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St. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES

**EFFECT OF TRAINING PRACTICES ON EMPLOYEE JOB SATISFACTION: IN THE
CASE OF TECHINQAL VOCATIONAL, EDUCATIONAL AND TRAINING SECTER
IN ADDIS ABEBA**

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**EFFECT OF TRAINING PRACTICE ON EMPLOYEE JOB SATISFACTION IN THE
CASE OF TECHINQAL VOCATIONAL, EDUCATIONAL AND TRAINING SECTER
(TVET) IN ADDIS ABEBA**

**A THESIS PRESENTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF
THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (MBA)**

BY:

WORKAYEHU ESHETE

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Signature_____

DECLARATION

I declared that the research work entitled: -The effect of training practice on employees' satisfaction at the technical, vocational, educational and training sector, and all resources or the materials used for this paper has been acknowledged.

Student researcher

Signature

date

Workayehu Eshete

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ACRONYMS/ ABBREVIATIONS

SPSS	Statistical Package for Social Science
TVET	Technical and vocational education and training
TND	Training need assessment
TPD	Training program design
ETP	Effectiveness of training program
IMTP	Implementation of training program
EVTP	Evaluation of training program
EJOS	Employee job satisfaction
SDA	Strongly disagree
DA	Dis agree
N	Neutral
A	Agree
SA	Strongly agree

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ABSTRACT

The study focused on the effect of training practice on employee`s job satisfaction in the case of technical, vocational educational and training sector (TVET). The overall objective of the study is to determine the effect of training practice on employee`s job satisfaction. The study adopted quantitative approach and used both primary and secondary data sources. The primary data collected from tegbared poly technic college, lideta manufacturing college and kolfe industrial college through self-administered questionnaire for 286 competent employee`s and middle level managers through simple random sampling technique. The collected data were analyzed by using statistical tools (SPSS-Version 26). Both descriptive and inferential statistics were used for the data analysis. The descriptive statistics such as frequency, percent and mean were used for describing the demographic characteristics of respondents and the dependent and independent variables. The inferential statistics like Pearson correlation coefficient(r) and multiple regression were used to determine if there is relationship existed between independent and dependent variables (training practice and employee`s job satisfaction). The findings indicated that training practice were positively correlated and statistically significant relationship with employee`s job satisfaction. Even if The study concluded that training practice have positive effect on employee`s job satisfaction. Hence, the researcher recommended that the training practice in TVET should be highly kept under periodic review with appropriate assessment of the organization`s need and identify the skill, knowledge, and educational back ground of the individuals.

Key words: training practice, training design, training effectiveness, training need assessment, employee`s job satisfaction

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Currently, every organizations are confronting a parcel of challenges when competing in different divisions of the worldwide advertise such as financial matters, innovation, and labor. One of the pivotal techniques for an organization to pick up competitive advantage is misuse of preparing. In specific, training is an imperative work for an organization to develop employees' unequivocal and understood information, aptitudes, and capacities and exchange workers into the profitable assets of an organization. This work isn't as it were connected to change of commerce execution but too a successful determinant in forming representative demeanors, which are basic factors to impact work execution (Huang, 2019).

Organizations consider human capital one of the foremost notable organizational resources in building up and keeping up a competitive advantage, numerous are contributing significant assets to bolster worker and organizational improvement exercises such as a preparing. Globalization, mechanical headways and ability wars in enlisting and holding tall entertainers, are among the other major reasons that organization look for to use training results to cultivate working environment execution enhancement, encourage advancement of person and organizational adequacy, and build up and keep up advertise share inside the quickly changing commerce environment (Branham 2005).

Job training and development is one of the major capacities of Human Asset Administration in any organization. Competent workers will not stay competent until the end of time; a few are negligibly qualified upon entering the organization and thus require extra preparing or instruction. Others enter the organization able of performing at an ideal level but their aptitudes gotten to be out of date extra minutes due to innovative propels. Indeed organizational changes and administration extra minutes must guarantee that there's fitting coordinate of person capacities with organizational needs for the longer term. (chepkosgey, 2015).

Similarly Mugwere (2003) stated that organizational and person learning will guarantee there's fitting coordinate of person capacities with organizational needs since it gives representatives with learning openings, creates their capabilities to realize their potential and upgrades their employability. Both organizations and specialists, as well countries, require arranging: Aces require it to make their careers or to incite more way better compensations; organizations require competent and fruitful laborers to development execution and capability, progress competitiveness, reduce non-appearance and turnover, as well as to form strides client fulfillment; governments depend heightening on a talented labor drive with the capacity to memorize, change, and master competitiveness in a globalized economy (Ferreira, 2016).

More over Training and development could be a significant work out that development the achievement of employee in an -institution and could be a building square which upgrades the development and victory of an institution ((Oluwaseun, 2018). Training provide a basic portion inside the course of action of productivity interior the institution and to the ability of the person at work. Their major work is to form the institution capacity and achievement of the person and build an affiliation contact between human resources and exchange strategy. There are particular ways of characterizing the term training. It may be characterized as an exact progression of the data, attitudes and behavior required by laborers to do sufficient on confirmed task or job (Shaheen, Naqvi& Khan, 2013).

Radhika Kapur (2018) explain that, training can be portrayed as an instructive handle that includes the honing of aptitudes, concepts, changing of state of mind and picking up of more information to improve the execution of representatives". Human asset administration respects preparing and improvement as a work concerned with organizational movement pointed at bettering the work execution of people and bunches in organizational settings. It is an endeavor to move forward current or future representative execution by expanding an employee's capacity to perform through learning, as a rule by changing the employee's state of mind or expanding his or her aptitudes and information. Reasonable training and advancement of the people leads to extend in efficiency, wellbeing and security at work and identity improvement. In different sorts of organizations, there have been start of the programs, based upon their necessities, mission and goals.

The successfulness of any firm depends on the greatness of its human capital and, whereas it is acknowledged that training plays an imperative part, there are still concerns as to which sorts of preparing and aptitudes procuring financial successfulness. More imperatively such training needs to be quantifiable, ((Eshetu.M, 2016).

Employee satisfaction is the phrasing utilized to depict whether workers are upbeat, fought and satisfying their wants and needs at work. Numerous measures bolster that worker fulfillment could be calculate in worker inspiration, employee goal accomplishment and positive worker assurance within the work place. Employee satisfaction as the combination of affective responses to the differential discernments of what he/she needs to get compared with he/she really gets. Concurring to Moyes, Shao & Newsome (2008) the worker satisfaction may be depicted as how satisfied a worker is with his or her position of business.

Job satisfaction seen as the degree to which individuals like or detest their occupations (Adesola, Oyeniyi&Adeyemi, 2013). There are distinctive perspectives of work fulfillment, e.g. fulfillment with accomplishment, pay, work security or work itself (Burgard&Görlitz, 2011). Adesola et al. (2013) set that job satisfaction is considered a solid indicator of by and large person well-being. Whereas Rizwan et al. (2012) clarifies the employee satisfaction transfers on interpersonal abilities, work put, pay, advancements, trainings and relations with co-workers. They proceed that these variables bring positive sentiments around that work resulting from appraisal of its uniqueness. Subsequently a worker among a tall work fulfillment holds empowering sentiments around the work which upgrades person and organizational execution.

Technical and vocational education and training (TVET) has, since WWII, given an approach to instruction and work preparing in present day instructive frameworks in both created and creating nations. TVET is defined as “a comprehensive term alluding to those perspectives of the instructive handle including, in expansion to common instruction, the ponder of advances and related sciences, and the securing of commonsense aptitudes, states of mind, understanding and information relating to occupations in different segments of financial and social life” (UNESCO 2004: 7).

In developing nations, the arranging of TVET has verifiably been less clearly characterized, with programs and educate extending from choices to common essential and auxiliary instruction (counting non-formal instructive settings like field-based preparing), to job-specific aptitudes

preparing, to more conventional professional colleges and certification programs (King 2011). Technical and Vocational Education and Training is highly expanded in Ethiopia; mainly aimed at filling skill gaps created in the industrial sector. The government were began to believe that low productivity in industrial sector is due to the skill gap, and that left to its own, the industry will provide less training than is socially optimal. Technical and vocational education and training is an integral part of the national educational system. (MoE, 2008) Through TVET technological knowledge and practical skill are transmitted to person from all spheres of society. It combined theory and practical elements of education such as specific calculation, knowledge about certain materials working methods and so on are combined with practical training through instruction in the workshop of a training institution or practical work in an enterprise (ecd, 2006; MoE, 2008; Richard, 2007). The significance of the study to improve the training quality by enhance employee satisfaction and increase employee`s performance in TVET sector. Aim of this study to assess the effect of training practice on employee satisfaction in the case of selected government TVET College in Addis Ababa.

1.2 Problem statement

Many organizations in Ethiopia engage in training of its staff and also have departments, units and sectors that cover training. TVET is one such organization that practices training for employee. Even though considerable part of training and development in organization growth and success, many organizations lack basic skills that was encourage the growth and success of their organization by training and developing of employee (Oluwaseun, 2018).

Since its establishment, TVET has been allocated a reasonable amount of annual training budget to increase the capacity of its employees to accomplish its strategic goals effectively. Although, increasing budget allocation to the training programs has been made and short term training, the training practice and employees `job satisfaction has not been effectively evaluated. Thus, the TVET has been conducting training programs without properly evaluating the effectiveness of the return from the training investment and cost benefit analysis in terms of training effects on employees `job satisfaction. Moreover, Training practice are indispensable strategic tools for effective individual and the organization`s performance, thus, organizations are spending money on it with confidence that it was earn them a competitive advantage in the world of business.

Therefore, training need to encourage creativity ensure inventiveness and shape the entire organizational knowledge that provides the organization with uniqueness and differentiates it from others. Hence, the organization should identify the type of skills, attitudes, behavior, knowledge, concepts and operating capabilities to be developed through training.

Training is among the most important human resource practices and one of the most heavily researched topics. Most of these researches are for the private sector and companies which are profit oriented. This makes the study is very relevant as it targets one of the public sector TVET. Some organizations express dissatisfaction with their productivity after subjecting their employees through accurate training programs. However, most developing nations public sectors are poor at implementing appropriate training; consequently, the organizations were found to be unproductive and lack of satisfactions due to poor performance of employees (KASSIE, 2017).

Employee training programmers lacked relevance to the workplace reality. the programs, by-and-large, do not address actual work needs in the organization productivity, with most training practice is not appropriate, due to time constraints and lack of skilled TVET trainer, A systematic integration of employee skill with the reality of work has not yet been achieved. Most curricula used in employee training was not developed based on standards (kilut, 2018).

“It is obviously known that in the rapidly growing technology and competitive world, human resources are the 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” (Sitzman, 2008). Therefore, training plays a crucial role to improve the employee`s work effectiveness and confidence this may create employees job satisfaction at TVET sector.

1.3 Basic Research Questions

A study on the effect of training practices on employee’s job satisfaction in government TVET College. Intends to give answer to the following questions:

- 1) What is the effect of training design on employees’ job satisfaction?
- 2) What is the effect of training effectiveness on employees’ job satisfaction?
- 3) What is the effect of training evaluation on employees’ job satisfaction?

- 4) What is the effect of training need assessment on employees' job satisfaction?

1.4 RESEARCH OBJECTIVES

1.4.1 GENERAL OBJECTIVE

The general objective of the study is to determine the effect of training practice on employee job satisfaction in the case of TVET.

1.4.2 Specific objectives

The specific objectives of this study are to:

- Determine the effect of training design on employees' job satisfaction
- Examine the effect of training effectiveness on employees' job satisfaction
- Determine the effect of training evaluation on employees' job satisfaction
- Examine the effect of training need assessment on employees' job satisfaction

1.6 Significance of the study

The study has the following significances for employee, for TVET, the researcher himself and other concerned bodies.

