ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' PERFORMANCE AT TRADE AND INDUSTRY OFFICE OF NIFAS SILK LAFTO SUB-CITY, ADDIS ABABA, ETHIOPIA

BY

MEBIT ASTATIK DESYBELEW

JUNE, 2020

ADDIS ABABA, ETHIOPIA

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SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF BUSINESS, IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF MBA IN GENERAL MANAGEMENT

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APPROVED BY BOARD OF EXAMINERS

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Dean, Graduate Studies   **Signature**

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DECLARATION

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

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Name   SignatureDate

St. Mary's University, Addis Ababa

LETTER OF CERTIFICATION

This is to certify that MebitAstatik has carried out the research work entitle:-The effect of training and development on employees' performance at Trade and Industry Office under my guidance and supervision. Accordingly, I assure that his work is appropriate and standard enough for the submission in partial fulfillment of the requirement for the award of Masters of Business Administration in general management.

Confirmed by: - Misganaw Solomon (PhD)   Signature ------------Date-----------------------

Research Advisor

DEDICATION

I dedicate this paper for my lovely wife w/r TiruworkAshagrie and my kids HassetMebit and YostinaMebit for their full support and patience for the last two academic years.

Acknowledgement

Abstract

The relationship between training and development and employees' performance as well, the effect of training and development on employees' performance were not evidently known at Trade and Industry Office of Nifas Silk Lafto Sub-city Administration.Themain purpose of this study was to examine the effect of training and development on employees' performance. The study adopted mixed research approach and particularly correlational research design was applied. For this purpose, a sample of 95 employees were drawn through simple random sampling technique and 10 team leaders drawn through purposive sampling technique. Self-administer questionnaire and Interview guide were used to gather data. The collected data were analyzed by using SPSS-Version 20. Both descriptive and inferential statistics were used for the data analysis. The descriptive statistics such as frequency, percent, mean and standard deviation were used for describing the demographic characteristics of respondents and the whole perception of respondents on relationship of dependent and independent variables. The inferential statistics like Pearson correlation and simple linear regression were used to show the relationship between independent and dependent variables and to determine the effect of independent variable (TD) on the dependent variable (EP).The findings of the study indicated that, training and development processes were not fully implemented/effective at Trade and Industry Office. The result of Pearson correlation coefficient also indicated that, training and development were positively and moderately correlated and claimed statistically significant relationship with employees' performance. As well, training and development had positive effect on employees' performance. Finally, the study recommended that at Trade and Industry Office, training and development have to be strategic and systematic; that means careful preparation and planning are neededin order to achieve its desire and objective.

Key words:

Training, Training and Development, Employees' Performance, Training Need Assessment, Training and Development Program Design, Training Implementation and Training Evaluation.

Acronyms

ANOVA	Analysis of Variance
EP	Employees' Performance
HRDP	Human Resource Development policy
SD	Standard Deviation
SPSS	Statistical Package for Social Science
TD	Training and Development
VIF	Variance Inflation Factor
WDP	Workforce development policy

Table of contents

List of tables

List of figures

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Workforces are the most valuable assets for any company as they can construct or deconstruct the company and influence productivity (Elnaga& Imran, 2013 as cited in Mitiku, 2017). Nowadays, the top priority of any organization is to manage the human resources. Training is a basic meansfor increasingthe employees' emotional, intellectual and psychomotor skills that helps the organizations to have a critical way of developing the production and productivity (Ezeani&Oladele, 2013). According to Surbhi (2015), training is a vital tool to enhance competence and productivity of employees so as to run a business. Training (Armstrong, 2001) is the practice of preparing employees with the necessary knowledge, skills and attitude to hold the job responsibilities.

Employee development is improvement of the employees' competences for future environmental demands and adaptability. The identification of training needs is the first step in planning a training program. When employees do not measure up to an expected level of performance as observed by the management, training is needed to improve employee job performance (Hr-survey.com, 2016).The aim of employees' training is to develop the knowledge, skill, and attitude emphasized in training programs and to apply them to their day-to-day activities. Thus, upon completion of the training, trainees will be able to realize the complete job requirements of the organization where they are engaged. For an organization to gain a competitive advantage, its training has to involve more than just basic skill development. To use training to gain a competitive advantage, an organization should view training broadly as a way to create intellectual capital. Intellectual capital includes basic skills (skills needed to perform one's job), advanced skills (such as how to use technology to share information with other employees), an understanding of the customer or manufacturing system, and self-motivated creativity. Training is especially essential in industries with rapidly changing technologies (Weretaw, 2012).

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 originates from the performer and transforms performance from idea to execution. 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. Within high performance work systems,

training will be associated and unified 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 (Brumbranch, 1998). According to, Kirkpatrick (2016), the valuation of the effect of training on trainee's performance is to determine the effectiveness of a training program which must be given focus by an organization. To make sure that the training program is effective, careful preparation and planning are needed by the organization.

Currently, the Ethiopian government has given great attention in improving the capability and skill of civil servants to achieve thereby better performance for their organization (Federal Civil Servants Proclamation no. 515/2007). Trade and Industry Office of Nifas Silk Lafto Sub-City Administrationis the second administrative structure of government civil service organization of Addis Ababa Trade and Industry Bureau which is regulated by proclamation number 311/95 Addis Ababa City Proclamation of Municipality service No.2/1995.The duties and responsibilities of the Bureau were also stated in the regulation. Accordingly, the training and development interventions and their outcomes such as employees' performance, service delivery, good governance, reform implementation and overall organizational performance are emphasized on the proclamation.

Hence, Trade and Industry Office of Nifas Silk Lafto Sub-City Administrationhas delivered services to the people with 10 work teams and143 employees and in order to increase employees' performance, the office has delivered trainings to the staff. And training and development is among the most important human resource practice and one of the most heavily researched topic. But, the studies reviewed by the researcher those related to training and development focused on business organizations and contexts which present a contextual gap. Thus, the researcher attempts to study the effect of training and development on employees' performance at government civil service organization; particularly, at Trade and Industry office of Nifas Silk Lafto Sub-City Administration.

1.2 Background of the Organization

The study was conducted at Trade and Industry Office of Nifas Silk Lafto Sub-City Administration. Nifas Silk Lafto Sub-City Administration is one of the 10Sub-Cities and the second administrative structure of government of City of Addis Ababa which is regulated by Proclamation number311/95 Addis Ababa City Proclamation of Municipality service No.2/1995.The Sub-City is located at Lebu. There are 37 government offices at Nifas Silk Lafto

Sub-City Administration and Trade and Industry office is the one which is giving services to the people with 10 work teams and 143 employees. The office has its own clear vision, mission and values which are stated below.

Vision:

To contribute in economic development of city of Addis Ababa to be a leading city in Africa with fair and competitor trade and industry by 2017E C.

Mission:

By enhancing the participation of the people of Nifas Silk Lafto Sub-City administration and using an appropriate technology, settle fair marketing as well as increasing production and productivity of manufacturing industry through modernize the trade registration and licensing system, promote standardize marketing centers and develop strong follow up & inspection systems.

Values:

The values of Nifas Silk Lafto Sub-City Administration Trade and Industry Office are:
- o Transparency
- o Accountability
- o Fairness and participatory
- o Honesty
- o Commitment
- o Cooperation
- o Self confidence
- o Synergy/team sprit
- o Proud of serving people and
- o Respect the local knowledge

1.3 Statement of the problem

Employees' training and development is recognized as a key element in the achievement of organizational goals and objectives. In order to keep going economic and effective performance, it is important to enhance the contribution of employees to the aims and goals of an organization (Armstrong, 1999cited by Jane, 2014). Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving performance. One of the primary objectives of human resource management is the creation of conditions whereby the latent potential of the employees will be realized and their commitment to the success of the

organization secured. Chang (1994)cited by Jane (2014), summarized that the scope of evaluating training effort should explain how training contributes to the big picture as it is implemented to bring about improvement in job performance.

According to Sitzman (2008), cited byMitiku (2017), it is obviously known that in the rapidly growing technology and competitive world, human resources are most important in order for the organization to survive. They are determinants of development, productivity and competitiveness of the organization. Even if, Machineries, materials and money cannot be manipulated and properly utilized without skilled and trained manpower, person's knowledge and skill do not exist forever unless it is refreshed and developed through training.

Therefore, training and development play a crucial role to improve the performance of employees. Moreover, training and development are key strategic tools for effective individual and organizations' performance; thus, organizations are spending money on it with confidence that it will earn them a competitive advantage in the world of business. Consequently, training and development need to encourage creativity ensure inventiveness and shape the entire organizational knowledge that provide the organization with uniqueness and differentiate it from others. Hence, the organization should identify the type of skills, attitudes, behavior, knowledge, concepts and operating capabilities to be developed through training and development.

However, most developing countries public sectors like Ethiopiawere poor at implementing appropriate training and development programs. Accordingly, the organizations were found to be less productive due to poor performance of employees (Mitiku, 2017 and Yikeber, 2016).At Trade and Industry Office of Nifas Silk Lafto Sub-City Administration, trainings had given to the employees by the Office itself; as well,sometimes by Trade and Industry Bureau of Addis Ababa City of Administrationin their stay in the office. But, from the researcher experience and insight, there was no significant change of employees' performance at the office. Likewise, according to the preliminary survey conducted by the researcher and communicated with the head office and management teams, the effect of training and development on employees' performance and the magnitude and intensity of a relationship of these two variables were not evidently identified and well recognized. This implies that, there was a knowledge gap between the effect of training and development on employees' performance and their relationships atTrade and Industry Office of Nifas Silk Lafto Sub-City Administration. These existing problems and empirical evidences caused this research with the purpose of examining the effect of training and development on employees' performance between105 sample respondents. Thus,

this study began from the understanding of the need to effectively administer the effect of training and development on employees' performance at Trade and Industry Office of Nifas Silk Lafto Sub-City Administration, Addis Ababa, Ethiopia.

1.4 Research questions

To achieve the intended objectives as well as the research problem stated above, the following questions are designed.

o How are training and development processes carried out atTrade and Industry Office of Nifas Silk Lafto Sub-City Administration?

o Is there a significant relationship between training and development and employees' performance atTrade and Industry Office of Nifas Silk Lafto Sub-City Administration?

o To what extent do training and development impact employees' performance at Trade and Industry Office of Nifas Silk Lafto Sub-City Administration?

1.5 Research objectives

1.5.1. General objective

The overall objective of the study is to examine the effect of training and development on employees' performance at Trade and Industry Office of Nifas Silk Lafto Sub-City Administration.

1.5.2. Specific objectives

The specific objectives of the study are:

o To examine the training and development processes atTrade and Industry Office of Nifas Silk Lafto Sub-City Administration.

o To show the relationship between training and development and employees' performance at Trade and Industry Office of Nifas Silk Lafto Sub-City Administration.

o To determine to what extent the training and development contribute to employees' performance at Trade and Industry Office of Nifas Silk Lafto Sub City Administration.

1.6 Significance of the study

The purpose of the study was to examine the effect of training and development on employees' performance; and the findings produce empirical results that contribute to the government organizations to design effective training and development programs and enhancing awareness of the management in the area in what way the government offices can go in training and development programs. It is also useful to the human resource analysts, Consultants, who utilize the government civil service organizations human resources statistics to evaluate employee

performance. Government officers and policy makers will find the results of the research as a useful device to understand the problems facing employees' performance to raise training and development strategies and how to overcome them. The study also will be serving as a secondary source for those who want to make further study. In general, this research is essential for any organizations as a document to enhance performance of employees.

1.7 Delimitation/Scope of the study

The study was conducted at Trade and Industry Office of Nifas Silk Lafto Sub-City Administration, Addis Ababa, Ethiopia. The reason behind selecting this organization wasthat, it was convenient for the researcher's working area to gather data related to the study. Evidently, there are a number of human resource practices which affect the performance of employees in an organization such as performance appraisal, motivation, reward, job satisfaction, employee engagement,working environment, training and development and more. This study was limited on the elements of human resource development, particularly in the area of training and development. Methodologically, based on purpose of the study, this study wasused correlational research design and mixed research approach. As well, based on time dimension, this study used cross-sectional survey. Hence, data were collected from the sample respondents those selected through simple random sampling technique at the same time at one point in time and the respondents involved in this study was 105 permanent office employees.

1.8 Limitation of the study

This academic research achieved its objectives; however, some limitations were identified. The major limitation of this study was it covered only one government organization and the findings cannot generalize other government organizations and private sectors more updated contribution regarding to the effect of training and development on employees' performance. The other big challenge at the time of data collection was Corona (COVID-19) that made the respondents felt uncomfortable and others were simply not bothered. However, the data collected through the distribution of questionnaires and interview guide were adequate to safely conclude about the effect of training and development on employees' performance at Trade and Industry Office of Nifas Silk Lafto Sub-City Administration.

1.9 Organization of the paper

The study is presented in five chapters: Chapter one highlights: background of the study, back ground of the organization, statement of the problem, research questions, objectives of the study, significant of the study, scope of the study, limitation of the study and organization of the paper.

