



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF TRAINING AND DEVELOPMENT PRACTICES ON
EMPLOYEE PERFORMANCE: THE CASE OF ETHIOPIA AIRLINES**

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JUNE, 2020

ADDIS ABEBA, ETHIOPIA

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**A THESIS SUBMITTED TO ST. MERY'S UNIVERSITY, SCHOOL OF
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION**

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ADDIS ABABA, ETHIOPIA

Declaration

I, Merima Adege, hereby declare that thesis work entitled “The Effect of Training and Development Practices on Employee Performance: The Case of Ethiopia Airlines” submitted to St Mary University, department of management in partial fulfillment of the degree of Masters of Business Administration is my original work, and has not been conducted and/or presented for any purpose in any other institution. Meanwhile, all sources of materials used for the study have been appropriately accredited.

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Place: St Mary University, Addis Ababa, Ethiopia

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BY

MERIMA ADEGE

APPROVED BY BOARD OF EXAMINERS

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List of Acronyms

EAL - Ethiopian Airlines

HR - Human Resource

HRM - Human resource management

HRD - Human resource development

KSA - Knowledge, Skill, Ability

SPSS - Statistical package for social science

T&D - training and development

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Abstract

This research was conducted to assess the effect of training and development practice on employees' performance in the case of Ethiopian Airlines. The study has used explanatory or causal research design. The researcher collected data from both primary and secondary sources. More specifically, primary data were collected through questionnaire and structured interview. In order to select the respondents, the researcher used probability (simple random sampling) and non-probability sampling (judgmental sampling) methods. Accordingly, 98 sample respondents were selected from employees' and out of which 86 questionnaires were completed, returned and used for further analysis. Moreover, qualitative data were gathered via interview with top level managers. The researcher used both quantitative and qualitative methods to describe the results. Data collected from respondents via structured questionnaire using Likert's scale ranging from one to five were processed with the help of Statistical Package for Social Science (SPSS) version 22 and analyzed using descriptive statistics (like frequency, mean, and percentage) and regression analysis. And the data collected through interview were analyzed via thematic analysis. The finding of the study reveals that the major criteria used by EAL to select trainees are Employee's current position, Employee's performance and Employees progression scheme for the positions. The major factors that make training programs successful for employees' performance are conducting training need assessment, a good training design and implementation of the programs. The basic methods in which the organization link training and development and employees' performance are; employees ability to cooperate with others, employees tendency to find solution in the workplace, and enhanced employees' commitment. With regard to the criteria (points) to evaluate effectiveness of training programs EAL used performance improvement, enhanced team work efficiency and enhanced sales level/profitability. The basic types of training and development programs offered by EAL are; workplace safety trainings, business development course, manager development course and team Leader development course. Finally, the researcher recommends that it is better to establish a separate department to handle the issue of training and development. It is necessary to have a systematic, & planned performance gap-based training programs in the company.

Keywords: *training and development, employee performance, effect, Ethiopian Airlines*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Human resource is the most valuable and important resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). As the Mwita (2000) explains that performance is the key element to achieve the goals of the organization that increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization (Qaiser Abbas and Sara Yaqoob, 2012). There are many factors which affect employee work performance such as flexible scheduling, training etc.

The survival of any organization in the competitive society lies in its ability to train its human resource to be creative, innovative, inventive who will invariably enhance performance and increase competitive advantage (Edralin, 2004; Lynton, 2000), (Vemić, 2007). Training and development is an aspect of human resource practices that help in enhancing employees' skills, knowledge, and competence capable of improving employees' ability to perform more efficiently (Palo, & Padhi, 2003). Training and development play a vital role in the effectiveness of an organization (Goldstein and Ford, 2002). It is one of the most pervasive techniques for improving employees' performance and enhancing organization productivity in the work place (Gupta, & Bostrom, 2006). Employees are the indispensable asset and key element of gaining competitive advantage of any organization and training is essential tool for its actualization (Houger, 2006). The level of competency, skills and ability of the workforces of an organization influences its ability to preserve its obtained positions gain competitive advantage (Armstrong, 2010).

Meanwhile, employees competence, skills and pro-activeness is directly proportional to the level at which organization can compete with others. Organizations are confronting with increased competition resulting from changes in technology, economic environments, globalization etc... (Evans, Pucik, Barsoux, 2002). As it could be inferred from above that

not much research has been conducted on the relationship between all of these constructs. In this regard, this study aimed to contribute to the existing knowledge particularly in the sphere of capacity development. It is to this end that this research seeks to critically examine the effectiveness of training and development on employees' performance and organization competitiveness. Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone R J., 2002). Nowadays training is the most important factor in the business world because it increases the efficiency and the effectiveness of both employees and the organization.

The performance of an employee depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in their skills & competencies because of more on the job experience (Fakhar Ul Afaq, Anwar Khan). Training also has impact on the return on investment (Richard Chang Associates, INC.). The organizational performance depends on the employee performance because human resource capital of organization plays an important role in the growth and the organizational performance. Thus organizations train their employees to increase individual and organizational performance. Thus the purpose of this study is to show the impact of training and the design of training on the employee performance.

Training & development increase the performance of health sector organization (Iftikhar Ahmad and Siraj-ud-din, 2009). Another researcher said that employee performance is the important factor and the building block which increases the performance of overall organization (Qaiser Abbas and Sara Yaqoobm, 2012). Employee performance depends on many factors like job satisfaction, knowledge management and training but there is relationship between training and performance (Chris Amisano,2010). This shows that employee performance is important for the performance of the organization and the and the training & and development is beneficial to improve its performance. Thus this study is conducted to explore the effect of training and development practices on employee performance.

It is very necessary for the organization to design training very carefully (Michael Armstrong, 2000). The design of the training should be according to the needs of the employees (Ginsberg, 1997). Those organizations which develop a good training design according to the

need of the employees as well as to the organization always get good results (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). Training design plays a very vital role in the employee as well as organizational performance. A bad training design is nothing but the loss of time and money (Tsaur and Lin, 2004).

On the job training helps employees to get the knowledge of their job in a better way (Deming, 1982). People learn from their practical experience much better as compare to bookish knowledge. On the job training reduces cost and saves time (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). It is better for the organizations to give their employees on the job training because it is cost effective and time saving (Ruth Taylor et al., 2004). It is good for organization to give their employees on the job training so that their employees learn in a practical way (Tom Baum et al., 2007).

Delivery style is a very important part of Training and Development (Carlos A. Primo Braga, 1995). Employees are very conscious about the delivery style (Michael Armstrong, 2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience and hence s/he is wasting the time (Mark A. Griffin et al., 2000). It is very necessary for a trainer to engage its audience during the training session (Phillip seamen et al., 2005). Delivery style means so much in the Training and Development. It is very difficult for an employee to perform well at the job place without any pre-training (Thomas N. Garavan, 1997). Trained employees perform well as compared to untrained employees (Partlow, 1996; Tihanyi et al., 2000; Boudreau et al., 2001). It is very necessary for any organization to give its employees training to get overall goals of the organization in a better way (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Training and development increase the overall performance of the organization (Shepard, Jon et al., 2003). Although it is costly to give training to the employees but in the long run it give back more than it took (Flynn et al., 1995; Kaynak, 2003; Heras, 2006). Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Carlos A. Primo Braga, 1995).

1.2. Statement of the problem

According to Malik et al (2011), organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. Companies spend so much of their budgeted on employees training, so it is crucial that they are able to measure the added value from the training expenditure. This can be measured through

comparison of costs and benefits associated with training remains the best way to determine. However, careful measurement of both the costs and the benefits may be difficult in some situations. If training is cost ineffective, for example, one firm evaluated a traditional safety training program and found that the program did not lead to a reduction in accidents; therefore the training will be redesigned so that better safety practices will be resulted.

An organization or an individual employee must be studied before a course of action can be planned to make the function better. Evaluation of training success is the most important phase of training in order to assess whether an organization is able to achieve the desired goal or not. Evaluation of training compares the post-training results to the objectives expected by managers, trainers, and trainees. Training can be evaluated at four levels (Kirkpatrick, 2007) identified four levels: such as reaction, learning, behavior, and results at which training can be evaluated.

The modern business organizations are dealing with the rapidly changing environment, which requires radical changes for the organizations to adapt those changes for survival. For that organizations should have an ability of achieving the excellence with competitive advantage. In this process organizations can use resources such as technology, equipment, human resources and capital. Out of all, the human resource is vital and it is a strategic resource, which gives a competitive advantage. The performance of an organization mostly depends on the performance of the human resource. Employee performance is basically depends on the skills, attitudes, motivation and knowledge and the top management's commitment etc. During the past three decades researches made a tremendous effort to establish the link between training and development and employees' performance. But in Ethiopian Air Lines the literature pertaining to T&D and employee performance is lacking. Hence this study is an attempt to bridge the gap in the knowledge regarding training and development.

In fact there are researches conducted on the role of training and innovation on work force productivity by (Laplagne et al, 1999) and found training and innovation in the workplace are very likely to occur in the workplaces experiencing strong labor productivity growth. There was other study conducted by (Malik, et al, 2011) as organizational effectiveness case study on Telecom and banks and try to see the impact of employee's performance and motivation on organizational effectiveness and found that increasing employee's performance accelerate organizational effectiveness. The first, research tries to see the economic value training in

specific functions (sales/ technical) of the organizations and the other also fail to see exactly how the organization is effective by improving the employees' performance through training.

In addition, little has been done regarding with evaluation of the effect of training and development on Employees' performance. Prior studies have been conducted on the effect of training and development on Employees' performance; but as per the researcher's knowledge there isn't any research conducted so far to assess the effect of training and development on employees' performance in Ethiopian Air Lines.

1.3. Research questions

The study has tried to answer the following research questions;

1. What are the major criteria used to select employees for training and development?
2. What are the major factors that make training programs successful for employees' performance?
3. How could the organization link training and development and employees' performance?
4. What are the basic criteria (points) to evaluate effectiveness of training programs?
5. What are the basic types of training and development programs offered by Ethiopian Airlines?

1.4. Objective of the study

1.4.1. General objective

The general objective of the study is to assess the effect of training and development practice on Employees' performance in the case of Ethiopian Airlines.