- This study was use to improve the training practice to enhance employee satisfaction and increase employee`s performance in TVET sector
- It was help the organization to identify their problems and take timely measure
- The study helped in reflecting the status of training method
- It was serve as a reference for those who are interested to conduct study in the area

1.7 Delimitation/ Scope and limitation of the Study

This study mainly focuses on assessment of training practice on employee satisfaction of the TVET Sc. TVET Sc. has six poly TVET college and around ten college found all over Addis Ababa. Each college have similar tasks of giving training service for student and medium and small enterprise, so that the study will delimited to selected government TVET College in Addis Ababa city administration. It was gotten more concrete result, if all or most of the TVET sector were included in the study; but, due to time, information and budget constraints, the study was limited to three government TVET College in Addis Ababa. In TVET there are many human resources Practice which affect the employee satisfaction, such as, motivation, Performance appraisal, reward, compensation etc. However, while conducting the study at the TVET the study was focuses only on the effect of training practice on employee's satisfaction. Methodologically this study used cross-sectional survey. Hence, data was collected from the sample respondents selected through simple random sampling technique at the same time at one point in time and the respondents involved in this study was 286 employees selected randomly at the organizations.

In TVET organization to assess the effectiveness of the training practice on employees 'job satisfaction, there were certain constraints. The major of limitation was non availability of adequate information, data, which could be useful to get clear picture about the training practice, lack of employees` commitments to fill the questionnaires and so on.

Definition of key term

Job Satisfaction: - Robbins (2003) "defines Job Satisfaction —as an individual's general attitude toward their job."

Training: —`the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily (Armstrong 2010)

Training need assessment: - refers to the process used to determine whether training is necessary and why specific training activities are required (R Huang 2010).

Training evaluation: - is a systematic process of collecting data in an effort to measure and determine success or failure of a training program with regard to content and design (Huang 2010).

Training effectiveness: - training effectiveness is the study of the individual, training, and organizational characteristics that influence the training process before, during, and after training (Huang 2010).

Human Resource Management: —can be described as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations (Armstrong 2010).

CHAPTER TWO

LITERATURE REVIEW

2.1. The concept of training

Armstrong (2012) points out that training is the formal and orderly adjustment of behavior through learning which happens as result of instruction advancement and arranged encounter. The elemental aim of training is to assist the organization accomplish its reason by including esteem to its key assets the individuals it utilizes. Training means contributing in individuals to empower them to form the most excellent utilize of their common capacities.

The goals of training are to create the aptitudes and competence of employees and progress their execution, offer assistance individuals to develop inside the organization additionally as distant as conceivable in modern work as arrangement exchange or advancement and guarantee that they gotten to be completely competent as rapidly and financially as conceivable. Compelling training can minimize learning costs, make strides person, terms and co-operate execution in terms of yield, quality speed and by and large efficiency. To move forward operational adaptability by amplifying the shape of aptitudes had by employee (multi-skilling), increments the commitment of workers by empowering them to recognize with the mission and targets of the organization and to supply tall level of administrations to client.

According to Mahapatro (2010) training is an organized action for expanding the information and abilities of the individuals for a clear reason. It includes orderly methods for exchanging specialized skill to the workers so as to extend their information and abilities for doing particular employments with capability. In other words, the learners obtain specialized information, aptitudes and issue fathoming capacity by experiencing the training program. Mahapatro (2010) also stated that training alludes to the educating, learning exercises carried on for the essential reason of making a difference to the individuals of an organization to procure and answer the information, aptitudes, and capacities and states of mind required by that organization. It is the act of expanding the information and aptitude of employee for doing a specific work.

Cole (2004) postulates that human resources are the foremost energetic of all the organization's assets and so they require significant consideration from the organization's administration, in case the human asset are to realize their full potential in their work. Training movement actualize fair as most other exercises in an organization depend on arrangements and techniques of the organization.

training is the precise advancement of the information, aptitudes and states of mind required by a person to perform satisfactorily a given errand or work (Armstrong, 2001). The term "training" demonstrates the method included in making strides the aptitudes, aptitudes and capacities of the employee to be performed particular occupations (Aswathappa, 2000). Training makes a difference in upgrading ancient abilities and creating unused ones. Fruitful candidates set on the occupations require training to perform their obligations successfully.

2.2. The Objectives of employee training

Armstrong (2002). Stated the crucial point of training is to assist the organization to meet its organizational targets by expanding the esteem of its major asset, specifically, its employees

Armstrong sets out three particular training targets:

- ✓ To create the competencies of workers and progress their execution,
- ✓ To offer assistance individuals develop inside the organization in arrange that, as distant as conceivable, its future needs for human assets can be met from inside the organization.
- ✓ To decrease the learning time for employee beginning in unused occupations on arrangement, exchange or advancement, and guarantee that they ended up completely competent as rapidly and financially as possible

2.3. Training design and delivery

The key exercises included in planning a training and development program are; setting destinations, selecting the coach or merchant, creating lesson arrange, selecting program strategies and procedures, planning materials and planning the program.

In this prepare an organization may select to purchase or make the human resource development program proprietor. In any case, judicious move ought to be made to optimize the use of the human asset within the organization from the program. Coaches ought to be chosen either inside or remotely, prepare- the coach programs ought to be held, training strategies for each training module ought to be chosen, and training materials to be arranged. Member situated plan ought to be arranged. In all implies, preparing and formative openings ought to be given on an execution opening and to whom they are gravely required. The foremost imperative issue to be instilled within the plan stage is that trainings and advancements ought to have unequivocal objective some time recently they are conveyed (Randy et.al. 2002).

After the plan organize is completed the step will be used. Training plan handle alludes to an orderly approach for creating training programs. Training plan prepare ought to be orderly however adaptable sufficient to adjust to organization needs (Noe, HollenBeck, Gerhart, & wright, 2008).

Whether job-specific or broader in nature, training must be outlined to address the particular destinations. Training destinations are set to shut the hole. The victory of training ought to be measured in terms of the diminution set. Valuable diminution are quantifiable. This objective serves as a check on internationalization, or whether the individual truly learned. Goals of training can be set in any zone by utilizing one of the taking after four measurements: such as Quality, quantity, Convenience, and Taken a toll investment funds as a result of training. Successful training plan considers the learner characteristics, guidelines procedures, and how best to induce the training from lesson to the work (training exchange) in arrange to create learning. . (Mathis & Jackson, 2011)

2.4. Benefits of training

The most reason of training is to secure and make strides information, abilities and demeanors towards work related errands. It is one of the foremost critical potential sparks which can lead to both short-term and long-term benefits for people and organizations. There are so numerous benefits related with training. Cole (2001) summarizes these benefits as underneath:

- 1) **Tall resolve** – workers who get training have expanded certainty and motivations;
- 2) **Lower fetched of generation** – training disposes of dangers since training staff are able to create superior and financial utilize of fabric and gear subsequently decreasing and maintaining a strategic distance from waste;
- 3) **Lower turnover** – training brings a sense of security at the work environment which in turn diminishes labor turnover and truancy is avoided;
- 4) **Alter administration** – training makes a difference to oversee alter by expanding the understanding and inclusion of workers within the alter train additionally gives the abilities and capacities required to alter to unused situations;
- 5) **Give acknowledgment**, improved duty and the plausibility of expanded pay and promotion;
- 6) Offer assistance to progress the accessibility and quality of staff.

2.5. Training Process

Different authors have put forward the orderly prepare for training and development of employee. The number of steps changes but the fundamental approach remains the same i.e. to oversee training in distant better; a much better; a higher; a stronger; an improved a higher way to have the most excellent comes about out of the ventures made.

Training may be a nonstop handle, Anything the conspire may be displayed by different researchers and authors taking after steps are inescapable for any well planned and accurately executed training and development arrange (M. Imran & A. Tanveer, 2015).

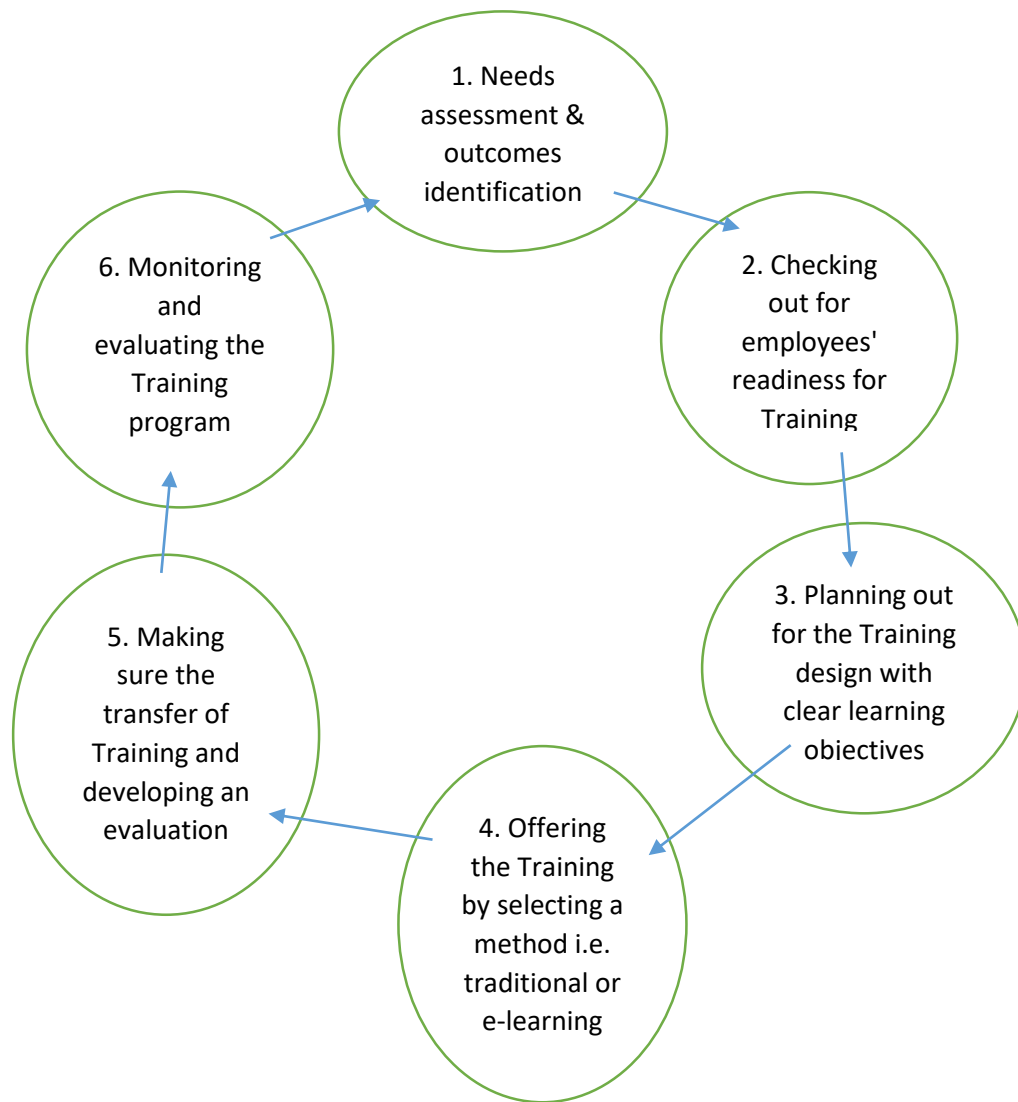


Figure 1 Training Process. Source: Noe, 2008; Garner 2012.

According to M. Imran & A. Tanveer (2015) In case any company skips one or two of the steps in a training & Improvement handle, it may succeed in actualizing a training program but will now not harvest the real natural products of training that have to some degree long term impacts on the worker execution as well as the generally organizational efficiency and development. The purposeful behind displaying such models and prepare cycles totally different considers is to appear organizations a heading where they can input their techniques and speculations to reach their last goal i.e. an economical showcase administration with an unconquerable competitive quality.

