



**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**

**ASSESSMENT ON EFFECT OF TRAINING ON EMPLOYEE
PERFORMANCE THE CASE OF SELECTED BRANCHES OF
WEGAGEN BANK IN ADDIS ABABA**

By

TIGIST BIRHANU MERGIA

**December, 2018
Addis Ababa, Ethiopia**

**ASSESSMENT ON EFFECT OF TRAINING ON EMPLOYEE
PERFORMANCE; THE CASE OF SELECTED BRANCHES OF
WEGAGEN BANK IN ADDIS ABABA**

By

TIGIST BERHANU MERGIA

**A Thesis Submitted to St. Mary's University, School of Graduate
Studies in Partial Fulfillment of the Requirement for the Degree of
Master of Business Administration (General MBA Concentration)**

**December, 2018
Addis Ababa, Ethiopia**

**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS**

**ASSESSMENT ON EFFECT OF TRAINING ON EMPLOYEE
PERFORMANCE IN CASE OF SELECTED BRANCHES OF
WEGAGEN BANK IN ADDIS ABABA**

**By
TIGIST BERHANU MERGIA**

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

Table of Contents

	Page No.
Table of Content -----	iv
Acknowledgements -----	vi
List of Acronyms and Abbreviations -----	vii
List of Tables -----	viii
Abstract -----	ix
CHAPTER ONE: INTRODUCTION	
1.1. Background of the Study -----	1
1.2. Background of the Organization -----	3
1.3. Statement of the Problem -----	4
1.4. Basic Research Questions -----	5
1.5. Objective of the Study -----	5
1.5.1.General Objective -----	5
1.5.2.Specific Objectives -----	5
1.6. Significance -----	5
1.7. Scope of the Study-----	6
1.8. Definition of Terms -----	6
1.9.Organization of the Research Paper -----	7
CHAPTER TWO: REVIEW OF RELATED LITERATURE	
2.1. Overview -----	8
2.2. Training -----	8
2.2.1. Definition -----	8
2.2.2. Types and Methods of Training -----	9
2.2.3. Processes and Contents of Training -----	19
2.2.4. Practices, Methods and Relevance of Training -----	20
2.2.5. Evaluation of Training -----	25
2.3. Employee Performances -----	26
2.4. Conceptual Framework -----	31

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.1. Study Design and Data Source -----	32
3.2. Population, Sample and Sampling Techniques -----	32
3.3. Data Gathering Tools -----	33
3.3.1. Construction -----	33
3.3.2. Piloting and Validating -----	33
3.3.3. Administration, Assembling and Coding -----	33
3.4. Data Analysis Mechanisms -----	34

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSION

4.1. Background of Respondents -----	35
4.2. Training Practices in the Bank -----	36
4.3. On-the-Job Training and Performance -----	38
4.4. Off-the-Job Training and Performance -----	40
4.5. Training Content and Relevance for Performance -----	42
4.6. Discussion -----	43

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Major Findings -----	45
5.2. Conclusion -----	47
5.3. Recommendations -----	48
Reference -----	49

Appendices

Appendix 1

Appendix 2

Acknowledgement

I Thank God for giving me all the help strength and in termination to complete my thesis. This thesis would not have been possible without the inspiration and support of a number of wonderful individuals — my thanks and appreciation to all of them for being part of this journey and making this thesis possible. I owe my deepest gratitude to my advisor Abraraw without his enthusiasm, encouragement, support and continuous optimism this thesis would hardly have been completed. I also want to express my gratitude to all WEGAGEN BANK staff that was highly supportive in providing all the needed information.

I am forever indebted to my parents for giving me the opportunities and experiences that have made me who I am. I am grateful to my father for always being there for me as a friend he selflessly encouraged me to explore new directions in life and seek my own destiny. I express my warmest gratitude to my husband for his unparalleled love, help and support. This journey would not have been possible if not for them, and I dedicate this milestone to them.

Finally, my deep and sincere gratitude to my friends for their continuous love and for making my staying at St. Mary's University School memorable.

List of Acronyms and Abbreviations

TEP – Training and Employee Performance

OnJT – On-the-Job Training

OJT – Off-the-Job Training

WB – Wegagen Bank

List of Tables

	Page No.
Table 3.1 : Sample size distribution -----	33
Table 4.1 : Respondents' Background-----	35
Table 4.2 : Frequency and Descriptive of Training Practices in Wegagen Bank -----	37
Table 4.3 : Frequency Table and Descriptive of On-the-Job Training Practices -----	38
Table 4.4 : Frequency Table and Descriptive of Off-the-Job Training Practices in Wegagen Bank-----	40
Table 4.5 : Frequency Table and Descriptive of Training Content and Relevance for Performance in Wegagen Bank-----	42

Abstract

The main purpose of this study is to assess the practices and the effect of overall training on employees' job performance in Wegagen Bank S.C. The nature of the research design of this study is descriptive survey design. Mixed design (Quan-Qual) is the research method employed whereby, questionnaire, and interview guides were employed as tool for collecting data with triangulation purpose. The research was conducted on selected branches of the bank especially in Addis Ababa. The population of the study encompasses workers in Wegagen bank. Simple random sampling was used for recruiting 115 respondents to questionnaire with the assumption of homogeneity in terms of working venue and training offer. Though the leading source of data is primary source, the study also integrates and entertains secondary sources as well. In the qualitative design, data was gathered using interview. The survey questionnaire instrument contained three sections such as: training practices, on-the-job training, off-the-job training, and training content. The items for measuring the variables were taken from different sources of various previously used tools. Likert type scales were adapted for constructing questionnaire. Interview guide questions were developed by the researcher. Tabular and percentage demonstrations serve as back up for descriptive presentation of the analysis. Above all, narrative analysis method with logical flow is also executed for qualitative data. The finding has revealed that there are training practices with appropriate content delivery. Training as the effect on capacitating and enhancing skills, attitude, and knowledge. In addition, on-the-job and off-the-job trainings are being given in the bank. Respondents have indicated that the training is being in use for enhancing employee performance. Finally, it was recommended that contemporary training issues and methods should be implemented in addition to empowering trainers.

Key Words: Training; On-the-Job Training; Off-the-Job-Training; Employee Performance

CHAPTER ONE

INTRODUCTION

This part of the study incorporates background of the study, background of the organization, statement of the problem, research questions, objectives (general and specific), significance of the study, scope/delimitation, operational definition and organization of the study.

1.1 Background of the Study

Human resources are the main valuable asset at modern organization, which makes the skills mastered by employees an important factor in determining the current situation as well as the future of an organization, which are impacted by the performance of the human resource. The impact of training on employees' job performance research area in HRM. The way an organization train's its staff can influence its efficiency (Elanga & Imran, 2013). Several training practices can be used in order to enhance employee job performance, which results in improving the performance of the organization as a whole. Thus, training practices can be the main factor for the success of a firm, which justifies their evaluation through research. Influence of human resource management and training practices on organizational performance has been an important topic of research recently (Treven et. al., 2015).

Several advantages can be achieved through training, including the enhancement of job satisfaction among employees, in addition to commitment and collective empowerment (Sung & Choi, 2014).

An important factor related to training is the use of modern methods and new learning theories. Successful training depends on the use of successful training methods which are capable of attracting the attention of employees and enhancing the learning process (Alwekaisi, 2015).

Attracting the attention of learners in training is related to an important issue, which forms the basis for the success of training practices, namely the attitudes of trainees towards the training practices and outcomes. Positive attitudes towards training practices maximize the benefits gained b trainees (Nuèman, 2006).

Every single industry is dealing with those activities which are used successfully for attaining their standard. HRM is that part of management practices which creates, develops and manages the human element. At all phases of HR development, the value of training cannot be ruled out. Long ago it had been additionally demonstrated by numerous studies that, there are sound associations amongst Training practices and distinct measures of employee performance (Niazi, 2011). Based on various viewpoints, training is defined as: “The official and constant learning activities within an organization intended to improve the performance of employees”. Employee is considered as the major element of every firm and their success and failure mainly based on their performance (Abdulhameed, 2011). It is thought that winning organizations generally spend more in training in contrast with others because training aids workforce to acquire the information of their employment in a finer way and Individuals gain knowledge from their viable experience, much healthier performs in contrast with academic information. Current organizations should deal with training necessitates linked up with altering and growing internationalization of industry, diverse national point of view and a varied workforce. So for this purpose individuals are prepared with the right sort of aptitudes, information and capabilities to carry out their allocate responsibilities (Niazi, 2011) and therefore Training is considered to have a massive impact on organizational efficiency. It is also noticed that more expense in training has led to more productivity.

The banking industry is facing a tremendous changes and challenges nowadays. It has been observed that lack of proficient, talented, capable workforce has enforced organization to be innovative in formulating methods to maintain their priceless workforce. Therefore, it is essential to sustain the banking industry from different performance and development areas like technological innovation, building a sense of team work, communication skills of employee, improved customer service, interpersonal relationship, job satisfaction & morale among employees and so on, and due to day by day the competition between the banks are rising. So the rising changes in consumer preferences in the banking industry need continuous expansion and developments in new and existing products, research and development, scientific productivity, high quality network, etc. The employees of bank also need to be trained in order to meet the challenges of banking industry. So in light of the preceding basis, the study is carried out to examine the “effect of training on employee job performance” in improving the performance of the workforce by means of adopting excellent training practices of industry to serve the employees. The training process has always been useful for the banking industry; recently there

has been a constant effect of training over the organizations showing their culture as being socially responsible for fulfilling training needs.

This study aimed at investigating the attitudes of employees towards training and its impact on the performance of employees at a Wegagen Bank S.C.

1.2. Background of the Organization

Wegagen Bank S.C was established on June 11, 1997. It came into being thanks to 16 visionary founding members who recognized the critical role that financial institutions would play to create a sustainable economic development and raised an initial capital of Birr 30 million. As at June 30, 2016, the paid up capital of the Bank reached Birr 1.8 billion. The number of shareholders is now 2,349.

