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SCHOOL OF BUSINESS

The Effects of Training Program on Employees Performance: The Case of Ethiopia Broadcasting Corporation

BY:

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The Effects of Training Program on Employees Performance: In The Case of Ethiopia Broadcasting Corporation

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Board of Examiners

As members of the Examining Board of the final MBA open defense, we certify that we read and evaluated the thesis prepared by Hermela Tsegaye and we recommend that it is accepted as fulfilling the thesis requirement for the Degree of Master of Business Administration.

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DECLARATION

 I declare that this thesis is my original work, and has never been presented for the award of any degree in this or any other university and all source of materials used for the thesis have been duly acknowledged.

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ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as a university advisory.

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Tewodros Mekonnen (PhD)

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ABSTRACT

The study is designed to investigate the effect of training program on employee performance at Ethiopian Broadcasting Corporation. The study employed a quantitative research approach and applied an explanatory research design to collect, and analyze data to investigate the effects of explanatory variable (training need assessment, training objectives, delivery methods, implementation and evaluation of training programs) on the dependent variable (employee job performance). Both primary and secondary data sources are used in the study. This research used primary data collected from 170 participants through closed-ended questionnaire and reviewed secondary data collected from the organization. Both descriptive and inferential statistical analysis are used to reach at findings. The findings of the study revealed that training and development programs has a significant effect on the employees jo performance in Ethiopian Broadcasting Corporation. Specifically, all of the independent variables (need assessment, objective of training, delivery method, implementation, evaluation) are statistically significant. The findings of multiple linear regression further show that employee performance is highly determined by the delivery method, and evaluation methods of training program. When deciding to improve the overall the training program at Ethiopia Broadcasting Corporation, it should consider the significant correlates between the two variables, which is a guarantee for better employee work engagement and, ultimately, an improvement in their job performance.

Key Words: Training, Need assessment, Objective, Delivery , Implementation Employee Performance,

LIST OF ACRONYMS/ ABBREVIATIONS

EBC   Ethiopian Broadcasting Corporation

ANOVA   Analysis of Variance

DV   Dependent Variable

HRM   Human Resource Management

IV   Independent Variable

TNA   Training Need Assessment

SD   Standard Deviation

SPSS 25   Statistical Package for Social Science: Version 25

VIF   Variance Inflation Factor

CHAPTER ONE

INTRODUCTION

1.1 Background of study

Concept of training-characteristics of effective training system – inter linkages – nature of training and development- importance of training and development – training process - organization vision & perspective plans, assessment of training needs, setting training objectives and developing training policy and plan - designing training programs – conducting or implementation of training programs- evaluation of training (Flippo, 2015).

Training program on employee performance According to Salah (2016), in order to thrive in today's global market, it is necessary for businesses to have the capacity to expand, thus development and training is both a key and an investment in their capacity. a good way to ensure employees that they are well-prepared to succeed in their job is to equip them with proper training and on-the-job development

According to Ahmad (2014) training and development will definitely cause in increase of the employees performance. It is like a root toward a better result or success. it is extremely important for any kind of business whether it is small based organization having four to five employees or a large scale organization having some number of employees. but the main point is that the training and development is necessary in every organization in order to avoid any misleading activity in future.

Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Employees learn technical knowledge and skills for a specific purpose through training, a brief educational process that uses a systematic and organized procedure. the training as "*... the organized procedure by which people learn knowledge and/or skill for a definite purpose. in other words training improves, changes the employee's knowledge, skill, behavior, aptitude, and attitude towards the requirements of the job and organization. training refers to the teaching and learning activities carried on for the primary purpose of helping members of an organization, to acquire and apply the knowledge, skills, abilities and attitudes needed by a particular job and organization"(*Beach, 2016).

Training involves the use of formal and informal processes to impart knowledge and help people acquire the skills necessary for them to perform their jobs satisfactorily, while development prepares employees for other positions in the organization and increases their ability to move into jobs that may not yet exist. therefore, training is a necessary effort of a company to improve quality and to meet the challenges of global competition and social change

Current organizations should deal with training necessitates linked up with altering and growing internationalization of industry, diverse national point of view and a varied workforce. so for this purpose individuals are prepared with the right sort of aptitudes, information and capabilities to carry out their allocated responsibilities and therefore training is considered to have a massive impact on organizational efficiency

Efforts on employee training shows that businesses are maximizing the potential of not only high potential workers but also those who are committed to taking on more responsibility.. According to Feldman (as cited by Jehanzeb & Bashir, 2013) the idea of development can be viewed as training, acquiring new competencies, and developing oneself (Jehanzeb & Bashir, 2013), it may also be seen as a broader concept. It may be seen as the holistic, long-term growth of individuals in order to perform future roles and responsibilities (Nassazi, 2013)

There are common benefits of employee training program , according to Nassazi (2013): first It boosts workers' confidence, motivation, and attitude. Second Due to people being able to produce less waste, production costs are reduced. Third As a result, turnover and absenteeism are decreased because it fosters a sense of security. Forth By giving them the skills they need to deal with novel and difficult situations, it increases employees' involvement in the change process , It opens the doors for recognition, higher pay, and promotion. It helps the organization in improving the availability and quality of its staff. It is noteworthy to remember that individuals become more productive (Bapna, Langer, Mehra, Gopal, & Gupta, 2013)

Employee performance is defined as the outcome of individuals with respect to process, results, relevance, and success (Nassazi, 2013). According to Arinanye (2015. Productivity, efficiency, effectiveness, quality, and attendance at work are the main success indicators. It is the overall success of a specific task as measured against predetermined accuracy, cost, and speed standards; or the strategic approach to boosting organizational effectiveness by raising employee

performance. performance can be demonstrated in the improvement of production, easiness in utilizing new technology, or being a highly motivated individual (nassazi, 2013). as organizational leaders strive to achieve higher levels of employee performance, they should establish goals and standards, which performance can be measured against.