2.6. Elements of a Successful Training and development Program

The following are ten components of training and development program such had been identified by Frank Waltmann, the learning head at Novartis.

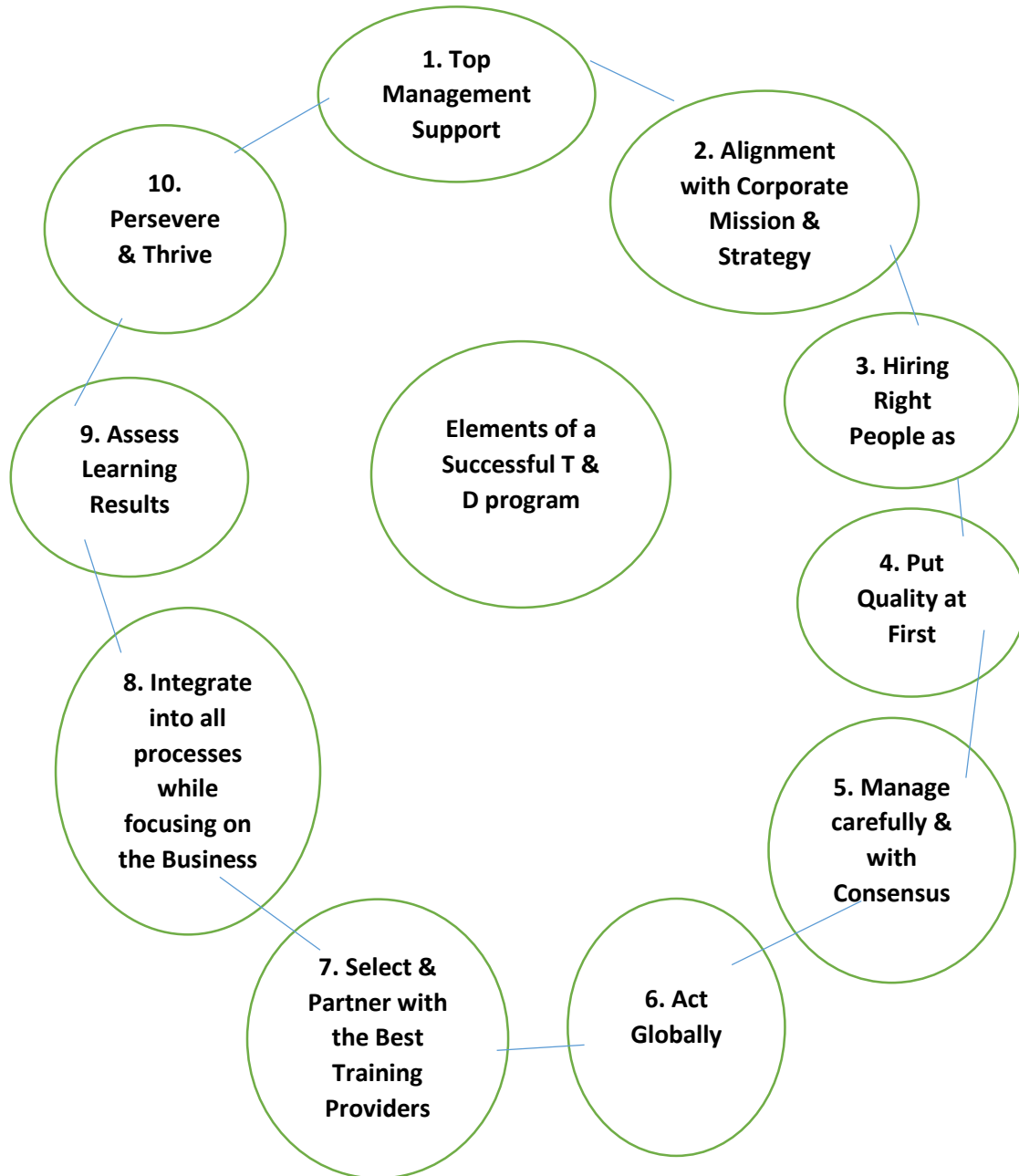


Figure 2 Elements of a Successful T & D Program. Source: Waltmann, 2011.

2.7. Types of Training

Different organizations utilize distinctive training and development methods agreeing to desires of their workers additionally coordinating to their mission accomplishment. Training at that point depends on the organization's logic that whether to outsource training or create it's possess coaches and training activities. few sorts of employee training have been given by (Dessler (2005) and Dessler & Varkkey (2010) in M. Imran & A. Tanveer 2015). That are pointed under:

- **On the Job Training.** • It includes training through hone at the work place
- **Apprenticeship Training.** • it includes giving training through both classroom addresses and on the work training
- **Job Instructions Training.** • It includes a orderly training handle in which training is given on each work errand in a sequence.
- **Programmed Learning.** • It includes giving training, taking test on what is instructed, and giving input on the spot
- **Literacy Training Techniques and includes Audio-visual Training & Simulated Training.** • In Audio-Visual PowerPoint, video conferencing, sound and video tapes related to the work abilities and circumstances are utilized to prepare. • In Recreation, training approximately certain strategies and expensive equipment's is given in manufactured environment that's comparative to the genuine scenario.
- **Electronic Performance Support System and includes Job Aid & Diversity Training** • JA uses of different diagrammatic techniques and instructions for help at job while DT is used when workforce is diverse.
- **Teamwork Training** is about telling how to work as a team or in a group. • **Lifelong Learning** is meant to train throughout the work life using different aids.

2.8. Role of Training in Organizations

Most critical focal points are within the terms of progressed efficiency and client administrations. Efficiency is no question expanded due to the improved execution of the laborers going to various training programs. So, there's no address in it that training and development elevates both the

employee work execution and organizational efficiency but beside this whereas planning training and development programs it must be kept within the strategic purposes of training to produce imaginative considering and innovativeness. These will at that point reinforce the organization's information base empowering it to set up a competitive advantage (M. Imran & A. Tanveer, 2015).

Training and development too makes ways for employee to require a dynamic portion within the choice making train (Vemic, 2007). Besides, Saleem et al., (2011) have proposed that nonstop training caters for bringing employees' inspiration, certainty, their common behavior, and self-esteem up. So also, they are of the see that it is training & development that increment employees' fulfillment towards their work, moves forward their work productivity, and gives return on investment (ROI) in terms of making the workers more learned, talented, and profitable. It moreover makes them more faithful, committed, and contributing to the organization. Batool (2012), moreover back this see that work satisfaction, certainty on self, and sense of self-worth is given a boost up among the workers through training.

2.9. Training Effectiveness

Hung (2010) has proposed four categories of components that can depict the adequacy of a training program being executed. These categories are: Behavioral changes, Advancements in information, abilities and traits, Significant and measureable results, & Response of the employee in terms of seen training benefits and progressed execution.

On the other hand, Noe (2008) presented a few conditions that have to be satisfied for making a training program productive and advantageously compelling. These are: workers who get training must be given with sufficient chances to put the learned things into work and after that get audit reaction (criticism) on that; entire, significant and curiously training fabric ought to be conveyed whereas keeping in see the results expected from the training program; the fundamental prerequisites must too be met to guarantee the smooth completion of training occasion and after that getting exchange of learned aptitudes; perception and hone based learning openings must be given to the people going to the training session. These all components can offer assistance to create and effectively execute a training program that will help the workers to actually

development in their information, aptitudes and properties (KSAs) (M. Imran & A. Tanveer, 2015).

For making training effective the following points have been given by Armstrong (2009):

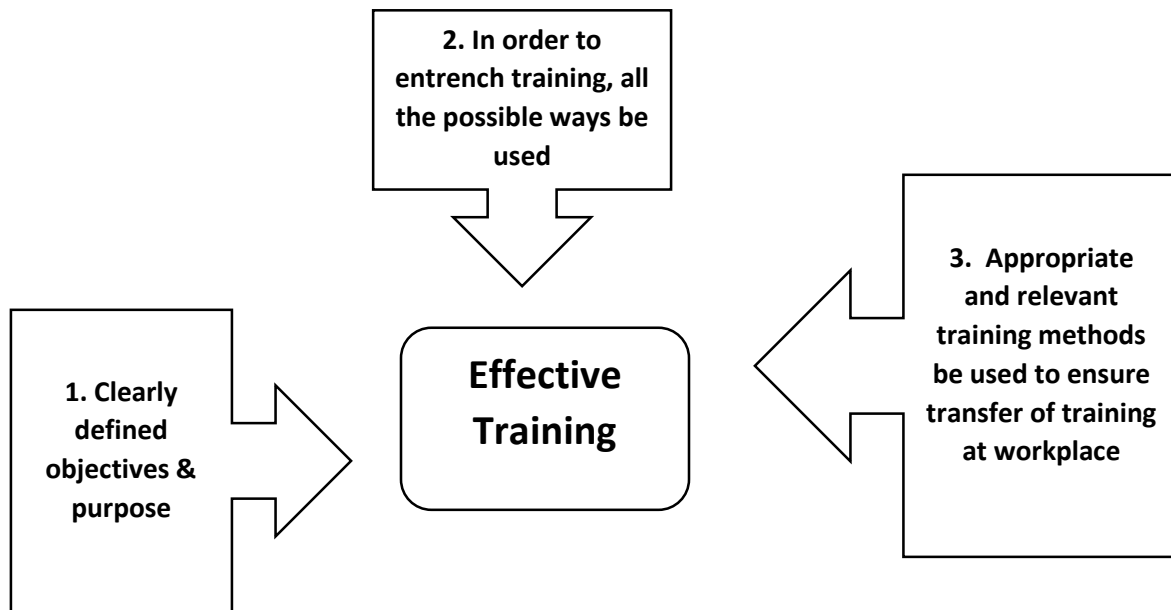


Figure 3 Conditions for Effective Training. Source: Armstrong, 2009.

2.10. Satisfaction:

Job satisfaction can come from feeling comfortable inside the organization, work capability and indeed from the information that a worker can work difficult and get advanced. Training programs can contribute to all of these components and lead to more fulfilled representatives who perform at remarkable levels (KASSIE, 2017).

2.11. The Effect of Training on Job Satisfaction

As G. Angela (2014) stated that Training is one of progressing labor utilization and in this manner possibly raising job satisfaction. Fair presently, analysts have recognized that job satisfaction may be a marvel best depicted as having both cognitive (considerations) and full of feeling (sentiments) role. Brief and Weiss (2002) recommended that employee reports of influence at work can be utilized to degree work satisfaction which full of feeling encounters whereas on the work are too a cause of job satisfaction.

The relationship between ability securing and job satisfaction isn't straightforward. To begin with, there's the refinement between common and particular abilities. The movability of general skills may raise work satisfaction because it is less demanding to move to other employments where satisfaction is higher. In differentiate, particular abilities tie the specialist to the firm and may decrease satisfaction by making a boundary to exit as laborers will lose a section of the return on such abilities in case they move. This leads on to the address of the coordinating of person abilities and levels of instruction with work necessities. In case laborers are bungled in terms of ability and education necessities, this may lower work satisfaction, as prove within the prior writing (Melanie K. Jones *et al*, 2008).

In reality, most studies have focus on over- and under-education instead of over-skilling and under-skilling. In this way, Hersch (1991) found for the US that over-educated laborers were less fulfilled than enough taught laborers and (1995) that over-educated specialists gotten less on-the-job training, but were more likely to be advanced. However Battu et al. (2000) found a negative relationship between over-education and advancement for UK graduates and no prove of managers updating errands given to the over-educated. The same authors (1999) found that over-educated graduates had altogether lower work satisfaction than those who were in graduate-level employments.