The Bank's vision is "To be one of the ten most reputable and competent banks in Africa by the year 2025." And its mission is "to optimize the stockholder value through sustainable growth and profitability, to provide wide range of innovative and customer focused Banking products and services, to boost operational excellence by employing state-of-the-art information technology, to be the employer of choice by creating conducive working environment wherein employees achieve their career aspiration.

Wegagen Bank has a network of 221 branches of which 83 are in Addis Ababa and the remaining 128 are located in regional cities and towns of the country. To expand its service coverage, the bank keeps on opening additional branches both in Addis Ababa and regional towns.

According to ICT (Information & Communication Technology), Wegagen Bank is a pioneer to introduce a Core Banking System as of July 2000, there by managing to network the Head Office and all branches. Through its versatile ISO Standard Core Banking System, the bank is now delivering more efficient services to its customers.

Wegagen Bank is governed by the Board of Directors consisting of Chairperson, a Vice Chairperson and Seven Directors. The overall management is entrusted to the management team which comprises the President/Chief Executive Officer, who is appointed by the Board of

Directors, Four Vice-President and Sixteen Directors as well as Manager of Engineering Services.

According to the human resource inventory report compiled by employee recruitment and placement division, as at March 31, 2016, the numbers of employees of the Bank stood at 3,726, of which 1,720 are holding first and second degree, 343 are diploma holders while the remaining 1,663 attended different levels of education and high school.

1.3. Statement of the Problem

Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job. Overall, training impacts organizational competitiveness, revenue and performance.

Nowadays, in this globalized world the banking sector becomes more profitable, competitive and plays a catalytic role in the economic advancement and development of the country. In our country Ethiopia also the banking sector becomes competitive and a key for economic growth and development. Lack of necessary skills, competencies and qualities to perform banking transactions would result into poor performance that creates customer dissatisfaction. They must have the necessary skills and competencies required to do their jobs through training. Training and development is the tonic employee need to enhance their performance and potential that will in turn enhance organization effectiveness.

Effective training and development depend 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 training and development are targeted at areas where these are needed and a positive return on the investment is guaranteed. Absence of quality workforce affects both the employees and the employers' quality of work in the organization. To survive in this globalized market, the organization needs to focus on planning training programs and evolve right approach for its implementation. Hence, the aim of this study was to identify the effects of training practices on employees' job performance by considering two aspects of training practices i.e. training process and delivery techniques.

1.4. Basic Research Questions

The fundamental questions of the research are to investigate what effect does training practices on employee performance in the bank. In order to analyze this central question, the researcher developed the following sub questions.

- How is employee training practiced in Wegagen Bank?
- Does the on-the-job training affect the employee's job performance?
- Does off-the-job training influence employee's job performance?
- Does the training content influence employee job performance?

1.5 Objective of the Study

1.5.1 General Objective

The general objective of the study was to assess the practices and the effect of overall training on employees' job performance in Wegagen Bank S.C

1.5.2 Specific Objective

The specific objectives of this study are:

- To describe whether the on-the-job training affect the employees' job performance.
- To assess if the off-the-job training affect the employees job performance.
- To identify the training content influence on employee job performance.

1.6 Significance of the Study

The study was used to investigate the effect of training on employees' job performance on Wegagen Ban S.C. The investigation has contribution in assisting the bank to understand and identify the effect of training on employees' job performance and the relationship between training and job performance. The study will help to develop and preserve a quality work life, which will provide an opportunity for employees' job performance and self-confidence. The study will also enable management of the Bank to better appreciate the training and its challenges associated with staffs' performance. The findings of the study also provide direction either to improve or develop the training programs. It also enables the management to ensure an appropriate process of training programs throughout the bank. Finally, the study serves as a reference for other researches which are conducted in similar topic area in the future.

1.7 Scope of the Study

Geographically, the study covered only city branches. This is because the findings are applicable at every branch of Wegagen Bank S.C whether they are located in Addis Ababa or country side. But the study did not include all branches of the Bank due to time and financial constraint. Therefore, the sample survey carried out for this study is limited in both size and coverage. The sample is limited 75 respondents selected from 15 branches of the banks clerical staffs.

1.8 Definition of Terms

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

Performance: is the achievement of specific tasks measured against predetermined or identifies standards of accuracy, completeness, cost and speed (Afshan et. al., 2012).

Employee performance: is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee, 2000).

Human resource management: is the way organizations manages their staff and help them to develop in order to be able to execute organizations' missions and goals successfully (McCourt & Eldridge, 2003).

1.9 Organization of the Research Paper

The research report is comprised of five chapters. Chapter one consists of background of the study which briefly discusses Introduction, Background of the Study, Background of the Organization, Basic research questions, Objectives of the study, Significance of the Study, Scope of the Study, Definition of terms and Organization of the research paper. Chapter two contains relevant review of related literature about the study; it is a section where authors stated about the subject matter. Chapter three consists of the issue about research design, source of data, data collections instruments employed and the method of data analysis used. Chapter four summarizes the findings of the study, interpretation and discusses the results and finally chapter five comprises the conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This section of the research contains the review of literature from various sources.

2.2. Training

2.2.1. Definition

Training is often interpreted as the activity when an expert and learner work together to effectively transfer information from the expert to the learner (to enhance a learner's knowledge, attitudes or skills) so the learner can better perform a current task or job. Training has been defined as the systematic development of the knowledge, skills and attitudes required by an individual to perform adequately a given task or job.

Training refers to a planned intervention aimed at enhancing the elements of individual job performance” (Chiaburu and Tekleab, 2005). It is all about improving the skills that seems to be necessary for the achievement of organizational goals. Training programs may also help the workforce to decrease their anxiety or frustration, originated by the work on job (Chenet al., 2004). Those workers who feel themselves to be unable to perform a task with the desired level of performance often decide to leave the firm (Chen et al., 2004), otherwise their stay at firm will not add to productivity (Kanelopoulos and Akrivos, 2006). The greater the gap between the skills necessary and those possessed by the workforce, the higher the job dissatisfaction of the workers. Rowden (2002), suggest that training may also be an efficient tool for improving ones job satisfaction, as employee better performance leads to appreciation by the top management, hence employee feel more adjusted with his job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers and (Tsai et al., 2007), employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance (Elnaga, & Imran, 2013).

2.2.2. Types and Methods of Training

Types of Training

Training can be classified into many types, depending upon several bases. On the basis of purpose, several types of training programs, which are not mutually exclusive, are

offered to the employees. They invariably overlap and employ many common techniques. Some of the important types of training programs are as follows: orientation or induction training; job training; apprenticeship training; internship training; refresher training; and training for promotion (Goldstein & Ford, 2002).

1. Orientation or Induction Training

Induction relates to introducing or orienting a new employee to the organization. When a new employee joins any organization, he needs to be acquainted with its procedures, rules and regulations. He must be helped to familiarize himself with the work environment and with his fellow employees. It is better to give him a friendly welcome when he joins the organization, get him introduced to the organization and help him to get a general idea about the rules and regulations, working conditions, etc. of the organization (Taiwo, 2001).

Employee orientation or induction training basically deals with the introduction of the organization to the newly employed person. The purpose is to give a ‘bird’s eye view’ of the organization where he has to work. It is a very short and informative type of training given immediately after recruitment. It creates a feeling of involvement in the minds of newly appointed employees.

2. Job Training

When an employee joins an organization, he undergoes job training, which relates to the specific job, which the worker has to perform. It gives information about machines, process of production, instructions to be followed, and methods to be used and so on. It develops skills and confidence among the workers and enables them to perform the job efficiently.

Job training is the most common form of the formal in-plant training programs. It is necessary for the new employees to acquaint them with the jobs they are expected to perform. It helps in creating interest of the employees in their jobs.

3. Apprenticeship Training

According to Goldstein and Ford (2002) apprenticeship training programs are more inclined towards education than merely on the vocational training. Under this, both knowledge and skills in doing a job or a series of related jobs are involved. The governments of

various countries, including India, have passed laws which make it obligatory for certain classes of employers to provide apprenticeship training to the young people. The usual apprenticeship programs combine on the job training and experience with classroom instructions in particular subjects.

The trainees receive wages while learning and they acquire valuable skills, which command a high wage in the labor market. In India, there are several 'earn while you learn' schemes both in the private as well as public sector undertakings. Such schemes are also advantageous to the trainees. Some employers look upon apprentices as a source of cheap labor. Apprenticeship training is desirable in industries, which require a constant flow of new employees expected to become all round craftsmen. It is very much prevalent in printing trades, building and construction, and crafts like mechanics electricians, welders, etc.

4. Internship Training

Under this method of training, the educational or vocational institute enters into an arrangement with an industrial enterprise, or any organization which can utilize their knowledge, for providing practical knowledge to its students. Internship training is usually meant for such vocations where advanced theoretical knowledge has to be backed up by practical experience on the job. For instance, engineering students are sent to big industrial enterprises for getting practical work experience and medical students are sent to big hospitals to get practical knowledge. The period of such training varies from six months to two years. The trainees do not belong to the business enterprises, but they come from the vocational or professional institutions. It is quite usual that the enterprises giving them training absorb them by offering suitable jobs after completion of their trainings (Taiwo, 2001).

5. Refresher Training

As the name implies, the refresher training is meant for the old employees of the enterprise. It is also called retraining. The basic purpose of refresher training is to acquaint the existing workforce with the latest methods of performing their jobs and to improve their efficiency further. While explaining this, Dale Yoder has rightly remarked, "Retraining programmes are designed to avoid personnel obsolescence". The skills with

the existing employees become obsolete because of technological changes and because of the tendency of human beings to forget. Thus, refresher training is essential because of the following factors:

(a) The workers require training to bring them up-to-date with the knowledge and skills and to relearn what they have forgotten.