Employee mastery of the knowledge, skills, and behaviors emphasized in training programs, as well as their application to daily tasks, are the objectives of training.. for a company to gain a competitive advantage, its training has to involve more than just basic skill development employee training and development (Raymond ,2016)

Training for employees is very important to be implemented in a company. With the training, employees will be able to work and perform more effectively and efficiently, especially to deal with changes that occur such as changes in technology, changes in work methods, demands also changes in attitudes, behavior, skills, and knowledge The world is now more interconnected. The broadcasting sector is expected to undergo significant changes in the upcoming years as companies strive to offer their customers a seamless communication experience. The public broadcast of audio and video is referred to as media broadcasting. Media broadcasting is required for the audience to be able to watch TV programs or listen to radio programs. has provided an interesting critique of according to (expert market power)

It is vital to ensure that these services are both of value to the wider media community, as well as the center itself. they should ideally be market-driven and sought after by local media practitioners and owners. curriculum's and equipment have to be seen to be cutting edge and the training provided in a practical and interactive format. although the ability to make education and training into a long-term sustainable income generating activity often depends on the wider commercial development of the media sector, based on the ability to pay for these services, in the short-term professional educational services are often still sought by external actors, such as donors, wishing to promote media development and professionalization. media center should also use their flexibility to host short-term reactive training opportunities on issues that arise and on which the media community needs to improve its ability to report in a short time frame. this may include a broad range of issues from legal matters to international relations.(building sustainability for media center by(Yasha L, Thomas,2007)

In our country training means to ensure that government officials have the knowledge and right skills to be able to do their work effectively and competently. training may be needed when there is a gap between the desired performance, and the current performance, and the reason for that gap is lack of skill or knowledge. training may only be able to resolve part of the problem. thus we need to analyze the problem and find out whether training will be able to resolve it. if training is necessary, we also need to define the objective of the training and how it will help the staff member(s) become more effective

1.2 Background of the Organization

The Ethiopian Broadcasting Corporation (EBC), now rebranded as ETV (stylized in all lowercase), is an Ethiopian government-owned public service broadcaster .It is headquartered in Addis Ababa, Ethiopia, and is the country's oldest and largest broadcaster

EBC was established by order of Emperor Haile Selassie and initially operated by Thomson, a British firm. It is fully owned by the Ethiopian government. Its programming includes news, sport, music and other entertainment. The majority of the programming is broadcast in Amharic, one of the five official languages of Ethiopia. Some news segments are broadcast in other languages, such as Oromo, Somali, Tigrinya, Afar, Gurage, and English.

EBC has entertainment programs like Ethiopian Idol, which features similar content to American talent show American Idol. In recent years, ETV has transmitted a few matches a week from European Football Leagues (Spanish La Liga and English Premier League), plus some international matches.

Ethiopian Television was initially established during Haile Selassie reign era in 1962 with assistance from the British firm, Thomson. Regular transmission began on 2 November 1964. Color television started on a experimental basis in 1979, with regular color transmissions beginning in 1984 in commemoration of the founding of Workers' Party of Ethiopia (WPE). The current structure and goals of were established 1987 with Proclamation 114/87. In 1995 ERTA(Ethiopian Radio and Television Agency) was created as the result of the merge between the Ethiopian Radio and the ETV (Ethiopian Television). In 2014, the channel changed its name from ETV to EBC, also changing its logo in the process. In 2015, EBC and other regional channels upgraded their news studios with more modern equipment. In March 2018, EBC's logo

was transferred to ETV and made a new transmission of frequency and sister's channel contents and it is now broadcasting on Ethiosat and Nilesat

ETV News (etv ዜና) is the main news channel with 24 hours coverage, with content on culture, politics, documentaries, and economy. Broadcast mostly in Amharic with the exception of some news segments which are broadcast in other languages. ETV News (etv ዜና) is the main news channel with 24 hours coverage, with content on culture, politics, documentaries, and economy

ETV Entertainment (ETV መዝናኛ) is a channel which focuses on dramas, as well as lifestyle programming. The channel is most known for broadcasting Ethiopian first family sitcom, Betoch. This channel also airs a lot of popular foreign content including soap operas and Hollywood films

ETV Sport only focuses on broadcasting sport matches and highlights on English Premiere League, European leagues, Ethiopian premiere league and other international sport tournament's

In 2015 the EBC authority was established to regulate all broadcasting in the country (radio and television) and to promote the culture and history of the nations, nationalities and people of Ethiopia. EBC was formed to utilize new technologies to reach further regions to broadcast in different languages and become a primary source of information. Symmetrically its intention is to assist the overall development efforts of Ethiopia.

The national television station, ETV and the state owned radio stations merged to form EBC in 2015. Some of the regions have their own television and radio stations. For the last 4 years, the analogical recording material has been replaced by digital one. The creation of the EBC platform implement the digitalization of broadcasting techniques. To showcase and promote the diversity of Ethiopian cultural expressions through their own languages, local and international languages are served as mediums.

1.3 Statement of the Problem

Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006) Organizations offer training to maximize the potential of their employees in order to prepare their staff to perform their jobs as desired. Most businesses invest in their employees' skill-building by using long-term planning, giving them the ability to deal with future uncertainty and enhancing employee performance through higher levels of motivation and commitment. Employees put their best efforts forward to accomplish organizational goals and display high performance on the job when they recognize that their employer is interested in them through the provision of training programs.

According to (Tai,2006), effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time. as (reynolds ,2004) pointed out, training has a complementary role to play in accelerating learning: 'it should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all-pervasive people development solution.' he also commented that the conventional training model has a tendency to 'emphasize subject-specific knowledge, rather than trying to build core learning abilities'.