Green and Tsitsianis (2005) moreover found for a cross-section of laborers that work satisfaction was lower for both over-educated and under-educated specialists in their British test, whereas for Belgium, Verhaest and Omev (2004) detailed that after controlling for instructive achievement, over-educated laborers were less fulfilled, more portable, taken an interest less in training and

earned less than satisfactorily taught specialists. In differentiate, Buchel (2002) found no noteworthy contrast in work satisfaction between over taught and enough taught workers in his consider of German firms.

In one of the few thinks about to center on skilling, Allen and van der Velden (2001) separated between instruction and expertise jumbles, finding as it were a powerless relationship between the two. Critically, they found a critical negative relationship between expertise jumble and work satisfaction, whereas the relationship between instructions bungle and work satisfaction was inconsequential. Bauer (2004), utilizing the European Overview on Working Conditions covering all EU part states, found that inclusion of laborers in Tall Execution Work Organizations was related with higher work satisfaction.

In another investigate it is said that worker satisfaction affected employee efficiency, non-appearance and maintenance, Derek R. Allen & Merris Wilburn, (2002).

The victory of any company is specifically connect to the satisfaction of the workers who encapsulate that company, that holding skilled individuals is basic to the victory of any organization, Freeman, (2005) .Ponders appears that businesses that exceed expectations in employee satisfaction issues diminish turnover by 50% from the standards, increment client satisfaction to an normal of 95 % & lower labor fetched by 12%.Carpitella, (2003).

2.12. Employees Training & Development Policy & Strategies

Human asset management's viability depends on its fit with the organization's organize of improvement. As the organization develops and creates, human asset administration program, hones and methods must alter to meet its needs. Reliable with development and improvement models it can be recommended that human asset administration creates through an arrangement of stages as the organization gets to be more complex. an arrangement gives proceeding rules and generalized direction on how HR issues ought to be managed with to guarantee that fitting approach is embraced all through the organization. Training approach could be a set of standards. It reflects logic and values and essential points of training gives the standards and framework on which the training manual(s) can be built. The significant components of training framework

incorporate training require evaluation, training arranging, actualizing training and assessing training program (Megerssa, 2016)

Armstrong (2006), stated that Human resource exercises are not as it were guided and finished by isolated strategies alone and needs approach that broadly rule the Division human asset administration. Workers training program which incorporates the particular training cycle: require recognizable proof, training arranging, execution and training assessment ought to have its claim arrangement rule and particular methods to be taken after. Training ought to be precise in that it is particularly planned, arranged and actualized to meet characterized needs. It is given by individuals who know how to train and the effect of training is carefully evaluated.

2.13 empirical study on effect of training practice on employee satisfaction

There shows up to be nearly a widespread assertion that the nature of the business relationship is experiencing essential changes that have possibly colossal suggestions for the human asset hones and arrangements of organizations.

In review of the literature, Roehling et al. (2000) conclude that the modern bargain is or maybe varied, counting components of both social and value-based trade hones and arrangements. There's a solid agreement that the modern business relationship is characterized by the manager giving workers training, instruction and aptitude improvement openings. Moreover, open and fair communication, career help, and challenging, important and curiously work are anticipated to be given. In return, employee themselves are anticipated to require obligation for creating and keeping up their abilities and including evident esteem to the organization. This implies that current business connections are characterized by a common obligation to preserve and create the aptitudes and capacities of the workforce.

That an open culture, a learning climate and training and formative openings are critical for today's workforce, is affirmed by numerous empirical studies. For instance, Gründemann et al. (2005) argue that organizations that separate themselves by advertising individualized and customized work relations, an open and aware culture, and plenteous advancement openings are the managers of choice of proficient specialists. Tsui et al. (1997) found that organizations that offer employee a relative tall degree of improvement openings and inner career conceivable outcomes evoked

higher level of execution and commitment. Other than, the organizational behavior created in a positive way and deliberate to stay expanded. In a comparable vein, from Kalleberg and Rognes (2000) followed that individual improvement openings had a positive effect on the seen realism of the business connection, which in turn accounted for higher levels of commitment and work satisfaction.

Coyle-Shapiro and Kessler (2000) found that the organizational commitment and organizational citizenship behavior is higher in organizations that offer training openings than in organization that don't offer such learning conceivable outcomes. In contrast, Granrose and Baccili (2006) found that infringement of seen training commitments result in decreased organizational commitment and expanded eagerly to take off the organization.

2.14. Conceptual Framework

In this research, as the conceptual framework showed, there were two variables under investigation. The independent variable was training practice while the dependent variable was employees' satisfaction. To this end, this study would guide by the following conceptual framework, which used to explain the interrelationship between the variables. Consequently, the conceptual framework developed as of the review of related literature.

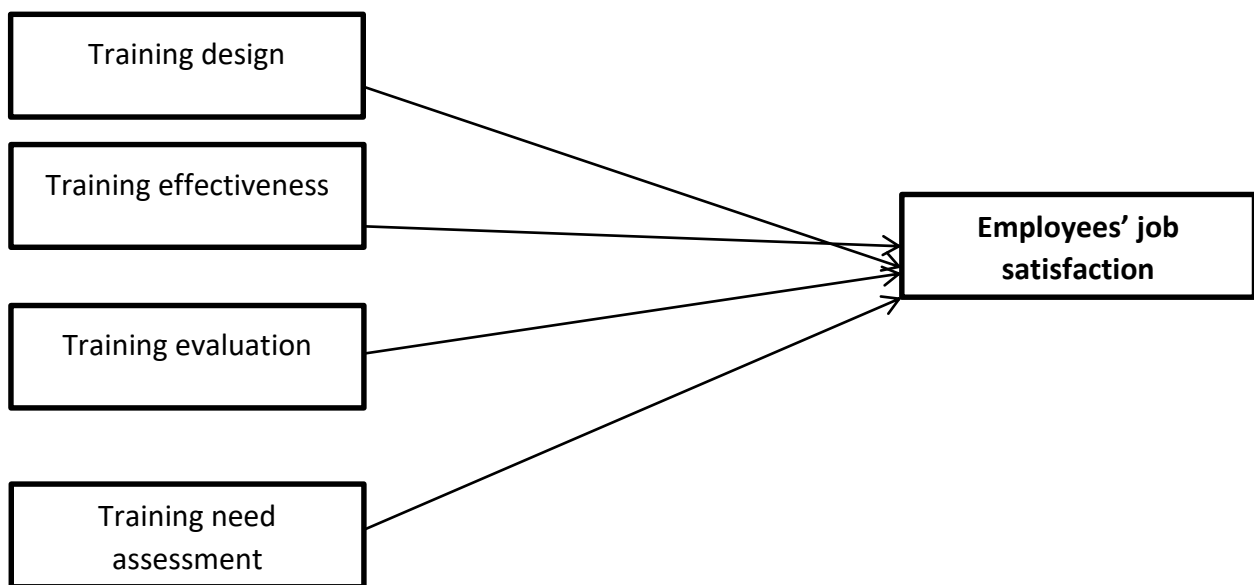


Figure 2.2 Conceptual framework of the study

Source: (Chumo Sylvia et al, 2015).

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter focuses on the research design, data sources, and population and sampling techniques, method of data analysis

3.1 Research Design

“A research design is a conceptual structure that shows how all the major parts of the research project come together. According to Kothari (1985), it was constituents the blueprint for the collection, measurement and analysis of data”. In this study, the researcher was taken up descriptive and explanatory research design in order to collect detail and factual information, and also use explanatory which attempt to connect idea to understand cause and effect relationship between the independent and dependent variable to; the aim of the research is the effect of training practice on employee job satisfaction.

3.2 The research approach

And also the researcher was use Quantitative research method. Thus, applying this technique helps to obtain the desired data type for the study. In order to answer the study questions, this study was adopted the quantitative research approach because for the current situation use other approach is difficult by the reason of covid-19 involving one-to-one interviews with the respondent were difficult.

3.2.1 Quantitative

Quantitative research is regarded as a deductive approach towards research. It is the world as being outside of themselves and that there is “an objective reality independent of any observations” (Rovai et al., 2014). “They contend that by subdividing this reality into smaller, manageable pieces, for the purposes of study, that this reality can be understood”. A feature of this approach towards research is that the collection and analysis of information is conducted utilizing “... mathematically based methods...” (Aliaga & Gunderson, 2000; cited in Muijs, 2011). Which

focus upon "...polls, or surveys... [Focusing] on gathering numerical data and generalizing it across groups of people" (Babbie, 2010).

3.2.2 Qualitative Approach

Qualitative research places emphasis upon exploring and understanding "the meaning individuals or groups ascribe to a social or human problem" (Creswell, 2014, echoed by Holliday, 2007). Denzin and Lincoln (2005) describes this approach as gaining a perspective of issues from investigating them in their own specific context and the meaning that individuals bring to them. It focuses upon drawing meaning from the experiences and opinions of participants—it pinpoints meaning, purpose or reality" (Merriam, 2009).

Qualitative methods are usually described as inductive, with the underlying assumptions being that reality is a social construct, that variables are difficult to measure, complex and interwoven, that there is a primacy of subject matter and that the data collected will consist of an insider's viewpoint (Rovai et al., 2014).

3.2.3 Mixed approach

Mixed methods research has been described in a variety of ways which can make it a difficult concept to understand (Niglas, 2009). It has been referenced as "empirical research that involves the collection and analysis of both qualitative and quantitative data" whereas Burke Johnson et al. (2007) define it as: "... the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches, for the broad purposes of breadth and depth of understanding and corroboration."

3.3 Data Source

To get appropriate, precise and exact information about the effect of training practice on employee job satisfaction in TVET sector the researcher was applied both primary and secondary data collection methods. The primary data was collected from employee that work on deferent position and training staffs in government TVET sector through questionnaire. Secondary data was collected from organization strategy plan, web address and related literatures.

3.4. Targeted Population

A research population is generally a large collection of individuals or objects that is the main focus of a scientific query. Population is also known as a well-defined collection of individuals or objects known to have similar characteristics (Business Explorable, 2017). The target population for the study is employee that get in deferent position that working in one poly Technique College and two TVET college employees. The population of the study is a total of 1000 employees. Out of this, 210 employees belong to kolfe industrial college, 323 employees from lideta manufacturing college and 467 employees are from tegibared poly Technique College.

3.5. Sample Size

``Sample size determination is an important element in any research. Exact test to check whether sample size is adequate for the analysis can be carried out by using statistical methods such as significance tests. —In many social studies, researchers who do not have the required statistical skills can use a more common-sense approach to determine sample size (John, Hafiz, Robert, & David, 2007). Gay (1987) also suggested that —10% of the population can be taken as the sample size for social studies``. In this regard, the researcher was take around 286 respondents as sample of the study, which is 40% of the total targeted population of 1000

In this study, the sample size was determined through the use of tora Yamane's, (1967) Statistical Formula and illustrated as follows:

$$n = \frac{N}{1+N(e)^2} = \frac{1000}{1+1000(0.05)^2} = 286$$

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%. By computing the sample size of the population using the above formula, the sample size to be included to the study were 286 employees.

3.6 Sampling Techniques

A sample is several persons selected from a wider population for study purpose. While sampling technique means the methods or procedures employed by the researcher to choose the sample out of the whole population. Sampling techniques are also known as sampling designs (E. Engetou, 2017). To minimize respondent's selection bias, simple random sampling method was applied to select those individuals who was participate in responding the questionnaire from the selected sector. Questionnaires were deliver in the selected TVET sector to the employee by hand. Sample size was decide on the basis of organization and gut feelings. The time considerations and availability of respondents was the major reason behind deciding on the sample size through organization. SPSS (Statistical Package for Social Sciences) was used to analyze the responses that collect on the questionnaire.