(b) Rapid technological changes make even the qualified workers obsolete in course of time because new technology is associated with new work-methods and job requirements. The workers need to learn new work methods to use new techniques in doing their jobs.

(c) Refresher training becomes necessary because many new jobs that are created due to changes in the demand for goods and services are to be handled by the existing employees.

6. Training for Promotion

The talented employees may be given adequate training to make them eligible for promotion to higher jobs in the organization. Promotion of an employee means a significant change in his responsibilities and duties. Therefore, it is essential that he be provided sufficient training to learn new skills to perform his new duties efficiently. The purpose of training for promotion is to develop the existing employees to make them fit for undertaking higher job responsibilities. This serves as a motivating force to the employees (Taiwo, 2001).

Methods of Training

There is a wide range of training methods and techniques have been developed over the years by various organizations and training. Different training methods are suitable for different categories of people in the organization. There can be several categories of personnel in an organization, e.g. managerial and non-managerial, technical, administrative, skilled, unskilled, senior, junior etc. Each organization has to choose the methods and techniques of training which are relevant for its training needs (Taiwo, 2001).

Various methods of training may be classified into the following categories:

I. Vestibule training.

II. On-the-job training.

III. Off-the-job training.

I. On-the-job Training (at the place of work)

(i) Coaching

(ii) Understudy

(iii) Position Rotation

II. Vestibule Training (adapted to the environment at the place of work)

III. Off-the-job Training (away from the place of work)

(i) Special Lecture-cum-Discussion

(ii) Conference

(iii) Case Study

(iv) Sensitivity training

(v) Special projects

(vi) Committee assignments.

On-The-Job Training

On-the-job training is considered to be the most effective method of training the operative personnel. Under this method, *the worker is given training at the work place by his immediate supervisor*. In other words, the worker learns in the actual work environment. It is based on the principle of '*learning by doing*'. On-the-job training is suitable for imparting skills that can be learnt in a relatively short period of time, It has the chief advantage of strongly motivating the trainee to learn. It is not located in an artificial situation. It permits the trainee to learn on the equipment and in the work-environment. On-the-job training methods are relatively cheaper and less time consuming. Another important factor about on-the-job training is that supervisors play an important part in training the subordinates.

There are four methods of on-the-job training explained below:

(i) Coaching.

Under this method, the supervisor imparts job knowledge and skills to his subordinate. The emphasis in coaching or instructing the subordinate is on learning by doing. This method is very effective if the superior has sufficient time to provide coaching to his subordinates.

(ii) Understudy.

The superior gives training to a subordinate as his understudy or assistant. The subordinate learns through experience and observation. It prepares the subordinate to assume the responsibilities of the superior's job in case the superior leaves the organization. The subordinate chosen for under-study is designated as the heir-apparent and his future depends upon what happens to his boss. The purpose of under study is to prepare someone to fill the vacancy caused by death, retirement, promotion, or transfer of the superior.

(iii) Position Rotation.

The purpose of Position rotation is to broaden the background of the trainee in various positions. The trainee is periodically rotated from job to job instead of sticking to one job so that he acquires a general background of different jobs. However, rotation of an employee from one job to another should not be done frequently. He should be allowed to stay on a job for a sufficient period so that he may acquire the full knowledge of the job. Job rotation is used by many organizations to develop *all-round-workers*. The employees learn new skills and gain experience in handling different kinds of jobs. They also come to know the interrelationship between different jobs. Job rotation is also used to place workers on the right jobs and prepare them to handle other jobs in case of need.

Importance of On-the-job training

On-the-job training techniques are most appropriate for teaching knowledge and skills that can be learnt in a relatively short time and where only one or a few employees are to be trained at the same time for the same job. But the success of the training depends almost entirely on the trainer. If he understands training principles and methods and if he takes an interest in proper training of new employees, chances are that it will be done properly.

On-the-job training has the chief advantage of strongly motivating the trainee to learn. It is not located in an artificial situation, either physically or psychologically. It permits the trainee to learn at the actual equipment and in the environment of the job. On-the-job training methods are relatively cheaper and less time consuming. If only a few persons are to be trained at one time, it is cheaper for the employer to resort to on-the-job

training. It will take less time to learn on the job itself and, moreover, production does not suffer. Another important factor about on-the-job training is that line supervisors take an important part in training their subordinates.

On-the-job training is the most effective method of training the employees because it is in complete accord with the three basic laws of learning:

- (i) The law of readiness;
- (ii) The law of exercise; and
- (iii) The law of effect.

When a person is confronted with a job which he is potentially able to do and is interested in learning how to do a job in order to hold it; the law of readiness is definitely satisfied. Such a situation presents a good incentive for learning. The second law of learning is that of exercise and it is satisfied when a person is trained on the job. He has the chance to immediately apply what he has been trained to understand and to do. The law of effect is likewise satisfied through on-the-job training. If the training is good and new employee is intelligently dealt with by his supervisor, he will get satisfaction out of his work and feel secured in the job. He will be better satisfied than he would have been if he had been left to learn by trial and error method.

Vestibule Training

Vestibule means a cabin and the term ‘vestibule training’ is used to designate training in a cabin (or a classroom) for semi-skilled jobs. It is more suitable where a large number of employees have be trained at the same time for the same kind of work. Where this method is used, there should be well-qualified instructors in charge of training programme. Here the emphasis tends to be on learning rather than production. It is frequently used to train clerks, machine operators, typists, etc.

Vestibule training is adapted to the same general type of training problem that is faced by on-the-job training. A vestibule school is run as a special endeavor of the personnel department. An attempt is made to duplicate, as nearly as possible, the actual material, equipment and conditions found in the real work place. The vestibule school may be started when the training work exceeds the capacity of the line supervisors. Thus, in vestibule training, the workers are trained on specific jobs in a school run by the

organization. An attempt is made to create working conditions, which are similar to the actual workshop conditions. The learning conditions are also carefully controlled. Vestibule training is particularly suitable where it is not advisable to put the burden of training on line supervisors and where a special coaching is required. The staff of the vestibule school consists of expert and specialist instructors. The trainees avoid confusion and pressure of the work situation and are thus able to concentrate on training. Their activities do not interfere with the regular processes of production. Moreover, trainees get an opportunity to become accustomed to work routine and recover from their initial nervousness before going on to actual jobs. Vestibule training has certain demerits also. The artificial training atmosphere may create the adjustment problem for the trainees when they return to the place of job. Vestibule training is relatively expensive because there is duplication of materials, equipment and conditions found in a real workplace (Goldstein & Ford, 2002).

Off-the-Job Training

The biggest merit of on-the-job training methods is that they do not require the worker to be absent from his work place. There is no disruption in the normal activities. However, when the training is specialized, or needs the use of sophisticated equipment, or needs a specialist trainer, it might not be feasible to provide the training while on job. For such situations, off-the-job training methods are used by the organizations.

Off-the-job training methods require the worker to undergo training for a specific period away from the work-place. These methods are concerned with both knowledge and skills in doing certain jobs. The workers are free of tension of work while they are learning. There are several off-the-job methods of training and development as described below:

(i) Special Lecture cum Discussion.

Training through special lectures is also known as 'classroom training'. It is more associated with imparting knowledge than with skills. Some executives of the organization or specialists from vocational and professional institutes may deliver the special lectures. Many firms also follow the practice of inviting experts for special lectures for the staff on matters like health, safety, productivity, quality, etc. There are certain aspects of nearly all jobs that can be learnt better in the classroom than on the job.

Orientation about organization and safety training can be accomplished more effectively in the classroom. The standard instructional method suitable for operative employees is a 'formal lecture' by an instructor to the trainees. The lecturer possesses a considerable depth of knowledge of the subject at hand. He seeks to communicate his thoughts in such a manner as to interest the class and cause the trainees to retain what he has said. The trainees generally take notes as an aid to learning.

The lecture method can be used for providing instructions to large groups. Thus, the cost per trainee is low. However, it has certain limitations also. The learners may be passive. It violates the principle of learning by doing and constitutes, one-way communication. But if the learners are permitted to ask questions, they will provide feedback to the instructor. Lectures can easily be combined with other techniques. Thus, a teacher may conduct a class by the combined lecture-cum-discussion method. He may lecture only to add new information that the group does not possess. Formal reading assignment may be given, demonstration may be presented and video films may be shown along with the lecture.

(ii) Conference / Seminar Training.

The literal meaning of conference is 'consultation'. But in practice, conference implies sharing some information with an audience of a large number of people. It is conducted in a big hall where the participants are allowed to exchange their views and raise queries. The proceedings of the conference are conducted by the chairman who is also responsible for summing up the proceedings of the conference. These days video conferencing is also gaining popularity under which people can participate in the conference through link via satellite (Goldstein & Ford, 2002).

A conference is a group meeting conducted according to an organized plan in which the members seek to develop knowledge and understanding by oral participation. It is an effective training device for persons in the positions of both conference member and conference leader. As a member, a person can learn from others by comparing his opinion with those of others. He learns to respect the viewpoints of others and also realizes that there is more than one workable approach to any problem.

Seminars are also used for bringing various people to a platform where they discuss various issues relating to work. This helps them in understanding others' viewpoints, making themselves understand and seeking solutions to the problems, which they might not be able to solve themselves. Seminars offer brainstorming platforms where more than one brains work on solving work-related problems. Seminars can include lecturing by external experts as well. Seminars can be within the organization or the trainees can be nominated to participate in those being organized by other institutions (Lynton, & Pareek, 2000).

(iii) Case Study.