1.4.2. Specific objectives

1. To identify the basic criteria used to select employees for training and development.
2. To evaluate the major factors that makes training programs successful for employees' performance.
3. To ascertain the basic types of training and development programs offered by Ethiopian Airlines.
4. To identify the basic criteria (points) to evaluate effectiveness of training programs.
5. To test the effect of training and development practices on employee job performance in Ethiopian Airlines.

1.5. Significance of the study

The significance of this work stemmed from its objectives as follows:

- (i) Examine how training and development practices affect employees performance;
- (ii) Analyze the effectiveness of cognitive training methods on employees' proficiency;
- (iii) Evaluate the impact of behavioral training techniques on employees productivity; and
- (iv) Analyze the benefits of training methods on employee performance.

The study have significances for different parties; since the main objective of the study is evaluating the effect of training and development to employees' performance it will clearly show the importance of training and development programs on employees' competitiveness. In addition, it helps to organizations to choose the types of trainings which should be offer to build employees capacity. In addition, the study will benefit as a reference for other researchers who are interested to conduct a research in the same endeavor. Moreover, the study will help the researcher to acquire master's degree and to gain experience in conducting further studies.

1.6. Scope of the study

The study was delimited to the effect of training and development programs on employees' performance. So, the researcher was focus on identifying different types of training and development programs which are offered by Ethiopian Airlines. But because of time, capacity and financial shortage the study were focus only in some selected departments (Operation, commercial and support departments) in Ethiopian Airlines, specifically on permanent employees. In terms of time scope the researcher used 5 years data.

1.7. Limitations of the study

The researcher has faced certain constraints while conducting the study. The major limitations were time, the lack of adequate published and documented data about training and development practices by the organizations which would be useful, but the data which were not available as required.

1.8 Organization of the study

The study were organized with in five chapters; the first chapter is about introduction and it includes; background of the study, statement of the problem, objective of the study, significance of the study, scope of the study, definition of key terms and conceptual framework. Next under the second chapter the researcher were discuss the main theoretical background of the study under review of related literatures. Then the researcher put methodology of the study under chapter three. Moreover, methods of data analysis were organized under the fourth chapter. The fifth chapter deals with conclusion and recommendation based on the research findings

Definition of key operational terms

- ✚ **Training-** training is the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively.
- ✚ **Development-** development is meant to acquire new knowledge and skills that help to progress into some future job requirements the employees to better perform in their present jobs.
- ✚ **Employees' performance** – Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability.
- ✚ **Organizational performance-** Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). As the Mwita (2000) explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals.
- ✚ **Performance appraisal-** Performance appraisal is a process that is carried out to enable both the individual and the organization to analyze, examine and evaluate the performance of specified objectives over a period of time. This process can take up formal and informal forms (McCourt & Eldridge 2003: 209).

Conceptual framework

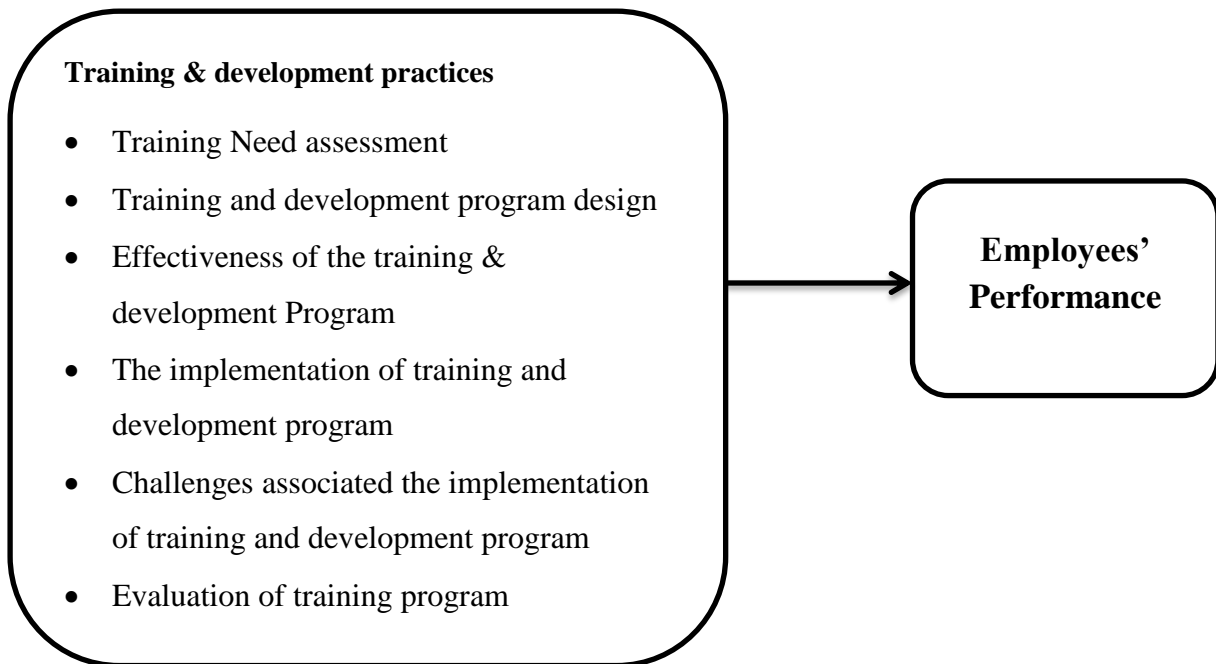


Figure 1.1. Conceptual framework

As we can see from the above figure (conceptual framework), effective training and development program is helpful to organizations to enhance employees performance and an effective training and development program can be achieved by implementing; training need assessment, a good training and development program design, effectiveness of the training and development program, by implementing the training and development program, minimizing the challenges associated the implementation of training and development program and through proper evaluation of the training program.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

Human resource is a key to determining organizational success (Abdul-Aziz et al, 2011). The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge (Olaniyan et al, 2008; Armstrong, 2010).

The overall purpose of HRM (or people management) is to ensure that the organization is able to achieve success through people and it aims to increase organizational effectiveness and capability to achieve its goals by making the best use of the resources available to it (Armstrong, 2010,). Many factors can affect the performance of individual employees; therefore the role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. Therefore, any organization that wants to succeed, and to continue to succeed, has to maintain workforce, who are willing to learn and develop continuously. Training and developing human capital is very important in the effective management and maintenance of a skilled workforce (Alipour et al, 2009).

As organizations strive to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance (Kraiger et al, 2009). Training leads to an increase in the quality of labor, by equipping employees with greater skills and knowledge (and possibly fostering greater effort) (Laplagne, 1999). And it is also one of the ways of improving organization's effectiveness (Alipour et al, 2009) by making workers to improves their skills, enabling them to undertake more complex tasks or complete tasks better or faster (Laplagne ,et al, 1999).

Usually, before training programs are organized efforts are being made through individuals and organizational appraisals to identify the training needs (Olaniyan et al, 2008; Mathis, et al, 2008). After the training programs, an evaluation is carried out to ascertain the

effectiveness of the organization from the training in line with the need, which had been identified earlier (Olaniyan et al, 2008).

2.2. The Concept of Training

2.2.1. Introduction

Selection is just the first step in matching an employee with a job. The next step involves training the employee to do the job (Babaita, 2010). The verb “to train” is derived from the old French word *trainer*, meaning “to drag”. Hence such English definitions may be found as; to draw along; to allure; to cause; to grow in the desired manner; to prepare for performance by instruction, practice exercise, etc (Alipour, et al, 2009).

It is an established fact that no seriously minded organization can be staffed by people with expertise and potentials in the various discipline needed for its total functioning simply by recruitment. Training is usually aimed at solving significant problems as we are supposed to use it as a key requirement for ensuring that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization. Training has been seen by scholars as an aid in adjusting to work environment which is designed to increase the capacity of individual or group in contributing to the attainment of the organizational goals. Training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges (Goldstein and Gilliam, 1990; Rosow and Zager 1988, as cited in Babaita, 2010).

Employee training represents a significant expenditure for most organizations. Training too often is viewed tactically rather than strategically. Organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational goals and strategy (Babaita, 2010).

2.2.2. Definition of Training

Armstrong, (2001) defines training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience. Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Staff development on the other hand is improvement of the employees’ competences for future environmental demands and adaptability.

Beardwell and Hidden (1994) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Corporations are offering a variety of training programs to meet their organizational needs. These include content on IT and systems, processes, procedures and business practices, industry-specific trainings, managerial or supervisory training, interpersonal skills, compliance, sales, executive development, basic skills, new employee orientation, customer service and quality.

As Reynolds (2004) points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify a more directed expected approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject – specific knowledge rather than trying to build core learning abilities. Development is a long term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. According to Campbell (1971), development implies an individual growth and self-realization in a brand base.

Cole (1990) suggests a broader view of knowledge and skills acquisition training. He suggests that he is more concerned with employee potential than immediate skills and views employees as adaptable resource aiming at personal growth and realization of potential of an employee. Armstrong (2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager. Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development is also a means for employers to address the employees' needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability (Jackson 2008). Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning.

Training defined by many scholars as follows: Training refers to instruction that promote knowledge, skills and attitude of employees in order to carry out their duties more efficiency (Farahbakhsh, 2010). According Mathis, et al (2008) training is a process whereby people acquire capabilities to aid in the achievement of organizational goals. Training is a systematic

development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Olaniyan et al, 2008).

For the purpose of this paper; training can be defined as the process by which employees develop their skills, knowledge, and attitude with a view to enhance organizational effectiveness and productivity. Training is the use of systematic and planned instruction activities to promote learning. In fact learning should be distinguished from training.

Training is one of several responses an organization can undertake to promote learning. Whereas Learning is the process by which a person constructs new knowledge, skills and attitude these are necessary for them to perform their jobs satisfactorily (Armstrong, 2010).

Learning may be formal or informal. Formal learning is planned and systematic. It makes use of structured training program consisting of instruction and practice which may be conducted on the job or off the job. Working in organizations is a continual learning process, and learning is at the heart of all training activities. Learning is the means by which a person acquires and develops new knowledge, skills, capabilities, behavior and attitudes. Learning effectiveness depends on the extent to which the organization believes in learning and supports it. In the learning process ways individuals learn will differ, and the extent to which they learn will depend largely on how well they are motivated or self-motivated. Discretionary learning can take place when individuals of their own volition actively seek to acquire the knowledge and skills they need to carry out their work effectively.