3.7 Data Analysis Method

The quantitative data was collected by using instruments are categorize through coding, tabulation, and by drawing statistical inferences and analyze by using statistical tools. The data which are collected by the researcher were analyzed with the help of the Statistical Package for Social Sciences (SPSS) and then the researcher is generating descriptive statistics such as frequencies, percent's and mean. The analysis of the study was also use inferential statistics like Pearson's correlation (E. Engetou, 2017) and regression analysis. A descriptive analysis was also use for demographic characteristics such as gender, age, experience, educational level and position of worker.

3.8 Validity analysis

To ensure validity of the instrument, face, and content validity the survey was delivered to experts for judgment, suitability and overall assessments. Validity refers to the extent of accuracy of the results of the study. Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. External validity refers to the analysis of the findings with regards to whether they can be generalized (Ghauri & Grønhaug 2005). According to general information research principles an instrument is valid if it measures what it is deliberate to evaluate and properly achieves the purpose for which it was adapted. To ensure validity of the instrument, check, and content validity the questionnaire was given to competent for judgment, relevance and overall evaluations.

3.9 Reliability analysis

Reliability refers to the solidness of the degree utilized to ponder the connections between the questions within the survey were planned taking into thought the issues related to the issue and objectives of the responder and hypotheses on the subject. It is hence accepted that the reactions and comes about from this think about are solid factors (Ghauri & Grønhaug 2005).

Cronbach's alpha is a coefficient of reliability and it is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. Hence, according to Lombard (2010), coefficients of .90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 were considered to have a good reliability in some studies for some indices. By tracing this literature the researcher tested the internal consistency of the items which were developed for respondent.

Reliability analysis of the data collection instrument

Table 3.1 Cronbach's alpha, coefficient of reliability

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.941	.941	22
0.819	.822	5

As shown in the above table (table3.1), the reliability score for the data collection instrument for all independent variable 22 items is .941. In this regard, as noted by Lombard (2010),. Noted, scales with a coefficient alpha greater than .90 are considered to have a very good reliability, and also the dependent variable 5 items is .819 Therefore, based on the above test results, this instrument scored acceptable Cronbach’s alpha and the instrument is found reliable.

Table3. 2 Cronbach’s alpha, coefficient of reliability

No	Variables	Item number	Cronbach’s alpha	Cronbach's Alpha Based on Standardized Items
1	Training Need assessment	5	.815	.816
2	Training program design	3	.734	.734
3	Effectiveness of training program	4	.803	.805
4	implementation of training program	5	.824	.824
5	Evaluation of training program	5	.835	.835
6	Employees job satisfaction	5	.819	.822

As shown in Table 3.2 the values of Cronbach’s Alpha for each filed of the questionnaire and the entire questionnaire. For the values of Cronbach’s Alpha were in the range from .734 up to .835. so, the reliability of the whole items were reliable and acceptable because as Lombard stated coefficients of 0.70 were considered to have a good reliability, Thereby, it can be said that it is proved that the questionnaire was valid, reliable, and ready for distribution for the population sample.

3.10 Ethical consideration

According E. Engetou, (2017) state that Every respondents were involve in the study is entitle to the right of privacy and dignity of treatment, and no personal harm was cause to subjects in the research. Information obtained was protected in strict confidentiality by the researcher. Ethical considerations are at the base these research is the integrity of individuals, informed the willingness of on the part of the subjects to the participants to the research activity.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

Under this section, the profile of the participants is summarized in light of their gender, age group, education status, work experience, and their position classification. Results are presented in respect of the effect of training practice on employee's job satisfaction, in the form of training effectiveness, motivation, commitment, responsibility, and work satisfaction within the TVET context. On the other hand, to interpret the practice of training in the TVE organization, the statistical tool used for the analysis and presentation of data in this study was the Statistical Package for the Social Sciences (SPSS) version 26. Descriptive and inferential analysis of the study was presented respectively. The data for this study was collected using a questionnaire to identified sample respondents. The total of 286 questionnaires were circulated and 202 were collected that accounts 70.6 % response rate, 84 of them were unfiled and lack of the commitment of respondent missing the questionnaire. This response rate was enough to make conclusions on the effect of training practice on employee's job satisfaction in the case of TVET. Accordingly, the analysis of this study is based on the number of questionnaires collected.

4.1 DESCRIPTIVE STATISTICS

Descriptive Statistics in the form of frequency and percent and mean and standard deviation for all variables and for the responses of all respondents were computed.

4.2 DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

Table 4.1: Sex of respondents

Sex	Frequency	Percent
Male	123	60.9
Female	79	39.1

Total	202	100.0
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Source: Survey Questionnaire

As shown in Table 4.1 above, a total of 202 employees responded to the questionnaire in study. A greater, i.e. 60.9 % (123) of the study participants to the study were males, and the rest 39.1(79) of the study participants were females.

Table 4.2 Age of respondents

Age	Frequency	Percent %
20-30	130	64.4
31-40	54	26.7
41-50	11	5.4
ABOVE 50	7	3.5
Total	202	100.0

Source: Survey Questionnaire

The data gain from the questionnaire, shown in **Table 4.2** tells that the age of the respondents were started to 20. 130 employees corresponding to 64.4% of the respondents were between the age group 20 to 30 years; while 54 respondents who were between the age of 31 to 40 years represented 26.7% of the respondents, the other 11 who were between 41 to 50 years represented 5.4% of the total respondents, and the remaining 7 employees were above 50 years represented the least that is, 3.5% of the total respondents.

The results that tells the majorities 64.4% of the respondents are within the age group of 20 to 30 years, they are younger, stronger, fresh and can seek easily training activities so as to improve their skills, knowledge and attitudes, and the other also 26.7% of the respondents are within the age group 31 to 40 this age group can also make reasonable positive change in TVET Sc. This benefits the TVET organization were easily to adapt with a new technology and global working condition.

Table 4.3 Academic qualification of respondents

Academic qualification	Frequency	Percent %
Level 3-5	29	14.4
College diploma	21	10.4
BA degree	137	67.8
Master's degree and above	15	7.4
Total	202	100.0

Source: Survey Questionnaire

Regarding educational status of the respondents, shown in **Table 4.3** the number of BA degree graduates takes the largest share which is around 67.8% (137) of the total respondents. Respondents with 14.4 % (29) were level 3-5 completed. College diploma holders takes the third share of the total respondents i.e. 10.4 % (21). Master's degree and above holders take the least share of the respondents which is 7.4 % (15). From the above analysis, most of the respondents are degree holders. This implies that as the organization is education and training sectors that have least number of master's degree and above holder, this is not organized with educated and skilled employees in order to add vales and achieve organization objective. Training may be a very important requirement in TVET Sc to improve employee skills so as to improve their performance at work.

Table 4.4. Work experience at the organization

Experience	Frequency	Percent
1-5 years	103	51.0
6-10 years	60	29.7
11-15 years	22	10.9
Above 16 years	17	8.4
Total	202	100.0

Source: Survey Questionnaire

From the questionnaire shown in **Table 4.4** Around 51% (103) of the total respondents fall within 1 to 5 years' experience at the current position in TVET sector, which takes the largest portion of the total respondents. The number of respondents within the 6 to 10 years of current working experience takes the second position i.e. 29.7 % (60). On the other hand, the number of respondents within 11 to 15 years working experience takes third position i.e. 10.9%(22) and above 16 years of current working experience have 8.4%(17), takes the fourth portion of the respondents. Most of the respondents have 1 to 5 years of stay in TVET sector. Thus, it makes them to have good understating about the training practice and its effect on their current job satisfaction.

Table 4.5 Position of respondents

Position	Frequency	Percent
Managerial	15	7.4
Non-managerial	187	92.6
Total	202	100.0

Source: Survey Questionnaire

Respondents were asked to give their current position in their organization. **Show in Table 4.5** the current position classification of respondents in the company. As can seen from the table, the larger share of the respondents was non-managerial 92.6% (187) and 7.4 % (15) respondents working in managerial position.

4.3. DATA ANALYSIS OF THE EFFECT OF TRAINING PRACTICE ON EMPLOYEES JOB SATISFACTION

The following tables present respondents' assessment of their employee status with regards training, training effectiveness and employees job satisfaction.

Table 4.6. The frequency distribution of training need assessment

NO	Item of questionnaire	N= 202	Frequency	Percent %	Mean
1		SDA	4	2.0 %	3.6287
		DA	25	12.4 %	

	Training need assessment are conducted properly	N	45	22.3 %	
		A	96	47.5 %	
		SA	32	15.8%	
2	The selection of employees for training is based on proper need assessment	SDA	5	2.5%	3.3564
		DA	46	22.8%	
		N	46	22.8%	
		A	82	40.6%	
		SA	23	11.4%	
3	The organization assesses the trainees knowledge before selecting the training program	SDA	12	5.9%	3.1287
		DA	57	28.2%	
		N	49	24.3%	
		A	61	30.2%	
		SA	23	11.4%	
4	Employees attend the training that fit with department's needs.	SDA	11	5.4%	3.1436
		DA	59	29.2%	
		N	41	20.3%	
		A	72	35.6%	
		SA	19	9.4%	
5	Based on need assessment training given for all as employees needs	SDA	23	11.4%	3.0050
		DA	57	28.2%	
		N	43	21.3%	
		A	54	26.7%	
		SA	25	12.4%	
Overall TNA value					3.2484

Source: Survey questionnaire

Training need assessment are a well-known and important device for the human asset advancement proficient in deciding an organization's employee's ability, information and ability base. At the same time it gives data on regions where training programs can be viably executed with most noteworthy affect (Dahiya& Jha, 2011).

In the review of the related literature part of the research, the purposes of conducting training need assessment were discussed. Training needs assessment is one of the very critical processes before designing and delivering training programs.

Respondents were asked to give their opinion whether training program was based on training needs assessment of trainees or not. As can be seen from table 4.6 no 1, 47.5%(96) of the respondents agreed that training program was based on the requirement of the job or training needs assessment, 22.3 %(45) of participants neither agree nor disagree, while 15.8%(32) of participants were strongly agree on the issue. The remaining 12.4 %(25) of respondents disagreed and 2 %(4) respondents are strongly disagree. As the result of finding In TVET the majority 63 %(128) of the respondents believe that training need assessments are conducted properly to identified employees' training need.

In table (4.6) no 2 indicates that, the selection of employees for training is based on proper need assessment, 2.5%(5) of the respondents responded strongly disagree, 22.8% (46) of the respondents chose disagree, 22.8%(46) respondents chose neutral, 40.6%(82) of the respondents responded agree and 11%(23) of the respondents strongly agree. Therefore, from the above response the researcher understands that 51.6 %(105) of the respondents in TVET sector believe that the selection of employees for training is based on proper need assessment.

In table (4.6) no 3 indicate that the organization assesses the trainees knowledge before selecting the training program, 5.9%(12) of respondents responded strongly disagree, 28.2%(57) respondents responded disagree, 24.3%(49) of the respondents choose neutral, 30.2%(61) of the respondents responded agree and finally 11.4% (23) of the respondents said strongly agree. As a result of the above response the researcher understand that 41.6%(84) of the respondents in TVET sector believe that the organization assesses the trainees knowledge before selecting the training program, Regarding to this response, the organization did not fully assess the trainees knowledge during the assessment of the training need.

In table (4.6) no 4, the report of employees attend the training that fit with department's needs. 5.4 %(11) of the respondents answered strongly disagree, 29.2 %(59) of the respondents chose disagree, 20.3 %(41) of the respondents chose neutral, 35.6 %(72) of the respondents answered

agree. And 9.4 % (19) of the respondents chose strongly agree. From the result the researcher understand that 45%(91) of the respondent in TVET believe that employees attend the training that fit with department's needs, regarding this response the researcher understand TVET organization did not fully assess the employee department needs before the employees attained training.