The case method is a means of simulating experience in the classroom. Under this method, the trainees are given a problem or case which is more or less related to the concepts and principles already taught. They analyze the problem and suggest solutions which are discussed in the class. The instructor helps them reach a common solution to the problem. This method gives the trainee an opportunity to apply his knowledge to the solution of realistic problems. Cases may be used in either of the two ways. Firstly, they can be used subsequent to the expansion of formal theory under which the trainees apply their knowledge of theory to specific situations. Secondly, the trainees may be assigned the cases for written analysis and oral discussion in the class without any prior explanation of pertinent concepts and theory. The case study places heavy demands upon the trainees and requires that they should have a good deal of maturity in the subject-matter concerned. The comprehension of cases can also vary. The trainer has to put forward the underlying idea of the case so that it is understood in a proper perspective.

(iv) Role Playing

In this technique, the trainees are made to experience what others feel of a particular situation. They understand the viewpoint of others and come to know of constraints within which others are working. Such an interaction and understanding helps in reducing the dysfunctional conflicts within the organizations. Many times, various departments of the organizations disagree because they do not understand each others' viewpoint. Role playing is an effective training technique to bridge the differences between them. Besides, this, it is an effective method to prepare the trainees to face the situations that

they are likely to face while discharging their duties. For example, the sales staff is often asked to play the role of the customers to understand how they might behave in a given situation. They become trained enough to face the likely situations.

Role-playing is a very flexible training method. It may be elaborately pre-planned, with each task specified. Usually, a discussion is done at the end to sum up the situation after role-playing. This planning helps in time management otherwise the exercise can go uncontrolled (Lynton, & Pareek, 2000).

(v) Behavioral Simulation Games

These focus primarily on the process of inter-personal relations, on how decisions are made, and with what consequences, rather than on the substance of the decisions. Sometimes, structured exercises are used to connote all types of simulations, but there exists a distinction between a game and an exercise. Games have set rules and have predictable results. Often, their design is hidden in order to highlight a behavioral process and to dramatize its effects. The repetition of the game becomes meaningless once the trainees learn the secret of the game. On the other hand, exercises simulate a process that can be repeated until learning is assured.

(vi) In-basket Exercises

These are more elaborate simulation exercises in which a complex organization is created in the form of an office environment. The trainees work in an office setting with their in-basket full of interdepartmental memos, letters, reports, forecasts and other data on their desks, as one receives in an office. The normal phone calls, emails and face to face meetings also keep on happening to give a real office-like environment. Such a simulation of the office in-basket familiarizes the trainees with the role that they are expected to play. They also get acquainted with the nature of communication that they have to perform in the work settings. Critical incidents are also included in the in-basket to familiarize to the trainees. While this is one of the most real-life experiences, the trainees might get carried away with the enactment of the scene and might not achieve the desired goal, i.e. learning (Taiwo, 2001).

2.2.3. Processes and Contents of Training

Areas of Training

According to Lynton and Pareek (2000) organization provides training to their employees in the following areas:

- Company policies and procedures;
- Specific skills;
- Human relations;
- Problem solving;
- Managerial and supervisory skills; and
- Apprentice training.

In recommendation of the content, a training program should not be too heavy, so as to leave no time for the trainee to absorb the inputs. Neither should it be so light as to convey the impression that the training program is not a serious endeavor. The program should be stimulating enough, but must leave time and opportunity for reflection. While imparting training in precursor control, the training content must be tailored to the specific duties, roles and responsibilities of the trainees in a particular group.

2.2.4. Practices, Methods and Relevance of Training

Practices of Training

Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peers' cooperation and participation by the subordinates. This team work enable employees to actively participate on the job and produces better performance, hence improving organizational performance. Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training program for its employees to enhance their abilities and competencies that are needed at the workplace, (Jie and Roger, 2005). Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover it also enable employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004). Training develops self efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (Elnaga, & Imran, 2013).

Training and development play an important role in the effectiveness of organisations and to the experiences of people in work. Training has implications for productivity, health and safety at work and personal development. All organisations employing people need to train and develop their staff. Most organisations are cognisant of this requirement and invest effort and other resources in training and development. Such investment can take the form of employing specialist training and development staff and paying salaries to staff undergoing training and development. Investment in training and development entails obtaining and maintaining space and equipment. It also means that operational personnel, employed in the organisation's main business functions, such as production, maintenance, sales, marketing and management support, must also direct their attention and effort from time to time towards supporting training development and delivery. This means they are required to give less attention to activities that are obviously more productive in terms of the organization's main business. However, investment in training and development is generally regarded as good management practice to maintain appropriate expertise now and in the future (Warr, 2002).

To enable the trainer to first comprehend his / her role, it would be helpful if training as a concept is briefly delved into. It is recognized that the right mix of knowledge, skills and attitudes/behaviors, helps a job holder to perform tasks successfully. Organizations try to achieve this by:

- ◆ Proper selection of personnel, i.e., choosing the right person for the right job; and
- ◆ Human resources development - through training intervention – helping them to learn in order to bridge the performance gap, if any, and make them more proficient. The component of development may also be added to this process. In order to achieve its overall goal of performance improvement, training must lead to the enhancement of professional knowledge and skills both at individual and collective levels. It should also equip personnel to respond appropriately to emerging challenges. Training should also bring about appropriate changes in attitudes and should strive for that unique synthesis between improvement of the individual's competencies and promotion of organisational objectives (Lynton, & Pareek, 2000).

Training Methods

The trainer has a wide range of training methods to choose from. A judicious mix of one or more methods should be adopted to suit each training program. Some of the important training methods are lecture method, discussion, case study, role play, sensitivity

training, syndicate, brain storming, computer assisted learning, exercise, business games, in-basket, on the job training, project work

◆ Programmed learning

The training objective and the outcome an event seeks to achieve determine the choice of training method. For example, if the objective is to develop technical skill, then there is need for practical exercises; if conceptual skill, then case study could be a method. If attitudinal orientation is intended, then role-play is an appropriate method (Lynton, & Pareek, 2000).

Relevance/Significance of Training

Taiwo (2001) indicated that the objectives of training can vary, depending upon a large number of factors. The objectives depend on the nature of the organization where training has to be provided, the skills desired and the current skill levels. It is difficult to draw generalizations of the objectives of training; still they can be stated as under:

1. To increase the knowledge of workers in doing specific jobs.
2. To systematically impart new skills to the human resources so that they learn quickly.
3. To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
4. To improve the overall performance of the organization.
5. To make the employees handle materials, machines and equipment efficiently and thus to check wastage of time and resources.
6. To reduce the number of accidents by providing safety training to employees.
7. To prepare employees for higher jobs by developing advanced skills in them.

Fostered by technological advances, training is essential for any human resource development exercise in organizations in the rapidly changing times of today. It is an essential, useful and productive activity for all human resources working in an organization, irrespective of the job positions that they hold. It benefits both employers and the employees, as will be discussed later. The basic purpose of training is to develop skills and efficiency. Every organization has to introduce systematic training programs for its employees. This is because trained personnel are like valuable assets of an organization, who are responsible for its progress and stability. Training is important as it constitutes a vital part of managerial control.

Most progressive organizations view expenditure on training as a profitable investment. Large organizations hire a large number of persons every year, who might not know how to perform their jobs. There are also certain types of jobs where no one can afford an untrained person. For

instance, nobody would dream of allowing an untrained individual to work as a pilot or operate a lathe. Such raw hand persons must be trained properly so that they may contribute to the growth and well being of the organization (Taiwo, 2001).

The responsibility for imparting training to the employees rests with the employer. If there is no formal training program in an organization, the workers will try to train themselves by trial and error or by observing others. But this process will take a lot of time, lead to many losses by way of errors and will ultimately result in higher costs of training. The workers may not be able to learn the best operative methods on their own.

The employers invest in training because they reap several benefits out of the exercise, which can be summed up as under:

(i) Faster learning of new skills

Training helps the employers to reduce the learning time of their employees and achieve higher standards of performance. The employees need not waste time in learning by observing others. If a formal training program exists in the organization, the qualified instructors will help the new employees to acquire the skills and knowledge to do particular jobs quickly.

(ii) Increased productivity

Training increases the skill of the new employee in while performing a particular job. An increased skill level usually helps in increasing both quantity and quality of output. Training can be of great help even to the existing employees. It helps them to increase their level of performance on their present job assignments and prepares them for future assignments.

(iii) Standardization of procedures

Training can help the standardization of operating procedures, which can be learnt by the employees. Standardization of work procedures makes high levels of performance rule rather than exception. Employees work intelligently and make fewer mistakes when they possess the required know-how and skills.

(iv) Lesser need for supervision.

As a generalization, it can be stated safely that trained employees need lesser supervision. Training does not eliminate the need for supervision, but it reduces the need for detailed and constant supervision. A well-trained employee can be self-reliant in his/her work because s/he knows what to do and how to do. Under such situations, close supervision might not be required.

(v) Economy of operations.

Trained personnel will be able to make better and economical use of the materials and the equipment and reduce wastage. Also, the trained employees reduce the rate of accidents and damage to machinery and equipment. Such reductions can contribute to increased cost savings and overall economy of operations.

(vi) Higher morale.

The morale of employees is increased if they are given proper training. A good training program moulds employees' attitudes towards organizational activities and generates better cooperation and greater loyalty. With the help of training, dissatisfactions, complaints, absenteeism and turnover can also be reduced among the employees. Thus, training helps in building an efficient and co-operative work force.

(vii) Managerial Development

The top management can identify the talent, who can be groomed for handling positions of responsibility in the organizations. Newer talent increases the productivity of the organizations. By providing opportunity for self-development, employees put in their best effort to contribute to the growth of the organization.

Benefits of Training to Employees

As stated by Lynton and Pareek (2000) the employees are the ultimate link in an any organization, who carry out the operations. Training can help them in several ways, as mentioned below:

(i) Increasing Confidence.

Training creates a feeling of confidence in the minds of employees, who feel comfortable while handling newer challenges. It gives a feeling of safety and security to them at the work place.

