacy of group exercise, oral presentation given etc.					
	Evaluation – learning					
5	Trainers assess whether trainees how understood the material presented through tests, quiz, oral questions, situational test etc.					
	Evaluation- behavior					
6	The organization assesses the behavior of employee after the training program when back to their work place.					
	Evaluation- result					
7	The organization usually evaluates the impact of the training program when back to their work place.					
8	The organization evaluates whether the training objectives set initially have been achieved conducting field visit.					

PART III: Questions related to employees’ overall perception on training program.

How do you think that the training program you have taken so far affected your job performance with respect to effectiveness, efficiency, commitment and self-confidence? Please read each statement carefully and show the level of your agreement on the statements in the column using the following rating scale (likert scale) Where 1= strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

S.No	Statements	Scale measurements				
		1	2	3	4	5
	Regarding Effectiveness					
1	I can say the training design of the school meets the deficiency of ability for the job.					
2	The training I have taken so far through my organization has improved my capability.					
3	In my opinion the training enabled me deliver the required quality education service.					
4	I am satisfied with the overall aspect of the training program					

	Regarding Efficiency					
5	In my opinion the training helped me to reduce class time wastage at my working area.					
6	I can say that the training helped me to reduce lateness and absenteeism since it made me to like my job.					
7	In my opinion the training assisted me to lower the frequency of the need of superior supervision by enhancing my competency.					
8	I can say the training given to me through my organization enabled me to complete the teaching syllabus timely.					
9	In my opinion the good training approach enabled me to be a fast learner during the training session and internalize the material presented.					
	Regarding Commitment					
10	In my opinion the training inspired me to deliver my tasks as per the requirements.					
11	I can say that the training motivated me to be punctual.					
12	The training provided by my organization enabled me to like my job and willingly expend extra hours on working.					
13	In my opinion the training motivated me to practice the organizational values.					
14	The training practice of the school increased my commitment to duty					
	Regarding Self-confidence					
15	In my opinion the training equipped me with the relevant teaching pedagogical skills and capability to do my job without fear.					
16	In my opinion, as a result of the training, I can resolve my problem encountered within the range of my duty and responsibility.					
17	In my opinion the training conferred me to become confident in my area of specialization.					
18	The training helped me to develop self-confidence, carry out my duties and responsibilities in a proper way.					

PART IV: Questions related to employees' performance.

Please read each statement carefully and show the level of your agreement on the statements in the column using the following rating scale (likert scale) Where 1= strongly Disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

S .No	Items	Scale Measurements				
		1	2	3	4	5
1.	Trainings are important improving the employees' performance to give quality service.					
2.	I am more committed toward my jobs after receiving trainings.					
3.	I belief that employees' job satisfaction is increased through trainings.					
4.	Job performance helps to enhancing the employees' efficiency and effectiveness.					
5.	Trainings increase employees' confidence when performing work related tasks after receiving training					
6.	In my understanding training motivate employees to enhance their job performance.					
7	I understand employees become more responsible after receiving trainings.					
	aggregate mean					

APPENDIX B: Interview Questions for Managers.

1. To what extent does RIS undertake its training program based on the existing training policy and procedure to improve employee performance development policy and procedure does RIS have?
2. How employees are selected for training and development programs?
3. What training methods are used in RIS to scale up employees skill and knowledge?
4. Do you think that training and development process at RIS is executed in Planned and systematic way?