In table (4.6) no 5 3 indicate that based on need assessment training given for all as employees needs 11,4%(23) of respondents responded strongly disagree, 28.2%(57) respondents responded disagree, 21.3%(43) of the respondents choose neutral, 26.7%(54) of the respondents responded agree and finally 12.4% (25) of the respondents said strongly agree. As a result of the above response the researcher understand that 39.1%(79) of the respondents in TVET sector believe that the organization assesses based on need assessment training given for all as employee's needs, Regarding to this response, the organization did not fully assess based on need assessment training given for all as employee's needs.

by and large in table (4.6) outlined that the in general mean esteem of training need assessment value, 3.2484. When we see in each thing, the most noteworthy score of 'need assessment is conducted properly' with mean= 3.6287 taken after by the employees attend the trainings that fit the departments need with the alignment of organizations objective 'with the (mean=3.3564, 'The selection for training based on proper need assessment with mean= 3.1287 At last 'the organization evaluates knowledge before selecting training program' with the mean = 3.1436. Based on the result it is watched training need assessment are some amount implemented.

Table 4.7. The frequency distribution of training program design

NO	Item of questionnaire	N= 202	Frequency	Percent %	Mean
1	Training programs are designed based on need assessments	SDA	14	6.9	3.0693
		DA	50	24.8	
		N	63	31.2	
		A	58	28.7	
		SA	17	8.4	
2		SDA	10	5.0	3.1683

	Training programs are designed at level of abilities and educational background of employees	DA	55	27.2	
		N	51	25.2	
		A	63	31.2	
		SA	23	11.4	
3	There is full opportunity of training for all employees	SDA	14	6.9	2.7525
		DA	83	41.1	
		N	56	27.7	
		A	37	18.3	
		SA	12	5.9	
Overall value of TPD					2.997

Source:-Survey Questionnaire

In table 4.7(1) for the questionnaire training programs are designed based on need assessments the response of the respondents show that, 6.9%(14) of the respondents chose strongly disagree, 24.8%(50) of the respondents answered disagree, 31.2%(63) of the respondents answered neutral, 28.7%(58) of the respondents answered agree and 8.4%(17) of the respondents respond strongly agree. As the respondents response rate majority of 31.7%(64) of the respondents chose disagree and 31.2%(63) of respondents choose neutral. For the researcher this result shows that in the organization TVET the training program were not designed based on need assessments, or the some of the respondents that work in TVET have not information about training program. That means the organization TVET have not organized training program designed based on need assessments.

In table 4.7(2) for the questionnaire Training programs are designed at level of abilities and educational background of employees, the response of the respondents show that, 5%(10) of the respondents chose strongly dis agree, 27%(55) of the respondents response disagree, 25.2%(51) of the respondents response neutral, 31.2%(63) of the respondents said agree, and 11.4%(23) of the respondents answered strongly agree. According to the response rate that show 42.6%(86) of the respondents response agree and the rest of respondent 31.2%(65) disagree and 25.2%(51)

neutral, so that in the organization TVET there is not fully designed training program at the level of abilities and educational background of the employees.

In table 4.7(3) for the questionnaire There is full opportunity of training for all employees, the response of the respondents indicate that, 6.9%(14) of the respondents response strongly disagree, 41.1%(83) of the respondents answered disagree, 27.7%(56) of the respondents said neutral, 18.3%(37) of the respondents response agree and 5.9%(12) of the respondents response strongly agree. According to the response rate that shows from the response of the majority 48 % (97) of the respondents chose disagree. This implied that there is not full opportunity of training for all employees.

Table 4.8 the frequency distribution of effectiveness of training program

NO	Item of questionnaire	N= 202	Frequency	Percent %	Mean
1	The training I have taken is relevant to my job	SDA	10	5.0	3.2574
		DA	46	22.8	
		N	50	24.8	
		A	74	36.6	
		SA	22	10.9	
2	The method of training used by the organization is relevant to the training objectives	SDA	9	4.5	3.4010
		DA	31	15.3	
		N	52	25.7	
		A	90	44.6	
		SA	20	9.9	
3	There is defined criteria for training in the organization	SDA	14	6.9	3.2475
		DA	31	15.3	
		N	64	31.7	
		A	77	38.1	
		SA	16	7.9	

4	Training organized by the TVET are improving employees performance	SDA	12	5.9	3.3168
		DA	44	21.8	
		N	39	19.3	
		A	82	40.6	
		SA	25	12.4	
Overall ETP value					3.3057

Source:-Survey Questionnaire

From the above table 4.8(1) for the questionnaire The training I have taken is relevant to my job ,5%(10) of the respondents chose strongly disagree, 22.8%(46) of the respondents answered disagree, 24.8%(50) of the respondents chose neutral, 36.6%(74) of the respondents chose agree and 10.9(22) of the respondents chose strongly agree. According to the respondents response 47.5% (96) respondents chose agree. Therefore, most of the respondents were agreed the training those taken were relevant to their job the rest of 24.8% respondents were not full information about taken the training that relevant to their job or not, and the other 27.8% respondents disagree, the collective 52.6% respondents implies that negative response or in TVET the training that give for the employees were not fully relevant to their job.

In table 4.8(2) for the questionnaire The method of training used by the organization is relevant to the training objectives, 4.5%(9) of the respondents answered strongly disagree, 15.3%(31) of the respondents answered dis agree, 25.7%(52) of the respondents response neutral, 44.6%(90) of the respondents choose agree and 9.9% (20) of the respondents choose strongly agree. According to the response rate majority of the respondents 54.5 %(110) choose agree this implies that the method of training used by the organization is some amount relevant to the training objective.

In table 4.8(3) for the statement of There is defined criteria for training in the organization 6.9%(14) of the respondents confirmed strongly disagree ,15.3%(31) of the respondents answered disagree, 31.7%(64) of the respondents chose neutral, 38.1%(77) of the respondents chose agree, and 7.9%(16) of the respondents said strongly agree. According to the respondents response rate, 46 %(93) of the respondents chose agree. Therefore, this indicates in the TVET organization there were defined criteria for training.

In table 4.8(4) for the item of Training organized by the TVET are improving employees performance 5.9%(12) respondents said strongly disagree, 21%(44) of the respondents chose disagree, 19.3%(39) of the respondents choose neutral, 40.6%(82) of the respondents chose agree and 12.4%(25) of the respondents chose strongly agree. According to the respondents response rate 53 %(107) of the respondents chose agree. There for the researcher standing from the respondent response training that give in TVET are improving employee’s performance.

Table 4.9 the frequency distribution of implementation of training program

NO	Item of questionnaire	N= 202	Frequency	Percent %	Mean
1	There are clear directions provided during training	SDA	13	6.4	3.2772
		DA	38	18.8	
		N	50	24.8	
		A	82	40.6	
		SA	19	9.4	
2	The training that provided in organization aligns with organization objectives	SDA	9	4.5	3.4059
		DA	29	14.4	
		N	55	27.2	
		A	89	44.1	
		SA	20	9.9	
3	Top management is committed to facilitate training for the employees` at the organization	SDA	13	6.4	3.1733
		DA	44	21.8	
		N	60	29.7	
		A	65	32.2	
		SA	20	9.9	
4	The organization put enough budgets for the training	SDA	14	6.9	3.0446
		DA	46	22.8	
		N	71	35.1	
		A	59	29.2	

		SA	12	5.9	
5	The organization has available resources for training	SDA	14	6.9	2.9554
		DA	58	28.7	
		N	64	31.7	
		A	55	27.2	
		SA	11	5.4	
	Overall IMTP value				3.171

Source:-Survey Questionnaire

From the above table 4.9(1) for the statement of There are clear directions provided during training, 6.4%(13) of the respondents chose strongly disagree, 18.8%(38) of the respondents chose disagree, 24.8%(50) of the respondents chose neutral, 40.6%(82) of the respondents answered agree and 9.4%(19) of the respondents chose strongly agree. According to the respondents response rate that showed the half of the respondents 50 % (101) chose agree.

In table 4.9(2) for the questionnaire of The training that provided in organization aligns with organization objectives, 4.5%(9) of the respondents said strongly disagree ,14.4(29) of the respondents chose disagree, 27.2(55) of the respondents chose neutral ,44.1(89) of the respondents confirmed agree and 9.9% (20) of the respondents confirmed strongly agree, Therefore according to the response rate of the respondents 54%(109) of the respondents from the sample response agree about the alignments of training with the organization objective.

In table 4.9(3) for the questionnaire of Top management is committed to facilitate training for the employees` at the organization 6.4%(13) of the respondents preferred strongly disagree, 21.8%(44) of the respondents said disagree, 29.7%(60) of the respondents answered neutral, 32.2%(65) of the respondents answered agree and 9.9%(20) of the respondents chose strongly agree. According to the respondents response rate the same amount, 42.1 % (85) of the respondents chose agree. Therefore, from the above response rate the researcher understand that the top management did not satisfied but some amount focus about the employees training.

In table 4.9(4) for the statement of The organization put enough budgets for the training 6.9 % (14) of the respondents chose strongly disagree, 22.8 % (46) of the respondents chose disagree,

35.1 % (71) of the respondents said neutral, 29.2(59) of the respondents confirmed agree and 5.9 % (12) of the respondents choose strongly agree. According to the response rate 29.7 % (60) of the respondents confirmed disagree, 35.1(71) of the respondents chose neutral. This implied that the organization has not enough budgets for the training of employees.

In table 4.9(5) for statement of The organization has available resources for training ,6.9%(14) of the respondents chose strongly disagree ,28.7%(58) of the respondents chose disagree,31.7%(64) of the respondents chose neutral ,27.2%(55) of the respondents agree, and 5.4%(11) of the respondents strongly agree. As shown the respondents response rate, 35.6% of the respondents chose disagree and 31.7% of the respondents chose neutral. Therefore, the majority of the respondents indicated that there was lack of resource for the employees training.

Table 4.10 frequency distribution of evaluation of training program

NO	Item of questionnaire	N= 202	Frequency	Percent %	Mean
1	Training improve employees` skill, knowledge, attitude and creativity	SDA	6	3.0	3.5693
		DA	28	13.9	
		N	46	22.8	
		A	89	44.1	
		SA	33	16.3	
2	Training program are evaluated during or at the end of the program	SDA	10	5.0	3.1436
		DA	59	29.2	
		N	53	26.2	
		A	52	25.7	
		SA	28	13.9	
3	Employees` are satisfied with the overall aspect of the training programs at the organization	SDA	11	5.4	2.9802
		DA	68	33.7	
		N	51	25.2	
		A	58	28.7	
		SA	14	6.9	

4	Employees` training is considered as a crucial factor for improving individuals and organizational performance at the organization	SDA	6	3.0	3.4257
		DA	35	17.3	
		N	47	23.3	
		A	95	47.0	
		SA	19	9.4	
5	The effectiveness of training program is properly evaluated in terms of improvements in employees` job performance	SDA	8	4.0	3.0990
		DA	63	31.2	
		N	45	22.3	
		A	73	36.1	
		SA	13	6.4	
Overall EVTP value					3.244

Source:-Survey Questionnaire

In table 4.10(1) for the questionnaire, Training improve employees` skill, knowledge, attitude and creativity, 3%(6) respondents chose strongly disagree, 13.9%(28) of the respondents confirmed disagree, 22.8%(46) of the respondents chose neutral, 44.1%(89) of the respondents chose agree and 16.3%(933) of the respondents chose strongly agree. According to the response rate the majority 60.4 %(122) of the respondents confirmed agree, from this response the researcher understand training improve employees skill, knowledge, attitude and creativity.