(ii) New Skills.

Training develops skills, which serves as a valuable personal asset of a worker. It remains permanently with the worker himself.

(iii) Career advancement.

The managers can develop their skills to take up higher challenges and work in newer job dimensions. Such an exercise leads to the career development of the employees, who can move up the corporate hierarchy faster.

(iv) Higher Earnings.

Higher earnings are a consequence of career development. A highly trained employee can command high salary in the job market and feel more contented.

(v) Resilience to change

In the fast changing times of today, training develops adaptability among workers. The employees feel motivated to work under newer circumstances and they do not feel threatened or resist any change. Such adaptability is essential for survival and growth of an organization in the present times.

(vi) Increased Safety.

Trained workers handle the machines safely. They also know the use of various safety devices in the factory, thus, they are less prone to accidents. It can be concluded that in light of several benefits, training is an important activity, which should be taken very seriously by the employees as well as the employers (Taiwo, 2001).

Importance of Training

Training equips individuals with necessary knowledge, skills, and abilities. Training serves to attract employees to companies, engages, them, and promotes retention. Training helps to create a competitive advantage.

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs (Anonymous, 1998). The general benefits received from employee training are: increased job satisfaction and morale , increased motivation , increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover (Elnaga, & Imran, 2013).

2.2.5. Evaluation of Training

Every single industry is dealing with those activities which are used successfully for attaining their standard. HRM is that part of management practices which creates, develops and manages the human element. At all phases of HR development, the value of training cannot be ruled out. Long ago it had been additionally demonstrated by numerous studies that, there are sound

associations amongst Training practices and distinct measures of employee performance (Abdus Sattar Niazi, 2011). Based on various viewpoints, training is defined as: “The official and constant learning activities within an organization intended to improve the performance of employees”. Employee is considered as the major element of every firm and their success and failure mainly based on their performance (Abdulhameed, 2011). It is thought that winning organizations generally spend more in training in contrast with others because training aids workforce to acquire the information of their employment in a finer way and Individuals gain knowledge from their viable experience, much healthier performs in contrast with academic information. Current organizations should deal with training necessitates linked up with altering and growing internationalization of industry, diverse national point of view and a varied workforce. So for this purpose individuals are prepared with the right sort of aptitudes, information and capabilities to carry out their allocate responsibilities (Niazi, 2011) and therefore Training is considered to have a massive impact on organizational efficiency. It is also noticed that more expense in training has led to more productivity. The pharmaceutical industry is facing a tremendous changes and challenges nowadays. It has been observed that lack of proficient, talented, capable workforce has enforced organization to be innovative in formulating methods to maintain their priceless workforce. Therefore, it is essential to sustain the pharmaceutical industry from different performance and development areas like technological innovation, building a sense of team work, communication skills of employee, improved customer service, interpersonal relationship, job satisfaction & morale among employees (Hafeez, 2015).

2.3. Employee Performances

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

Recognizing the role of training practices, enable the top executives to create better working environment that ultimately improves the motivational level as well as the performance of the

workforce. According to Leonard-Barton, (1992), an organization that gives worth to knowledge as a source of gaining competitive edge than competitors, should build up system that ensure constant learning, and on the effective way of doing so is training. Pfeffer (1994) highlights that well-trained workforce is more capable of achieving performance targets and gaining competitive advantage in the market. Training is determined as the process of enabling employee to complete the task with greater efficiency, thus considered to be vital element of managing the human resource performance strategically (Lawler, 1993; Delaney and Huselid, 1996).

The importance of training on the employee performance, through accelerating the learning process, is mentioned in many researches (e.g. McGill and Slocum, 1993; Ulrich et. al., 1993; Nonaka and Takeuchi, 1995; DiBella et al., 1996). Employee performance, achieved through training, refers to immediate improvements in the knowledge, skills and abilities to carry out job related work, and hence achieve more employee commitment towards the organizational goals (Huselid, 1995; Ichniowski et al., 1997). Kamoche and Mueller (1998) mentioned that training should leads to the culture of enhancing learning, to raise employee performance and ultimately higher return on investment (in training) for the firm.

“A term typical to the Human Resource field, employee performance is everything about the performance of employees in a firm or a company or an organization. It involves all aspects which directly or indirectly affect and relate to the work of the employees” (employee performance, website). Employee's performance important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them .Monitoring means continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. During planning and monitoring of work, deficiencies in performance become evident and can be addressed (Taiwo, 2001).

The rating is to summarize the employee performance. This can be beneficial for looking at and comparing performance over time or among various employees. Organizations need to know

who their best performers are at the end of the cycle is rewarding stage. This stage is designed to reward and recognize outstanding behavior such as that which is better than expected.

The relationship between training and employees performance Most of the previous studies provides the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et. al., 2003). Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet 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. Moreover, the result of the study of Sultana et. al. (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart et. al., 2005). According to Swart et al., (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart et. al. (2005) this employee superior performance occur only because of good quality training program that leads to employee motivation and their needs fulfillment. According to Wright and Geroy (2001), employee competencies changes through effective training programs. It not only improves the overall

performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner. 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. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. 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). Besides, Eisenberger et al. (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, (Swart et al., 2005), it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003) concluded that high level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work (Elnaga, & Imran, 2013).

The vital resource to any organization is its workforce. They have a regular role to play which comprises of the organization's success which cannot be underestimated. Afshan et. al. (2012), define performance as; "The achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers". Many studies conducted earlier revealed that human resource management practices have been strongly and positively related to employee performance and developments areas. There has been a lot of research to support the fact that employee performance can improve through training by building a sense of teamwork among employees (Mary Jane), and to develop specialized financial skills. Also employee's capabilities are enhanced when the organization is started to spend in improving the knowledge and ability of its employee's through

training so in return more effective employees are produced and also provides efficacious relationship between employees and the employer (Andy Smith). The evidence also proposes that training has a significant benefit to employee performance when joint with innovation. The research, performed by HR, reported that providing staff with training in how to deal with absenteeism occupy a huge part in improving absentee rates at their organizations (Patricia Lotic, 2014). Another study on the topic “training the knowledge worker: a descriptive study of training practices in Irish software companies “, gives the findings of a survey of 200 employees across 39 software companies. The study collected the information the types of training and the influence of training on knowledge retention. The end result shows that training narrates positively with the expectations of employee. The good training programs lead to increased employee job satisfaction. Almost one third of respondents believe that that the training provided by their organization does not structure in a way, based on employee feedback on requirements (Hafeez, 2015).

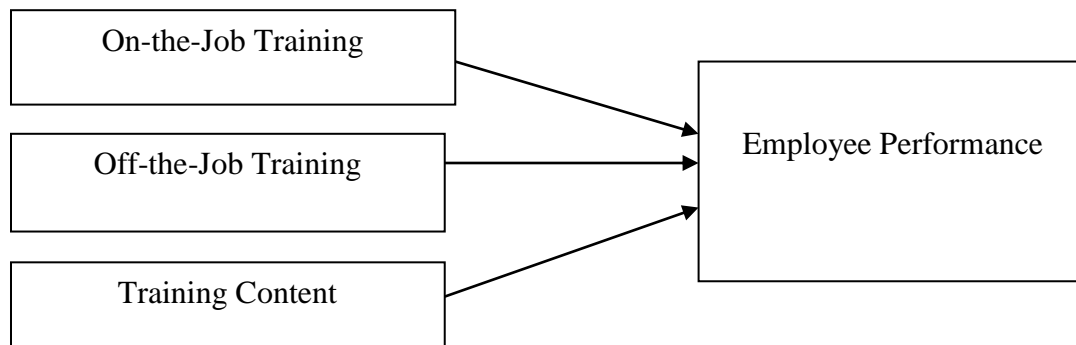
Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (stated in Goldstein & Ford, 2002) proposed that employees’ commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramie et. al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance

(Baruch, 2006). As mentioned by Arnoff (cited in Goldstein & Ford, 2002), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence, that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes. Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training program should be identified before offering it to the employees (Elnaga, & Imran, 2013).

Scott, Clothier and Spriegel (cited in Obisi, 2001) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (1995), further mentioned that a well trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (cited in Goldstein & Ford, 2002), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success (Elnaga, & Imran, 2013).

2.4. Conceptual Framework



CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. Study Design and Data Sources

Descriptive survey design is used in this study for conducting the research. The nature of the research design of this study is descriptive survey design. Primary and secondary data sources were ways for collecting data. Based on data type, mixed form of approach was implemented (quantitative and qualitative) for triangulation.

3.2. Population, Sample and Sampling Techniques

The locale of this study is planned to be in Addis Ababa in branches of Wegagen bank. Population refers to the elements in the targets of the study. The population of the study incorporates workers and administrators of Wegagen bank. Sample is the subset of population selected to be representative in the study. Simple random sampling was applied for selecting respondents to the questionnaire and purposive sampling for selecting respondents to the interview. The sample contained employees, administrators, training and development officers.

Sample size determinations

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

Where:

n = Sample Size

N = Total Population Size

e = Acceptable Level of Error (that is 5 percent)

Source: Yamane (1967)

Sample Size = 110

There are 83 branches of the bank in Addis Ababa from which 15 are selected.

Table 3.1: Sample size distribution

SR	Institution	Sample Size
1	Employees	80
2	Managers and Deputy Managers	15
3	Training and Development Officers	15
Total		110

110 questionnaires will be distributed.

3.3. Data Gathering Tools

Questionnaires and interview guides were used for gathering data. The tools were constructed by the researcher in line with review of related literature. Though the leading source of data was primary source, the study also integrates and entertains secondary sources as well.

The survey questionnaire instrument contained four sections: on-the-job training, off-the-job training, training contents, and job performance scale. The items for measuring the variables are adapted from different sources of various previously used tools. The questions are designed to be answered in a five-point Likert scale format for the job performance and training scale.