Chapter two presents the review of related literatures.Chapter three discusses the research methodology which contains: research design and approach, population of the study, sample size and sampling techniques, data types and sources, data collection tools, data collection procedures, validity and reliability test, data analysis method and ethical consideration.Chapter four of the thesis is the analysis of the data, results and discussions of findings of the study. The data presented is statistically treated in order to cover the relationship of the variables involved in the study. And the last chapter is comprised of three sections: Summary of the findings, conclusions and the recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

In this chapter, the researcher reviewed different sources of literature related to the effect of training and development on employees' performance that help the researcher to understand and identify the problem being studied more appropriately. The review includes basic issues like: concepts and meaning of training and development, training and development differences, approaches and philosophies of training and development, training and development policy, the role of training and development, training and development processes, effective training and development practices, challenges to be considered in training and development, employees performance, the relationship of training and development and employees' performance, and finally the conceptual framework model of the effect of training and development on employees' performance.

2.1 Concepts and meaning of training and development

Different authors defined training & development in several ways. The main idea that each one of them emphasized in their studies is the labor force competency development. Training can be defined as a planned effort to enable employees to learn job related knowledge, skills, and behavior (Noe, 2011). On the other hand, development involves obtaining knowledge, skills, and behavior that develop employees' ability to meet the challenges of a variety of new or existing jobs, including the client and customer demands of those jobs. And development programs often focus on getting employees ready for management responsibility.

Training and development is a function of human resource management concerned with organizational activity aimed at improving the performance of individuals and groups in organizational settings. Training and development can also be described as an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to develop the performance of employees. According to Khan (2012), training and development encompasses providing the employees the knowledge and skills required by a given job to execute the present and the future work of the organization to make the company competitive in the market it tied up.

Training is a planned activity for increasing the knowledge and skills of the people for a certain objective. It involves systematic processes for transferring technical knowledge to the employees so as to enhance their knowledge and skills for doing specific jobs with talent (Mitiku, 2017). In

other words, the trainees acquire technical knowledge, skills and problem solving ability from training programs.

Training is the process through which skills are developed, information is provided, and attributes are nurtured in order to help individuals who work in organizations to become more effective and efficient in their work. Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of workers. Training is necessary to help workers qualify for a job, do the job, or advance, but it is also essential for enhancing and transforming the job, so that the job actually adds value to the organization. Training facilitates learning, but learning is not only a formal activity designed and encouraged by specially prepared trainers to generate specific performance improvements.

2.2 Training and development differences

Training and development are dissimilar. Mathis and Jackson (1997) have clarified the difference as follows. Training is a learning process whereby people acquire skills and knowledge to assist in the achievement of goals. Training provides employee with specific identifiable knowledge and skill for use on their job. On the contrary, development is broad in scope and focuses on helping individuals gain new knowledge and skills useful for present and future jobs. Development is different from training in that it is often the result of experience and the maturity that comes with and it focuses on less tangible aspects of performance such as attitudes and values. Whereas training focuses on learning specific behaviors and actions, demonstrate techniques and processes, it is short term and its effectiveness is matured by performance appraisals, cost benefit analysis, passing test or certification. Development focuses on understanding information concepts and context, develop judgments, expand capacities for assignments, and long term in duration. Its effectiveness measured qualified people available when needed. Likewise, Armstrong (2006), identified the difference between training and development as follows.

Table 2.1 the difference between training and development

Training	Development
Training is learning for doing a particular job by increases job skills.	Development means the learning in all features to shape attitude.
The term training usually used to stand for conveying detailed skills among functioning human resources.	Development is related with the growth of management.
Training is concerned with maintaining and improving current job performance. Thus, it has a short-term perspective.	Development focuses to develop future performance competence. Thus, it has a long-term perspective.
Training is job centered in nature.	Development is career centered in nature.
The role of trainer is very important in training.	It long runs personal development.

Source: Armstrong (2006), adopted by Yikeber(2016).

The concept of training and development is summarized as: Both training and development are functions of human resource management concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and development can also be described as an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees. Training is a short term, narrow perspective and focus on specific job; but development is a broad ongoing activities aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future.

2.3 Approaches and philosophy of training and development

There are three general understandings of employee training. Some adopt a lassie-faire approach believing that employees will realize what to do for themselves or from others. Secondly, organizations may invest in training in good times, but in bad times training budgets will be the first to be cut. Thirdly, organizations that adopt a positive training philosophy; this is because they are persuaded that they live in a world where competitive advantage is achieved by having higher quality people than the opposite. This goal cannot be achieved if managers do not invest in developing the skills and competencies of their employees. It is important for employees to

realize that organizations are showing an enhancement of their skills. This is the positive approach designating training as a continuous and an ongoing process within the organization (Armstrong, 1999 cited by Yikeber, 2016).

The training viewpoint must define the overall considerations and beliefs of the organization towards knowledge acquisition and the sensible utilization of all knowledge media available. The scope and general practices should be presented in concise statements by the training systems unit and should be agreed up on by the executives of the company. According to Ghosh &Kumar (2003), as cited in Mitiku (2017), some of the key languages of any training philosophy would include the following:

o Training system is a component of the company's operation as any man, machine, or method. Whereas, training is the concern of the company and of every employee of the organization.

o A training system must be implemented through the active participation of the managers for the purpose of continuation.

o A training method must offer training opportunities for all staff.

o A training system must focus ona variety of issues and area under discussion and have reasonable, logical beginning point for each employee to enter in to the system.

o The training system should not be narrow in the use of any source of knowledge or information.

o The gaining of information by every employee must be an ongoing process.

o The performance of an employee in utilizing the knowledge on their job is the proper measurement of any knowledge.

o The organization must differentiate the success of each and every employee.

o The training system must be voluntary.

2.4 Training and development policy

According to Armstrong & Stephens (2005), policies are formulated to provide guides to action as well as to set limits to decision making. What should be done in certain circumstances and how particular requirements and issues must be dealt with? In human resource management practice, there could policies on training and development, recruitment and selection and salary administration and compensation just to mention a few. Such organizational human resource policies are either formally expressed in manuals or informally as having grown from customs and traditional practices over the years. However, to avoid ambiguity, it is very important that all

major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted.

Organizations have human resource development policy (HRDP) which is administrative guidelines devised to improve employees' performance. As such, HRDP can be different from more socially oriented terms such as workforce development policy (WDP), which has very wordy consequences. It is also different from narrow terms such as human resource development or strategic human resource development, which are precisely used to include corporate policies do govern employment condition in a specific firm (Willey, 2014, as cited in Miiku 2017).

2.5 The role of training and development

According to, Nadler (1984) as cited in Jane (2014), the acceptance of varying technology in this time of globalization and the occurrence of new technologies, organizations are struggling to survive, grow and operate profitably in a changing environment. They have to position themselves in order to keep well-informed with the new technologies and business development globally. Employees need to be trained and developed regularly so as to deliver even when the external environment changes lead to obsolesce of the current technology in place with the organization. Training eliminates job inconsistencies. To be successful, organizations have to be responsive and fast to changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is a need to ensure that there is synchronization and standardization in how things are carried out in organizations.

Human resource management has emerged as a set of prescriptions for managing people at work. The central claim is that by matching the size, skills of the workforce to productive requirements of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or projected (Beardwell and Holden, 1997 cited by Jane, 2014). Similarly, training and development enhances competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organization to capitalize on opportunities in the market place and avoid threats to its desired position. Many organizations have got to the point of recognizing Armstrong (2005) that training and development is a strategic priority rather than a tactical response. A reason for training and

development is to give the organization a competitive edge. Training and development ensures increased productivity. Armstrong (2003), all organizations are concerned with what should be done to achieve sustainable high level of performance through people. The aim is to develop motivation processes and a work environment that will help to ensure that individuals deliver results in accordance with the expectation of management.

According to Mahapatro (2010) cited in Jane (2014),employee training initiatives can transform organizations by providing extra skills to the employees not only increase safety and productivity but also training leads to higher job satisfaction, which shows up in better organizational performance. Valuable training also include situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the organization. The major benefit of employee training is to enhance and improve knowledge, skills, and attitudes in order to enhance employees' performance. According to Cole (2002)cited in Mozael (2015), the foundation stone for human resources management is training as it can be of immense benefit to the individuals as well as organization, in the short and long term. Some of the profits from employees training are:

Firstly enhances and increases the quality and ability of employees toward work related tasks and eventually achieve change management - for instance, increasing new skills and information which lead to better understanding among employees.

Secondly, training program provides the possibility for employees to upgrade their career, including enhanced safety and security at the workplace which could lead to reduced employee turnover.

Thirdly, one of advantages of training is the reduced cost and time because a well-trained employee will be able to achieve tasks within a shorter period of time and with minimum cost. Finally, training helps employees to enhance their morale and motivate them to perform their tasks easily.

According toAthar&Shah (2015) cited in Mitiku (2017), training has important role in the achievement of organizational goal by integrating the interest of the organizations and the workforces. The employees are the assets and the most important resources for organizations so that organizations that provide training to their employees increase their productivity. Therefore training and development is an important function for the survival of any organization. Karodia (2014), again stated that effective employee training leads to an increase in quality of goods and services as a result of potentially fewer mistakes. Consequently, accuracy, effectiveness, good

work, safety practices and good customer service can be expected. Similarly, Cole (2001) cited by Nassazi (2013), summarized the benefits of training as follows:

o High morale- employees who receive training have increased confidence and motivations

o Lower cost of production:- training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste

o Lower turnover-training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided

o Change management-training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations

o Provide recognition, enhanced responsibility and the possibility of increased pay and promotion

o Help to improve the availability and quality of staff.

2.6 Training and development processes

Armstrong (2000), argued that to define the gap between what is happening and what should happen, training needs analysis is essential. And the gap is what has to be filled by training is the difference between what people know and can do, and what they should know and be able to do.Similarly, Noe (2001) defined the key steps in human resource training and development process as follows:

1. Training needs assessment

2. Setting training and development objectives

3. Deciding on training and development methods

4. Delivering training and development and

5. Evaluating training and development

2.6.1 Training needs assessment

Training needs assessment is a common and valued tool for the human resource development professional in defining an organizations' skill, knowledge and talent base. At the same time, it offers information on areas where training programs can be successfully implemented with greatest effect (Dahiya&Jha, 2011). Effective training and development program should be conducted systematically. The training needs assessment is the key element of a training program. In addition to that, Clark (2000) recommended that this step is a basis for giving

answers to questions such as: Who must be trained? What must be trained? When should training occur? Where will the training take place and how should the training be provided? Training and development can help in supporting company's competitiveness by increasing the company's value through contributing to its intangible assets.

Training needs assessment is a way used to evaluate shortages, any effort that attempts to determine need and that estimates gaps and insufficiencies. However, in planning effective training and development programs and activities, the first step in the instructional design process is the most crucial process in which it has to be properly and correctly conducted. Indeed, incorrect and inappropriate training needs assessments can lead to disadvantaged effects. Training needs are those aspects in which employee is lacking attitude, ability, knowledge and skills. Training must be delivered not only for doing the present job but also for acquiring the required additional skill or knowledge for filling higher jobs (Davis, 2002).

Training needs can be identified through identifying the organizational needs based on: organizational strengths and weakness in different areas like accidents, excessive scrap, and frequent breakage of machinery. Departmental strength and weakness including special problem of the department or a common problem of a group of employees and individual strengths and weakness in the areas of job determining organizational training needs are the analytical phases of setting training objectives. On this phase, selecting the trainers, trainees, appropriate training environments, preparing lesson plan and selecting methods are considered as preconditions to conduct training and development program effectively (Kenny, 1979).

Training and development needs can be expressed in terms of a simple equation i.e. training and development needs equals (=) desired performance minus (-) actual performance (McClelland, 2002).There are three model needs analysis approach which defined byMiller&Osinski (1996). The three training needs analysis approaches are the following:

A. Organizational analysis

B. Task (job) analysis and

C. Person (individual) analysis

A. Organizational assessment: This type of assessment analyzes the effectiveness of the organization as a total and identifies every inconsistency. It is used to find out the competencies, knowledge and skills that are needed by the company to bridge any gaps. Organizational assessments also consider external factors such as the economy, environmental policies, technological advances and changing workforce demographics. These assessments verify where

training is needed, how it will be conducted and when it will be delivered (Miller &Osinski1996). Organizational assessments answer these two important development planning questions; wherein the organization is training required? And will the training be effective if implemented (fill the gaps)?

B. Task assessment: The task assessment gathers information about a specific job function or functioning group. This analysis identifies the main tasks, competencies and skills required to perform the job at the most efficient level. Using job descriptions, skill analyses and job inventory questionnaires is used to discover specific training needs. This type of analysis is mainly useful if an organization is moving in a new direction or undergoing restructuring. Again, the assessment is used to find out if there are any gaps between existing competencies and those needed for improved performance (Miller & Osinski1996). Task assessments answer the question: what skills and/or behaviors must be acquired in this job function?

C. Person assessment: This type of assessment focuses on a particular employee to discover how well they are performing. Individual assessment determines the individual's existing skills and competencies, their learning style and capacity for new work. The individual analysis identifies who within the organization requires training and what type of training is needed. The individual assessment forms the core for the creation of a custom-made training and development plan for the employee (Miller & Osinski1996). These assessments answer the following key development questions. Does the employee have the necessary skills? What training is required for the employee to acquire the necessary skills?