In table 4.10(2) for the questionnaire, Training program are evaluated during or at the end of the program, 5%(10)respondents chose strongly disagree,29.2%(59) of the respondents chose disagree,26.2%(53) of the respondents chose neutral ,25.7%(52) of the respondents confirmed agree and 13.9%(28) of the respondents confirmed strongly agree. The result shown the majority, 39.6% of the respondents chose in the position of agree and 34.2% of the respondents chose in the position of disagree. Therefore, from the above response there is some difference between agree and disagree the remaining respondent`s neutral. In this case one can conclude that there is not much of significant difference between the opinions agrees and disagree respectively. So that it is difficult to conclude ether Training program are evaluated during or at the end of the program or not.

In table 4.10(3) for the statement of, Employees` are satisfied with the overall aspect of the training programs at the organization 5.4%(11) of the respondents argue strongly disagree, whereas 33.7%(68) of the respondents confirmed disagree, 25.2%(51) of the respondents said neutral, 28.7%(58) of the respondents chose agree and 6.9%(14) of the respondents chose strongly agree. The response rate shown that, (39.1%) of the respondents chose in the position of disagree. Hence, respondents show that the majority of the respondents dissatisfied by the over all aspects of training programs in the organization

In table 4.10(4) for the statement of Employees` training is considered as a crucial factor for improving individuals and organizational performance at the organization 3%(6) of the respondents chose strongly disagree, 17.3%(35) of the respondents said disagree,23.3%(47) of the respondents chose neutral ,47%(95) of the respondents chose agree and 9.4%(19) of the respondents chose strongly agree. The response rate shown that majority 56.4%(114) of the respondents chose agree .therefor, as some on conclude that, employees did believe the idea of employee training is considered as a crucial factor for improving individual and organizational performance in the organization.

In table 4.10(5) for the statement of The effectiveness of training program is properly evaluated in terms of improvements in employees` job performance 4%(8) respondents chose strongly disagree, 31.2%(63) of the respondents chose disagree 22.3%(45) of the respondents chose neutral ,36.1%(73) of the respondents confirmed agree and 6.4% of the respondents confirmed strongly agree. The data shown that majority, 42.5% of the respondents chose in the position of agree, with the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance.

Table 4.11 frequency distribution of employee’s job satisfaction

NO	Item of questionnaire	N= 202	Frequency	Percent %	Mean
1	Employees` job satisfaction is increased through training	SDA	6	3.0	3.6584
		DA	20	9.9	
		N	47	23.3	

		A	93	46.0	
		SA	36	17.8	
2	Employees become more committed toward their job after receiving trainings.	SDA	5	2.5	3.7079
		DA	17	8.4	
		N	39	19.3	
		A	112	55.4	
		SA	29	14.4	
3	Employees after attending training are given opportunities to be assigned a variety of responsibility	SDA	10	5.0	3.2723
		DA	41	20.3	
		N	54	26.7	
		A	78	38.6	
		SA	19	9.4	
4	Training create motivation for employees to enhance their job	SDA	5	2.5	3.6881
		DA	26	12.9	
		N	32	15.8	
		A	103	51.0	
		SA	36	17.8	
5	After employees trainings at TVET have adequate opportunities for periodic changes in duties.	SDA	13	6.4	3.0693
		DA	61	30.2	
		N	42	20.8	
		A	71	35.1	
		SA	15	7.4	
	Overall EJS value				3.479

Source:-Survey Questionnaire

In table 4.11(1) for the questionnaire, employees` job satisfaction is increased through training 3%(6)respondents chose strongly disagree,9.9%(20) of the respondents chose disagree,23.3%(47) of the respondents chose neutral ,46%(93) of the respondents confirmed agree and 17%(36) of the respondents confirmed strongly agree. The result shown the majority, 63 %(129) of the respondents chose in the position of agree. therefore, as on conclude that, TVET employees did

believe the idea of employees job satisfaction is increase through training and the researcher understand from the respondent response and from the article finding the dependent variable of employees job satisfaction increase through training.

In table 4.11(2) for the statement of Employees become more committed toward their job after receiving trainings 2.5%(5) of the respondents said strongly disagree ,8.4%(17) of the respondents chose disagree, 19.3%(39) of the respondents chose neutral ,55.4%(112) of the respondents confirmed agree and 14.4% (29) of the respondents confirmed strongly agree, Therefore according to the response rate of the respondents 69.8%(141) of the respondents from the sample response agree about the Employees become more committed toward their job after receiving trainings. According to the result the researcher understand that training increase employee's job commitment.

In table 4.11(3) for the questionnaire of Employees after attending training are given opportunities to be assigned a variety of responsibility 5%(10) of the respondents chose strongly disagree , 20.3%(41) of the respondents chose disagree ,26.7%(54) of the respondents chose neutral, 38.6(78) of the respondents chose agree and 9.4%(19) of the respondents chose strongly agree. As the response rate showed the majority a48%(97) of the respondents chose agree, From the data the majority of the respondents believe that Employees after attending training are given opportunities to be assigned a variety of responsibility

In table 4.11(4) for the questionnaire of Training create motivation for employees to enhance their job , 2.5%(5) of the respondents chose strongly disagree, 12.9%(26) of the respondents chose disagree, 15.8%(32) of the respondents said neutral, 51%(103) of the respondents chose agree and 17.8%(36) of the respondents chose strongly agree. As the response rate shown 68.8%(139) of the respondents agree. Therefore most of the respondents agreed training create motivation for employees to enhance their job.

In table 4.11(5) for the questionnaire of After employees trainings at TVET have adequate opportunities for periodic changes in duties, ,6.4%(13) of the respondents chose strongly disagree, 30.2%(61) of the respondents answered disagree, 20.8%(42) of the respondents chose neutral, 35.1%(71) of the respondents chose agree and 7.1%(15) of the respondents chose strongly agree. According to the respondents response 42.2% (86) respondents chose agree and 36.6%(74) of respondents chose disagree and the rest of 20.8%(42) respondents response neutral. Therefore,

some of the respondents were agreed after employee training take at TVET have adequate opportunities for periodic changes in duties. The rest of majority respondents chose disagree and neutral respectively so that the researcher understand the employees that work in TVET did not fully satisfied employees after taking training have adequate opportunity for periodic change in duties.

4.4 Correlation analysis

Pearson correlation was used to associate the independent variables (training need assessment, implementation, effectiveness and training evaluation) and dependent variable (employees' job satisfaction). A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between variables, Pearson relationship coefficient uncover size and course of (either positive or negative) and the concentrated of the relationship (-1 to +1). In this section a correlation analysis were done to establish whether relationship do exist between variables conceptualized in the framework .The result would enable the researcher used to determine the regression on the dependent variable. According to as B.Ratner (2009). The correlation coefficient can be definition, that is, theoretically –assume any value in the interval between + 1 and – 1, including the end values + 1 or – 1.

The following points are the accepted guidelines for interpreting the correlation coefficient

Coefficient range	Interpretation
0.00-0.01	Negligible correlation
0.11-0.39	Weak correlation
0.40-0.69	Moderate correlation
0.70-0.89	Strong correlation
0.90-1.00	Very strong correlation

Source: Bruce Ratner (2009).

Table 4.12 the relationship between training need assessment, and employee’s job satisfaction

Correlations			
		Training need assessment	Employees job satisfaction
Training need assessment	Pearson Correlation	1	.412**
	Sig. (2-tailed)		.000
	N	202	202
Employees job satisfaction	Pearson Correlation	.412**	1
	Sig. (2-tailed)	.000	
	N	202	202
**. Correlation is significant at the 0.01 level (2-tailed).			

In the above table 4.12 show that the correlation of training need assessments. and employee`s job satisfaction also shows positive and significant relationship since the r value 0.412, $p < 0.01$. therefore, training need assessment and employee`s job satisfaction have moderate correlation. the independents (training need assessment and the dependent variables (employee`s job satisfaction) were bonded with each other and had the positive and significant relationship.

Table 4.13 the relationship between training design, and employee’s job satisfaction

Correlations			
		Employees job satisfaction	Training program design
Employees job satisfaction	Pearson Correlation	1	.437**
	Sig. (2-tailed)		.000
	N	202	202
Training program design	Pearson Correlation	.437**	1
	Sig. (2-tailed)	.000	
	N	202	202
**. Correlation is significant at the 0.01 level (2-tailed).			

The results in Table 4.13 indicate that, there is positive and significant relationship between Training programs designed and employee`s job satisfaction ($r = 0.437$, $p < 0.01$), therefore, as it is cited on (Bruce Ratner 2009). r value between 0.40 - 0.69 indicates or conclude moderate association so that the r value 0.437 indicate moderate and positive association exist between Training programs designed and employee`s job satisfaction. So that the independent variable training design and the dependent variable employee`s job satisfaction have positive and significant relationship.

Table 4.14 the relationship between training effectiveness, and employee`s job satisfaction

Correlations			
		Employees job satisfaction	Effectiveness of training program
Employees job satisfaction	Pearson Correlation	1	.555**
	Sig. (2-tailed)		.000
	N	202	202
Effectiveness of training program	Pearson Correlation	.555**	1
	Sig. (2-tailed)	.000	
	N	202	202
**. Correlation is significant at the 0.01 level (2-tailed).			

The results show in Table 4.14 indicate that, there is positive and significant relationship between the independent variable, Effectiveness of training program and the dependent variable employee`s job satisfaction, ($r = 0.555$, $p < 0.01$), therefore, as it is cited on (Bruce Ratner 2009). $r = 0.40 - 0.69$ indicate moderate association, so that r value 0.555 indicates moderate association exist between The Effectiveness of training program and employee`s job satisfaction. therefor the relationship indicate moderate and positive association exist between training effectiveness and employee`s job satisfaction. So that the independent variable training effectiveness and the dependent variable employee`s job satisfaction also have positive and significant relationship.

Table 4.15 the relationship between training evaluation, and employee’s job satisfaction

Correlations			
		Employees job satisfaction	Evaluation of training program
Employees job satisfaction	Pearson Correlation	1	.563**
	Sig. (2-tailed)		.000
	N	202	202
Evaluation of training program	Pearson Correlation	.563**	1
	Sig. (2-tailed)	.000	
	N	202	202

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

The result show in table 4.15 The correlation coefficient of Evaluation of training program and employee`s job satisfaction shows positive and significant relationship the ($r= 0.563$, $p < 0.01$). therefor the correlation indicate with the range of moderate and positive association exist between Evaluation of training program with employee`s job satisfaction. So generally the independent variable the applicable of training evaluation and the dependent variable employee`s job satisfaction have positive and significant relationship.

4.5 Regression Analysis

Regression analysis allows researchers to analyze relationships between one independent and one dependent variable. The dependent variable is usually the outcome we care about while the independent variables are the instruments we have to achieve those outcomes. The benefits of using regression analysis are that it can (M. Sarstedt and E. Mooi, 2016).

1. Indicate if independent variables have a significant relationship with a dependent variable.
2. Indicate the relative strength of different independent variables’ effects on a dependent variable.
3. Make predictions

Assumptions

The following assumptions must be considered when using multiple regression analysis.

- It indicate the relationship between dependent and independent variable and its degree of effects / influence within the relationship
- Before analysis of multiple regressions the researcher checked certain assumptions about the variables that are used
- Normality, linearity, homoscedasticity, and absence of multi-co linearity were examined
- **Normality test:**-In regression analysis predictors and dependent variables should be normally distributed(the skewness is near to zero)
- **Linearity Assumptions:**-the presences of linear relationship between independent and dependent variables are crucial effect on the reliability of result; hence multiple regressions can only reasonably estimate the relationship between dependent and independent variables.
- **Homoscedasticity test:**-test indicates the variance of errors; it is the same across all levels of the predictor (independent) variables
- By using multiple linear regressions assumption testing, the study data were normally distributed and there is no the possibility of multi-co linearity problem.