3.3.1. Construction

Likert type scales were adapted for constructing questionnaire. Interview guide questions were developed by the researcher.

3.3.2. Piloting and Validating

In order to collect data the researcher adapted different instruments which are related with the variables under study. The liability was checked via Chronbach Alpha ($\alpha = 0.81$) and validation was done. Face validity was attested by professional who specialize in the discipline and by the advisor so as to ascertain whether the procedure appears to measure the constructs.

3.3.3. Administration, Assembling and Coding

For research ethics, informed consent was made a prior. Questionnaires were directly administered with assistant trained data collectors. Tape recorder and note taking were used at interview by the researcher and assistant data gatherers.

3.4. Data Analysis Methods

After administration of tools and collection, data were coded. Then the coded data were encoded to excel. Gathered data were analyzed by using different techniques based on the type of data. The quantitative data from the questionnaire were analyzed through descriptive statistics (mean, standard deviation ...) by using SPSS 20. Tabular and graphic demonstrations serve as back up for descriptive presentation of the analysis. On the other hand discourse analysis was implemented for analysis of qualitative data from the interview. Furthermore, data from interview were qualitatively analyzed following repeated reading of the note and listening oral responses which are taken from field work in data collection.

CHAPTER FOUR

DATA ANALYSIS, FINDINGS AND DISCUSSION

This chapter integrates the analysis, results and discussion portraying background of respondents, motivation, commitment, engagement and organizational culture in relation to quality matters. The analysis was done in a mixed way by amalgamating responses from questionnaire and interview i.e. quantitative and qualitative parts.

The return rate was found to be 91.67% which is acceptable and workable.

4.1. Background of the Respondents

In this section of the paper background of respondents is displayed. The analysis in this part contains categories respondents in terms of working department, gender, age, educational status, and work experience.

Table 4. 1. Respondents' Background

Variable	Category	f	%
<i>1. Working Department</i>	Manager	13	11.8
	Training and Development	11	10.0
	CSO and Others	86	78.2
	Total	110	100.0
<i>2. Gender</i>	Male	56	50.9
	Female	54	49.1
	Total	110	100.0
<i>3. Age of Respondents</i>	<20	9	8.2
	21-30	51	46.4
	31-40	37	33.6
	41-50	10	9.1
	>51	3	2.7
	Total	110	100.0
<i>4. Educational Status of Respondents</i>	Diploma and Below	11	10.0
	First Degree	68	61.8

	Second Degree and Above	31	28.2
	Total	110	100.0
5. Work Experience of Respondents	Below 2 years	8	7.3
	2-5 years	38	34.5
	5-10 years	46	41.8
	Above 10 years	14	12.7
	Total	110	100.0

As it is shown on top the gender distribution of the respondents between male and female is equivalent. In the study 11.8% (13) are managers, 10% (11) are from training and development department, and the majority i.e. 78.2% (86) are CSO and others. In terms of age the majority i.e. 46.4% (51) of the respondents were from 21-30 years old. First degree holders were on the vast majority share of the sample which is 61.8% (68) of the entire sample size. 41.8% (46) of the respondents have work experience from 5 to 10 years.

4.2. Training Practices in the Bank

This part of the analysis depicts training practices in the bank as per the response of the participants for 6 items. Frequency distribution and descriptive statistics are used to portray the analyses and results. Narrative thematic analysis used for triangulating the result in addition to the quantitative part.

Table 4.2. Frequency and Descriptive of Training Practices in Wegagen Bank

No.	Item		Scale					Total
			SD=1	D=2	N=3	A=4	SA=5	
1	There is on job training for skills development	F	-	2	37	55	16	110
		%	-	1.8	33.6	50	14.5	100
			<i>Mean=3.77</i>		<i>SD=0.71</i>			
2	Trainings in the bank are crucial for being good at introducing new systems	F	-	1	31	58	20	110
		%	-	0.9	28.2	52.7	18.2	100
			<i>Mean=3.88</i>		<i>SD=0.7</i>			
3	Trainings are periodical and need based	F	-	5	27	36	42	100
		%	-	4.5	24.5	32.7	38.2	110

		<i>Mean=4.05</i>		<i>SD=0.9</i>				
4	The trainings are more of task oriented than being personal life of employees	F	-	4	41	45	20	110
		%	-	3.6	37.3	40.9	18.2	100
				<i>Mean=3.74</i>		<i>SD=0.79</i>		
5	Trainers are skilled for imparting the new ways in banking and related tasks	F	-	5	40	48	17	100
		%	-	4.5	36.4	43.6	15.5	110
				<i>Mean=3.7</i>		<i>SD=0.78</i>		
6	Training is given for newly employed workers and employees who are on job	F	-	7	40	58	5	110
		%	-	6.4	36.4	52.7	4.5	100
				<i>Mean=3.55</i>		<i>SD=0.69</i>		
N=110								

* *SD (1) = Strongly Disagree; D (2) = Disagree; N (3) = Neutral; A (4) = Agree; SA (5) = Strongly Agree*

The above table displays responses for training practices. In response of the item that inquires about training on adding value to skills development 1.8% (2) disagree, 33.6% (37) remain neutral, 50% (55) agree, and 14.5% (16) strongly agree ($M=3.77$; $SD=0.71$). On the crucial nature of training in the bank for introducing new systems, while 52.7% (58) agree, 18.2% (20) strongly agree, 28.2% (31) remain neutral and only 0.9% (1) disagree ($M=3.88$; $SD=0.7$).

38.2% (42) strongly disagree, and 32.7% (36) agree that trainings are periodical and need based ($M=4.05$; $SD=0.9$). In the same theme 24.5% (27) were neutral and 4.5% (5) disagree. For the item on whether trainings are more of task oriented than being personal life of employees or not 40.9% (45) agree that they are task oriented; whilst 18.2% (20) strongly agree, 37.3% (41) neutral, and 3.6% (4) disagree ($M=3.74$; $SD=0.79$).

43.6% (48) agreed that trainers are skilled for imparting the new ways in banking and related tasks; in addition, 15.5% (17) strongly agree ($M=3.7$; $SD=0.78$). On the other hand, 36.4% (40) were neutral and 4.5% (5) disagree. 52.7% (58) agree and 4.5% (5) strongly agree that training is given for newly employed workers and employees who are on job. Meanwhile, 36.4% (40) remain neutral and 6.4% (7) disagree ($M=3.55$; $SD=0.69$).

In the interview and document analysis the findings revealed that trainings are given based on organizational needs. Policy, strategic, orientation and other relevant ways of offering training are considered while arranging training for employees.

It is understandable from findings that there are appropriate training practices in all levels of employees with the purpose of enhancing performance. The training modality is being done in planned way. Furthermore, training contents and sessions are backed up by materials that facilitate training effectiveness.

4.3. On-the-Job Training and Performance

On-the-job training and performance were investigated in line with training practices. Five items were constructed and distributed for collecting data via feedback of the respondents to the Likert-type scale. In addition, the analyses contain thematic analysis of the data from qualitative part.

Table 4.3. Frequency Table and Descriptive of On-the-Job Training Practices

No.	(I believe...)		Scale					Total
			SD=1	D=2	N=3	A=4	SA=5	
1	On-the-job training enhances job performance	F	-	11	37	49	13	110
		%	-	10	33.6	44.5	11.8	100
			Mean = 3.58		SD=0.83			
2	Job performance is not affected by on-the-job training	F	5	47	54	4	-	100
		%	4.5	42.7	49.1	3.6	-	110
			Mean=2.48		SD=0.65			
3	On-the-job training enhances knowledge and awareness of job related issues	F	-	5	23	70	12	110
		%	-	4.5	20.9	63.6	10.9	100
			Mean=3.81		SD=0.68			
4	On-the-job training helps to build positive attitude to the job	F	-	3	21	59	27	100
		%	-	2.7	19.1	53.6	24.5	110
			Mean=4.00		SD=0.74			
5	On-the-job training creates better synergy among workers/team work	F	-	3	31	71	5	110
		%	-	2.7	28.2	64.5	4.5	100
			Mean=3.71		SD=0.59			
N = 110								

**1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree*

For the item in quest of enhancement of job performance due to on-the-job training; 11.8% (13) strongly agree, 44.5% (49) agree, 33.6% (37) remain neutral, and 10% (11) had disagreed ($M = 3.58$; $SD=0.83$).

Almost half of the respondents i.e. 49.1% (54) were neutral on the item which was stated as “*Job performance is not affected by on-the-job training*”, and 3.6 (4) agree whereas 42.7 % disagree, and 4.5% (5) strongly disagree ($M = 2.48$; $SD=0.65$).

63.6% (70) of the respondents agreed that on-the-job training enhances knowledge and awareness of job related issues; in addition, 10.9% (12) strongly agreed. On the other way, 20.9% (12) were neutral and the rest 4.5% (5) disagree ($M = 3.81$; $SD=0.68$).

Most of the respondents agreed that on-the-job training helps to build positive attitude to the job ($M = 4.00$; $SD=0.74$). For the aforementioned item, 24.5% (27) strongly agree, 53.6% (59) agree, 19.1% (21) remain neutral, and 2.7% (3) disagree. 64.5 % (71) agree, 4.5% (5) strongly agree, 28.2% (31) were neutral, and only 2.7% (3) disagree that on-the-job training creates better synergy among workers/team work ($M = 3.71$; $SD=0.59$).

In the bank On-the-job training is being practiced as method of imparting the skills, knowledge, and competencies needed for employees to perform a specific job within the work place in their working section. Employees learn in the environment where they practice the knowledge and skills obtained during training. It is being done as a mechanism for capacity building.

4.4. Off-the-Job Training and Performance

The fourth section of chapter four of this research mainly shows the analyses of data collected via questionnaire and interview in relation to off-the-job training and performance.