2.6.2 Establish training and development objectives

All organizational, task & individual level training needs assessments identify any gaps in the current training initiatives and employee skill sets. These gaps ought to be evaluated and prioritized and turned into the organization's training objectives. The final goal is to link the gap between existing and expected performance through the development of a training program. At the employee level, the training should tie the areas of improvement discovered through all rounded evaluations. Employees acquire best when they realize the objective of the training program. The objective refers to the purpose and expected outcome of training activities. There may be objectives for each training session as well as overall objectives for the program. Because objectives can serve as goals, trainees need to understand, accept and be committed to achieving the training objectives for learning to occur. Training objectives based on the training needs analysis help employees understand why they need training and what they need to learn.

16

Objectives are also useful for identifying the types of training outcomes that should be measured to evaluate a training program's effectiveness. Belmont & Lake (1997), define a training objective with three components:

1. A statement of what the employee is expected to do (performance or outcome)

2. A statement of the quality or level of performance that is acceptable (criterion)

3. A statement of the conditions under which the trainee is expected to perform the desired outcome.

Having indicated the required performance standard, it is important for the trainer to make sure that the individual trainee is made aware from the beginning of these standards and how their individual capabilities can be developed to achieve the required performance standards/objectives.

2.6.3 Deciding on training and development methods

Beardwell and Holden (1994), cited by Jane(2014), recommended that a careful use of training methods can be very cost effective investment in the sense of using applicable methods. Furthermore, they suggested that if an increase in the training methods is not applicable, trainees may finish up not benefiting from the exercise. Generally, training programs are classified into on-the-job training and off-the-job training.

I. On-the-job training- This is the most common method of training program which involves verbal instructions or demonstrations of how to use tools and other equipment. According to Armstrong (1998), on-the-job training is valuable in developing and performing specific managerial, leadership, technical, manual and administrative skills needed by the organization to advance effectiveness. It has the advantage of practicality and immediate since the trainee works, learns and develops expertise at the same time. On-the-job training as argued by Jacob (1985), focuses on getting hold of skills within the work environment generally under normal working conditions. On-the-job training as observed by Roth well (1994), has been used to develop employees and typically includes verbal and written instructions, demonstrations and observations and hands on practice imitation. On the-job training can be useful for training afresh engaged employees, advancement qualified employees' skills when new technology is introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their new jobs.

DeRouin, Parrish, and Salas (2005),summarized that on-the-job training has several advantages over other training methods. It can be customized to the experiences and abilities of trainees.

Training is immediately applicable to the job because it occurs on the job using actual tools and equipment. As a result, trainees are highly motivated to learn. Both trainees and trainers are at the job site and continue to work while training occurs. This means that companies minimize the costs related to bringing trainees to a central location, hiring trainers, and renting training facilities. On-job training can be available at any time, and trainers areaccessible because they are peers or managers. Finally, On-job training uses actual job tasks and occurs at work. As a result, skills learned in it more easily transfer to the job. The most common on-job training methods are debated below.

A. **Coaching**- Coaching is a one-to-one training. It helps immediately detecting the weak areas and tries to focus on them. It also deals the benefit of transferring theory learning to practice. The biggest problem is that it does the existing practices and styles. In India most of the scooter mechanics are trained only through this method.

B. Mentoring- This method of training is focus on the development of attitude. It is always done by a senior inside person. It is also one-to-one interaction, like coaching. In addition, it is argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building (Torrington, 2005) cited by Nassazi(2013). The practice is often applied to fresh employees in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

C. Job rotation and transfer- Job rotation Nassazi (2013) cited from McCourt & Eldridge (2003) is the process of training employees by shifting them through a series of related jobs. Or it is developing employee skills within organization involves movements of employees from one official responsibility to another. Rotation not only makes a person well familiar with different jobs, but it also lightens monotony and allows developing relationship with a number of people. Rotation must be reasonable. And job transfer can defined as movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

D. Job Instructional Technique- It is a step by step (structured) on job training method in which a suitable trainer

o prepares trainee with an overview of the job, its purpose, and the results desired,

o demonstrates the task or the skill to the trainee,

o allows the trainee to show the demonstration on his/her own, and

o Follows up to provide feedback and help.

The trainees are presented the learning material in written or by learning machines through a series called 'frames'. This method is a valuable tool for all educators (teachers and trainers). It helps us to deliver step-by-step instructions, to know when the learner has learned and to be due attentive (in many work-place environments).

E. Apprenticeship- Apprenticeship is a system of training a new generation of practitioners of a skill. This method of training is fashionable in those trades, crafts and technical fields in which a long period is required for gaining the talent. The trainees serve as apprentices to experts for long periods. They have to work in direct association with and also under the direct supervision of their masters. The objective of such training is to make the trainees all-round craftsmen. It is an expensive method of training. Also, there is no guarantee that the trained worker will continue to work in the same organization after securing training. The apprentices are paid compensation according to the apprenticeship agreements.

II. Off-the-job training

According to Monday (2009), off-the-job training methodcan be explained with four important elements.It is conducted in dispersed from the job environment, study material is supplied, there is full concentration on learning rather than performing and there is freedom of expression. These can be course work at local colleges or other training establishments like that of the Ethiopian Management Institute which have been specially equipped and staffed for both managerial and vocational trainingYikeber(2016). On the other hand, Regions that wants to develop the skill of their accountants, lawyers, leaders and moreare sent to the Ethiopian Civil Service College for short-term off-the-job training. With a view to increase the capacities of their leaders, organizations send them to colleges or universities or get them enrolled in seminars, workshops, conferences and other programs conducted by training institutions.Nassazi (2013) stated that the most common off-the- job training methods are briefly discussed below.

A. Lectures and Conferences

As a training and development method, involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

B. Role playing

Involves training and development techniques that attempt to capture and bring forward decision making situations to the employee being trained. In other words, the method allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion. Trainees are provided with some information related to the description of the roles, concerns, objectives, responsibilities, emotions, and many more. Following is provision of a general description of the situation and the problem they face. The trainees are there after required to act out their roles. This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

2.6.4 Implementing training and development program

Once needs and objectives have been determined, a program is designed and trainees and trainers have been selected, the program is executed. Program implementation involves deciding the location and organizing training and other facilities, scheduling the training program, conducting the program and monitoring the progress of the trainers. In providing training and development contents, the responsibility of implementing the program mainly depends on the trainer. Because, the trainer has to make the right decisions in charging the training environments and seating conditions to make trainees comfortable and concentrate on training (Harris, 1994). The training and development program should be according to the program design. Skilled trainers who have the abilities to deal with different people and situations are necessary for fruitful execution process. A perfectly perceived training program can fail if management cannot persuade the participants of its merits, participants must believe that the program has value and will help their personal and professional goals (Yikeber,2016).

The courses and programs are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the organization and the trainees. Formal training and programs can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programs while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programs can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers invite from the corporation itself or outside the organization (Nassazi, 2013).

2.6.5 Evaluation of training and development

Evaluating training is the last stage of training cycle and unquestionably it is the most important part to ensure present and future effectiveness of training program. This stage compares after-training results to the objectives expected by managers, trainers and trainees. Mathis and Jackson (2004), suggest that because training is both time-consuming and costly, it is vital that there is evaluation after training. The evaluation of the whole training program is the final step in the training and development process. The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training program. This is done by comparing the results of the training with the objective of the training and development program that were set before the beginning of the program. The criteria used to evaluate training and development program depend on the objectives set. Ivancevich (2010)argued that it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation. According to Mitiku(2017), the evaluation and validation of any training process is a very important key element not to be ignored in the development of any training and development process. Because of it becomes the tool used to tell us if we reached our intended goals or objectives. Evaluating training and development program is not a one-time process. It is a continuing throughout the entire stages of training program. Evaluation of the training program is performed during the assessment, design and implementation. It includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job. To confirm the program's success, personnel managers gradually demand that training and development activities be evaluated systematically. Lack of evaluation may be the most series problem in most training and development efforts.

Evaluation of training program has two basic purposes: assessing training effectiveness (four steps discussed at 2.7) and using it as a training aid. And it has mainly three evaluation processes discussed below:

A. Before Training/ Formative evaluation: - This phase includes all the evaluation of the needs and justification for the training, adequacy of preparation of work, participates' background and appropriateness, the availability of the necessary resources for the training in both quality and quantity for the training and development. The trainers can prepare for the training accordingly and identify who needs more attention and help and which users could potentially be helping fellow users. In the start of training, applicants generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program.

B. During Training/ Process evaluation: -This is the evaluation of the training while it is in operation. This is mainly done by the form of daily review. It mostly focuses on whether daily activities are begun accomplished according to plan.

C. After training/Summative evaluation: -At the end of the training event the whole program is evaluated to find out if it has achieved its immediate objectives. Participants' opinions are gathered through employing different data collection approaches and instruments (Mitiku, 2017). Figure 2.1 training and development process (source: Armstrong 2000).
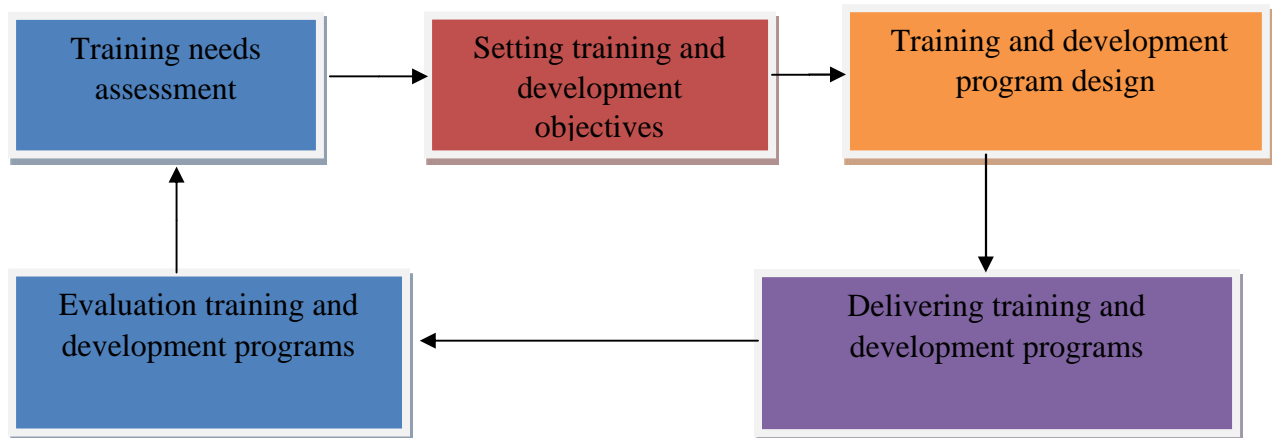
2.7 Effective training and development practices

Kirkpatrick (2016), cited by Said Taan (2018), defined that the effectiveness of a training refers to the degree to which something is successful in producing a desired result-success. The most well-known and used model for measuring the effectiveness of training programs was developed by Kirkpatrick (2016). Kirkpatrick discussed the specific relevance of four steps to measuring training effectiveness.

I. Reaction- The reaction of trainees must be measured to understand how well the training was received by the participants. Moreover, reactions of trainees could help improve future training programs and identify significant topics that are not discussed during training.

II. **Learning**-This measures what the trainees have learned and what they have not to further improve future training. Evaluation at this level wants to differentiate between what they already knew prior to training and what they actually learned during the training program. In other words,it can be said that learning evaluation is the measurement of the increase in the knowledge or intellectual capability from before to after the learning experience. Learning outcome can include changes in knowledge, skills and attitudes.

III. **Behavior**- This evaluates how trainees' behaviors change after the training. Specifically, this part looks on how the trainees have gathered information from the training program. If conditions of training are favorable, trainee's behavior will change. Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation. This level evaluation wants to measure the transfer that has occurred in the learner's job behavior/ job performance due to the training program. This performance testing is to indicate the learner's skill to apply what he/she has learned in the classroom. It involves testing the participants' capabilities to perform learned skills while on the job, rather than in the classroom. Change in the job behavior is difficult to measure because people change in different ways at different times and also it is difficult to quantify and interpret than reaction and learning evaluation (Eseryel, 2002). Observation and interview overtime are required to assess change, relevance of change and sustainability of change in behavior of participants.

IV. **Results**- This looks into the final results of the training. This includes the benefits and outcomes of training, which are good not only for the business but also for the rest of stakeholders (Kirkpatrick, 2016). Brimstin and Hester (2015), emphasized that the needs of the stakeholders must be considered when evaluating training programs. According to the authors, it was suggested that 100% of training should be conducted for an evaluation at the participant reaction level. Although this rule of thumb may be useful, ultimately evaluators need to understand the needs of the stakeholders so that time and other resources are not wasted. To know if employees acquire the necessary skills and knowledge required by the job, a test to employees must be given.

2.8 Factors to be considered in training and development practices

Human resource training and development (HRTD) activities in organizations can be influenced by different factors. HRTD efforts are depending on certain common faults and difficulties. Most of the problems resulted from insufficient planning and lack of coordination of efforts. According to Mathis and Jackson (1997), the common problems in HRTD are poor needs analysis, demanding outdated training methods, give up responsibility for development to staff, trying to substitute training for selection, lack of training among those who lead the development activities, condensed development attitude of managers, availability of resources and financial problems. According to Yikeber (2016), cited from Kitching&Blackburn (2002), concluded that the main factors can be categorized as background and organizational variables. Background factors include; age and size of the firm, nature of control, change in employment, and business sector. Organizational factors consist of two variables; organizational support for training &development and attitude of the owners/managers for training provision. The most common influential factors which face most organizations are organizational factors which are discussed as follows:

A. Organizational Support

One of an influential factor for training practices is organizational support. This can be measured as a cumulative index which takes into account the presence or absence of a separate unit or person responsible for training, training plan, budget for training, training policies, and training manuals, hand books etc. If the firm does not make available or carry out a devotion to employee training, a firm may focus little attention on training activities. We may thus expect a strong correlation to exist between the degree of organizational support for training and training practices (Abdullah, 2009 cited by Yikeber, 2016).