Any effective company has training in place to make sure employees can perform his or her job. during the recruitment and selection process, the right person should be hired to begin with. but even the right person may need training in how your company does things. lack of training can result in lost productivity, lost customers, and poor relationships between employees and managers. it can also result in dissatisfaction, which means retention problems and high turnover. all these end up being direct costs to the organization. (ASTD,2000)

According to Michael Armstrong(1928) Training can seem to be remote from reality and the skills and knowledge acquired can appear to be irrelevant. transfer of learning problems often occur after management or supervisory training, but even the manual skills learnt in a training centre can be difficult to transfer to tackle this problem it is necessary to make the training as relevant and realistic as possible, anticipating and dealing with any potential transfer difficulties.

When employeedo something is not too difficult, they are more likely to apply what they have learned. training and development has lots of impact on employee's performance

Training benefits related to performance is cross-cultural training, in which employees are trained to perform their jobs in a different culture and/or adjust psychologically to living in that culture (Bhawuk & Brislin 2000, Lievens et al. 2003), there is lack of cross-cultural training motivation through employees mindset cross cultural- training conducted for improving individual effectiveness and/or adjustment while on assignment in a new culture. many of early researches shows that some employees recognize about the importance of training on their performance on the other hand some other employees could not link and show no interest on training program with their performance which motivate researcher to investigate the effectiveness of the training.

Some organizations express dissatisfaction with their productivity after subjecting their employees through accurate training and development programs. however, most developing nations public sectors are poor at implementing appropriate training and development; consequently, the organizations were found to be unproductive due to poor performance of employees.

Training programs are not effective because there is no need assessment in for training, who need to be trained, the alignment of the training with the organization's strategy and its objective, who will conduct the training?,how will the knowledge and skills learned transferred to the job? How will the training be monitored and evaluate?

Belen (2021)"When the organization plan to conduct the training they also perform the training processes which are training need assessment, training design, training delivery and evaluation but they didn't give much attention on the outcome." So Those study focus on the out come but another thing that must be seen is that it must be check the process very well from the beginning of the training components training plan need assessment, Objective, training methods implementation , evaluation by controling each steps by detail. Not only this helps, but Starting from selection and recruitment the organization have to see the result ,skill, behavior and during job performance they take training for updating there knowledge that help them to do better job

but For a change to happen, the manager must have a proper change management plan that can make them understand why the change is needed and what value it brings.

Tsegaye (2018) today's business environment is highly dynamic, more globalized and reflected by technological advancement and it requires the need for well-organized and efficient training and development program to improve employee's performance. Many studies does'nt considered New technology and changes in staffing can make the training process difficult. Organizations need to take change into account when they are trying to train. making sure employees comfortable and understand why the changes are happening are especially important.

Apart from the empirical gap, the researcher conducts preliminary gap assessment from EBC Training and Development Center and collects some information from one of the trainer starting from assessment to evaluation of training programs in the organization. The researcher in this preliminary inquiry identified that the effects of employee training and development on employees' performance is first the Need assessment preparation major challenge is not getting enough information from the employee in which area they want to have training the reason is that they afraid to be discriminate. Second training delivery method the training gives which the challenge are not being volunteer by some department, field of study, professional journalist. Third Training implementation challenge are employees doesn't believe that training are continuous process, on job practical training act of lack that affect employee performance ,not having street forward clear feedback form the trainee

One of such organization that has been participating in training for along period of time. however, for a certain condition it appears that training in EBC is unsystematic .hence, the main reason that the research want to conduct this research is to investigate the impact of training on worker performance in EBC. the study, therefore focused on how would providing training for employees of EBC improve their performance for the provision of timely, efficient, effective and quality of works

1.4 Research Objective

1.4.1 General Objective of the study

The general objective of the study is to examine the effects of training and development on job performance of employees practice of Ethiopian broadcasting corporations.

1.4.2 Specific Objectives

To achieve the general objective, the study will focus on the following specific objectives:

1) To study the effect of training and development need assessment on employee job performance

2) To examine the effects of training and development objectives on the employees job performance

3) To analyze the training and development methods on employees job performance

4) To analyze the training and development implementation on employees job performance

5) To analyze the training and development evaluation employees job performance

1.5 Research questions

1) what is the effect of training and development need assessment on employee job performance?

2) How does training and development objectives affect employees' job performance?

3) what is the effects of the training and development methods on employees job performance?

4) How does the training and development implementation affect employees job performance?

5) How does the training and development evaluation affect employees job performance?

1.6 Significant of the study

➢ It help the organization to managing and empowering people, the vital assets of any business or firm by giving the best Training and development.

➢ It help to brings improvement in employee skill; which in turn increases the quality and quantity of output , it signify by increasing training in primary objectives reflected in increased returns to employees, personal rewards being affected by individual productivity, It helps to understanding human resource practices and particularly training and development enable managers to help employees perform better in the work and keep them motivated.

- It helps for development of skills, knowledge, and capability of employees' job performance in an organization. This need becomes very crucial for the accomplishment of the desired objectives of the organization

- It help motivate and inspire individual and organizational performance and further the organization's ability to meet its goals according to performance objectives and standards despite internal and external challenges to the organization.

- This study becomes necessary because many organizations in this contemporary world are striving to gain competitive edge and there is no way this can be achieved without increasing employees' competencies, capabilities, skills etc through adequate training and development designs. However, the study results will help the management to identify the challenges effects of employees" training and development on organizational performance.

1.7 Scope of the study

Conceptual scope of the study had concentrated on the effect of training practice on employees' performance. although there are different issues concerned the effect of training practice on employees' performance, this study focuses on a minimum of five independent variables namely: strategic objective, training need assessment, training design, training delivery, and evaluation of training

The study was conduct to establish the relationship between training and development as human resource management function and their effect on performance and productivity of Ethiopia broadcasting corporations located in the Addis Ababa. Its first government tv and radio station and the study was conduct to represent the government sector. In connection with methodological delimitation, the researcher used explanatory and descriptive research design and in order to answer the study questions quantitative research approach was employed.