Table 4.4. Frequency Table and Descriptive of Off-the-Job Training Practices in Wegagen Bank

No.	Item		Scale					Total
			SD=1	D=2	N=3	A=4	SA=5	
1	Off-the-job training capacitates employees' skill	F	-	7	26	59	18	110
		%	-	6.4	23.6	53.6	16.4	100
			<i>Mean=3.8</i>		<i>SD=0.79</i>			
2	Employees' job performance is better enhanced by off-the-job	F	-	9	34	63	4	110
		%	-	8.2	30.9	57.3	3.6	100
			<i>Mean=3.55</i>		<i>SD=0.72</i>			

training								
3	Off-the-job training is useful for building positive attitude on organizational culture	F	-	10	51	43	6	110
		%	-	9.1	46.4	39.1	5.5	100
				<i>Mean=3.41</i>		<i>SD=0.73</i>		
4	Off-the-job training is important for development of positive attitude towards one's job performance	F	-	4	39	54	13	100
		%	-	3.6	35.5	49.1	11.8	110
				<i>Mean=3.69</i>		<i>SD=0.73</i>		
5	Off-the-job training helps to be good at performing for meeting organizational goals	F	-	6	15	50	39	110
		%	-	5.5	13.6	45.5	35.5	100
				<i>Mean=4.11</i>		<i>SD=0.84</i>		
N=110								

*1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree

So far as the relevance of off-the-job training in capacitating employees' skill, 53.6% (59) of the respondents agree, 16.4% (18) strongly agree, 23.6% (26) were neutral and 6.4% (7) disagree ($M = 3.8$; $SD=0.79$). For the item asking whether "Employees' job performance is better enhanced by off-the-job training" 57.3% (63) agree, 3.6% (4) strongly agree, 30.9% (34) were neutral, and 8.2% (9) disagree ($M = 3.55$; $SD=0.72$).

9.1% (10) disagree, 46.4% (51) marked neutral, 39.1% (43) agree, and 5.5% (6) strongly agree that off-the-job training is useful for building positive attitude on organizational culture ($M = 3.41$; $SD=0.73$). On the importance of off-the-job training for development of positive attitude towards one's job performance 11.8% (13) strongly agree, 49.1% (54) agree, 35.5% (39) were neutral, and 3.6% (4) have chosen disagree ($M = 3.69$; $SD=0.73$).

Finally, 35.5% (39) strongly agree and 45.5% (50) agree ($M = 4.11$; $SD=0.84$) on the item that "Off-the-job training helps to be good at performing for meeting organizational goals". Whereas, 13.6% (15) were neutral and 5.5% (6) disagree.

In the training sessions for employees, off-the-job training is playing critical role for making and enabling employees to be better performance. It is being used for those employees who go for enlargement, and enrichment. The depth and training method is broader in the off-the-job training than any other mode.

External trainers are putting handing into the training practices. The off-the-job training is helping employees through acquiring new ways of working as well. Moreover, this mode of

training is supporting workers to learn together as well. There is experience sharing among employees.

Off-the-job training is also supporting the bank system to simplify work and bring about better organizational behavior, organizational culture and improve cohesion. This way of training is being used to develop and expand into new areas, as well as make your existing processes faster and more effective. In general, respondents indicated that off-the-job training is helpful for employee performance through knowledge and skills acquisition, and indirectly through making the working atmosphere suitable or convenient for work.

4.5. Training Content and Relevance for Performance

This part of the research paper contains analysis in relation to the theme of training content and relevance for performance. The contents, topics, and issues of training are found to be relevant to job than being relevant for personal life of employee.

Table 4.5. Frequency Table and Descriptive of Training Content and Relevance for Performance in Wegagen Bank

No.	Item		Scale					Total
			SD=1	D=2	N=3	A=4	SA=5	
1	The training content is need based for the employees	F	-	11	25	45	29	110
		%	-	10	22.7	40.9	26.4	100
			<i>Mean=3.84</i>		<i>SD=0.93</i>			
2	Training contents are selected based on work departments	F	2	8	23	51	26	110
		%	1.8	7.3	20.9	46.4	23.6	100
			<i>Mean=3.83</i>		<i>SD=0.94</i>			
3	Training content helps to fill skill gap for employee performance	F	1	5	9	55	40	110
		%	0.9	4.5	8.2	50	36.4	100
			<i>Mean=4.21</i>		<i>SD=0.83</i>			
4	Contents for training are periodically revised	F	-	-	6	48	56	100
		%	-	-	5.5	43.6	50.9	110
			<i>Mean=4.45</i>		<i>SD=0.62</i>			
5	Training contents are attractive and impressive for supporting employee performance	F	-	-	49	48	13	110
		%	-	-	44.5	43.6	11.8	100
			<i>Mean=3.67</i>		<i>SD=0.68</i>			
6	Contents of on-the-job and off-	F	-	-	1	55	54	100

the-job trainings are different in relevance	%	-	-	0.9	50.0	49.1	110
		<i>Mean=3.48</i>		<i>SD=0.52</i>			
N=110							

**1 = Strongly Disagree; 2 = Disagree; 3 = Neutral; 4 = Agree; 5 = Strongly Agree*

From the total of respondents, 26.4% (20) strongly agree, 40.9% (45) agree that the training content is need based for the employees ($M = 3.84$; $SD=0.93$). Meanwhile, 22.7% (25) remain neutral, and 10% (11) disagree. In view of training content, 23.6% (26) strongly agree and 46.4% (51) agree that the training contents are selected based on working departments ($M = 3.83$; $SD=0.94$); whereas 20.9% (23) were neutral, 7.3% (8) disagree, and 1.8% (2) strongly disagree.

36.4% (40) strongly agree, 50% (55) agree, 8.2% (9) neutral, 4.5% (5) disagree, and only one respondent strongly disagree on the item whether “*Training content helps to fill skill gap for employee performance*” ($M = 4.21$; $SD=0.83$). On the periodical revision of contents for training; 50.9% (56) strongly agree, 43.6% (48) agree, and the rest 5.5% (6) remain neutral ($M = 4.45$; $SD=0.62$).

11.8% (13) of the respondents strongly agree and 43.6% (48) agree that training contents are attractive and impressive for supporting employee performance ($M = 3.67$; $SD=0.68$). In the same item 44.5% (49) were neutral. Half of the respondents i.e. 50% (55) agree and 49.1% (54) strongly agree that contents of on-the-job and off-the-job trainings are different in relevance ($M = 3.48$; $SD=0.52$). 0.9% (1) neutral on the aforementioned item.

4.6. Discussion

Career development approach indicated that training is vital to weld-in individuals/groups into organizational effectiveness. In addition, training is helpful for knowledge sharing to improve customer service (Hafeez & Akbar, 2015). The findings with regard to practices in the bank are found to be mostly similar with the literatures reviewed.

So far as approaches to training are concerned training methods can generally be divided into two main approaches: directive and non-directive. The directive approach involves the Trainer choosing what material to give the learners and how to give it to them, based on the training needs, aims and objectives. In the non-directive approach, the trainer allows the learners to find their route through the session, guiding them where and when necessary (Kinicki, & Kreither, 2007). In the study area directive type of training approach is being exercised.

Training is an important key factor for human resource development in an organization. The training is not only cultivating work knowledge and skills, developing productivity for the production and services, but rather impacts on modification of employees' attitude and behavior for performing work. Team-based learning provides many benefits such as accumulate different knowledge from others, share information, knowledge, work experience and skills, express individuals' thoughts, learn good questioning skills, learn to work together, and to take responsibility for the success of the whole team. The members of these teams develop better communication skills with others. Knowledge can be transferred by moving people, specific tools and technologies, routines, and networks that combine people, tools, and routines (Afshan, et.al, 2012; Dorjkhuu, 2013). In contrary to the previously indicated literature review, in the qualitative data analysis it was indicated that there is loose team-based learning in the bank.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1. Findings and Summary

Most respondents ($M=3.77$; $SD=0.71$) indicated that training adds value to skills development. On the crucial nature of training in the bank for introducing new systems 60.9% of the respondents agreed ($M=3.88$; $SD=0.7$). It has been found that trainings are periodical and need based ($M=4.05$; $SD=0.9$). Trainings are more of task oriented than being personal life of employees or not 59.1% (65) agree that they are task oriented ($M=3.74$; $SD=0.79$).

Though there are complaints on training delivery method, majority of the respondents agreed that trainers are skilled for imparting the new ways in banking and related tasks ($M=3.7$; $SD=0.78$). It is indicated that training is given for newly employed workers and employees who are on job ($M=3.55$; $SD=0.69$). In the interview and document analysis the findings revealed that trainings are given based on organizational needs.

56.3% (62) of the respondents agreed ($M = 3.58$; $SD=0.83$) that training practices serve for enhancement of job performance due to on-the-job training. Almost half of the respondents i.e. 49.1% (54) were neutral on the item which was stated as “*Job performance is not affected by on-the-job training*”, and 3.6 (4) agree ($M = 2.48$; $SD=0.65$). Majority of the respondents agreed that on-the-job training enhances knowledge and awareness of job related issues; in addition, 10.9% (12) strongly agreed ($M = 3.81$; $SD=0.68$). Most of the respondents agreed that on-the-job training helps to build positive attitude to the job ($M = 4.00$; $SD=0.74$). Furthermore, on-the-job training creates better synergy among workers/team work ($M = 3.71$; $SD=0.59$).

On the relevance of off-the-job training in capacitating employees' skill, 70% (77) of the respondents agreed ($M = 3.8$; $SD=0.79$). 9.1% (10) disagree, and 46.4% (51) marked neutral that off-the-job training is useful for building positive attitude on organizational culture ($M = 3.41$; $SD=0.73$). On the importance of off-the-job training for development of positive attitude towards one's job performance 11.8% (13) strongly agree, and 49.1% (54) agree ($M = 3.69$; $SD=0.73$). Very magnificent portion of respondents agreed that off-the-job training helps to be good at performing for meeting organizational goals ($M = 4.11$; $SD=0.84$).