Table 4.16 Model Summary

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.595 ^a	.354	.341	3.10830	1.516
a. Predictors: (Constant), evaluation of training program, training need assessment, training program design, effectiveness of training program					
b. Dependent Variable: employees job satisfaction					

Regression table measures the amount of total variation in dependent variable due to independent variable. Table 4.16 above shows that the value of Adjusted R² is 0.341. This value indicates that there is about 34.1% variation in dependent variable (employee`s job satisfaction). R-square value is the percentage or value that indicates how the independent variables can explain the dependent variable. The more significant the independent variables can explain the dependent variable. The R-square value of this study is 0.354 which express that the model is 35.4% explain

the dependent variable and 64.6% of the variation cannot be determined in this model which means that there are other factors that can be used to explain employee`s job satisfaction.

Table 4.17 Findings of Regression Analysis

ANOVA ^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1044.992	4	261.248	27.040	.000 ^b
	Residual	1903.325	197	9.662		
	Total	2948.317	201			
a. Dependent Variable: employees job satisfaction						
b. Predictors: (Constant), evaluation of training program, training need assessment, training program design, effectiveness of training program						

In the above table 4.17 shows that the F value is 27.040 at 0.000 significant levels which is less than p value 0.05. $R^2 = .595$ $adj.R^2 = .341$ $F = 27.040$ (p-value at= 0.000) the p-value of the model is less than 0.001 which is the F-value is proved to be significant. This result indicated that suggested this model can moderately describe the relationship between independent variable and the dependent variable (employee`s job satisfaction) in the case of TVET. In addition to this , the result also supports that the independent variable can explain the dependent variable employee`s job satisfaction.

Table 4.18 Coefficient

Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	7.711	1.003		7.686	.000
	Training need assessment	.008	.076	.009	.104	.917
	Training program design	.052	.126	.035	.415	.678
	Effectiveness of training program	.318	.113	.280	2.805	.006

	Evaluation of training program	.301	.088	.319	3.399	.001
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a. Dependent Variable: employees job satisfaction

The result of table 4.18 show that on the beta value of independent variable (Training need assessment) is 0.009 with t value 0.104 and significant level of 0.917. The beta value of independent variable (Trainings program design) is 0.035 with t value 0.415 and significant level of 0.678. The beta value of independent variable (effectiveness of training program) is 0.280 with t value 2.805 and significant level of 0.006. And the beta value of independent variable (evaluation of training program) is 0.319 with t value 3.399 and significant level of 0.001

Table 4.19 Coefficient Results Interpretation

No	Predictor	Test Result	p-value
1	Training need assessment	Not significant	.917
2	Training program design	Not significant	.678
3	Effectiveness of training program	Significant	.006
4	Evaluation of training program	Significant	.001

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of the findings

The study of this research aims to assess the effects of training practice on employees' job satisfaction in the case of TVET Sc. Hence, the data collected was primarily used to reach the objectives of the study explained in chapter one. The discussion of the results was done in terms of these objectives.

A slightly more males (60.9%) are involved in this research study as compared to females comprising 39.1%. 64.4% are within the 20 to 30 years of age interval and 67.8% of them are BA degree holder. Most of the respondents which account for 50% are in their current position from 1 to 5 years. The position Most of the larger share of the respondents was non-managerial 92.6%.

The respondents' perception towards the practice of training on employee job satisfaction, training need assessments were most of the respondent decided agree. They support that training need assessment was conducted properly, and also, the selection of training program based on need assessment is timely carried out based on need assessment, The organization did not fully assess the trainees' skill and knowledge during the need assessment, the trainings given by the organization was aligned with the need of the department and the objective of the organization. Finally the organization did not give training for all employee based as employee need. In this regard it is found that TNA, as a component of training, score slightly high the midpoint, with mean a score of 3.2484.

As this realized the concept of training program design the majority as the overall mean score shows that Mean = 2.997 of the respondents chose in the position of disagree. This indicated that the training design was not systematic and the employees were not satisfied by the practice of training in the organization.

The mean score of the overall effectiveness of training program shows that Mean =3.3057 that indicates the majority of the respondents in the position of agree. This indicated that the majority of the employees believe that training organized by the organization.

Implementation of training program, for the statement there is clear direction provided during training, the majority mean value=3.2772 of the respondents chose approximately agree, similarly the 'training provided by the organization aligned with the organization objective' the majority mean value= 3.4059 of the respondents confirmed agree. In opposite the statement of the organization has available resources for training employee response disagree mean value=2.9554 the overall implementation of training program mean value =3.171 this implies the overall response of respondent slightly agree.

The total mean average of the evaluation of training is slightly high average, this shows that the majority of the respondents in the position of agree. At the same time the overall mean score of the evaluation training design mean=3.244 this shows that the mean score indicated that the majority of the respondents in position agree. In other hand in the TVET organization the respondent response indicate employees` were not satisfied with the overall aspect of the training programs. The mean score of the overall employees job satisfaction shows that Mean =3.479 that indicates the majority of the respondents in the position of agree. This shows that the majority of the employees believe that training that give in the organization is increase employee job satisfaction.

Over all training practice was positively and moderately correlated with overall employee`s job satisfaction ($r = 0.412-0.563$, $p < 0.01$). This indicated more significantly correlated and have relationship of all the variables of overall employees` job satisfaction with overall training practice. Therefore, training practice has a positive effect on employee`s job satisfaction.

From the above model summary table (4.16) it can be seen that R is 0.595 and R square is 0.354 this indicates about 35.4% of the variance is employees job satisfaction (dependent variable) can be explained by overall training practice (independent variable), the remaining 64.6% of the variance is explained by other variables that are not included in this study. Therefore, significant amount of employees job satisfaction is influenced by the TVET, training practice, which means independent variable(training practice) significantly predict the dependent variable (Employees job satisfaction and it can be concluded as the overall regression model is significant, $F(4,197)=27.040$, $P<0.001$, $R^2 = 35.4\%$. Furthermore, the lower the standard error of the estimate and the higher F-value evidenced that the interdependence of the variables, that is training practice and employees job satisfaction moderate and significant.

5.2 Conclusions

The objective of the study is to determine the effect of training practice on employees' job satisfaction at the technical vocational educational and training sector in Addis Ababa. At the same time, the study raised basic research problems and addressed the specific objectives. Accordingly, based on descriptive, inferential statistics, correlation and regression analysis results and summary of major findings.

The study used descriptive research design by explanatory, describe and correlative the relationship between variables. The study also adopted quantitative approach and used both primary and secondary data sources. This study utilized cross-sectional survey in which all important data were collected at a single in time. The primary data collected from TVET through questionnaire for 286 randomly selected TVET employees` The findings of this study found supporting the large number of reviewed research papers and the respondents' response show that the training need assessments were slightly Implemented at the TVET, training program design were not fully implemented at the TVET, the effectiveness of training program were slightly implemented. The implementation of training program were not satisfied implemented in the organization. The evaluation of training program slightly implemented and as it supported by different review and the TVET employees believe that employees` job satisfaction increase through training.

Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase. Therefore, training should be designed on the basis of organization specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance (Kassie, 2017). The study finding conclude that there are factors that affect the implementation of training program is low practically and no clear rules and regulations about the opportunity of career development for the employees after training. In general, training is very important in order to achieve excellence and competencies in skill, knowledge, ability, creativity attitude and potential to meet the organization competitive advantage.

Training practice has positive relationship and positive effect on employee`s job satisfaction. Furthermore effective training practice have significant effect on employee`s job satisfaction. The findings show that, overall training was positively correlated with overall employee satisfaction and training practice have moderate relationship with employees` job satisfaction.

5.3 Recommendations

- ✚ The training practice in TVET should be kept under periodic review with appropriate assessment of the organization`s need and identify the skill, knowledge, and educational back ground of the individuals, on the other hand, the organization creates appropriate training method for the employees based on the abilities and educational back ground of the employees.
- ✚ The training provided in TVET should be designed based on the need of the individuals, with the alignments of the goal of the organization and the selection for training should be fully based on the proper need assessment, this helps the organization to identify whether the employees are comfortable with their job and their work place and to check how the employees give quality service.
- ✚ Organizations should allocate sufficient amount of budget to train the employees of the organization. Since investment on employees, both in growing and maintaining the appropriate skills, knowledge creativity and ability of the employees is essential and meaning full
- ✚ The top management should pay attention to the employees training and developments and evaluate the result s periodically and evaluate training program based on the objectives of the training.
- ✚ As this research study was limited to some TVET sector in Addis Ababa districts by adopting quantitative methods, further studies could be done in other TVET organization around the country in different approach.

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APPENDIX I

ST` MARY UNIVERSITY
DEPARTMENT OF BUSINESS SCHOOL
POST GRADUATE PROGRAM IN GENERAL-MBA
RESEARCH QUESTIONNAIRE

This questionnaire is prepared to gather information on **the effect of training practice on employees' job satisfaction at TVET in Addis Ababa.** The purpose of this study is to collect data for the evidence which would support to write a research paper for the partial fulfillment of master's thesis in Masters of Business Administration in general management at St`Mary University. Hence, you are kindly requested to fill this questionnaire to achieve the grand objective of the study. Your response will be kept highly confidential and used only for this research. I thank you very much in advance for participating in this survey and providing you're thoughtful Feedback. If you have any questions or comments please contact by the following address,

Name: Workayehu Eshete email-address: mareeshete@gmail.com

Part I

Personal information

Please read each question carefully and use tick mark (√) in the box corresponding to the response that represents your view.

1. Sex: - Male Female
2. Age group: - 20-30 31-40 41-50 above 50
3. Academic qualification: - Level 3-5 College diplomas
 BA Degree Master Degree and above
4. Work Experience at the organization: - 1 - 5 years 6- 10 years
 11 –15years above 16 years

5. Position:-Managerial Non managerial (trainer, supervisor and expert)

Part II

Instruction: you are sincerely requested to fill the below likert scale type questions ranges from strongly disagree to strongly agree by putting tick mark (√) in the box found in front of each question.

No	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Training Need assessment					
1.1	Training need assessments are conducted properly.					
1.2	The selection of employees for training is based on proper need assessment					
1.3	The organization assesses the trainee's knowledge before selecting the training program.					
1.4	Employees attend the trainings that fit with departments' needs.					
1.5	Based on need assessment training given for all as employee's needs.					
2	Training program design					
2.1	Training programs are designed based on need assessments.					

2.2	Training programs are designed at level of abilities and educational background of employees.					
2.3	There is full opportunity of training for all employees					
3	Effectiveness of training program					
3.1	The training I have taken is relevant to my job.					
3.2	The method of training used by the organization is Relevant to the training objectives.					
3.3	There is defined criteria for training in the organization.					
3.4	Trainings organized by the TVET are improving employees' performance.					
4	implementation of training program					
4.1	There are clear directions provided during training					
4.2	The training that provided in organization aligns with organization objectives.					
4.3	Top management is committed to facilitate trainings for the employees' at the organization.					

4.4	The organization put enough budgets for the training					
4.5	The organization has available resources for training					
5	Evaluation of training program					
5.1	Trainings improve employees' skill, knowledge, attitude and creativity.					
5.2	Training programs are evaluated during or at the end of the program.					
5.3	Employees are satisfied with the overall aspect of the training programs at the organization					
5.4	Employees` training is considered as a crucial factor for improving individuals and organizational performance at the organization.					
5.5	The effectiveness of training programs is properly evaluated in terms of improvements in employees' job performance.					
6	Employees job satisfaction					
6.1	Employees' job satisfaction is increased through trainings.					

6.2	Employees become more committed toward their jobs after receiving trainings.					
6.3	Employees After attending trainings are given opportunities to be assigned a variety of responsibilities.					
6.4	Trainings create motivation for employees to enhance their job					
6.5	After employees trainings at TVET have adequate opportunities for periodic changes in duties.					

Thank you for your participation!!!