1.8 Definition of operational terms

Training: - Training is the act of increasing the knowledge and skills of an employee for doing a particular job (flipo,2015)

Need assessment: the systematic process of identify and prioritizing need to help strategies to address them (altschuld and kumar 2010)

Training method: consist of the techniques and material used by trainers to structure learning experience. Cited by (p.nick balnchard,2022)

Training objectives is description of what learner must be able to do upon completion of an educational activity .cited by(debnath chatterjee ,2017)

Training implementation is where the training program comes to life. Program implementation should consider the timeline, employee engagement

Training evaluation the systematic investigation of whether a training program resulted in knowledge, skills, or affective changes in learners. (Mahapatro,2010)

Employee performance:- states that employee performance job related activities which is normally looked at in terms of outcomes. Armstrong (2010)

1.9 Organization of the Paper

The study is organized into five chapters. chapter one introduced the study by giving the background information, the research problem, objectives, and significance of the study, delimitation and limitation of the study. chapter two is deals with the review of relevant literature on the research problem. chapter three is discussed the research methodology adopted for the study and relevant justifications . Chapter four, contain the analysis of the research. The analysis intend to answer the research questions put forth in order to answer the problem definition and recommendations for Ethiopian broadcasting corropration . Finally, chapter five presents the summary, conclusion and recommendations. In addition, this paper also included a list of references as in relation to the study.

CHAPTER TWO

REVIEW OF LITERATURE

Introduction

Different sources of literature related to concepts on the effect of training and development on employees' performance. The review raises basic issues like, the concepts and definition of training and development, training and development philosophy, training and development policy, benefits of training and development, training design, training and process, the relationship of training and employees performance and finally the conceptual framework of the effect of training and development on employees' performance.

2.1 Review of Theoretical Literature

2.1.1 Concepts of Training Program

Training have been defined in several ways by different authors. the main idea that each one of them highlighted in their studies is the workforce capability enhancement.

Armstrong (2009) defined "Training is the use of systematic and planned instruction activities to promote learning". It involves the use of formal processes to communicate knowledge and help people acquire the skills necessary to perform their jobs as deserved. Thomas (1997) explains that employee training and development involves teaching and advancing employees skills that can help employees to be efficient and productive workers. training means giving new or current employees the skills that they need to perform their jobs.

Dessler (2005) defines training as methods used to give employees skills they need to perform their jobs. therefore, training implies preparing an employee for an occupation or specific skills. In this case, it has to be narrow in its focus and be for the job, rather than personally oriented. Training is usually provided to adults and is aimed at producing an improvement in performance at work, by addressing weaknesses in knowledge, skills, or attitudes. It tends to be more practically focussed and can take place in a variety of environments and concerned with the acquisition of knowledge, skills and attitudes

The more highly motivated trainees are the quicker and more effectively they learn. training must therefore, be related to trainees desires and needs such as job recognition, prestige and promotion. in effect, learning is most effective when the trainees realize that they can fulfill certain needs through training (Obisi 2001)

Training and development are traditionally the matters for the concern of individual organisations based on their specific needs. however, there are overlaps where the government intervenes to provide support for training sections of the population in certain widely needed skills. for example, skills enhancement courses for the long-term unemployed in developed countries to re-train them for new industries or needs.

According to(Raymond,a), training refers to a planned effort by a company to facilitate employees' learning of job related competencies. these competencies include knowledge, skills, or behaviors that are critical for successful job performance.

The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. For a company to gain a competitive advantage, its training has to involve more than just basic skill development.

According to(Raymond,2016), many companies have adopted this broader perspective, which is known as high-leverage training. high-leverage training is linked to strategic business goals and objectives, first uses an instructional design process to ensure that training is effective, and compares or benchmarks the company's training programs against training programs in other companies. second high-leverage training practices also help to create working conditions that encourage continuous learning. continuous learning requires employees to understand the entire work system, including the relationships among their jobs, their work units, and the company.third employees are expected to acquire new skills and knowledge, apply them on the job, and share this information with other employees. managers take an active role in identifying training needs and help to ensure that employees use training in their work .

2.1.2 Components of Training and Development

2.1.3 Training need assessment

Need assessment identify the tools that are required to ensure that employees are effective and productive, it is a tool that helps to identify course and activities that are required to produce work productivity Harrison R.(200). In addition an effective need assessment can lead and serve as basis for next steps in designing the training and development programs (Velada, R.2007).

1. Organizational assessment. In this type of needs assessment, we can determine the skills, knowledge, and abilities a company needs to meet its strategic objectives. This type of assessment considers things such as changing demographics and technological trends. Overall, this type of assessment looks at how the organization as a whole can handle its weaknesses while promoting strengths. According to (Gomez-Mejia 2007) changes of the mandate of state agency, and expectations of consumers through surveys may reveal a need for organisations to change the behaviour of service providers

2. Occupational (task) assessment. This type of assessment looks at the specific tasks, skills knowledge, and abilities required to do jobs within the organization. According to (Gomez-Mejia 2007). skill required to perform a given task could help to determine the needs of the current jobholders

3. Individual assessment. An individual assessment looks at the performance of an individual employee and determines what training should be accomplished for(human resource management the open university of Hong Kong)that individual, according to (Gomez-Mejia 2007) the competencies of current jobholders could also be assessed to determine their suitability for their job

2.1.4 Training objectives

 Objectives should clearly state what behavior or skill will be changed as a result of the training and it should be related to the mission and strategic plan of the company.