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

2.3. Aims and Objectives of Training and Development

Argyris (1971) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

1. To achieve goals

2. To maintain itself internationally
3. To adapt to its environment

Further to this contention, B.M. Bass (1969) identified three other factors which could necessitate training activity as quoted by Monappa & Saiyadain:

1. To keep pace with advanced industrialization for the organization's survival
2. To train and retrain for the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms
3. Training inhuman relations has become necessary for tackling human problems for peaceful industrial relations.

These two writers give a very clear indication human resource development (HRD) personnel what the aims and objectives of training and development by organizations ought to be; i. e. to say for training and development by organization not to be waste of resources by the organizations, it must seek to achieve the above mentioned five (5) objectives and probably some more depending on the environmental and business situation of the organization concerned.

2.3.1. Types of learning

- ➡ Cognitive learning – outcomes based on the enhancement of knowledge and understanding.
- ➡ Affective learning – outcomes based on the development of attitudes or feelings rather than knowledge
- ➡ Instrumental learning – learning how to do the job better once the basic standard of performance has been attained. Helped by learning on the job tremendously

2.3.2. The justification for training

Formal training is indeed only one of the ways of ensuring that learning takes place, but it can be justified in the following circumstances after analysis of training at individual, task, and organizational level

- The work requires skills that are best developed by formal instruction.
- Different skills are required by a number of people which have to be developed quickly to meet new demands and cannot be acquired by relying on experience.

- The tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed.
- Critical information must be imparted to employees to ensure they meet their responsibilities.
- A learning need common to a number of people has to be met and can readily be dealt with in a training program: for example induction, essential IT skills, and communication skills.

Therefore, Effective training certainly has the potential to increase knowledge, skills, and abilities (KSAs) and enable employees to leverage their KSAs for organizational benefit that increases organizational performance (in productivities, quality of service/products....) by improving individual performance of the employee.

2.4. Training processes

The training process includes three phases such as Assessment phase, Implementation phase, and evaluation phase (Huang; 2001, Mathis, et al 2008). Assessing the needs for training is particularly important, because if this is not done an organization cannot be assured that the right type of training is being provided to its employees. According to the study by (Huang, 2001) 70% of the organization doing it are successful and 64% organization which are not doing it are not successful. Training objective provides a line between needs and results, helping to identify the type of instruction required in order closing performance gaps and it also serve as benchmarks against which to evaluate the progress achieved in the realization of organizational goals study show that 75.6% of successful organizations are doing so while 57.8% not successful are not doing so (Huang, 2001).

2.4.1. Systematic Training

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs. It is provided by people who know how to train, and the impact of training is carefully evaluated (Armstrong, 2010)

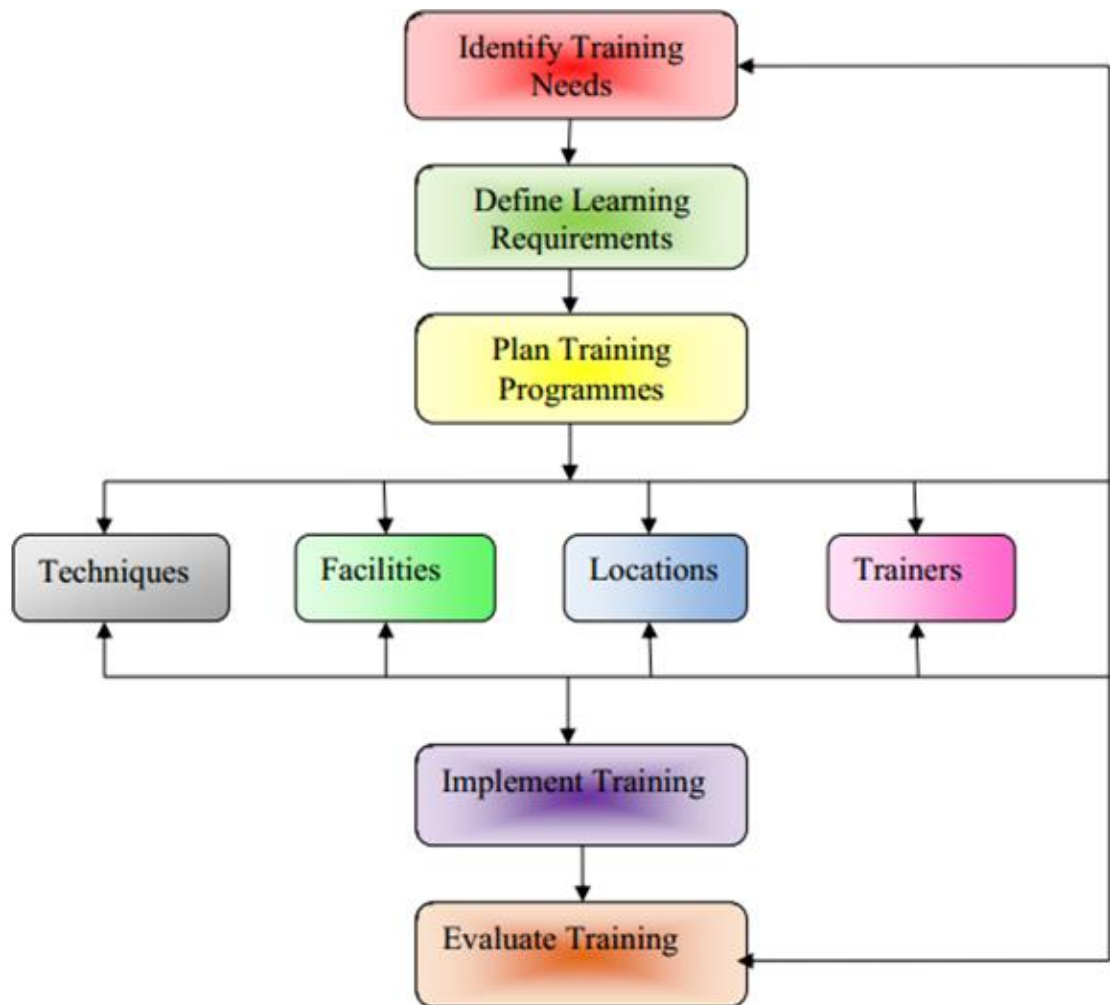


Figure 2.1. The process of planned training (Source: Armstrong Michael, 1995)

Assessment phase

In the *assessment* phase, planners determine the need for training and specify the objectives of the training effort. Managers can identify training needs by considering three sources.

a) Organizational analyses

One important source for organizational analyses comes from various operational measures of organizational performance. On a continuing basis, detailed analyses of HR data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analyzed, training objectives can be developed. Specific sources of information and operational measures for an organizational-level needs analysis may include the following: Grievances, Complaints from customers, Accident records, Equipment utilization figures, Observations, Training committee observations, Exit interviews, and Waste/scrap/quality control data.

b) Task Analyses

The second way to diagnose training needs is through analyses of the tasks performed in the organization. To do these analyses, it is necessary to know the job requirements of the organization. Job descriptions and job specifications provide information on the performances expected and skills necessary for employees to accomplish the required work. By comparing the requirements of jobs with the knowledge, skills, and abilities of employees, training needs can be identified.

c) Individual Analyses

The third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good HR information system can be used to help identify individuals who require training in specific areas. To assess training needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses. A training needs survey can take the form of questionnaires or interviews with supervisors and employees on an individual or group basis. The purpose is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: Questionnaires, Records of critical incidents, Job knowledge tools, Data from assessment centers Skill tests, Role-playing results, and Attitude surveys.

Establishing Training Objectives

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a *gap analysis*, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned. Objectives for training can be set in any area by using one of the following four dimensions: such as Quantity, Quality, Timeliness, and Cost savings as a result of training. Because training seldom is an unlimited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. Ideally, training needs are ranked in

importance on the basis of organizational objectives. The training most needed to improve the health of the organization is done first in order to produce visible results more quickly.

Implementation Phase

Using the results of the assessment, implementation can begin. For instance, a supervisor and an HR training specialist could work together to determine how to train the employees to increase their performance. In selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on would be made at this point. A programmed instruction manual might be used in conjunction with a special training program set up at the company. Implementation occurs when training is actually conducted.

Evaluation Phase

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases and provides feedback for setting future training objectives. How to evaluate? Why we evaluate? And other aspects of evaluation phase of training are described in detail below in different section.

Therefore, based on the above definitions of training, it is a part of the human resource development, along with the other human resources activities, such as recruitment, selection and compensation. The role of human resource department is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current job performance.

According to (Kaufman, 1985) in the operational reality of an organization, there will be a general training development cycle which will start first with the Executive Senior Manager identifying the organizational goals and directions, and from which any operational decisions, Products, and deliverables will flow. Generally (but not always) the flow presented as determine current organizational (policy, goals, and strategies), Determine outcome discrepancies, Select

outcome discrepancies to be closed, Identify document and select needs, Assign front end analyses, Set measurable objectives, Determine possible methods-means-media for meeting objectives, Conduct front-end analysis, Conduct needs analysis, Conduct task analysis, Conduct quasi-needs assessment, Identify (document, and select quasi-needs), Determine

cost-benefit of alternative quasi-needs, Obtain training requirements, Assign training packages and programs, Assign other human performance improvement programs, Conduct methods-means-media analysis, Select methods-means-media, Approve methods-means-media, Schedule and design methods-means-media, Plan and manage training system development and test, Field test methods-means-media, Determine cost-effectiveness, Determine cost-efficiency, Revise as required, Release completed training package (or course), Review program progress and en-route accomplishments, Require and obtain revisions, Release final training/human improvement development programs, Install successful training programs, Eliminate un-required training programs, Determine linkages with other organizational agencies to assure overall impact ability. Integrate training requirements with overall system (selection, design, delivery, and implementation), Assign external evaluation, Conduct external evaluation, Require necessary revisions, and Assure organizational ability to neutralize any external threat.