B. Attitude of the owners/ managers

Managerial attitude are strongly and positively associated with the pattern and frequency of training in a firm (Magjuka, 1988 cited byYikeber 2016). The attitude of top management is mostly the key problems for training and development success in the organization. The knowledge and attitude of managements are crucial for the success and effectiveness of training and development program. Therefore, Managers at all levels, particularly top managements should provide real support for training and development of the employees in the organization. In addition, managers should be committed to involve in the human resource development

process which are crucial in integrating the training and development activities in the strategic process (Yikeber, 2016 cited from Gumez, 1995).

2.9 Employee performance

As Nassazi (2013), cited from Armstrong (2000), employee performance is the important factor and the building block which increases the performance of the overall organization. Employees' performance depends on many factors like job satisfaction, knowledge, commitment and the management view but the most important factor of employee performance is training and development. As Kenney (1992), as cited in Nassazi (2013), stated that employees' performance is measured against the performance standards set by the organization. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior. There are a number of measures that can be taken into consideration when measuring employees' performance. For example, using of productivity, efficiency, effectiveness, quality, commitment, confidence, responsibility, profitability, job satisfaction, motivation, and more as follows.

o Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed.

o Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible.

o Effectiveness is the ability of employees to meet the desired objectives or target.

o Productivity is expressed as a ratio of output to that of input.

o Quality is the characteristic of products or services that stand an ability to satisfy the stated or implied needs.

2.10 Relationship between Training and development and employees' performance

Jane (2014), cited from Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in return motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers. The increase in sales through referrals and repeat business will translate into an increase in business profits thus improving shareholders' investment. The shareholders are therefore benefiting from increased returns on their investment in the business.

In addition, good financial performance also attracts new shareholders to the business. Suppliers will be eager to do business with company due to its financial strength and its positive

reputation. The company is therefore able to negotiate friendly purchase terms with suppliers. This demonstrates the virtuous circle as described by Learner (1986) where there is a reciprocal relationship between training and development and employees' performance. Learner (1986), further illustrates the reciprocal relationship, conducted an eleven years study and found that organizations with cultures that emphasized training and development and ethical values in every area with regard to employees, customers and stake holders as well as leadership from managers, are outperformed than did not have this cultural characteristics by a huge margin. Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of employees in the organization.

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

Employee performance Amisano (2009) is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individuals' effort, it is collective effort of all the members of the organization. Performance is a major multi-dimensional construct aimed to achieve results and has a strong link to strategic goals of an organization.As well, employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But, there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

Gakuru (2006), found that training practices have a significant effect on employees' performance and systematic training yielded better results than non-systematic training. He also found that employee trainings that are designed to assist employees in acquiring better skills, knowledge and attitudes towards their work yielded better performance.

Farooq (2018), identified that training and development have positive impact on employee performance. Likewise, Jane (2014), found that continuous training and development of human resource is crucial and vital taking into consideration the rapid customer satisfaction and competition from other companies. And it can be concluded that there is evidence that training and development has a direct relationship with employee performance ($r = 0.76$, $p<0.001$). In

addition, he concluded that employees' performance improved from 82.1% before training to 95.7% after the training.

Mitiku (2017) found that training need identification of employees and their skill deficit were not properly implemented. He also noted that training and development design are not fully implemented in the government organization.Finally, he determined that training and development practices have positive relationship and strong positive effect on employees' performance($r = 0.679$, $p < 0.001$).

Sanyal (2018), researched on the impact of training and development on employees' performance;and he found that training and development programs and employee performance are interlinked. He also noted that training and development programs are strongly influencing the employee Performance. And finally, he concluded that training program had certainly increased the levels of employees' performance.

2.11 Conceptual framework model

This study is guided by the following conceptual framework, which used to explain the interrelationship between the variables. The proposed model is self-made and explains the relationship between employees training and development and employees' performance. Employees' performance is a dependent variable and employees training and development is independent variable. Likewise, effect is a mediating/intervening variable that explains the relationship between the dependent and independent variable as shown below.

Figure 2.2 Conceptual Framework

Independent VariableDependent variable

Training and development	Employees' performance
• Training needs assessment • Training and development program design • Delivering of training and development programs • Evaluation of training and development programs • Challenges of TD implementation	• Service quality • Commitment • Confidence • Efficiency& effectiveness • Job satisfaction • Responsibility • motivation

CHAPTER THREE

RESEARCH METHODOLOGY

In this chapter, the type of research design and approach, population of the study, sample size and sampling techniques, sources /types of data, data collection tools, data collection procedures, data analysis method, validity and reliability analysis and ethical consideration that were applied on the study are explained.

3.1 Research design and approach

The main objective of this study was to examine the effect of training and development on employees' performance atTrade and Industry Office ofNifas Silk Lafto Sub-City Administration. This research wasemployed mixed research approach; because using mixed research method could offset the biasness of any single quantitative data (Creswell, 2009). Particularly, correlational research design was applied; since it enhances the research to examine how training and development are carried out; to show the relationship between training and development and employees' performance and to determine to what extent the training and development contribute to employees' performanceat Trade and Industry Office ofNifas Silk Lafto Sub-City Administration. Thus, the selected method was appropriate for this study.

3.2. Population of the study

Population can be defined as the whole group of people, events or things of interest that the researcher needs to study (Garson, 2012). So as to perform this study, the first step was to get the total number of population. Currently, there were 143 total population (133 employees and 10 team leaders) found inTrade and Industry Office ofNifas Silk Lafto Sub-City as January 2012 E.C.The target population was applied in each individual working in different work teams of Trade and Industry Office. The study was undertaken so thatthe researcher had drawn the sample from this total population.

3.3 Sample size and sampling techniques

3.3.1 Sample size

Garson (2012),defined sample size as a sub set of the population drawn to represent the entire population. This is because of the fact that studying a subset of the population is manageable size relative to study the entire population due to time, cost and accessibility. Thus, the sample size was determined so as to represent the whole population. In this study, the sample size was

extractedthrough the use of Yamane's (1967) statistical formula adopted by Mitiku(2017) and illustrate as:

$$n = N/N (e)^2 + 1$$

Where n = sample size

N = population of the study

e = % level of significance or margin of tolerable error. The researcher was considered 5% level of significance or margin of tolerable error and the confidential level is 95%. A 95% confidence is conventionally accepted level for most business research, most commonly expressed by denoting the significance level as p   .05. In other words, we say that at least 95 times out of 100, our estimate will reflect the true population characteristic.By computing the sample size of the population using the above formula, the sample size for both who receives questionnaires and conduct an interview to the study were 105. i.e.

$$n = 143/143(.05)2 + 1 = 105.$$

From this figure, hence 10 are the team leaders, 105-10=95 are respondents who receive questionnaires. The sample of the total population was stratified on the basis of each business process/work team and calculated using this simple formula(Mitiku, 2017) as shown in table 3.1 below.

$$X = n (p) / N$$

Where X = sample size in each business process

n = total sample size of the study who receives questionnaires

P = population size of each business process excluding the team leaders

N = total population of the study excluding the team leaders

Table3.1 sample size distribution

No	Name of work team/process	P	n	N	X=n (p) /N	X
1	Trade registration and licensing	24	95	133	X=95*24/133	17
2	Trade inspection service	13	95	133	X=95*13/133	9
3	Trade marketing and promotion	14	95	133	X=95*14/133	10
4	Manufacturing industry	13	95	133	X=95* 13/133	9
5	Agro processing, chemical, and	15	95	133	X=95*15/133	11

	chemical out puts					
6	Cooperative organizing and promotion	12	95	133	X=95*12/133	9
7	Cooperative law and inspection	10	95	133	X=95*10/133	7
8	Cooperative auditing team	11	95	133	X=95*11/133	8
9	Cooperative saving and credit	15	95	133	X=95*15/133	11
10	Cooperative marketing team	6	95	133	X=95*6/133	4
	Total	133	950	1330	X=950*133/1330	95

Source: Own survey (2020)

3.3.2 Sampling technique

Thestudy participants who received questionnaire were selected using stratified sampling technique. As well, 10 team leaders were selected by the researcher using purposive sampling to conduct an interview. The trainees were selected based on their work experience and their attendance to training programs sponsored by their organization. This criterion may help the selected respondents answer the survey questionnaire appropriately based on their training experiences attended.

3.4 Sources / types of data

The study was conducted based on the collection of primary data. Primary data was collected through the use of well-structured and self-administered questionnaire that contains relevant questions regarding training and development and employees' performance at the organization. The questionnaire was used to allow the response of the respondents in a standard and direct way, unbiased approach and objective oriented. In the meantime, face to face interview was also undertaken with team leaders to get their perceptions about the training and developmentprograms of Trade and Industry Office of Nifas Silk Lafto Sub-City Administration.

3.5 Data collection tools

3.5.1 Questionnaire

Data were collected through self-administered questionnaires that were prepared based on literature review to address the research questions. The reason why self-administered questionnaire was used that, it helps as a swift and relatively low cost strategy for obtaining

information and easier to answer for the respondents. The questionnaires were distributed after the expected participants were selected and informed about the purpose of the research. The questionnairewasinvolved three parts: section one of the questionnaire contains instruction and respondents' personal information; section two of the questionnaire includes variables whichwould be measured using Likert scale with five response categories (strongly disagree, disagree, neutral, agree, and strongly agree).The last section of the questionnaire was open ended question which is reserved for respondents to write their feelings on the space provided.

3.5.2 Interview guide

In addition to collecting the data through questionnaires, qualitative data collection technique, involving one-to-one interview with 10 team leaders of the office who were selected based on purposive sampling was conducted; hence to supplement and strengthen the information obtained from questionnaires. Before the interview, brief explanation was offered based on the purpose of the interview to the interviewees and confidentiality of the provided information. As the time of interview, the researcher took notes quickly and used easily accessibly recording tools like mobile for sure what the interviewees all talk about. Moreover, the researcher used some useful techniques of interview which include:

- o Using good opening remark:- The researcher should briefly give an introduction and state the purpose of the interview describing
- o Establishing Rapport:- The researcher must be sensitive to the respondent's status, level of education and understanding
- o Being neutral: - The researcher should remain completely neutral during the interview; i.e. Respondents should be told that there is no right or wrong answer and their responses are the only correct ones.
- o Good closing: - This is giving explicit recognition for their work: Thank them for their help, appreciate their work in spite of their being busy and that their work will contribute a great deal to the success of the research.

3.6 Data collection procedures

To get full support in overseeing and collecting the data, first contact was made with the head office. Following this, respondents who filled out the questionnaire were identified. Then, the respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnairea clarification for some questions was explained to the respondents so as to avoid doubts and confusions. Then the

questionnaires were distributed (drop-off method) to the respondents. The filled out questionnaireswere collected (pick-up method) and systematically organized; the same is true the interview responses. Finally, the collected data were edited through data cleaning, coding & data verification and analyzed quantitatively and qualitatively.

3.7 Data analysis method

Githinji Angela (2014), described data analysis as the process of editing and reducing amassed data to a convenient size, developing summaries, looking for patterns and using statistical methods. In order to ensure completeness and logical consistency of responses, data editing was carried out each day by the researcher. Identified mistakes and data gaps were corrected as soon as possible. Once editing the data, the data were analyzed using quantitative techniques. The data which were collected by the researcher were analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 20and then the researcher produced descriptive statistics such as frequency distribution, percent, mean and standard deviation.

The analysis of the study was also used inferential statistics like Pearson's correlation and simple linear regression. The correlation analysis was employed to found out the strength of a relationship between two variables; training and development and employees' performance. Likewise, the regression analysis was used to establish the effect of training and development related to Employees' Performance.

The data which collected through interview and open ended questionnairewere analyzed qualitatively and logically interpreted by the researcher in a way to solve the research problem.

3.8 Validity and reliability analysis of data collection tools

According to common knowledge of research principles, a research instrument is valid, if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. In this study, validity was taken into consideration. Because, this study used adopted questionnaire based on the literature review and past studies on relevant themes, which dealt with training and effect of training and development on employees' performance. The items and constructs were adopted from literature review with minor modification to fit the study. They were developed from the questionnaires of studies used by Mitiku (2017).Another validity test to be used in this study, the questionnaire was modified with necessary recommendations of the thesis advisor. On the other hand, reliability relates to the consistency of collected information. Cronbach's alpha is a coefficient of reliability. It was first named by Lee Cronbach in 1951.The pilot test was done on 10 respondents from the study population who were then excluded from

the final study to get rid of biasness. Accordingly, reliability analysis was run to check the reliability of the instrument employed in this research and the result presents as follows.