Objectives specify what the trainee should be able to accomplish after successfully completing the training program. They thus provide a focus for the efforts of both the trainee and the trainer and provide a benchmark for evaluating the success of the training program. A training program

can then be developed and implemented with the intent to achieve these objectives. These objectives must be accomplished within the organization's training budget (Gary Dessler and Nita Chhinzer,2017)

Development

Development takes the form of learning activities that prepare people to exercise wider or increased responsibilities. In development programmes there is an emphasis on self-directed learning, as described above, personal development planning (together with learning contracts) and planned learning from experience.

Development is concerned with ensuring that a person's ability and potential grows through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process which enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required..

Training And Development Process

The training design process refers to a systematic approach for developing training programs. Step 1 is to determine a needs assessment,. to determine what needs to be done Step 2 is to make certain that workers have the drive and fundamental abilities required to master the training material. Step 3 is to design a learning environment with the elements required for learning to take place. Step 4 is to guarantee that students apply the knowledge they have learned to their work. . This step involves having the trainee understand how to manage skill improvement as well as getting co-worker and manager support.

Training design

The designing process begins with establishing the objective and priorities to be achieved. Establishing effective objective clearly helps the organization to identify what it wants in the department, individual and the organization after training and development has been finalized (Byer and Rue, 1994)

Design means planning the overall training program including training objectives, delivery methods, and program evaluation. Sub-steps include setting performance objectives, creating a

detailed training outline (all training program steps from start to finish), choosing a program delivery method (such as lectures or Web), and verifying the overall program design with management. The design should include summaries of how you plan to set a training environment that motivates your trainees both to learn and to transfer what they learn to the job. It is also here that the manager reviews possible training program content (including workbooks, exercises, and activities), and estimates a budget for the training program Workplace training is a systematic approach to learning and development to improve individual, team, or organizational effectiveness. A systematic approach refers to the idea that the training is intentional. It is being conducted to meet a perceived need. Learning and development concerns the building of expertise as a function of these systematic training efforts. Learning outcomes can include changes in knowledge, skills, or attitudes (KSAs). Improvement is measured by the extent to which the learning that results from training leads to meaningful changes in the work environment. Therefore, a critical issue is the extent to which the KSAs are transferred to the job and improve individual effectiveness. Finally, employee training can also be viewed from a broader, more macro perspective, as a mechanism for enhancing work team and organizational effectiveness. In this way, training is seen as integral to facilitating larger scale organizational change and development issues (see Ford, in press).)Training in Organizations Needs Assessment, Development, and Evaluation Fourth Edition Irwin L. Goldstein University of Maryland J. Kevin Ford Michigan State University

As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: 'It should be reserved for situations that justify a more directed, expert-led approach rather than viewing it as a comprehensive and all pervasive people development solution.' He also commented that the conventional training model has a tendency to 'emphasize subject-specific knowledge, rather than trying to build core learning abilities'.

2.1.5 Training delivery methods

According to gary dessler The most familiar on-the-job training is the coaching or understudy method. Here, an experienced worker or the trainee's supervisor trains the employee. This may involve simply observing the supervisor, or (preferably) having the supervisor or job expert show the new employee the ropes, step by step.

On-the-job training

On the job training is a hands-on method of imparting the vital knowledge, skills, and competencies required for employees to accomplish specific tasks within the workplace. According to Garavan et al., on the job training represents a set of processes that happen within a specific organizational context and involve assimilating and acquiring integrated clusters of values, skills, knowledge, and feelings that lead to fundamental changes in behaviors of a worker or teams (Nakahara & Matsuo, 2013)

Every manager is accountable for developing his or her subordinates.57 Job rotation, in which an employee (usually a management trainee) moves from job to job at planned intervals, is another OJT technique. Apprenticeship training is a process by which people become skilled workers, usually through a combination of formal learning and long-term on-the-job training Special assignments similarly give lower-level executives firsthand experience in working on actual problems a worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills. Michael Armstrong (2010)

Off-the-job

Techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training. most of these techniques can be used by small businesses although, some may be too costly. on- the-job training has also been argued to be the most useful but equally the most abused and most unsuccessful method of training (Tobin and Daniel, 1998).

Job Instruction Training

Many jobs (or parts of jobs) consist of a sequence of steps best learned step-by-step. Such step-by-step training is called job instruction training (JIT). First, list the job's required steps (let's say for using a mechanical paper cutter) each in its proper sequence. Then list a corresponding "key point" (if any) beside each step. The steps in such a job instruction training sheet show trainees what to do, and the key points show how it's to be done—and why, as follows .

Lectures

Lecturing is a quick and simple way to present knowledge to large groups of trainees, as when the sales force needs to learn a new product's features. Here are some guidelines for presenting a lecture programmed learning presents facts and follow-up questions frame by frame. What the next question is often depends on how the learner answers the previous question. The built-in feedback from the answers provides reinforcement .Programmed learning reduces training time. It also facilitates learning by letting trainees learn at their own pace, get immediate feedback, and reduce their risk of error.

Simulated Learning and Gaming
"Simulated learning" means different things to different people. a survey asked training professionals what experiences qualified as simulated learning experiences

Rationale for training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. training is required if there is a change in technology, working conditions, products, inadequate performance, shortage of staff.

Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development

How far has the training has achieved its purpose? this is not an easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environmental factors. as a result, few organisations have the courage to do thorough training evaluation (Macdonald & Hite 2005).

Mentoring and Coaching Training Delivery

According toby Andy Schmitz (2012) Mentoring is also a type of training delivery. A mentor is a trusted, experienced advisor who has direct investment in the development of an employee. Mentoring is a process by which an employee can be trained and developed by an experienced person. Normally, mentoring is used as a continuing method to train and develop an employee. One disadvantage of this type of training is possible communication style and personality conflict.