According to Dekok (2005), the effects of training depend on various influences, then a firm must control for all these influences if it wants to obtain a maximal return to training. Setting up a training program with maximal efficiency requires a firm to follow certain steps:

1. Identify the knowledge gap (what must be learned?).
2. Formulate the goals of training, and the criteria to evaluate it by. This is beneficial to the transition from learning outcomes to individual productivity, but can also stimulate the motivation to learn and apply.
3. Choose the evaluation system.
4. Determine the training design (training method, materials used, time and place, etc.).
5. Perform the training course.
6. Evaluate to which extent the training has reached the formulated goals; not only to learn more about the effects of this specific training course, but also to stimulate the motivation of employees to apply their newly gained knowledge in practice. Carrying out these steps
7. Takes time, and requires specific knowledge on (the effects of) training and available training courses.

2.5. Types of Training

Training classified in to different types based on different criteria. According to (Mathis et al, 2008) training classified based on the content of training or focus of the program such as, personal computer, team building, sexual harassment, hiring and selection, new equipment operation, Train the trainer, leadership, conducting performance appraisal, new employees orientation and etc.

2.5.1. Methods of training

According to Olaniyan et al (2008) the method of training can be classified

- a. **On the job training/coaching** -This relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills.
- b. **Induction/orientation** - This is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.
- c. **Apprenticeship** - A method of training where an unskilled person understudies a skilled person.
- d. **Demonstration**-Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.
- e. **Vestibule** - This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis, et al, 2008).
- f. **Formal Training** - A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in house training.

Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes. In fact the method that employ by the organization has its own effect on the effectiveness of the organization from the training expenditure. As a result, companies are increasingly searching for the right blend of training methods to maximize the effectiveness of learning. Others are looking for more cost-effective

alternatives to online learning which for some enterprises has proven to be a more expensive route than anticipated. Coaching by line-managers and on-the-job training are now playing an increasingly important role in the current financial climate (Blain, 2009).

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

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

2.6. Employee Performance

Holton (1995) defines performances a multi-dimensional construct, the measurement of which varies depending on variety of factors. Armstrong (2000) on the other hand indicates performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance. Performance of an organization is the outcome of acrostic of individuals and units of the organization. Except for the external influences on individual behavior and personal traits, organizations can either influence or control all factors affecting performance of individuals and units through formal and informal means. Greater influence of individuals can be exercised formally through communication; work culture and management style (Kasturi, 2006).

Employee performance involves all aspects which directly or indirectly affect and relate to the work of the employees. Performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the

instruments for results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to tasks-and can be judged apart from results (Brumbranch, 1998). Within high performance work systems, training will be aligned and integrated with actual work. Employees need training in group dynamics and interpersonal relations, and in systems thinking to understand better how all parts of their organization fit together and affect each other. Trainers play a key role in providing feedback on employees' performance and financial performance of their organization (Steed, 2000).

2.7. Effect of training on performance

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest 1997; Swart et al. 2005).

In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright & Geroy (2001) noted that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Appiah 2010; Harrison 2000; Guest 1997). Moreover, other studies for example one by Swart et al. (2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance.

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 employees 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. It is always so that employees possess a certain amount of knowledge related to different jobs. However, it is important to note that this is not enough and employees need to constantly adapt to new requirements of job performance. In other words, organizations need to have continuous policies of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

According to Wright & Geroy (2001), employee competencies change 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. Further still, dissatisfaction complaints, absenteeism and turnover can be greatly reduced when employees are so well trained that can experience the direct satisfaction associated with the sense of achievement and knowledge that they are developing their inherent capabilities (Pigors & Myers 1989).

Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney and Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. Planned training according to Kenney and Reid consists of the following steps:

- ✓ Identify and define training needs
- ✓ Define the learning required in terms of what skills and knowledge have to be learnt and what attitudes need to be changed.
- ✓ Define the objectives of the training
- ✓ Plan training programs to meet the needs and objectives by using right combination for training techniques and locations.
- ✓ Decide who provides the training

- ✓ Evaluate training.
- ✓ Amend and extend training as necessary.

2.8. Organization's Need for Training (Performance)

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore, for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programmers that would bring out of their need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network (Asare Bediako, 2008). For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment. Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training programmers that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance, A (Ibid).

Performance of employees as said elsewhere thus is about employee output which is twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization like Accra Polytechnic which has been granted accreditation for the running of courses in bachelor of technology, (Ibid) Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable.

Asare-Bediako, Ivancevich and Beardwell and Holden (2001) all agree that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies. Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an organization like Accra Polytechnic would be the way for it to be very competitive in the globally scheme of this. This does not however mean that training is the solution to all performance problems in an organization. Thus Asare-Bediako (2008) provides a performance (mathematical) model that must be considered:

$$\text{Performance} = (\text{ability}) \times (\text{motivation})$$

2.9. Organizational effectiveness

Composition of people which formulate independent business identity for some specific purpose is commonly known as organization and getting desired outcome within defined resources is treated as effectiveness (Malik, et al, 2011). Organizational effectiveness is the measure of how successfully organizations achieve their missions through their core strategies (Jamrog et al, 2005).

There are many ways to measure the effectiveness of an organization. Rational perspectives emphasize goal attainment and focus on output variables such as quality, productivity, and efficiency. Natural system perspectives focus on the support goals of the organization such as participant satisfaction, morale, interpersonal skills, etc. Open system perspectives focus on the exchanges with the environment.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research design

There are different types of research methods that could be used when doing research. The methods include: qualitative research, quantitative research, and a mixture of both qualitative and quantitative research. Because mixed method helps to utilize the strength of both qualitative and quantitative research and also more insight gained from the combination than either form by itself. Their combined use provides an expanded understanding of research problems (Creswell, 2009). In order to study assessment of training and development practices on employees' performance, the researcher used explanatory research design because it is helpful to examine the cause and effect relationship between the aforementioned variables.

3.2. Sampling Procedure and Sample Size Determination

In order to determine the participants of the study, the researcher was applying judgmental sampling technique in the two step processes. Firstly, in order to select departments which were included under the study the researcher used judgmental sampling. The researchers select operation staff and commercial staff and exclude support staff based on the preliminary information gathered from Ethiopian Air Lines. Since the company prepared a lot of training and development programs for operation and commercial staff compared with other support staff. Then the researcher was utilizing purposeful sampling technique to select sample respondents by identifying the name of employees who were participated in the training and development programs previously and this information were collected from HR department.

The study was including some employees from the total population of the company. The sample size from the population is determined by using the Yaro Yamen's formula (Kelechi, 2008) as shown below:

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

Where; n = sample size

N = total population

e = error level (10%)

the total number of operational and commercial employees who are working in Ethiopian Airlines 6,845. Based on the above formula the sample size is calculated to be 98, and the sample were taken based on purposive sampling by distributing to the three employee categories in proportion with their total population as presented in the following table;

Table 3.1 Employees category and sample size distribution in EAL

<i>S. No</i>	<i>Employee category</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>	<i>Sample size</i>
1.	Operation Staff	3,175	2,054	5,229	75
2.	Commercial Staff	963	653	1,616	23
3.	Support Staff	4,256	1,843	6,099	-
<i>Total</i>		<i>8,394</i>	<i>4,550</i>	<i>12,944</i>	<i>98</i>

Source: Human Resource department in EAL, 2020

On the other hand, for qualitative data collection sample were selected purposefully to select key informants. On top of this, document review was considered for qualitative data. Therefore, this process helps to ensure the representativeness of the sample and reduces sampling error and this process of sampling activity also maintains the external validity of the study.

3.3. Sources of data and data collection methods

For successful achievement of the research objective the researcher used both primary and secondary sources. Primary data were collected through open and closed ended questions and structured interview with employees in the selected departments and human resource department employees.

The researcher gathered secondary data from recorded materials of the company; especially employees' information who participated in training and development programs, criteria's used to award the program and the qualification awarded for participants and the data were collected from Human Resource Management (HRM) department, and other available sources.

3.3. Data collection procedure

In the process of collecting the actual data, the researcher followed the following procedures. First, the researcher has taken support letter from St. Mary's University and requested the concerned department in Ethiopian Airlines to conduct the current study. Then, based on their consent, the researcher was judge the validity of the research tools on research subjects. Secondly, to assess the accuracy of the tool and for a preliminary understanding of the problem and the respondents, pilot study were conducted from 15 employees in operational and commercial departments. Based on the feedback obtained from the pilot study, the researcher has made the necessary modifications. Thirdly, the necessary information (through questioner) was collected from the study area. Fourthly, data were collected through structured interview. Finally, the researcher has checked the accuracy and completeness of the information.

3.5. Data analysis methods

To accomplish the task of data analysis both quantitative and qualitative analysis techniques were used. Quantitative data were analyzed using descriptive and inferential statistics. Percentages, frequencies, correlation and linear regression analysis techniques were applied, and the results obtained were presented in tables, diagrams and charts. Furthermore, to process quantitative data gathered via questionnaire SPSS version 22 software application was employed. Qualitative data gathered via interview were analyzed through thematic and narrative analysis.

3.6. Strategies for validating findings

To strength the accuracy of the study, as it is described in data collection procedure the study was include pilot study to enhance the quality of the data collection instrument. In addition, the study was try to triangulate the results by contrasting the data from one target groups with the other target groups and supporting employees' response with the HR responses. The data extracted from documents were compared and contrasted with that of data from officials and the data generated from employees' with that of company leaders; the data from HR heads with that of top managers and generally, all of the data were compared and contrasted with each other. The procedure is supposed to increase the reliability and validity of the study.

3.7. The narrative structure and ethical issues

The narrative structure of the qualitative data has made by scripting the conversation and responses first and translating the conversation in to English language to bring wordings of the respondents in to the language of the study. With respect to ethical issues, the study was not mentioned individuals' name and not to commit any behavior which can affect the culture and norms of the society. In addition, the researcher has got permission from Ethiopian Airlines to gather the necessary information for the study.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1. Introduction

In this chapter the data collected from employees of the organization through questioner were analyzed and data obtained via interview with management of the organizations and presented below.

The data was processed using statistical package for social science (SPSS) version 22.0. The data were analyzed by the use of simple descriptive statistics and regression analysis. To facilitate the analysis, the instrument used to analyze data on the effect of training and development were measured using five point Likert's scale, where '1' shows strongly disagree and '5' indicates strongly agree.