Table3.2Coefficient of reliability

Alpha value	Number of Items
0.930	28

Source: Own survey (2020)

As shown in the above table 3.2, the coefficient of reliability for the data collection instrument for all 28 items is 0.930.In this regard, items with a coefficient alpha greater than .80 are considered to have a very good reliability Zikmund(2009) and Said Taan (2018).Therefore, based on the above test results, the instrument scored acceptable Cronbach's alpha and the instrument is found reliable.As well, the reliability score for the individual items of training and development and employees' performance ranges between .877 and .930. Therefore, based on the test results as shownbelow intable 3.3, individual items of the instrument scored acceptable Cronbach's alpha and each items of the instrument found reliable.

Table3.3 Coefficient of reliability for each item

No	Individual variables	Items in number	Alpha value
1	Training needs assessment	4	0.878
2	Training and development program design	4	0.877
3	Effectiveness of training and development implementation program	4	0.879
4	Evaluation of training programs	6	0.914
5	Challenges associated the implementation of training and development program	3	0.920
6	Effect of training on employees' performance	7	0.930

Source: Own survey (2020)

3.9 Ethical consideration

This research entailed the analysis and review of scholarly literature, such as books, theses, dissertations and journal articles which were duly acknowledged. Participants were told that being participated in this study will not have any harm and used only for the academic purpose only. Accordingly, respondents were entitled to the right of privacy and dignity of treatment.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter focuses on the analysis of the results of the study. The chapter has two sections. At the first section of the chapter, the demographic profile of the respondents is presented. In the second section, the main part of the study, the analysis and interpretation of data those were collected through questionnaire and interview in support of the quantitative results are presented. Presentation of findings in each section is according to the order of the basic research questions of the thesis. Descriptive and inferential analyses of the study were presented respectively. The data for this study were collected using a self-administered questionnaire and semi-structured interview guide to identified sample respondents. Of the total of 95 questionnaires distributed, 92 were collected that accounts 96.8% response rate. This response rate was adequate to safely conclude on the effect of training and development on employees' performance. Accordingly, the analysis of this study is based on 92 respondents only.

4.1 Descriptive statistics

Descriptive statistics were computed in the form of frequency distribution, percentage, mean and standard deviation for all variables and responses of all respondents. Computed frequency distribution and percent is used to determine the proportion of respondents choosing the various responses. Likewise, computed mean is used to measure the central tendency on each dimension in the questionnaire which implies that the levels of agreeableness and disagreeableness orperceptions of the respondents on various dimensions in the questionnaires. And the value of standard deviation indicates that how much variation a value deviates from the mean.

4.1.1 Demographic profile of the respondents

The first part of the questionnaire consists of four items about demographic data of the respondents such as: sex group of respondents, age group of respondents, academic qualification of respondents and work experience of the respondents; this helped the researcher to understand the characteristics of respondents with in different categories and the following table summarized the demographic data of the respondents.

Table4.1Demographic profile of the respondents

No	Items	N=92	Frequency	Percent %	Rank
1	Sex of the respondents	Male	50	54.3	1
		Female	42	45.7	2
2	Age of the respondents	18-25	10	10.9	4
		26-33	30	32.6	1
		34-41	27	29.3	2
		42-49	20	21.7	3
		50 and above	5	5.4	5
3	Academic qualification of the respondents	Level IV certificate	4	4.3	3
		1st Degree	81	88	1
		2nd Degree or above	7	7.6	2
4	Work Experience of the respondents	1-5 years	18	19.6	2
		6-10 years	38	41.3	1
		11-15years	13	14.1	4
		16-20 years	17	18.5	3
		21 and above	6	6.5	5

As shown in Table 4.1, more than half 50 (54.3 %) of the respondents were male and the remaining 42(45.7%) of the respondents were female. Even though, the representation of female respondents was found to be less as compared to male respondents, this gender mixwasrational to realize about the effect of training and development on employees' performance at Trade and Industry Office.

Regarding the age group of respondents, the first group30(32.6 %) of respondents were within the age category of 26-33 years of age. The second grouphad27(29.3%) within the age category of 34-41years. The third were 20(21.7%) within the age category of 42-49 years. The fourth were10 (10.9%) within the age category of 18-25 years. And the last group were 5(5.4%) within the age category of 50 and above years, respectively. In sum, the majority 57(61.9%) of the respondentswere within the age category of 26-41years; which implies that the majority of the respondents were young and at the dynamic age level, need more training and development.

With regard to academic qualification of the respondents, the majority 81(88.0%) of the respondents were first degree holders. The second group 7(7.6%) of the respondents were holders of 2nd Degree or above. And the rest 4(4.3%) of the respondents were Level IV certificate. This shows that, 88(95.6%) of the respondents were first and second degree holders who wereconvenient to deliver strategic and systematic training programs.

Regarding the work experience of the respondents, the first group of respondents 38(41.3%) had a working experience of 6 to 10 years. 18(19.6%) of respondents had served in the organization between 1-5 years.17(18.5%) of respondents hadserved in the organization between 16-20 years.13(14.1%) of respondents had served in the organization between 11-15years. And 6(6.5%) of respondents had served in the organization 21 and above. in total, the majority 56 (60.9%) of the respondents had served in the Trade and Industry Office between 1-10 years. This result implies that, the selected respondents answered the survey questionnaire appropriately based on their training experiences attended and employees need for constant training and development program to enhance their skills.

4.1.2 Perception of respondents on each items of the relationship between training and development and employees' performance

4.1.2.1Training needs assessment

Table 4.2Perception of respondents on training needs assessment

No.	Items	N=92	Frequency	Percent %	Mean	SD.
1	Training needs assessmentis conducted properly.	SDA	7	7.6	3.12	1.15
		DA	27	29.3		
		N	13	14.1		
		A	38	41.3		
		SA	7	7.6		
2	The selection of trainees is based on proper needs assessment	SDA	9	9.8	2.73	1.10
		DA	39	42.4		
		N	17	18.5		
		A	22	23.9		
		SA	5	5.4		
3	The organization assesses trainees' knowledge before	SDA	6	6.5		
		DA	41	44.6		

	selecting training programs	N	21	22.8	2.75	1.05
		A	18	19.6		
		SA	6	6.5		
4	Employees attend trainings that fit departments' needs with the alignment of the organization's objective	SDA	6	6.5	2.77	1.02
		DA	41	44.6		
		N	14	15.2		
		A	30	32.6		
		SA	1	1.1		
	Over all training needs assessment score				2.84	0.92

Table 4.2 presents the perceptions of respondents on training needs assessment. Items were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each item is discussed in detail as follows.

As indicated in Table 4.2, for the statement of training needs assessmentis conducted properly, 38(41.3%) of the respondents agreed and the lowest amount 7(7.6%) of the respondents strongly disagreed. Likewise, another 7.6% of respondents expressed their strong agreement. The rest 27(29.3%) and 13(14.1%) of the respondents disagreed and were neutral respectively. As well, the mean (± SD) of training needs assessment is conducted properly was 3.12(±1.15). This result implies that training needs assessment was not conducted properly to identify the right trainees.

As shown in Table 4.2, for the statement of the selection of trainees is based on proper needs assessment, 39(42.4%) of the respondents disagreed followed by 22(23.9%) of respondents who claimed agreement. And the rest 17(18.5%), 9(9.8%) & 5(5.4%) of the respondents answered neutral, strongly disagree and strongly agree respectively. More than half of the respondents 48(52.2%) expressed their disagreement. Also, the mean (± SD) of the selection of trainees is based on proper needs assessment was 2.73(±1.10). From this result, the researcher understood that the selection of trainees was not based on proper needs assessment.

As pointed outin Table 4.2, for the statement of organization assesses trainees' knowledge before selecting training programs, 41(44.6%) of the respondents answered disagree, followed by 21(22.8%) of the respondents who said neither agree nor disagree.18(19.6%), 6.5(%) and6 (6.5%) of the respondents chose agree, strongly disagree and strongly agreerespectively. More than half 47(51.1%) of the respondents werein the position of disagree. Also, the mean (± SD) of organization assesses trainees' knowledge before selecting training programs was2.75(± 1.05).

This finding implies that there was no appropriate personal training needs analysis at Trade and Industry Office.

As presented in Table 4.2, for the statement employees attend trainings that fit departments' needs with the alignment of the organization's objective, 41(44.6%) of the respondents claimed to disagree followed by 30(32.6%) of the respondents who said agree. The response rates 14(15.2%), 6(6.5%) & 1(1.1%) of the respondents revealed neutral, strongly disagree and strongly agree respectively. More than half of the respondents 47(51.1%) were in the position of disagree. Additionally, the mean (± SD) of employees attend trainings that fit departments' needs with the alignment of the organization's objective was 2.77(± 1.02).This finding suggests that employees were attended trainings with no clear training objectives of the Office.

In sum, as illustrated in Table 4.2,all procedures of training needs assessment findings and the group mean of the overall training needs assessmentwas 2.84(± 0.92). Thisfinding shows that, the training needs assessmentwas not entirely implemented atTrade and Industry Office. This finding was supported by Mitiku (2017) who concluded that training needs assessment is not fully implemented with group mean 2.94 and SD=1.01. Likewise, the interview result of team leaders confirmed that training needs assessmentis not entirely implemented at Trade and Industry Office. "Mostly, training needs assessment is done at the first budget year. Also, training needs assessment is carried out at the organization and task level, but not at individual level.Accordingly, there is always a problem who will be the trainees and what do they train? "

4.1.2.2 Training and development program design

Table 4.3 Perception of respondents on training and development program design

No.	Items	N=92	Frequency	Percent %	Mean	SD.
1	Training programs are designed based on needs assessment.	SDA	1	1.1	2.95	0.96
		DA	37	40.2		
		N	25	27.2		
		A	24	26.1		
		SA	5	5.4		
2	The objectives of trainings are	SDA	2	2.2		

	aligned with employees' training needs.	DA	39	42.4	2.88	0.99
		N	25	27.2		
		A	20	21.7		
		SA	6	6.5		
3	Training programs are designed at the level of abilities and educational background of employees.	SDA	3	3.3	3.04	0.98
		DA	31	33.7		
		N	19	20.7		
		A	37	40.2		
		SA	2	2.2		
4	There are opportunities for training and development	SDA	3	3.3	3.37	0.95
		DA	18	19.6		
		N	16	17.4		
		A	52	56.5		
		SA	3	3.3		
	Over all training and development program design score				3.06	0.72

Table 4.3 presents the perceptions of respondents on training and development program design. Items were measured in terms of frequency, percent, mean and standard deviation. Based on the results, each item is discussed in detail as follows.

As shown in Table 4.3, for the statement of training programs are designed based on needs assessment, 37(40.2%) of the respondents answered disagree followed by with response rate 25(27.2%) of the respondents chose neither agree nor disagree. Also, with response rate 24(26.1%), 5(5.4%) & 1(1.1%) of respondents agreed, strongly agreed and shown their disagreement respectively. In addition, the mean (± SD) of training programs are designed based on needs assessment was2.95(± 0.96).This result shows that the training programs were not designed based on employees' training needs assessment.

As indicated from Table 4.3, for the statement of objectives of trainings are aligned with employees trainings needs, 39(42.4%) of the respondents answered disagree followed by the response rate 25(27.2%) of the respondents chose neutral. And the rest, 20(21.7%), 6(6.5%) & 2(2.2%) response rate of respondents agreed, strongly agreed and strongly disagreedrespectively. As well, the mean (± SD) of objectives of trainings are aligned with employees trainings needs was2.88(± 0.99).This finding indicates that employees' trainings needs and training objectives were not aligned.

As noted from Table 4.3, for the statement of training programs are designed at the level of abilities and educational background of employees, 37(40.2%) of the respondents answered agree which followed by 31(33.7%) response rate of the respondents chose disagree. And with the response rate 19(20.7%), 3(3.3%)& 2(2.2%) of the respondents said neutral, strongly disagree and strongly agree respectively. Additionally, the mean (± SD) of training programs are designed at the level of abilities and educational background of employees was 3.04(± 0.98). From this finding the researcher understood that at Trade Industry Office, the design of training programs were not at the level of employees' capabilities.

As shown from Table 4.3, for the statement of there are opportunities for training and development, more than half of the respondents 52(56.5%) chose agree which followed by the response rate 18(19.6%) of the respondents said disagree. The rest 16(17.4%) &3(3.3%) response rate of the respondents chose neutral and strongly agree. Equally, another 3.3% of respondents expressed their strong disagreement. The majority 55(59.8%) of respondents are in the position of agree. As well, the mean (± SD) of there are opportunities for training and development was 3.37(± 0.95).This result indicates that at Trade and Industry Office, training and development programs were accessible.

In total, as presented in Table 4.3, though, there are opportunities for training and development programs at Trade and Industry Office, all procedures of training and development program design findings and the group mean of the overall training and development program design score was 3.06(± 0.72). This resultsuggests that over all training and development program design was not fully executedat Trade and Industry Office. Correspondingly, the interview results of team leaders confirmed that Trade and Industry Office set training objectives without trainees needs. Because, "training needs assessment was not assessed at individual level".