2.1.6 Implementation of Training and Development

The implementation details of training must prepare and rehearse for the presentation. Even the best possible training design can result in failure if not properly implemented and skillfully presented Society for Human Resource Management. According to Myrna L. Gusdorf, (2018). After the development of the training design, then begins the actual delivery of training. It is generally recommended that the training be pilot-tested or conducted on trial basis in order to ensure that the training meets the needs identified.

2.1.7 Evaluation of Training

According to EshnaVerma (2023)To measure the effectiveness of your training in order to know if it's meeting your goals. You can use a variety of evaluation metrics to do this. In general, these metrics can be divided into two categories: learner outcomes and process measures.

Learner outcomes are what you're hoping to achieve with your training, such as increased productivity or better customer service. process measures track things like how much they learned and how engaged they were in the training. there are a number of different evaluation metrics you can use to measure learner outcomes, such as: test scores, course completion rates, job satisfaction, and task performance.

Process measures can include things like hours of training completed, trainer satisfaction, and participant engagement. the evaluation metrics you use will depend on your specific training goals and the type of training you're delivering. however, it's important to use a mix of both types of metrics to get a well-rounded view of your training's effectiveness.

According to Mahapatro (2010) Training refers to the teaching, learning activities carried on for the primary purpose of helping members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that the organization. It is the act of increasing the knowledge and skill of employees for doing a particular job. evaluating training and development program is not a one-time process. It is an ongoing throughout the entire stages of training program. evaluation is a process of obtaining information and using it to make judgment and decisions. evaluation of the training program is performed during the assessment, design and implementation. It includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job

The Kirkpatrick Evaluation Model

During the 1950s, the university of Wisconsin professor Donald Kirkpatrick developed the Kirkpatrick evaluation model for evaluating training. with a simple, 4-level approach, this is one of the most successful models that help you measure the effectiveness of customized corporate training programs. here are the four levels of measurement and the key indicators to look for at each level.

Level 1 - reaction

This level measures how learners have reacted to the training, the relevance and usefulness of the training. use surveys, questionnaires or talk to learners before and after the course to collect their feedback on the learning experience. understand if the training was able to accommodate the learner's pace and learning style. at the end of level 1, you should have a good understanding of how well the training was received and determine any gaps in the training content.

Level 2 - earning

Measure the knowledge and skills gained by learners as a result of the training. to measure this level, you can use a combination of metrics such as: test scores during and after the training, evaluation of applied learning projects, influence on performance kpis, course completion and certification ,supervisor report and feedback. at this stage of evaluation, you will be able to determine if the training is meeting its set objectives, what are the specific skills that can be developed with this training, and the scope for improvements in content and method of delivery.

Level 3: behavior

According to ardent learning(2020) one of the most crucial steps in the kirkpatrick model, level 3 measures whether participants were truly impacted by the learning and if they're applying what they learn. assessing behavioral changes makes it possible to know not only whether the skills were understood, but if it's logistically possible to use the skills in the workplace.

Level 4: results

The final level, level 4, is dedicated to measuring direct results. level four measures the learning against an organization's business outcomes— the key performance indicators that were established before learning was initiated. common kpi's include higher return on investments, less workplace accidents, and larger quantity of sales.

The amount of emphasis concerning evaluation methodology, including information about criterion development, evaluation designs, values and ethics, and problems of performance evaluations in organizations, has exploded. many organizations are recognizing the important needs that have increased the use of training systems, and they are becoming increasingly concerned about training program evaluation as a way of determining whether their goals are being met.(Irwin L)

Evaluating Training Program

According toby Andy Schmitz dec 29,2012When developing your training plan, there are a number of considerations. Training is something that should be planned and developed in advance
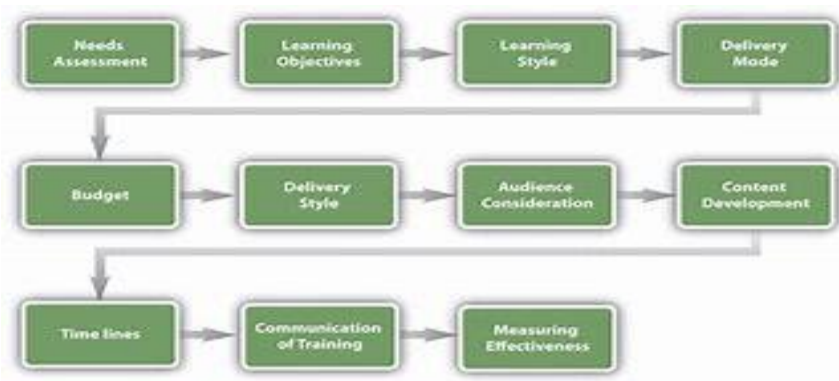
Figure 2.1 1 Evaluating Training and Development Program

2.1.8 Reason for Training

According to WEF (2020) lists some reason for training

1. Improved performance from employees Simply put, a worker with better training will be able to do their job more effectively. When properly implemented, training gives your employees the skills they require to carry out their responsibilities and have a positive effect on your business. The abilities they gain from the skills they learn enable them to produce work of higher quality quickly while also boosting their self-confidence.

2. Increased Employee Satisfaction and Morale

Making your employees feel valued is a crucial aspect of training and developing them. Employees who experience appreciation and challenge as a result of training will probably feel more job satisfaction. Training fosters a supportive workplace. Additionally, workers who have access to training and development opportunities are at a disadvantage to their counterparts in other organizations who are forced to look for training opportunities on their own and will ultimately feel alone.

3. Addressing Weaknesses

It is inevitable that each employee will have some weaknesses in their workplace skills, and a training program can assist in bolstering each employee where necessary. additionally, a powerful and cohesive team is built. this is due to the fact that a development program raises all employees to a level where they all possess the same abilities. in an organization, it can be dangerous to be unaware of internal weaknesses. you do not want weak points in the

organization who heavily rely on others to complete tasks that they should have received training for. giving the required training results in knowledgeable workers who can step in when necessary, work in teams, or operate independently without constant guidance and oversight..