In addition, analysis of data gathered through questioner from employees the researcher was observed the case of Ethiopian Airlines, from the total of 98 questioners distributed to employees' the researcher has collected back 86 questioners, which is 87.75% return rate. The questioner has two parts; the first part is about the demographic factors of respondents and the second and the main part is concerned with the effect of training and development.

4.2. Demographic variables

Table 4.1. Sex composition of survey respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	44	51.2	51.2	51.2
Valid Female	42	48.8	48.8	100.0
Total	86	100.0	100.0	

Source: Questionnaire survey (2020)

According to the table 44, 51.2% of survey respondents are male and the rest 42 (48.8%) of employees are female. So, from the above table it is possible to conclude that majority of survey respondents are male.

Table 4.2 Age distribution of survey respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Below 25 years	31	36.0	36.0	36.0
25-34 years	30	34.9	34.9	70.9
Valid 35-44 years	20	23.3	23.3	94.2
45-54 years	5	5.8	5.8	100.0
Total	86	100.0	100.0	

Source: Questionnaire survey (2020)

As can be seen from the above frequency table (4.1), 31 (36.0%) of respondents were below age 25, followed by 30 (34.9%) respondents from 25 - 34 years, 20 (23.3%) respondents from 35-44 years, and 5 (5.8%) respondents from 45- 54 years old. So, according to the above table the majorities of survey respondents are young and at the productive age level were below 25 to 34 year.

Table 4.3 Marital status

	Frequency	Percent	Valid Percent	Cumulative Percent
Single	33	38.4	38.4	38.4
Valid Married	38	44.2	44.2	82.6
Divorced	15	17.4	17.4	100.0
Total	86	100.0	100.0	

Source: Questionnaire survey (2020)

Table 4.3 shows the marital status of survey respondents. Accordingly, 33 respondents (38.4%) were single, 38 respondents (44.2%) married and the rest 15 respondents (17.4%) were divorced. So, from the above table we can conclude that majority of survey respondents were married.

Table 4.4 Educational background of survey respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Certificate	3	3.5	3.5	3.5
Diploma	20	23.3	23.3	26.7
Valid First degree	51	59.3	59.3	86.0
Masters and above	12	14.0	14.0	100.0
Total	86	100.0	100.0	

Source: Questionnaire survey (2020)

As can be seen from table 4.451, (59.3%) of the respondents are first degree holders, 20 (23.3%) of the respondents are diploma holders, 12 (14%) are master's degree holders and the rest 3 (3.5%) are certificate holders. However, from the above table we can conclude that majority of survey respondents are first degree holders. And are professionals and are subject to take managerial trainings that were planned by the organization.

Table 4.5 Service year of survey respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Less than 1 year	5	5.8	5.8	5.8
1 - 3 years	22	25.6	25.6	31.4
Valid 3 - 5 years	12	14.0	14.0	45.3
5 - 7 years	40	46.5	46.5	91.9
7 years and above	7	8.1	8.1	100.0
Total	86	100.0	100.0	

Source: Questionnaire survey (2020)

As we can be seen from the above table, 5(5.8%), respondents served for less than 1 year ,22 (25.6%) respondents served from 1-3 years,12 (14%), respondents from 3-5 years ,40 (46.5%) respondents from 5-7 years and 7(8.1%) respondents serving 7 years and above the Therefore, majority of respondents who have served for 5-7 years 40 (46.5%) and 3-5 years are 22 (25.6%) respectively. Hence, majority of survey respondents have 5-7 years' of work experience. This means that the organization holds, a blend of experienced and young professionals who required constant refreshment training to update their skill to perform the job.

Table 4.6 Work Position of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Top level Management	4	4.7	4.7	4.7
Mid-level Management	5	5.8	5.8	10.5
Valid Lower level Management	33	38.4	38.4	48.8
Others	44	51.2	51.2	100.0
Total	86	100.0	100.0	

Source: Questionnaire survey (2020)

As we can be seen from table (4.6), 44(51.2%) were common employees, 33 (38.4%) were lower level managers, 5 (5.8%) were middle –level managers and 4(4.7%) were top level managers. Therefore, the majority of survey respondents who are taking training and development are normal employees and lower level managers.

Table 4.7 Survey respondent's monthly salary

	Frequency	Percent	Valid Percent	Cumulative Percent
3000 to 5000 Birr	7	8.1	8.1	8.1
5001 to 7000 Birr	34	39.5	39.5	47.7
Valid 7001 to 9000 Birr	32	37.2	37.2	84.9
9001 to 11000 Birr	9	10.5	10.5	95.3
Above 11000	4	4.7	4.7	100.0
Total	86	100.0	100.0	

Source: Questionnaire survey (2020)

As table 4.7 shows, 7 (8.1%) of survey respondents earn monthly salary from 3,000 to 5,000 Birr, 34 (39.5%) respondents from Birr 5,001 to 7,000; 32 (37.2%) respondents received from Birr 7,001 to 9,000 9 (10.5%), respondents received from Birr 9,001 to 11,000 per month, and the rest 4 (4.7%) of respondents receive 11,000 Birr and above per month. Based on the above table, the majority survey respondents receive a monthly salary between Birr 5,001 and 9,000.

4.3. Training and Development related factors

In this section the researcher presents the results of the analysis of the responses made to the questionnaire administered to the sampled Ethiopia Airlines employees. The overall objective of the study was to examine the effect of training and development practices on employee performance.

4.3.1. Test of Validity and reliability

To ensure validity, during pilot test phase, some of the variables assumed to be redundant were omitted by taking some opinions from the test respondents as well as other professionals and advisor. The reliability of the questionnaire was also evaluated by calculating the Cronbach's alpha scores for each of training and development dimensions (variables) separately. The findings showed that the variables were reliable with internal consistency values ranging from .70 to .88 and the Reliability of instrument of items was .805. This shows that the instrument's Cronbach alpha coefficient is good and therefore the measurement is reliable for data analysis. Because, as discussed by Othman *et al.* (2000), the Cronbach's Alpha value more than 0.7 indicates that the instrument is reliable, acceptable for further analysis.

Testing assumptions of multiple linear regression

In order to accept the regression results, most common assumptions such as multicollinearity problem, linearity and normality assumptions should be considered and fulfilled. For this reason, the following tests were conducted to check whether the assumptions of multiple linear regression analysis were violated or not.

Test of Multicollinearity

One of the assumptions of multiple linear regression analysis is that the independent variables should not have very high association or correlation. When the independent variables are highly correlated, it is regarded as a problem in the model and this problem is called multicollinearity. Damador N. Gujarati and porter (2010) stated that the existence of multicollinearity can be diagnosed by analyzing the values of tolerance and Variance Inflation Factors (VIF). A tolerance of < 0.10 and/or a $VIF > 10$ indicates a multicollinearity problem. Because, Variance Inflation Factors (VIF) and tolerance all fall within the acceptance range ($VIF = 1 - 10$, or tolerance = $0.1 - 1.0$). The information about the multicollinearity analysis is displayed in table below.

Table 4.8 Multicollinearity diagnosis

Model		Coefficients ^a					Collinearity Statistics	
		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Tolerance	VIF
		B	Std. Error	Beta				
1	(Constant)	-1.462	.094		-15.498	.000		
	Training need assessment	.293	.018	.296	15.845	.000	.290	3.449
	Training and development program design	.125	.014	.125	9.091	.000	.535	1.871
	Effectiveness of training and development program	.009	.014	.287	.664	.508	.977	1.023
	Implementation of training and development program	.334	.017	.334	19.818	.000	.356	2.808
	Challenges of training and development program	.458	.026	.067	17.927	.000	.274	3.653
	Evaluation of training and development program	.082	.023	.058	3.614	.000	.213	4.701

a. Dependent Variable: employees performance

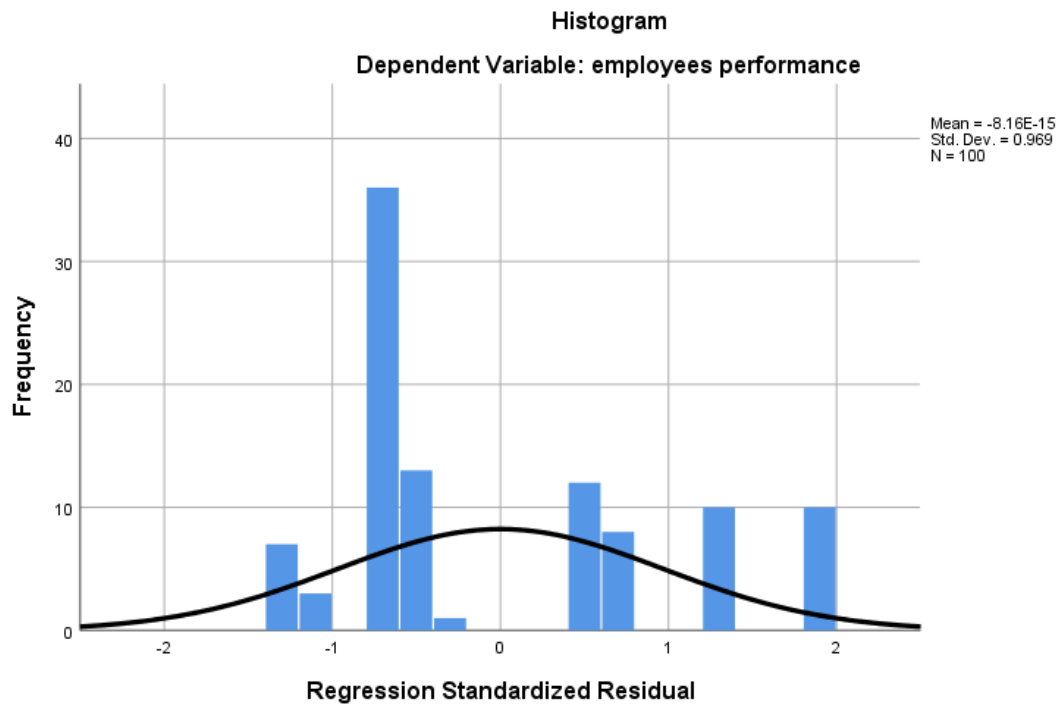
Source: Computed using SPSS

Moreover, as additional option, the results obtained by running the correlation test between two variables shows that the variables are not highly correlated. Therefore, the results manifest that there is no problem of multicollinearity in the model. According to Gupta (2000), a correlation coefficient greater than 0.9 (in absolute terms) between two variables is an indicator of the presence of high degree of collinearity.