From the total of respondents, 67.3% (65) agreed that the training content is need based for the employees ($M = 3.84$; $SD=0.93$). In view of training content most respondents responded as the training contents are selected based on working departments ($M = 3.83$; $SD=0.94$). 86.4% (95) agreed that the training content helps to fill skill gap for employee performance ($M = 4.21$; $SD=0.83$). On the periodical revision of contents for training; 50.9% (56) strongly agree, 43.6% (48) agree ($M = 4.45$; $SD=0.62$).

55.4% (61) of the respondents agreed that training contents are attractive and impressive for supporting employee performance ($M = 3.67$; $SD=0.68$). More than half of the respondents i.e. 99.1% (109) agreed that contents of on-the-job and off-the-job trainings are different in relevance ($M = 3.48$; $SD=0.52$). Most of the respondents agreed that on-the-job training helps to build positive attitude to the job ($M = 4.00$; $SD=0.74$). The research finding has revealed that there are training evaluation scheme for collecting feedback to take lesson.

5.2 Conclusion

In the bank, there is training practice for newly employed workers as induction. In addition, there are training practices as on-the-job and off-the-job trainings.

The respondents of this research have indicated that there are good efforts of on-the-job training. Regardless of the availability of training practices, there are reservations in view of training content relevance and trainer competency. It was also found that on-the-job training is helping employees to be good at job performance.

Off-the-job training is being given for capacitating employee performance. Though the off-the-job training arrangements are made seldom, they are vital due to enhanced nature in terms of depth and detail as compared to other types of training. Respondents indicated that off-the-job training is critical for the bank to create better work atmosphere with motivated and committed employees. It is also important for employees too, not only to keep them up-to-date with the latest technologies, but to make them feel like a valuable member of the team. Off-the-job training occurs when employees are taken away from their place of work to be trained. Common methods of off-the-job training include: Day release (employee takes time off work to attend a local college or training centre)

Training for employees is given based on various initiatives. The causes for training arrangements include orientation, induction, work dynamics, and training needs assessment from workers. For instance, when new banking and working systems (including marketing) emerge training is given.

5.3. Recommendations

In line with the findings of the research, here are the ways forwarded to concerned bodies who take part in the activities that are related with the thematic area studied.

Managers

- ⌚ Should establish employee need based training system alongside with the bank's issues prioritized.
- ⌚ The management bodies should evaluate trainers' capability and periodical follow up as well as updated promotion frame should be there.

Training and Development Office/Trainers

- ✎ Training can also help in inculcating positive organizational culture and create conducive environment for performance. Hence, psychological and employee self-development skills related themes should be added.
- ✎ Trainers should familiarize themselves with contemporary training models and contents that can fit in to the status and need of employees.
- ✎ Be well aware of employees' interest, motivation, and commitment for effective training.
- ✎ There should be comparative analysis of changes on employees after training sessions.
- ✎ Trainers should use diversified methods of training to make training sessions more effective.

Employees

- 👉 Should be motivated and committed for attentive attendance of training sessions.
- 👉 Employees can use training sessions as a means to energize the inner self for loving what they do as well. Because along with other positive organizational cultures the passion and liking of the job can be brought by wellbeing and self-development trainings.

Shareholders

- ⌚ Should urge budget allocation for training, empowering, and capacitating employees as profitability of the bank mainly depends on workers efficiency and effectiveness.

Limitations and Insight for Further Study

This research is descriptive in design so it is limited to assessment and description related findings. As a result, quasi-experimental kind of study can be done by other researchers on the thematic area addressed in this inquiry.

Further investigation can also be done on the importance of training for job rotation and enrichment.

REFERENCES

- Afshan, S., Sobia, I., Kamran, A. & Nasir, M. (2012). Impact of training on employee performance: a study of telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business* 4, 6.
- Amir D,K, E. & Amen, I. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management*, Vol. 5 (No. 4).
- Dorjkhuu, O. (2013). *Employee Training Methods for Developing Economy*. National Academy of Governance of Mongolia
- Elnaga, A. & Imran, A. (2013). The Effect of Training on Employee Performance. *European Journal of Business and Management* Vol.5, No.4
- Goldstein I. L. & Ford K. (2002). *Training in Organizations: Needs assessment, Development and Evaluation* (4th Edn.). Belmont: Wadsworth.
- Hafeez, U., & Akbar, W. (2015). “Impact of Training on Employees Performance” (Evidence from Pharmaceutical Companies in Karachi, Pakistan). *Business Management and Strategy*. Vol. 6, No. 1
- Imran, M., & Tanveer, A. (2015). Impact of Training & Development on Employees’ Performance in Banks of Pakistan. *European Journal of Training and Development Studies* Vol.3, No.1, pp.22-44.
- Kinicki, J. & Kreither, S. (2007). *The Impact of Training on Productivity and Wages: Firm Level Evidence*. s.l., s.n.
- Lynton, R. P. & Pareek, U. (2000). *Training for Organizational Transformation*. Sage Publication, N.D.
- Madhruma, L. & Sheetal, S. (2009). Personal growth and training and development pg 423.
- Morrison, J. E. (1991). *Training for performance*. Chichester: John Wiley and Sons Ltd.

Obisi, C. (2001). Employee development, Issues and dimensions. *Unical Journal of Public Administrator*, pp. 1(7) 12-17.

Patrick, J. (1992). *Training Research and Practice*. London: Academic Press.

Taiwo, K. (2001). The Role of Training in charge Management. *Journal of the Institute of Personnel Management of Nigeria*, pp. (7) 24-31.

Warr, P. B. (2002). Learning and training. In P.B. Warr, (ed) *Psychology at Work*. London: Penguin Books.

APPENDICES

Appendix 1: Questionnaire

ST. MARY'S UNIVERSITY



St. Mary's
University ቅዱስ ግርግር
ዩኒቨርሲቲ
Committed to Excellence

SCHOOL OF GRADUATE STUDIES

MBA in General Management

Dear Respondent;

The purpose of this questionnaire is to collect data for thesis about the “Influence of Training on Employee Performance in Wegagen Bank” for the partial fulfillment of MBA degree in General Management. All the responses will be used for academic consumption only. The researcher assures you that your responses will be kept confidential.

Tigist Birhanu

- ✓ No need of writing name or any identity indicator
- ✓ Put a “✓” on the space of your choice

Part I: **General Information**

i. **Gender** Male Female

ii. **Age** _____

iii. **Educational Status**

a. Diploma and Under b. B.A. Degree c. Masters Degree d. PhD

iv. **Work Section** _____

v. **Work experience** _____

Part II: Items Related with Main Theme

⇒ Please encircle your choice from numbers 1-5

Key: *SD (1) = Strongly Disagree; D (2) = Disagree; N (3) = Neutral; A (4) = Agree; SA (5) = Strongly Agree

SR	Item	SD	D	N	A	SA
How is employee training practiced in Wegagen Bank?						
1	There is on job training for skills development	1	2	3	4	5
2	Trainings in the bank are crucial for being good at introducing new systems	1	2	3	4	5
3	Trainings are periodical and need based	1	2	3	4	5
4	The trainings are more of task oriented than being personal life of employees	1	2	3	4	5
5	Trainers are skilled for imparting the new ways in banking and related tasks	1	2	3	4	5
6	Training is given for newly employed workers and employees who are on job	1	2	3	4	5
Does the on-the-job training affect the employee's job performance?						
1	On-the-job training enhances job performance	1	2	3	4	5
2	Job performance is not affected by on-the-job training	1	2	3	4	5
3	On-the-job training enhances knowledge and awareness of job related issues	1	2	3	4	5
4	On-the-job training helps to build positive attitude to the job	1	2	3	4	5
5	On-the-job training creates better synergy among workers/team work	1	2	3	4	5
Does off-the-job training influence employee's job performance?						
1	Off-the-job training capacitates employees' skill	1	2	3	4	5
2	Employees' job performance is better enhanced by off-the-job training	1	2	3	4	5
3	Off-the-job training is useful for building positive attitude on organizational culture	1	2	3	4	5
4	Off-the-job training is important for development of positive attitude towards one's job performance	1	2	3	4	5
5	Off-the-job training helps to be good at performing for meeting organizational goals	1	2	3	4	5
Does the training content influence employee job performance?						
1	The training content is need based for the employees	1	2	3	4	5
2	Training contents are selected based on work departments	1	2	3	4	5
3	Training content helps to fill skill gap for employee performance	1	2	3	4	5
4	Contents for training are periodically revised	1	2	3	4	5
5	Training contents are attractive and impressive for supporting	1	2	3	4	5

	employee performance					
6	Contents of on-the-job and off-the-job trainings are different in relevance	1	2	3	4	5
**	In general, training is helping performance of employees in the bank	1	2	3	4	5

Please give brief, clear and short answer for the following open ended questions

13. Please explain how training is supporting to enhance employee performance?

14. Would you explain how on-the-job and off-the-job trainings help to enhance employee performance?

Appendix 2: Interview Questions

ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES



St. Mary's University ቅድስት ማርያም ዩኒቨርሲቲ
Committed to Excellence

MBA in General Management

Interview Guide for Management Staffs

Questions for interviewing about “*Influence of Training on Employee Performance in Wegagen Bank*”

Interview Time: _____ Date _____ Place _____

1. What is your position?
2. Would you please explain the employee training practices in Wegagen Bank?
3. How does on-the-job training affect the employee’s job performance?
4. What are the influences of off-the-job training on employee’s job performance?
5. Would you describe the relevance and influences of the training contents for employee job performance?
6. Would you tell me about trainers’ efficiency, effectiveness, and use of appropriate training methods?

I Thank You!