4. Increased productivity, engagement and innovation

New ideas can be formed as a direct result of training and development. employee confidence and creativity can both be boosted by ongoing training and skill development for the workforce. additionally, productivity and engagement typically rise when a business introduces training programs. you engage with your employees continuously through training. since there is two-way communication, your employees are always aware of what is happening. this ultimately means that workers will be more invested in their jobs and eager to give the company their time and attention.

5. Reduced Employee Turnover

Something that is crucial to a company running smoothly is high staff retention rates. Employees will feel more valued and less likely to switch employers if a company invests in them. A good training and development plan is also unquestionably a benefit to the business for many potential employees during the hiring process. Employers may find it difficult to hire and retain employees, but career development can help. Nowadays, training programs are frequently used as a hiring advantage, especially for graduates and apprentices who want to specialize in particular fields of work.

2.1.9 Benefits of Training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. now a day, in the modern work place training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. training is required if there is a change in technology, working conditions, products, inadequate performance, shortage of staff. (David A. De Cenzo et al, 2010).

Training in work organizations is an area of applied psychological research that is particularly well suited for making a clear contribution to the enhancement of human well-being and

performance in organizational and work settings as well as in society in general training activities have a positive impact on the performance of individuals and teams. training activities can also be beneficial regarding additional results at the team and individual levels (e.g., attitudes, motivation, and empowerment) Herman Aguinis and Kurt Kraiger(2008)

Training benefits related to performance is cross-cultural training, in which employees are trained to perform their jobs in a different culture and/or adjust psychologically to living in that culture (Bhawuk & Brislin 2000, Lievens et al. 2003)

Training has the potential to improve procedural or declarative knowledge as well as strategic knowledge, which is the ability to decide when to use a particular skill or knowledge. (Kozlowski et al. 2001, Kraiger et al.1993) In addition, training may enable consistency in performance across conditions. (see also Ford & Schmidt 2000)

Experimental group leaders received transformational leadership training. transformational leaders exhibit charismatic behaviors, are able to motivate and provide intellectual stimulation among followers, and treat followers with individual consideration. results showed that transformational leadership training enhanced followers' motivation (i.e., self-actualization needs and willingness to exert extra effort), morality. (Collins & Holton 2004, Day 2000). Dvir et al. (2002)

2.1.10 Employees Job Performance

Since every organization cannot be progress by one or two individual effort, it is collective efforts of all the members of the organization. performance is a major multidimensional construct aimed to accomplish results and has a strong link to strategic goals of an organization (Mwita, 2000).employee performance depends on many factors like job satisfaction, knowledge and management but the most important factor of employee performance is training and development (Fakhar and Khan, 2008). employee performance is a job related activities expected of a worker and how well those activities were executed Armstrong (2010) states that employee performance is normally looked at in terms of outcomes. nevertheless, it can also be looked at in terms of behavior. there are a number of measures that can be taken into consideration when measuring employee performance for example using of productivity, profitability, efficiency, effectiveness and quality,

2.1.11 Measurement of Employees job Performance

Job performance is defined as the total expected value to the organization of the discrete behavioral episodes that an individual carries out over a standard period of time checklists, graphics, and scale ratings graphical rating scales are the most frequently utilized method for performance reviews in most enterprises. Zigon, (1999)Woods, Organ. Soc,(2012)in this aspect, a graphic rating scale involves a performance appraisal evaluation checklist. based on the examined component, the manager ranks the individual using the inventories on a spectrum ranging from terrible to significant.

According to woods , the appeal of graphical rating scales is their adaptability to several job types. additionally, such scales are believed to be relatively cheap, with low training effort and short duration. According to Panari, C.; Guglielmi, D.; Simbula, S.; Depolo, M.(2010) Can an opportunity to learn at work reduce stress , identify several performance characteristics that may be quantified efficiently using graphic rating scales. to begin, such measures can be used to assess a worker's quality performance.

Employee performance is greater in a satisfied worker and the management also finds it easier to give motivation to high performers in the process of attaining the organizational goals (Kinicki &Kreither 2007)

2.1.12 Effects of Training on Employee Job Performance

Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers while poor performance can be occurred as a result of inadequate job training and both customers and employers will become unsatisfied but trained employees will better satisfy the needs of their customers and employers (Kenney, 1992).

Training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top.

Transfer of training according to Janove, J. W. (2002) training is a waste of time and money if managers don't transfer lessons learned to their daily work lives. hrmagazine, training is meant to make positive changes in the workplace. for those changes to occur, not only must learning happen, but the lessons learned need to be transferred to the workplace. there are many reasons why training may not transfer. for example, upper management may not visibly support the change being promoted by the training. furthermore, the lessons may be compelling, but the culture of the workplace may work against any changes. there may simply not be enough time to apply the lessons. the work environment may be too chaotic and unstructured for any lessons from training to take hold and make positive changes. the following suggestions are steps that can be taken to maximize the chances that lessons from training transfer back to the workplace.

■ Be a teacher Be a link between the training and people in your area of the workplace

■ Set specific goals that apply the lessons learned in the training.

■ Develop job aids. Placing a key model, terms, or steps learned in training on a convenient and easily seen spot, such as a tent card on, can help remind you of the core message of the training.

■ Ask for help. transferring the training lessons, ask manager or the HR department for help. Additional materials, follow-up sessions, or other forms of organizational support may be available. So employee can have :

Satisfaction

Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels.

Knowledge

Training programs increase an employee's job knowledge. an increase in job knowledge means that the employee will feel more comfortable doing his job and will perform at a high level.