4.1.2.3 Effectiveness of training and development implementation program

Table4.4Perception of respondents on effectiveness of training and development implementation program

No.	Items	N=92	Frequency	Percent %	Mean	SD.
1	The training I have taken is relevant to my job.	SDA	6	6.5	3.55	1.00
		DA	9	9.8		
		N	13	14.1		
		A	56	60.9		
		SA	8	8.7		
2	The methods of training used by the organization are relevant to the training objectives.	SDA	6	6.5	3.32	1.03
		DA	16	17.4		
		N	17	18.5		
		A	49	53.3		
		SA	4	4.3		
3	There are clear criteria for training and development at the organization.	SDA	6	6.5	2.85	1.00
		DA	32	34.8		
		N	28	30.4		
		A	22	23.9		
		SA	4	4.3		
4	Trainings organized by the office are improving employees' performance.	SDA	2	2.2	3.52	0.88
		DA	14	15.2		
		N	14	15.2		
		A	58	63.0		
		SA	4	4.3		
	Overall effectiveness of training and development implementation program score				3.31	0.79

Table 4.4 presents the perceptions of respondents on effectiveness of training and development implementation program. Items were measured in terms of the calculation of their frequency

distribution, percent, mean and standard deviation. Based on the results, each item can be discussed in detail as follows.

As illustrated in Table 4.4, for the statement of training I have taken is relevant to my job, 56(60.9%) of the respondents agreed followed by 13(14.1%) of the respondents said neutral. The rest 9(9.8%), 8(8.7%) & 6(6.5%) of the respondents disagreed, strongly agreed and strongly disagreed respectively. The majority of the respondents 64(69.6%) were in the position of agree. In addition, the mean (± SD) of training I have taken is relevant to my job was3.55(± 1.00).This finding indicates that the training programs which delivered to the employees were job center.

As shown in Table 4.4, for the statement of the methods of training used by the organization are relevant to the training objectives, 49(53.3%) of the respondents agreed that followed by 17(18.5%) of the respondents said neutral. As well, the respondents 16(17.4%), 6(6.5%) &4(4.3%) disagreed, strongly disagreed and strongly agreed respectively. In sum, more than half of the respondents 53(57.6%) answered agree. Moreover, the mean (± SD) of the methods of training used by the organization are relevant to the training objectives was 3.32(± 1.03). This implies that at Trade and Industry Office, training methods were good to achieve the training objectives.

As presented in Table 4.4, for the statement of there are clear criteria for training and development at the organization, 32(34.8%) of the respondents expressed their disagreement that followed by 28(30.4%) response rate of the respondents supposed neutral. The rest respondents with response rate 22(23.9%), 6(6.5%) & 4(4.3%) agreed, strongly disagreed and strongly agreed respectively. Furthermore, the mean (± SD) of there are clear criteria for training and development at the organization was 2.85(± 1.00).From this finding, the researcher determined that there was no clear criteria for training and development programs at Trade and Industry Office. That is, lack of transparency in this respect was the major problem of Trade and Industry Office.

As pointed out in Table 4.4, for the statement of trainings organized by the office are improving employees' performance, the majority 58(63.0%) of the respondents agreed which followed by the response rate 14(15.2%) of the respondents chose disagree and similarly, another 14(15.2%) of the respondents said neutral. As well, 4(4.3%) and 2(2.2%) of respondents replied strongly agree and strongly disagree respectively. In sum, 62(67.3%) of the respondents agreed. Likewise, the mean (± SD) of trainings organized by the office are improving employees' performance was3.52(± 0.88).This finding indicates that training programs improved employees' skill and

impart their knowledge which again enhance their work performance at their day to day activities.

To sum up, from Table 4.4, even though, there are no clear criteria for training and development programs at Trade and Industry Office, all procedures of effective training and development implementation program findings and the group mean of the overall effective training and development implementation program score was 3.31(± 0.79). This resultsuggests that training and development implementation program waseffective in the Trade and Industry Office.

The interview results confirmed that all trainings which delivered to the employees were relevant in performing their job. "Trade and Industry Office employeeshave trained the common courses that mainly focus on change in attitude of employees. These include: personal development, employees engagement, servant leader-ship, strategic management, balanced score card (BSC), business process reengineering (BPR), reporting and documentation and more. The second one is current job related trainings that are focused on skill development and impart their knowledge. These all are relevant to their job by avoiding job discrepancies".

4.1.2.4 Evaluation of training program

Table4.5 perception of respondents on evaluation of training program

No.	Items	N=92	Frequency	Percent %	Mean	SD.
1	The training I have taken can develop the skill, knowledge, attitude and creativity.	SDA	4	4.3	3.63	1.02
		DA	13	14.1		
		N	8	8.7		
		A	55	59.8		
		SA	12	13.0		
2	Trainings which have given to the employees are properly evaluated.	SDA	4	4.3	2.68	1.00
		DA	49	53.3		
		N	15	16.3		
		A	20	21.7		
		SA	4	4.3		
3	Trainings which have given to the employees are evaluated at the beginning, during and at the end of training	SDA	5	5.4	2.53	0.93
		DA	53	57.6		
		N	17	18.5		
		A	14	15.2		

		SA	3	3.3		
4	Employees are satisfied with the overall aspect of the training programs at the organization.	SDA	5	5.4	2.91	1.04
		DA	35	38.0		
		N	19	20.7		
		A	29	31.5		
		SA	4	4.3		
5	Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization.	SDA	1	1.1	3.62	0.91
		DA	14	15.2		
		N	14	15.2		
		A	53	57.6		
		SA	10	10.9		
6	The effectiveness of training program is properly evaluated in terms of improvements in employees' performance.	SDA	4	4.3	3.02	1.10
		DA	36	39.1		
		N	13	14.1		
		A	32	34.8		
		SA	7	7.6		
Overall evaluation of training program score					3.07	0.76

Table 4.5 presents the perceptions of respondents on evaluation of training program. Items were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each item can be discussed in detail as follows.

As explained in table 4.5, for the statement of the training I have taken can develop the skill, knowledge, attitude and creativity, more than half 55(59.8%) of the respondents agreed followed by 13(14.1%) of the respondents believed disagree. The rest 12(13.0%), 8(8.7%)& 4(4.3%) of the respondents decided on strongly agree, neutral and strongly disagree respectively. The majority response rate of the respondents 67(72.8%) were in the position of agree. As well, the mean ($\pm$ SD) of the training I have taken can develop the skill, knowledge, attitude and creativity was 3.63($\pm$ 1.02).From this result, the researcher understood that the training that delivered could develop the skill, knowledge, attitude and creativity of the employees at Trade and Industry Office.

As shown in table 4.5, for the statement of trainings which have given to the employees are properly evaluated, more than half 49(53.3%) of the respondents selected disagree followed by

20(21.7%) of the respondents believed agree. The rest 15(16.3%) & 4(4.3%) of the respondents decided on neutral andstrongly agree respectively. Likewise, another 4(4.3%) of the respondentsanswered strongly disagree. More than half of the respondents 53(57.6%) were in the position of disagree. Additionally, the mean (± SD) of trainings which have given to the employees are properly evaluated was 2.68(± 1.00). This finding implies that there was no systematically training programs evaluation at Trade and Industry Office.

As illustrated in table 4.5, for the statement of trainings which have given to the employees are evaluated at the beginning, during and at the end of training, more than half53(57.6%) of the respondents chose disagree followed by 17(18.5%) response rate of the respondents replied neither agree nor disagree. The rest 14(15.2%), 5(5.4%)& 3(3.3%) response rate of the respondents decided on agree, strongly disagree and strongly agree respectively. The majority of the respondents 58(63.0%) were in the position of disagree. Moreover, the mean (± SD) of trainings which have given to the employees are evaluated at the beginning, during and at the end of training was 2.53(± 0.93).This finding indicates that there was no appropriate time evaluation of training programs at Trade and Industry Office.

As indicated from table 4.5, for the statement of the employees are satisfied with the overall aspect of the training programs at the organization, 35(38.0%) of the respondents disagreed followed by 29(31.5%) of the respondents chose agree. And the rest, 19(20.7%), 5(5.4%) & 4(4.3%) of respondents chose neutral, strongly disagree and strongly agree respectively. 40(43.4%) response rate of the respondents are in the position of disagree. As well, the mean (± SD) of employees are satisfied with the overall aspect of the training programs at the organization was 2.91(± 1.04). From this result the researcher determined that employees were not satisfied with all over training programs at Trade and Industry Office.

Aspointed out in table 4.5, for the statement of employee training is considered as a crucial factor for improving individuals and organizational performance at the organization, more than half 53(57.6%) of the respondents agreed that followed by 14(15.2%) of the respondents chose disagree. Likewise, another 14(15.2%) of the respondents chose neutral. the rest 10(10.9%) & 1(1.1%) of respondents chose strongly agree and strongly disagree respectively. The majority 63(68.5%) of the respondents were in the position of agree. Additionally, the mean (± SD) of employee training is considered as a crucial factor for improving individuals and organizational performance at the organization was 3.62(± 0.91). This finding shows that training practices

were key human resource and development element to enhance employees as well as organization performance at Trade and Industry Office.

As notedin table 4.5, for the statement of the effectiveness of training program is properly evaluated in terms of improvements in employees' performance,36(39.1%) of the respondents answered disagree that followed by the response rate 32(34.8%) of the respondents chose agree. The rest, 13(14.1%), 7(7.6%) & 4(4.3%) of respondents chose neutral, strongly agree and strongly disagree respectively. In sum, 40(43.4%) of the respondents were in the position of disagree. Also, the mean (± SD) of the effectiveness of training program is properly evaluated in terms of improvements in employees' performance was 3.02(±1.10).From this finding the researcher concluded that the evaluation of training programs were not from perspective of employees performance improvements at Trade and Industry Office.

To sum up, in table 4.5 shown that, though, the training programs that delivered can develop the skill, knowledge, attitude and creativity of the employees which leads to in improving individuals as well as organizational performance at Trade and Industry Office, the rest procedures of evaluation of training programs findings and the group mean of the overall evaluation of training programs score was 3.07(± 0.76). This findingsuggests that training programs were not correctly evaluated in the Trade and Industry Office.

The interview results confirmed that training programs were not properly evaluated in the Trade and Industry Office. All interviewees answered back that, "after training programs the follow-up practices by the management teams and training evaluation are carried out. The evaluation is mainly focus on: how was the content of the training from trainees' perspective? How was the skill of trainers? How was the participation of the trainees? And what do you recommend for the next training programs?" Though, the management teams knew that training programs have positive effect on employees' performance, the training evaluation did not consist of that, to what extent trainings affect employees' performance and the degree of the relationship of training and development and employees' performance.

4.1.2.5 Challenges of training and development program implementation

Table 4.6 Perception of respondents on challenges associated with implementation of training and development program

No.	Items	N=92	Frequency	Percent %	Mean	SD.
1	The head office and team leaders are committed to facilitate trainings for	SDA	6	6.5		
		DA	33	35.9		

#	Statement					
	the employees' at the organization.	N	6	6.5	3.07	1.13
		A	43	46.7		
		SA	4	4.3		
2	The organization allocates adequate budget for the training and development programs.	SDA	10	10.9	2.72	1.17
		DA	44	47.8		
		N	5	5.4		
		A	28	30.4		
		SA	5	5.4		
3	The organization has available resources for training and development (trainers, time and materials).	SDA	10	10.9	3.22	1.18
		DA	20	21.7		
		N	7	7.6		
		A	50	54.3		
		SA	5	5.4		
	Overall challenges associated with implementation of training and development program score				3.00	0.97

Table 4.6 presents the perceptions of respondents on challenges associated with implementation of training and development program. Statements were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each statement can be discussed in detail as follows.

As explained in table 4.6, for the statement of the head office and team leaders are committed to facilitate trainings for the employees' at the organization, 43(46.7%) of the respondents agreed followed by 33(35.9%) of the respondents believed disagree. The rest 6(6.5%) & 4(4.3%) response rate of the respondents decided on strongly disagree and neutral respectively. Similarly, another 6(6.5%)response rate of the respondents strongly agreed. Also, the mean (± SD) of the head office and team leaders are committed to facilitate trainings for the employees' at the organization was 3.07(± 1.13). From this finding the researcher understood that the head office and team leaders were less devoted to enable training programs for their employees.

As shown in table 4.6, for the statement of the organization allocates adequate budget for the training and development programs, 44(47.8%) of the respondents confirmed disagree followed by 28(30.4%) of the respondents assured agree. The rest 10(10.9%), 5(5.4%) & 5(5.4%)

response rate of the respondents decided on strongly disagree, neutral and strongly agree respectively. More than half of the respondents 54(58.7%) were in the position of disagree. Moreover, the mean (± SD) of the organization allocates adequate budget for the training and development programswas 2.72(± 1.17). This finding implies that Training and Industry Office didn't allocate enough budgets for the training and development programs.

As illustrated in table 4.6, for the statement of the organization has available resources for training and development (trainers, time and materials), more than half 50(54.3%) of the respondents agreed that followed by 20(21.7%) of the respondents replied disagree. The rest 10(10.9%), 7(7.6%)& 5(5.4%) response rate of the respondents decided on strongly disagree, neutral and strongly agree respectively. More than half55 (59.7%) of the respondentswere in the position of agree. Also, the mean (± SD) of the organization has available resources for training and development (trainers, time and materials) was 3.22(± 1.18). From this finding the researcher determined that trainers, training time and training materialswere not big problems of Trade and Industry Office. But, the head office and management body's commitment were poor.