Test of Normality

The distribution of scores on the dependent variable should be 'normal' describing a symmetrical, bell-shaped curve, having the greatest frequency of scores around the mean, with smaller frequencies towards the extremes. In order to test normality of the data, observation on the shape of the histogram was checked, kurtosis and skewness value was also checked using SPSS version 22. Skewness measures the degree to which cases are clustered towards one end of an asymmetry distribution and kurtosis measures the peakedness of the distribution. For this research, the histogram and the ratio of skewness to kurtosis were checked and the result indicates that data used in the study is normally distributed.

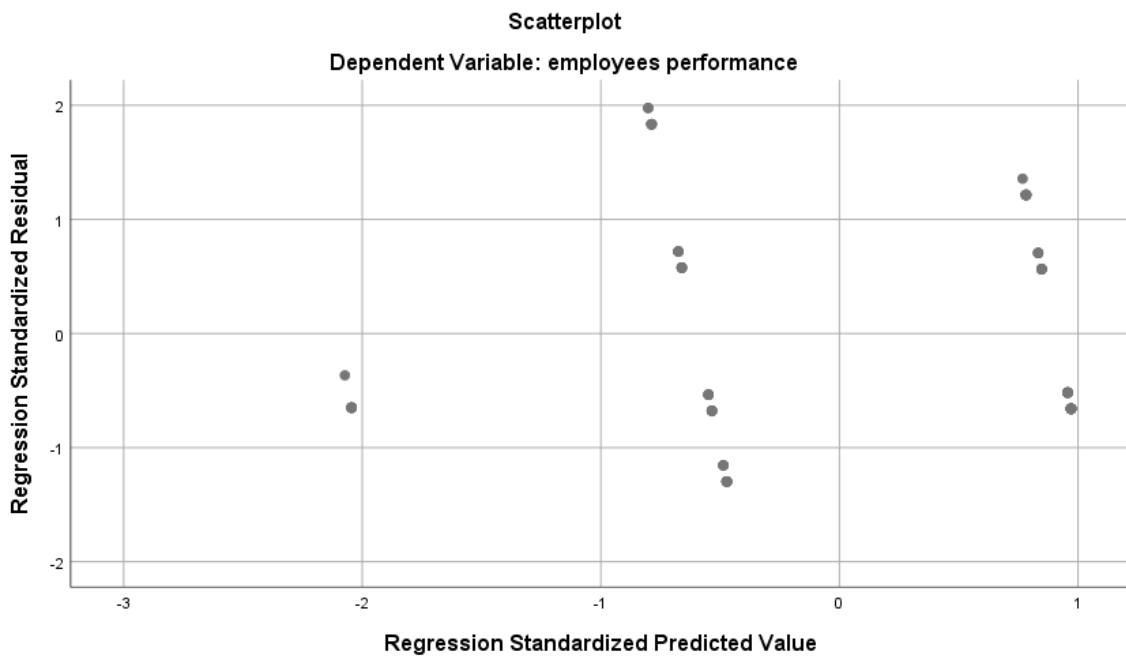
Figure 4.1. Histogram as test of normality



Test of linearity

Linearity assumption of multiple regressions was tested using scatter plot test and it was found that there is linear relationship between independent and dependent variables. The linearity result depicted the distribution of residuals near to the mean zero.

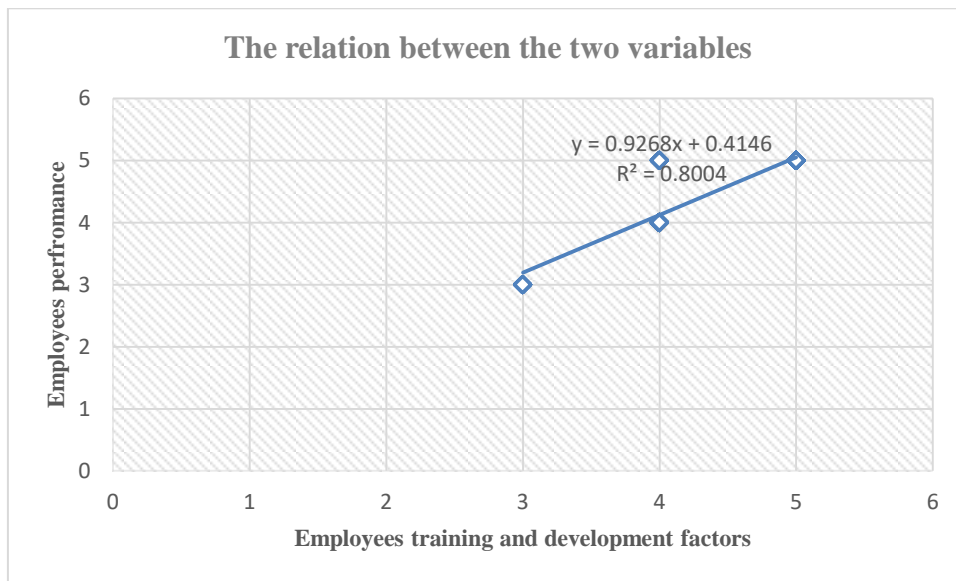
Figure 4.2. Scatter plot as test of linearity



In general, fulfillment of the above assumptions indicates that the regression model used in this study was adequate or in other words, the model was fit.

To estimate how well the independent variables predicted/explained the single outcome dependent variable, standard multiple linear regression analysis was conducted. Multiple linear regression analysis was used to determine whether the six independent variables have any significant effect toward employee's performance.

Figure 4.3 the test result for the Pearson's coefficient of correlation



Source, Output of the SPSS result

The Pearson's correlation coefficient measures the degree to which there is a linear association between two intervally scaled variables. Correlation could be Positive, negative or zero. The correlation coefficient is always between -1 and +1. The Pearson's correlation coefficient gives you just the degree of relationship or association. It cannot help you estimate or predict the response variable for a given independent variable. The response variable is called the dependent variable.

R^2 is called the **coefficient of determination**. This gives the contribution made by regression in explaining the variations in the dependent variable. This is worked out as a ratio between the regression sum of square and the total sum of square. In other words, R^2 measures the % variation in the dependent variable as explained by the independent variable. Closer the value of R^2 to 1, greater is the veracity of the model. So, as we can understand from the above table it is possible to understand that there is a significance relation between the dependent and the

independent variables (determinants of employees training & development factors and the employees' performance).

Table 4.9: Multiple linear regression result

Model		Coefficients ^a				
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-1.462	.094		-15.498	.000
	Training need assessment	.293	.018	.296	15.845	.000
	Training and development program design	.125	.014	.125	9.091	.000
	Effectiveness of training and development program	.009	.014	.287	.664	.508
	Implementation of training and development program	.334	.017	.334	19.818	.000
	Challenges of training and development program	.458	.026	.067	17.927	.000
	Evaluation of training and development program	.082	.023	.058	3.614	.000

a. Dependent Variable: employees performance

Source: Computed using SPSS

As we can infer from the above table, the researcher identified the effects of the independent variables like training need assessment, training and development program design, effectiveness of the training & development program, the implementation of training and development program, challenges associated the implementation of training and development program and evaluation of training program on the dependent variable; employees performance. So, next from the result of the regression analysis the research explained the effect of each independent variable on the dependent variable one by one.

Survey respondents were asked the following questions (training need assessments are conducted properly, the selection for training is based on proper need assessment, the organization assesses the trainee's knowledge before selecting the training program, and employees attend the trainings that fit departments' needs with the alignment of the organization objective). These elements were used to measure the training need assessment practice of Ethiopian Airlines and further this independent variable was computed against the

dependent variable i.e. employees' performance. As a result, looking at the regression coefficients of individual predictor variables revealed that training need assessment (Beta = 0.296, $p < 0.05$) is a significant predictor of employees' performance in Ethiopian Airlines. In addition, the researcher raised questions to the top-level managers about the availability of training and development policy and about the focus areas of the policy, and the human resource director of the Ethiopian Airlines he said that the company has a training and development policy. According to his feedback all employees required to take trainings in order to assume certain positions and they will be developed for higher management positions and develop their carrier. In addition, the researcher raised whether EAL conduct performance evaluation on employees before organizing training programs, and the human resource manager said somehow yes. Employees will be evaluated and those who have very good performance will be selected to take trainings so as to be successors for different positions and those who have low performance will go through performance improvement plan before they take training and training may be one of performance improvement plan part.

Generally, it is important to conduct a training need assessment prior to conducting the training session, it's also necessary to set performance standards, and ensure that the employees receive the training, incentives required and feedback to avoid performance deficiencies (Dessler, 2015).

The second predictor for employees performance was training and development program design, and under this variable the researcher presented to respondents the following questions (training programs are designed based on need assessments, the objectives of trainings were coherent with employees trainings need, training programs are designed at level of abilities and educational background of employees, and there is an opportunity for training and development). These elements were used to measure the training and development program design of Ethiopian Airlines and further this independent variable was computed against the dependent variable i.e. employees' performance, as a result looking on the regression coefficients of individual predictor variables revealed that training and development program design (Beta = 0.125, $p < 0.05$) is a significant predictor of employees' performance in Ethiopian airlines.

In addition to employees feedback regarding the training design issue the researcher raised about the availability of criteria to select employees for training and development programs, and the human resource director of the Ethiopian Airlines said that the company has a

criterion to select employees for training and development program. and the major criteria used to select employees for training and development programs are employee's current position, employee's performance and the progression scheme of the positions. There are listed training equipment for every position companywide. So, in order to promote or transfer to a specific position employee have to take mandatory training for that position.

The company should give more emphasis on designing appropriate trainings. According to Cole, (2002) mentioned in his book Personnel Human Resource Management, that training is more of a learning activity to acquire better skills and knowledge needed to perform a task. The idea of training is the need for a greater productivity and safety in the operation of specific equipment or the need for an effective sales force, to mention a few.

The third predictor for employees performance was effectiveness of the training & development program, and under this variable the researcher presented to respondents the following questions (the training I have taken is relevant to my job, the method of training used by the organization is relevant to the training objectives, there are defined criteria for training and development at the organization, and trainings organized by EAL are improving employees' performance). These elements were used to measure effectiveness of the training & development program of Ethiopian Airlines and further this independent variable was computed against the dependent variable i.e. employees' performance, as a result looking on the regression coefficients of individual predictor variables revealed that effectiveness of the training & development program ($\text{Beta} = 0.287, p < 0.05$) is significant predictor of employees' performance in Ethiopian airlines.

In addition to employees response top level managers were asked about evaluating employees performance after arranging the programs, the HR director of the Ethiopian Airlines he said that the company didn't assess employee's performance after offering the training program. So, the researcher raised another question about the basic criteria (points) to evaluate effectiveness of employees' training programs and the director said that the company evaluated employee's performance after training programs and sometimes without offering a training programs, and the company has performance evaluation programs twice in a year. In addition, the researcher tried to know how could the organization link training and development and employees' performance and the HR director explain the company evaluated employees' performance twice in a year and the training effectiveness will be seen at the evaluation. In addition, the company assesses performance improvement of workers,

enhanced team work efficiency, enhanced sales level/profitability, customer satisfaction improvements and decreased the level of complaints. Finally, the researcher needs to identify the major factors that make training programs successful for better employee performance and the director said that the company provides a better position for employees who have accomplished the training and development programs better than other employees.

Consistently with the above findings according to Kelly, (2011) training will be effective only when certain conditions are met: First, Buy-in from the top; without a commitment from top management, training will be nothing more than a charade. All layers of the company must believe that training is a process and not a singular learning event. They have got to pony up the cash and be committed to developing a learning atmosphere. But getting support is more than just a line item in the budget. Top corporate leaders must embrace training enthusiastically in corporate communications, business plans and individual performance goals. If personal development is part of the formal appraisal, your staff will know that a direct correlation exists between training, acquiring new skills and their career success. Secondly, Alignment with corporate goals; Training should fit hand-in-glove with the company's strategic plan. In fact, if the goal-setting is done correctly and stretches corporate performance to new heights, it should be next to impossible to meet the new objectives without upgrading the skill set of your workforce. Training should help employees develop both technical mastery, as well as interpersonal skills such as effective communication, dispute resolution, quality management and team building.

The fourth predictor for employee performance was the implementation of training and development program, and under this variable the researcher presented to respondents the following questions (there are clear directions provided during training, the training and development provided aligns with organization objectives and there is opportunity for career development after receiving trainings). These elements were used to measure the implementation of training and development program of Ethiopian Airlines and further this independent variable was computed against the dependent variable i.e. employees' performance, as a result looking on the regression coefficients of individual predictor variables revealed that implementation of training and development program (Beta = .334, $p < .05$) is a significant predictor of employees' performance in Ethiopian airlines.

Top managers were asked about training and development practices of the company and the respondent reflect that the company is properly implementing the training and development

programs planned in each year. In addition, the respondent was asked about the offering of career development opportunity after training programs and the director said that the company offered a higher position or get ready to assume higher position after taking the necessary training and development programs.

Implementation of the training and development program is one of the critical point to get effective outcome from the training program. According to Fischer and Ronald (2003) open mindedness is additionally a factor in training effectively. It has been claimed that training will be as much effective as the learners and the instructors are open minded (Fischer 2011). Driskell stated that the kind of training conducted, training content and training expertise equally affect the results of training. Achievement depends on the way training has been conducted by the trainer and its content (Driskell 2011).

According to G.P. Nunvi (2006), training programs are directed towards maintaining and improving current job performance while development seeks to improve skills for future jobs. Considering the progress in the technology, certain jobs become redundant with the replacement of machines in present days. Further education and competence becomes necessary for those in current positions and those wishing to be promoted in the future.

The fifth predictor for employees performance was the challenges associated the implementation of training and development program, and under this variable the researcher presented to respondents the following questions (top management is committed to facilitate trainings for the employees' at the organization, the organization put enough budgets for the training and development, the organization has available resources for training and development like availability of trainers, time and materials) these elements was used to measure the challenges associated the implementation of training and development program in Ethiopian Airlines and further this independent variable was computed against the dependent variable i.e. employees' performance, as a result looking on the regression coefficients of individual predictor variables revealed that challenges associated with the implementation of training and development program (Beta = 0.067, $p < 0.05$) is insignificant predictor of employees' performance in Ethiopian airlines.

The HR director explain about the challenges associated with employees training and development programs; the major challenges are some employees assume positions without taking necessary trainings and development (without having a necessary skill for the position). So, involving such employees to participate for the training is sometimes a

problem, because they think only to get a better position without having sufficient qualification for that position.

Majority of literatures' regarding challenges of employees training program focus on employees response after the training program, In HRM practice, training is an important factor for productivity, higher productivity observed in firms that report providing training (e.g. Tan & Batra, 1995; Aw & Tan, 1995). Schaffner (2001) on his study assert the relationship between job training and productivity, however job training tends to be lose value when the workers change job, therefore the organization or firm increase the cost of keeping trained position filled.

The final predictor for employees performance was evaluation of training and development program, and under this variable the researcher presented to respondents the following questions (trainings offered employees skill, knowledge, attitude and creativity, trainings given to the employees to be satisfied to their job, training programs are evaluated during or at the end of the program, employees are satisfied with the overall aspect of the training programs at the organization, employee training is considered as a crucial factor for improving individuals and organizational performance at the organization and the effectiveness of training programs is properly evaluated in terms of improvements in employees' performance) these elements was used to measure the evaluation of training and development program, in Ethiopian Airlines and further this independent variable was computed against the dependent variable i.e. employees' performance, as a result looking on the regression coefficients of individual predictor variables revealed that evaluation of training and development program, (Beta = 0. 058, $p < 0.05$) is insignificant predictor of employees' performance in Ethiopian airlines.

The HR director of the company mentioned about the benefits of training and development to both the employee and the organization, training and development helps to produce the best human power for the company and they are also important for employees in acquiring higher positions, to enhance their capacity and to get a better payment (financial benefits).

Theoretically, the company should apply additional models to evaluate the effect of training on employees performance. An evaluation should be purposive, analytic, and empirical (Maxfield, 2001). A process or formative evaluation assesses the fidelity and effectiveness of a program's implementation by focusing on the activities and operations of the program

(Rossi, Lipsey, & Freeman 2004). In essence, a process evaluation describes how a project was implemented, how it operates, and whether it is operating as stakeholders intended.

In addition, the four levels of evaluation is one of the most commonly used methods for evaluating training programs. The four sequential levels of evaluation were originally proposed by Donald L. Kirkpatrick (2014), Professor Emeritus at the University of Wisconsin. This concept has been increasingly adopted in private companies to evaluate their training programs, and gradually applied for training programs under technical assistance projects of the Japan International Cooperation Agency (JICA). According to his concept, capacity development is realized by the four sequential steps: (i) Reaction; (ii) Learning; (iii) Behavior; and (iv) Results.

The above finding is also supported by other studies; According to Srinivas, (2012) training improves changes and molds the employee's knowledge, skills, behavior and aptitude and attitude towards the requirement of the job and the organization. Training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization, to acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and organization.

According to the HR director of the company the basic types of training and development programs offered by the company are; Software trainings for the pilots and technicians, repair service trainings, communication and leadership skill improvement trainings, planning skill trainings for support staff employees, customer handling for hostess and marketing department employees, conflict management for office employees, IBEX and financial management improvement trainings for finance officers, team Leader development course, manager development course, business development course and other trainings according to the positions requirement. The basics are given twice in a month and others according to their necessity. And finally regarding with the trainers of Ethiopian Airlines the manager said that the trainings are offered by the company and sometimes offered by external trainers and it depends on the type of trainings which are offered by the company.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of the major findings

- ✚ When we look the demographic variables of respondents in the Ethiopian Airlines; the majority of employees in the offices are male, majority of employees are below the age of 25, majority of employees from selected respondents are married, majority of EAL employees' have first degree, when we look the service year of selected respondents majority of them have more than 5 years of experience, majority of employee respondents are normal employees and finally the majority of employees in the organization are receiving a monthly salary between 5001 and 7000 Birr.
- ✚ Of all the independent variables, implementation of training and development program (Beta =.334, $p<.05$) was a significant predictor of employees performance in Ethiopian airlines.
- ✚ In a decreasing magnitude, employee performance was affected by training need assessment (Beta=0.296, $p<0.05$), effectiveness of the training and development program (Beta =0.287, $p<0.05$), training and development program design (Beta=0.125, $p<0.05$) and evaluation of training and development program (Beta=0.058, $p<0.05$).
- ✚ Ethiopian Airlines has a training and development policy, and employees required to take trainings in order to assume certain positions and they will be developed for higher management positions and develop their carrier.
- ✚ Ethiopian Airlines conduct performance evaluation on employees before organizing training programs and those who have very good performance will be selected to take trainings and the company has a criterion to select employees for training and development program and the basic criteria are employee's current position, employee's performance and the progression scheme of the positions.
- ✚ The basic types of training and development programs offered by the company are; Software trainings for the pilots and technicians, repair service trainings, communication and leadership skill improvement trainings, planning skill trainings for support staff employees, customer handling for hostess and marketing department employees, conflict management for office employees, IBEX and financial management improvement trainings for finance officers, team Leader development course, manager development

course, business development course and other trainings according to the positions requirement.

- ✚ Both the company and its employees benefited from training and development programs. The company is properly implementing the training and development programs planned in each year. And the major challenges are some employees assume positions without taking necessary trainings and development (without having a necessary skill for the position).
- ✚ Ethiopian Airlines evaluated employee's performance after training programs and sometimes without offering training programs, and the company has performance evaluation programs twice in a year. In addition, the company provides a better position for employees who have accomplished the training and development programs better than other employees.

5.1. Conclusion

This research is conducted on assessment of the effect of training and development practice on Employees' performance in the case of Ethiopian Airlines. In particular this research attempted to answer the following five research questions.