In sum, in table 4.6revealed that, the findings of all procedures of challenges associated with training implementation programs and the group mean of challenges associated with implementation of training and development programscore was 3.00(± 0.97). This intends that the head office and team leaders were not committed to facilitate and run the training practices. As well, interview results confirmed the findings of quantitative data. "The common challenges of training practices are insufficient training budgets and short training days, lack of qualified trainers, less attention of the trainees to training programs,unsuitability of training facilities and poor commitment of leaders including us". In addition, 5% of respondents in open ended question wrote down that, the training programs should be free from political sense of duty and it is better to work together with non-governmental organizations and governmental higher institutions to facilitate training programs.

4.1.2.6 Effects of trainings on employees' performance

Table 4.7 Perception of respondents on effects of trainings on employees' performance

No.	Items	N=92	Frequency	Percent %	Mean	SD.
1	Employees give quality service after receiving trainings.	SDA	2	2.2		
		DA	9	9.8		

48

		N		17	18.5	3.63	0.85
		A		57	62.0		
		SA		7	7.6		
2	Employees become more committed toward their jobs after receiving trainings.	SDA		3	3.3	3.24	1.07
		DA		27	29.3		
		N		15	16.3		
		A		39	42.4		
		SA		8	8.7		
3	Employees' job satisfaction is increased through trainings.	SDA		4	4.3	3.25	1.13
		DA		27	29.3		
		N		13	14.1		
		A		38	41.3		
		SA		10	10.9		
4	Job performance helps to get better the employees' efficiency and effectiveness.	SDA		1	1.1	3.74	0.89
		DA		12	13.0		
		N		9	9.8		
		A		58	63.0		
		SA		12	13.0		
5	Trainings increase employee confidence when performing their tasks after receiving trainings.	SDA	1		1.1	3.75	0.89
		DA	12		13.0		
		N	9		9.8		
		A	57		62.0		

		SA	13	14.1		
6	Trainings motivate employees to enhance their job performance.	SDA	0	0.0	3.43	1.07
		DA	29	31.5		
		N	6	6.5		
		A	45	48.9		
		SA	12	13.0		
7	Employees become more responsible after receiving trainings.	SDA	2	2.2	3.55	0.99
		DA	16	17.4		
		N	14	15.2		
		A	49	53.3		
		SA	11	12.0		
	Overall effect of training on employees' performance score				3.51	0.68

Table 4.7 presents the perceptions of respondents on effect of training on employees' performance. Statements were measured in terms of the calculation of their frequency distribution, percent, mean and standard deviation. Based on the results, each statements can be discussed in detail as follows.

As described in table 4.7, for the statement the employees give quality service after receiving trainings, the majority 57(62.0%) of the respondents agreed followed by 17(18.5%) of the respondents believed neither agree nor disagree. The rest 9(9.8%), 7(7.6%) & 2(2.2%) of the respondents decided on disagree, strongly agree and strongly disagree respectively. The majority 64(69.6%) of the respondents are in the position of agree. As well, the mean (± SD) of the employees give quality service after receiving trainings was 3.63(± 0.85). From this finding the researcher suggested that, the trained employees could give better services to their customers.

As shown in table 4.7, for the statement of employees become more committed toward their jobs after receiving trainings, 39(42.4%) of the respondents agreed followed by 27(29.3%) of the respondents believed disagree. The rest 15(16.3%), 8(8.7%)& 3(3.3%) response rate of the

respondents decided on neutral, strongly agree and strongly disagree respectively. More than half of the respondents 47(51.1%) are in the position of agree. Also, the mean (± SD) of employees become more committed toward their jobs after receiving trainingswas 3.24(± 1.07). This result shows that trainings made employees to be committed for their day to day activities at the Office.

As revealed in table 4.7, for the statement of employees' job satisfaction is increased through trainings, 38(41.3%) of the respondents chose agree followed by 27(29.3%) of the respondents replied disagree. The rest 13(14.1%), 10(10.9%) & 4(4.3%) response rate of the respondents decided on neutral, strongly agree and strongly disagree respectively. More than half of the respondents 48(52.2%) were in the position of agree. Besides, the mean (± SD) of employees' job satisfaction is increased through trainingswas 3.25(± 1.13). From this finding the researcher determined that training programs could contribute for employees' job satisfaction at Trade and Industry Office.

As pointed out in table 4.7, for the statement of job performance helps to get better the employees' efficiency and effectiveness, the majority 58(63.0%) of the respondents answered agree followed by 12(13.0%) of the respondents chose strongly agree. Likewise, another 12(13.0%) of the respondents chose disagree. And the rest, 9(9.8%) & (1.1%) response rate of respondents chose neutral and strongly disagree respectively. The majority 70(76.1%) of the respondents were in the position of agree. As well, the mean (± SD) of job performance helps to get better the employees' efficiency and effectiveness was 3.74(± 0.89). This result indicates that the employees' efficiency and effectiveness improved after they took trainings.

As illustratedin table 4.7, for the statements of trainings increase employee confidence when performing their tasks after receiving trainings, the majority 57(62.0%) of the respondents answered agree that followed by 13(14.1%) of the respondents also chose agree. And the rest, 12(13.0%), 9(9.8%) & 1(1.1%) the response rate of respondents chose disagree, neutral and strongly disagree respectively. In total, 70(76.1%) of the respondents were in the position of agree. Additionally, the mean (± SD) of trainings increase employee confidence when performing their tasks after receiving trainings was 3.75(± 0.89). From this result the researcher concluded that trainings enhanced employees' confidence in execution their day to day activities at Trade and Industry Office.

As noted in table 4.7, for the statement of training motivate employees to enhance their job performance, nearly half 45(48.9%) of the respondents answered agree that followed by the 29(31.5%) of the respondents chose disagree. And the rest, 12(13.0%) &6(6.5%) the response

rate of respondents decided on strongly agree and neutral respectively. All told, 57(62.0%) of the respondents were in the position of agree. Likewise, the mean (± SD) of training motivate employees to enhance their job performance was 3.43(± 1.07). This finding indicates that the training programs derived employees to improve their job performance at their Place of work.

As indicatedin table 4.7, for the statement of employees become more responsible after receiving trainings, more than half 49(53.3%) of the respondents agreed that followed by 16(17.4%) of the respondents chose disagree. And the rest, 14(15.2%), 11(12.0%) & 2(2.2%) the response rate of respondents decided on neutral, strongly agree and strongly disagree respectively. The majority 60(65.3%) of the respondents were in the position of agree. Additionally, the mean (± SD) of employees become more responsible after receiving trainings was 3.55(± 0.99). From this finding the researcher recognized that training programs increased employees' job responsibility at their work place.

To sum up, in table 4.7 shown that, all procedures of effect of training on employees' performance findings and the group mean of the overall effect of training on employees' performance score was 3.51(± 0.68). This result suggests that training programs hadpositive effects on employees' performance at Trade and Industry Office. The interview result confirmed theresults of quantitative data i.e. "after training, the employees' confidence increase in performing their day to day activities, employees give better service for their customers with less cost and time, and the employees become dedicated towards their jobs". This result was supported by Amisano (2009), Jane (2014), Mitiku (2017), Sanyal&Farooq (2018) and Sridivya&Gomathi (2015) who found that that a company that seeks to train and develop its employees well and reward them for their performance has its employees in return motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service.

4.2 Results of Inferential Statistics

4.2.1 Correlation analysis

Correlation was used to find out the relationship between the independent variable (training and development) and the dependent variable (employees' performance) as conceptualized in the framework. A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between variables, Pearson correlation coefficient reveal magnitude and direction of (either positive or negative) and the intensity of the relationship (-1 to +1). The researcher used one of the most commonly used types of correlation coefficient which is Pearson

correlation coefficient methods because of the statistical accuracy that usually results from this method. The strength of correlation would be interpreted through suggestion by Evans (1996) as shown in the following pattern.

0.00 - 0.19 very weak

0.2 - 0.39 weak

0.4 - 0.59 Moderate

0.6 - 0.79 strong

0.8 -1.0 very strong.

Table 4.8 Pearson's Correlation Analysis

		Overall Employees' Performance (EP)	Overall Training and Development (TD)
DV- EP	Pearson Correlation (r)	1	0.508**
	Sig. (2-tailed)		.000
	N	92	92
IV- TD	Pearson Correlation (r)	0.508**	1
	Sig. (2-tailed)	.000	
	N	92	92
**. Correlation is significant at the 0.01 level (2-tailed).			

Source- SPSS output of own survey (2020).

As described in Table 4.8, the results revealed that, a moderate and positive linear correlation exists among training and development and employees' performance (r=0.508, p = .000 < .01), which is significant. This means systematic and planned training and development practices has positive effect on employees' performance. This finding is in line with the study result of Amisano (2009), Jane (2014), Mitiku (2017), Sanyal&Farooq(2018) andSridivya&Gomathi (2015) who found significant and positive association between training and development and employees' performance.

4.2.2 Regression analysis

This section found out how the variation of the dependent variable, employees' performance(EP), is explained by a portion variation of the independent variation training and development (TD). In addition, linear regression analysis was used to examine the effect of the independent variable (TD) on the dependent variable (EP). To achieve this, we find the coefficient of determination and test its significance, and to determine the regression line and test

53

its slope. The coefficient of determination R^2 shows how much of the variation of the dependent variable (EP), can be explained by a portion variation of the independent variable (TD). Table 4.11indicates the coefficient of determination R^2 for the linear regression between training and development and employees' performance.But the researcher has conducted basic assumption tests before running the regression model. These are normality of the distribution, linearity of the relationship between the independent and dependent variables and multicollinearity tests which have shown below:

Assumption 1: Multicollinearity test

Multicollinearity refers to the situation in which the independent/predictor variables are highly correlated. In this study multicollinearity was checked with tolerance and Variance Inflation Factor (VIF) statistics. Andy (2006) suggests that a tolerance value less than 0.1 almost certainly describes a serious collinearity problem. Burns and Burns (2008) also stated that a VIF value greater than 10 is also a concern. Similarly, Field (2009), underlines that, values for "tolerance" below 0.1 indicate serious problems, although several statisticians suggest that values for "tolerance" below 0.2 are worthy of concern. In this study, all of the independent variables found to have a tolerance of more than 0.1 and a VIF value of less than 10.

Table 4.9 Multicollinarity test result

Coefficient [a]			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Training needs assessment	.483	2.072
	TD program design	.393	2.547
	TD implementation	.479	2.087
	TD evaluation	.425	2.352
	Challenges associated with TD	.643	1.556

a. Dependent variable: Employee performance

Source-SPSS output of own survey (2020).

Assumption 2: Normality distribution test

Regression analyses need the independent variables to be normally distributed. Skewness and Kurtosis are statistical tools which can enable to check if the data is normally distributed or not. According to Smith and Wells (2006), Kurtosis is defined as property of a distribution that

describes the thickness of the tails. The thickness of the tail comes from the amount of scores falling at the extremes relative to the normal distribution. Skewness is a measure of symmetry/balance. A distribution or data set is symmetric if it looks the same to the left and right of the center point. For this study, the skewness and kurtosis test results are within the acceptable range (-1.0 to +1.0) and it can be concluded that the data for all variable are normally distributed.

Table 4.10 Normality test result

Independent variables	N-valid	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Training needs assessment	92	.194	.251	-.645	.498
TD program design	92	.422	.251	-.237	.498
TD implementation	92	-.703	.251	.597	.498
TD evaluation	92	.238	.251	.029	.498
Challenges associated with TD	92	-.197	.251	-.527	.498

 Source: SPSS output of own survey(2020).

Assumption 3: Linearity of the relationship test

Linearity test tells that the visual inspections of the scatter plot that shows there exists a linear relationship between training and development and employees'performance. For this study the test shows that the scatter plot has a moderate linear relationship.
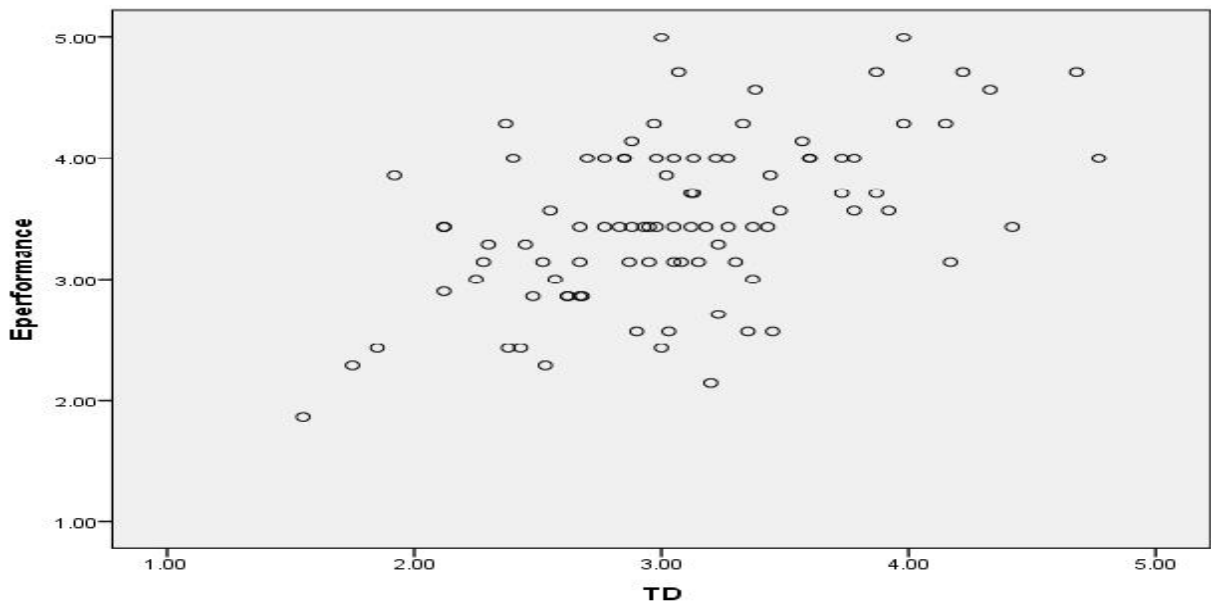

55

Table 4.11 Analysis modelsummaryof Rand R^2

Model summary

Model	R	R^2	Adjusted R^2	Std. Error of the Estimate
1	.657	.432	.399	.52501
Predictors: (Constant), Assessment, Design, Implementation, Evaluation,Challenges==TD				

Source- SPSS output of own survey (2020).