- ✚ What are the major criteria used to select employees for training and development?
- ✚ What are the major factors that make training programs successful for employees' performance?
- ✚ How could the organization link training and development and employees' performance?
- ✚ What are the basic criteria (points) to evaluate effectiveness of training programs?
- ✚ What are the basic types of training and development programs offered by Ethiopian Air Lines?

In terms of the first research question, the research has found the following points as the major criteria used by EAL to select trainees in the office these are; employee's current position, employee's performance, employees progression scheme for the positions, trainees active participation, collecting feedback after training sessions and using performance result to plan training programs.

In terms of the second research question, the research has found the following points as the major factors that make training programs successful for employees' performance these are; training need assessment (Beta = 0. .296, $p < 0.05$) is a significant predictor of employees'

performance in Ethiopian airlines, training and development program design (Beta = 0.125, $p < 0.05$) is a significant predictor of employees' performance in Ethiopian airlines, effectiveness of the training & development program (Beta = 0.287, $p < 0.05$) is significant predictor of employees' performance in Ethiopian airlines, implementation of training and development program (Beta = .334, $p < .05$) is a significant predictor of employees' performance in Ethiopian airlines, challenges associated with the implementation of training and development program (Beta = 0.067, $p < 0.05$) is insignificant predictor of employees' performance in Ethiopian airlines, evaluation of training and development program, (Beta = 0.058, $p < 0.05$) is insignificant predictor of employees' performance in Ethiopian airlines, training helps to enhance employees moral, training helps to motivate employees creativity, training helps to improve employees team work and training helps to improve operational efficiency.

In terms of the third research question, the research has found the following points as the basic methods in which the organization link training and development and employees' performance these are; training and development program design (Beta = 0.125, $p < 0.05$) is a significant predictor of employees' performance in Ethiopian airlines, effectiveness of the training and development program (Beta = 0.287, $p < 0.05$) is significant predictor of employees' performance in Ethiopian airlines, implementation of training and development program (Beta = .334, $p < .05$) is a significant predictor of employees' performance in Ethiopian airlines, employees ability to cooperate with others, how much they are active to find solution in the workplace, how much they are committed in the work place, how much they are creative in the workplace and how much they are operationally efficient.

In terms of the fourth research question, the research has found that Ethiopian Airlines used the following criteria (points) to evaluate effectiveness of training programs these are; effectiveness of the training and development program (Beta = 0.287, $p < 0.05$) is significant predictor of employees' performance in Ethiopian airlines, annual and semi-annual performance appraisal/evaluation, performance improvement, enhanced team work efficiency, enhanced sales level/profitability, customer satisfaction improvements, and decreased the level of complaints.

In terms of the final research question, the researcher has found the basic types of training and development programs offered by Ethiopian Airlines are; software trainings for the pilots and technicians, repair service trainings, workplace safety trainings, business development

course, manager development course, team leader development course, communication and leadership skill improvement trainings, planning skill trainings for support staff employees, customer handling for hostess and marketing department employees, conflict management for office employees and IBEX and financial management improvement trainings for finance officers

5.2. Recommendation

Based on the findings summarized above, the researcher forwarded the following recommendation;

Recommendation for the management

- ✚ Managers should use trainees' feedback to improve the effectiveness of the training programs.
- ✚ The management should aware trainees about the outcome of the training prior to the training session.
- ✚ Mangers should choose professional trainers and better training methodologies.
- ✚ The management should create awareness about the importance of training and its implication for organizational productivity.

Recommendation for the employees

- ✚ Employees should get involved in selecting the types of trainings offered each year.
It is necessary to have a systematic, & planned performance gap based training programs in the company.

Recommendation for the company

- ✚ The outcome of training programs should be evaluated.
- ✚ It is better to establish a separate department to handle the issue of training and development
- ✚ The organization should offer additional types of training for its employees.
- ✚ The organization should set specific criteria for each types of training offered by the organization
- ✚ The organization better to identify the major factors that makes the training program successful.
- ✚ The organization should evaluate the major challenges of training and development and take corrective action.

Appendix-I
St. Mary's University
School of Graduate Studies

Department of Management, MBA Program

Questionnaire to be filled by Employees' of the Ethiopian Airlines

Dear respondent

This questionnaire is prepared by graduating class MBA student in St'marry University, College of Business and Economics, department of Management for the purpose of studying the effect of training and development practices on employee performance: the case of Ethiopia Airlines. The outcome of the study will be used in order to suggest possible solutions for problems identified while conducting the study. Your genuine and timely response is essential for the success of the study. Therefore, I kindly request your cooperation. I inform you that, the information you provide will be consumed only for academic purpose. I assure the confidentiality of your response and your kind support is crucial for the success of my study.

General Instructions

- ♥ There is no need of writing your name
- ♥ Please fill the answer by putting “√” mark
- ♥ For questions that demands your opinion, please try to honestly describe as per the questions on the space provided
- ♥ Please give more attention and return the completed questions as fast as possible
- ♥ If you need further explanation, you can contact me through the address given below

Merima Adege

Mobile: +251912045908

E-mail: yeshimera@gmail.com

Thank you in advance for your cooperation!!

Section I: Personal detail (Demographic factor) of respondents

Please tick [√] the appropriate box for your answers.

1. Age

Below 25	<input type="checkbox"/>	25 to 34	<input type="checkbox"/>	35 to 44	<input type="checkbox"/>
45 to 54	<input type="checkbox"/>	55 to 64	<input type="checkbox"/>	Above 64	<input type="checkbox"/>

2. Sex

Male	<input type="checkbox"/>	Female	<input type="checkbox"/>
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3. Marital status

Married	<input type="checkbox"/>	Single	<input type="checkbox"/>	Other	<input type="checkbox"/>
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4. Educational Background

Below 10	<input type="checkbox"/>	Certificate	<input type="checkbox"/>	Diploma	<input type="checkbox"/>
First Degree	<input type="checkbox"/>	Masters Degree	<input type="checkbox"/>		

5. Year of service in Ethiopian Airlines

Less than 1 year	<input type="checkbox"/>	1 to 2 years	<input type="checkbox"/>	3 to 4 years	<input type="checkbox"/>
5 to 6 years	<input type="checkbox"/>	More than 6 years	<input type="checkbox"/>		

6. What management position are you?

Top level management	<input type="checkbox"/>	Middle level management	<input type="checkbox"/>	None-management	<input type="checkbox"/>
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Section II: Questionnaire on Training

Please tick [√] the appropriate box for your answers and rank each statement as follows:

Keys: Strongly Agree (SA=5), Agree (A=4), Neutral (N= 3), Disagree (DA=2), Strongly Disagree (SDA=1).

No	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
1.	Training Need assessment	1	2	3	4	5
1.1.	Training need assessments are conducted properly.					
1.2.	The selection for training is based on proper need assessment.					
1.3.	The organization assesses the trainee's knowledge before selecting the training program.					
1.4.	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.					
2.	Training and development program design	SDA=1	DA=2	N=3	A=4	SA=5
2.1.	Training programs are designed based on need assessments.					
2.2.	The objectives of trainings were coherent with employees trainings need.					
2.3.	Training programs are designed at level of abilities and educational background of employees.					
2.4.	There is an opportunity for training and development.					
3.	Effectiveness of the training and development Program	SDA=1	DA=2	N=3	A=4	SA=5
3.1.	The training I have taken is relevant to my job.					
3.2.	The method of training used by the organization is relevant to the training objectives.					
3.3.	There are defined criteria for training and development at the organization.					
3.4.	Trainings organized by EAL are improving employees' performance.					
4.	The factors that affect the implementation of training and development program	SDA=1	DA=2	N=3	A=4	SA=5
4.1.	There are clear directions provided during training.					
4.2.	The training and development provided aligns with organization objectives.					
4.3.	There is opportunity for career development after receiving trainings.					
5.	Challenges associated the implementation of training and development program	SDA=1	DA=2	N=3	A=4	SA=5
5.1.	Top management is committed to facilitate trainings for the employees' at the organization.					

5.2.	The organization put enough budgets for the training and development.					
5.3.	The organization has available resources for training and development.					
	A. Availability of trainers					
	B. Availability of time.					
	C. Availability of materials.					
6.	Evaluation of training program	SDA=1	DA=2	N=3	A=4	SA=5
6.1.	Trainings offered employees skill, knowledge, attitude and creativity.					
6.2.	Trainings given to the employees to be satisfied to their job.					
6.3.	Training programs are evaluated during or at the end of the program.					
6.4.	Employees are satisfied with the overall aspect of the training programs at the organization.					
6.5.	Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization.					
6.6.	The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.					
7.	Employees performance	SDA=1	DA=2	N=3	A=4	SA=5
7.1.	Trainings are important in improving the employees' performance to give quality service.					
7.2.	Employees become more committed toward their jobs after receiving trainings.					
7.3.	Employees' job satisfaction is increased through trainings.					
7.4.	Job performance helps to in enhancing the employees' efficiency and effectiveness.					
7.5.	Trainings increase employee confidence when performing work related task after receiving trainings.					
7.6.	Trainings motivate employees to enhance their job performance.					
7.7.	Employees become more responsible after receiving trainings.					

Appendix II

INTERVIEW QUESTIONNAIRE

Your input is very important to the research hence you are kindly requested to respond this interview to achieve the grand objective of the study. Your response will be kept highly confidential and used only for this research on academic purpose.

I thank you very much in advance for participating in this survey and providing your thought full feedback.

1. Has the Ethiopian Airlines training and development policy?
2. Is there any performance evaluation on employees' before the training programs conducted in EAL?
3. Do you have any criteria used to select employees for training and development?
4. What are the major critter used to select employees for training and development?
5. Did you believe training and development practice implemented properly?
6. What are the basic types of training and development programs offered by Ethiopian Air Lines?
7. What are the benefits of employees training to both the employee and the organization?
8. What are the challenges associated with employees training and development at the EAL?
9. Is there any performance evaluation on employees' after the training programs conducted in EAL?
10. How could the organization link training and development and employees' performance?
11. What are the basic criteria (points) to evaluate effectiveness of employees' training programs?
12. What are the major factors that make training programs successful for employees' performance?
13. After training did the employees get career development opportunity?

Thank you!

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