From the above model summary inTable 4.11, it can be seen that R is .657 shows that there is a positive relationship between training and development and employees' performance and R^{2}is .432 indicatesthat about 43.2% of the variance of employees performance (dependent variable) can be explained by training and development (independent variable), the remaining 56.8% of the variance is explained by other variables whichare not included in this study.

Table 4.12 (ANOVA) TD as predictor to EP

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	18.011	5	3.602	13.069	.000b
	Residual	23.705	86	.276		
Dependent Variable: Employee performance=EP						
Predictors: (Constant), Assessment, Design, Implementation, Evaluation, Challenges==TD						

Source-SPSS output of own survey (2020).

From the ANOVA Table 4.12, the F- test result and the P- Value tests whether the overall regression model is good predictor and the probability of this result is occurred by chance or not. In this regard, the F- test result is 13.069 with a significance of less than 0.01.This means, the probability of those results occurs by chance is < 0.01. This implies, 99 times out of 100, the estimate will reflect the true population characteristic.And it can be concluded as the overall regression model is significant,$F (5, 86) =13.069$, $P<0.01$, R^2= 43.2% (that is the regression model is a good to fit the data). Therefore, significant amount of employees' performance is influenced by training and development practice.In other words, independent variable (TD) significantly predict the dependent variable (EP). This implies that, the Trade and Industry

Office's effort to develop its manpower and taking part of training and development practices, affect employees performance significantly. This result is also in line with the study finding of Elnaga and Imran (2013) and Mitiku (2017) who found that employees' performance is predicted by training and development.

Table 4.13 (Coefficient) TD as predictor toEP

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.719	.275		6.259	.000
	Assessment=X_1	.018	.086	.025	.210	.834
	Design=X_2	.214	.122	.226	1.744	.085
	Implement=X_3	.340	.100	.399	3.401	.001
	Evaluation=X_4	.315	.111	.353	2.828	.006
	Challenges=X_5	.097	.070	.140	1.376	.172

a. Dependent Variable: Employee performance

Source- SPSS output of own survey (2020).

From the above coefficient table 4.13, the positive B coefficient values indicated that there is a positive relationship exists between training and development and employees' performance. And this result is significant as p -value is equal to .000 < 0.01, which means changes in the predictor value is related to changes in the response variable i.e. for every training needs assessment we expect .018 units increase in employees' performance, for every training and development program design we expect .214 units increase in employees' performance, for every effective training and development implementation we expect .340 units increase in employees' performance, for every training and development evaluation we expect .315 units increase in employees' performance and for every training challenges solved we expect .097 units increase in employees' performance. On the other hand, if no training and developmentpractices undertaken, the employees' performance is 1.719 units. To summarize, theequation of the regression line is defined as follows.

$$EP = + _1X_1 + B_2X_2 + \ldots B_kX_{k+} e_t$$

$$EP = 1.719 + .018X_1 + .214X_2 + .340X_3 + .315X_4 + .097X_5 + 0.984$$

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter delivers the summary of the findings from chapter four and it also gives the conclusions and recommendations of the study based on the objective of the study. The objective of this study was to examine the effect of training and development on employees' performanceat Trade and Industry Office of Nifas Silk Lafto Sub-City Administration. The study was conducted based on the collection of primary data. Primary data was collected through the use of well-structured and self-administered questionnaire that contains relevant questions regarding training and development and employees' performance at Trade and Industry Office. In addition, one-to-one interview with selected 10 team leaderswas conducted to collect qualitative data to supplement and strengthen the information obtained from questionnaires.

5.1 Summary of the findings

Based on the study, the following actual findings were observed

- o Training needs assessmentswere not conducted properly to identify the right trainees at Trade and Industry Office.
- o Training needs assessment was carried out at the organization and task level, but not at individual level.
- o Training and development programs design were not based on proper training needs assessments.
- o The objectives of trainings were not aligned with employees' training needs. And also, the training programs were not designed at the level of abilities and educational background of employees.
- o The training programs which delivered to the employees were relevant to their job.
- o Lack of transparency regarding to training and development programs at Trade and Industry Office.
- o Though, training and development programs at Trade and Industry Office had no clear criteria, implementation of training and development programs were effective in terms of developing employees' skill, knowledge and change in attitude.
- o Most of the time, training evaluation was implemented after training and development program conducted. But, there was no scientifically training and development programs evaluation in terms of improvements in employees' performance.

o Training practices were key human resource and development element to enhance employees' performance. But, employees were not fully satisfied with all over training programs at Trade and Industry Office.

o The head office and team leaders were not committed to facilitate training and development programs for their employees.

o Afterimplementingtraining programs, employees became committedand confident for their job,their job responsibility at their work place increased and the employees gave quality service with less time and cost.

o A moderate, positive and significant relationshipwas among training and development and employees' performance.

o Significant amount of employees' performance had certainly increased by training and development practices, which meantraining and development programs have positive effect on employees' performanceas well,significantly predict the employees' performance.

5.2 Conclusions

The main objective of this study was to examine the effect of training and development on employees' performance at Trade and Industry Office of Nifas Silk Lafto Sub-city Administration, Addis Ababa, Ethiopia. To this end, three basic research questions were set. Accordingly, based on descriptive(frequency distribution, percent, mean & standard deviation) and inferential (Pearson's correlation and linear regression) statistics results and summary of major findings, the following conclusions were drawn.

➢ The gap between skills needed for a job and the present skill level of employees were not clearly assessed.

➢ The training objectives were not specific and measurable. This means what should trainees be able to accomplish and what is the desired level of training accomplishment were not aligned.

➢ Though, training practices were key human resource and development element to enhance employees' performance at Trade and Industry Office, there was lack of transparency of training and development programs.

➢ Summative evaluation was undertaken at the end of the training event; the whole program was evaluated to find out if it has achieved its immediate objectives. But, there was no scientifically training and development programs evaluation in terms of improvements in employees' performance.

59

> Training and development and employees' performance had a moderate, positive and significant relationship at Trade and Industry Office.

> Significant amount of employees' performance had certainly increased by training and development practices; which means,the Trade and Industry Office's effort to develop its manpower and taking part of training and development practices, affect employees performance significantly.

To sum up, training and development programs eliminate job discrepancies. And well trained employees have to respond fast to changing customer requirements and needs for quality and variety services. At Trade and Industry Office, the training programs are not systematic and well planned; which means the training and development processes are not properly implemented.

5.3 Recommendation

Based on the conclusions drawn from the findings, the following realistic and applicable recommendations are put forward.

5.3.1 Action items

❖ It is advisable that training needs assessment is done at all individual level, task level and organization level. That is appropriate assessment of the organization's needs and the skill, knowledge, and educational back ground of the individuals should receive due attention for determining training programs and relevant trainees.

❖ It is essential that the training and development provided are designed based on the needs of the individuals, with the alignments of the objective of the office and the selection for training should be based on the proper needs assessment. This is hoped to help the organization to identify whether the employees are comfortable with their job and their work place and to check how the employees deliver quality service.

❖ It is recommended that training and development programs at the office are well planned. This would help the office to avoid the problem of transparency regarding to training and development practices criteria.

❖ The office should allocate sufficient amount of budget as well as training time, since investment on employees, in both developing and maintaining the appropriate skills, knowledge, creativity and ability of the employees is essential and meaning full.

❖ Training and development programs should be evaluated periodically (before, during and after training event) based on the objectives of the training programs. This gives an opportunity to take a look and make a cost-benefit analysis of the training program.

5.3.2 Further studies

This study concluded that the presence of relationship between employees training and development and employees' performance. However, still many other variables might have role in terms of affecting employees work performance. It is important for other researchers to conduct research in this particular area in the future by including additional variables like employees' engagement, performance appraisal, employees inspiration/motivation, working condition, job satisfaction and more to generate more convincing results that may increase the importance of training and development practices.

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APPENDIXI

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION PROGRAM

QUESTIONNAIRE

This questionnaire is prepared by MebitAstatik, who is Master of Business Administration (MBA) in general management student at St. Mary's University. The purpose of this questionnaire is to gather data in order to study the effect of training and development on employees' performance; which is purely for academic purpose. I kindly request your cooperation by filling the questionnaire. Because, your genuine and on time response is essential for the success of my study. Your response will be kept highly confidential and used only for this research. Thus, you are requested to respond each item carefully.

No need of writing your name.

If you have any question or comment please contact me by the following addresses:

- ✓ Mobile: 0910 12 17 69
- ✓ Email- astatikmebit@gmail.com.

Thank you, in advance, for your cooperation!

PartI

Personal information/demographic data

Please read each question carefully and tick(x) in the box [____] matching to the response.

1. Sex: Male [____] Female [____]

2. Age group: 18-25 [____] 26-33 [____] 34-41 [____] 42-495[____] above [____]

3. Academic qualification: Level IV certificate [____] gree [____] egree or above [____]

4. Work Experience at the organization: 1-5 years [____]   16-20 years [____]

6-10 years [____]   21 and above [____]

11-15years [____]

Part II

Put an "X" mark to indicate your level of agreement to the following statements by using a scale of 1-5 where, strongly disagree is (SDA=1) disagree is (DA=2) neutral is (N=3) agree is (A=4) and strongly agree is (SA=5).

No	Descriptions/Questions	Level of agreement				
A	**Training Needs Assessment**	**SDA=1**	**DA=2**	**N=3**	**A=4**	**SA=5**
1	Training needs assessmentis conducted properly.					
2	The selection of trainees is based on proper needs assessment.					
3	The organization assesses trainees' knowledge before selecting training programs.					
4	Employees attend trainings that fit departments' needs with the alignment of the organization's objective.					
B	**Training and development program design**	**SDA=1**	**DA=2**	**N=3**	**A=4**	**SA=5**
1	Training programs are designed based on needs assessment.					
2	The objectives of trainings are aligned with employees trainings needs.					
3	Training programs are designed at the level of abilities and educational background of employees.					
4	There are opportunities for training and development.					
C	**Effectiveness of training and development implementation program**	**SDA=1**	**DA=2**	**N=3**	**A=4**	**SA=5**
1	The training I have taken is relevant to my job.					
2	The methods of training used by the organization are relevant to the training objectives.					
3	There are clear criteria for training and					

	development at the organization.					
4	Trainings organized by the office are improving employees' performance.					
D	**Evaluation of training program**	SDA=1	DA=2	N=3	A=4	SA=5
1	The training I have taken can develop the skill, knowledge, attitude and creativity.					
2	Trainings which have given to the employees are properly evaluated.					
3	Trainings which have given to the employees are evaluated at the beginning, during and at the end of training.					
4	Employees are satisfied with the overall aspect of the training programs at the organization.					
5	Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization.					
6	The effectiveness of training program is properly evaluated in terms of improvements in employees' performance.					
E	**Challenges associated with implementation of training and development program**	SDA=1	DA=2	N=3	A=4	SA=5
1	The head office and team leaders are committed to facilitate trainings for the employees' at the organization.					
2	The organization allocates adequate budget for the training and development programs.					
3	The organization has available resources for training and development (trainers, time and materials).					
F	**Effect of training on employees' performance**	SDA=1	DA=2	N=3	A=4	SA=5
1	Employees give quality service after receiving trainings.					
2	Employees become more committed toward					

	their jobs after receiving trainings.					
3	Employees' job satisfaction is increased through trainings.					
4	Job performance helps to get better the employees' efficiency and effectiveness.					
5	Trainings increase employee confidence when performing their tasks after receiving trainings.					
6	Trainings motivate employees to enhance their job performance.					
7	Employees become more responsible after receiving trainings.					

Please list down any means you think training and development in your organization can be improved; any recommendation related to training and development.

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ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

MASTER OF BUSINESS ADMINISTRATION PROGRAM

<u>Interview guide</u>

Thank you very much for volunteering for this interview.

This is research conducted as part of my MBA study at St. Mary's University. Your participation is very important to the research; hence you are kindly requested to respond to 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 provide your thought full feedback.

1. How are training and development practices identified at your office?
2. How are training and development practices implemented at your office?
3. What are the challenges associated with implementation of training and development program?
4. What are the contributions of employee trainings to employees' performance?
5. What effects have been observed after employees got trained?
6. What have been done to employees after the training?

Thank you.