Employee Commitment

Employee commitment is the feeling of loyalty that employees have towards the organization that they work for, which largely depends on the extent to which they believe in the values and aims of the organization and feel personally involved in the task of making the organization successful

Types Of Training

We focus here on the types of training that are commonly used in today's organizations: skills, retraining, cross-functional, team, creativity, literacy, diversity, crisis, and customer service. according to (rai technology): this area of training is to be provided with a view to acquainting the new employee with the company rules, practices, procedures, tradition management, organization structure, environment product! services offered by the company etc. this acquaintance enables the new employee to adjust himself with the changing situation.

Training in specific skills is intended to make an employee more productive at work. The employee receives instruction from the trainer in a variety of skills required for the job. Training in human relations is more important in organizations because employees must uphold relationships with others in addition to their coworkers. but also. with Employee training should cover self-learning, interpersonal skills, group dynamics, perception, leadership styles, motivation, grievance redress, and disciplinary procedure.

Problem solving training: most of. employees dealing with the same activity at different organizational levels frequently experience organizational problems. further some of the Problems with various managers could share a common cause. Therefore, management may gather all managerial staff to discuss shared issues in order to find cooperative solutions. This not only aids in problem-solving but also provides a forum for the exchange of useful ideas and information. Such meetings must be planned, trained for, and encouraged by the trainer to ensure active participation from the trainees.

Managerial and supervisory training: even the non-managers sometimes perform managerial and supervisory functions like planning, decision-making, organizing, maintaining inter-personal

relations, directing and controlling. hence, management has to train the employee in managerial and supervisory skills also

Apprentice training: the apprentice act 1961 requires this for educated unemployed people and apprentices, training in fundamental trade skills and knowledge is provided with the goal of enhancing their employment prospects or enabling them to launch their own businesses.

2.1.13 Training Issues Resulting From The External Environment

Failing to provide training or providing inadequate training to comply with a wide range of laws and regulations, companies are required to show that employees not only have completed training programs .

Not ensuring equal treatment of all employees while in training equal treatment of all trainees means that conditions of the learning environment, such as opportunities for practice, feedback, and role playing, are available for all trainees regardless of their background. also, trainers should avoid jokes, stories, and props that might create a hostile learning environment. knowledge on the job.

2.2 Review of Empirical Study

Many studies have confirmed that there had been a very strong relationship among the practices of human resource that are practiced by the relentless activities of managers up on the performance of employees.so this momentum will be put in to practice by the deliberate application of practices on training and development, training and development will be the remedy for the successful application and approval of output featuring as performance.

This type of literature contribute a lot to the effectives of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher under take the study which helps the researcher by providing insight about what and how assume the investigation he/she stand for. In general organization should manage their work force effectively and efficiently and they should give greater attention for training and development of employees to meet goal of the organization and to achieve the best result which are directly related to the investigation

Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity which in turn will help the company reach to the level of its best and be competitive in the business arena

Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual"s performance (Cooke, 2000)

According to Wright and Geroy (2001), competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.Employee performance is also affected by some environmental factors such as corporate culture, Organisational structure, job design, performance appraisal systems, power and politics practiced

Khanetal (2011) conducted a research study on similar issue impact of training and development on organization performance. The back bone of this study is data comprised of comprehensive literature review results show the training and development on the job training, training design and development style have significant effect of organization performance and all these have positively affect the organizational performance

Managerial Training Implications of a Competitive Environment The training implications of all the preceding issues are enormous, especially for managers who will be working with people. Rothwell and Kolb (1999) note that there is an increased emphasis on using training as a tool for coping with, managing, and anticipating the rapid market changes occurring in work organizations today. These issues make it obvious why the training business is a growth industry. Managers need to provide on-the-job training to integrate unskilled youth into the workforce,

while working with job incumbents and other managers who previously may not have been a traditional part of the workforce. Supervisors need to perform these activities at a time when jobs have become increasingly complex and national and international competition more intense.

In addition, the increase in service-sector jobs requires managers to work more with people rather than with objects from an assembly line. all this makes training in areas such as interpersonal skills even more important in the future workplace. moreover, the rapid changes in a knowledge society fueled by technological developments also call for training systems that promote and deliver high-quality just-in-time training (Rothwell &Kolb, 1999)

According to(blen, 2021)employees were dissatisfied because the selection of the trainees was based on the need assessment but when it comes to the ground the training programs were not designed based on the need assessment and the trainees doesn't get sufficient information on the objective of the training course before they arrive. the respondents also replied that the topic covered during the training were not relevant to them. additionally, the training evaluation was not in terms of improvements in employee performance. Accordingly, when we see the current training practice of the organization, training need assessment and training delivery methods are properly implemented but training design and evaluation of training are not properly implemented most of the time the organization uses off the job training technique like presentation, lecture, seminar, case study and group discussion to train employee

(Tazebachw,2015) shows value of taking training in group for learning of knowledge, skills and attitudes than individually. In addition to this, they also agreed on the importance of carried out works in group after training that enables them more effective than individually. the dependent and independent variables are positively and significantly correlated. In addition to this, the most significantly correlated and strong relationship of all the variables of employee performance is employee work efficiency ($r = 0.677$, $p < 0.01$) with employee training. In similar fashion, a correlation between the effect of employee training and combined of all variables, i.e. effectiveness, efficiency, and worker commitment into one variable (employee performance) resulted into strong positive relation with $r = 0.689$, $p < 0.01$. This value of correlation indicates a stronger relationship and significant at p value less than 0.01.

Training design and employee performance were positively correlated and had strong correlation between them. and also from the regression analysis, training design had highest beta coefficient. this implies that training design had highest impact on employee performance. this indicates training and development is a great impact on employees performance. whereas, off-the-job-training, is found to be the second most significant training and development dimension and this dimension is significantly related and strongly influences employee performance . and finally the influence followed by on-the- job-training had not strongly influence employe's performance. Tsegaye (2018)

2. 3 Conceptual Framework

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

Independent variable   Dependent variable
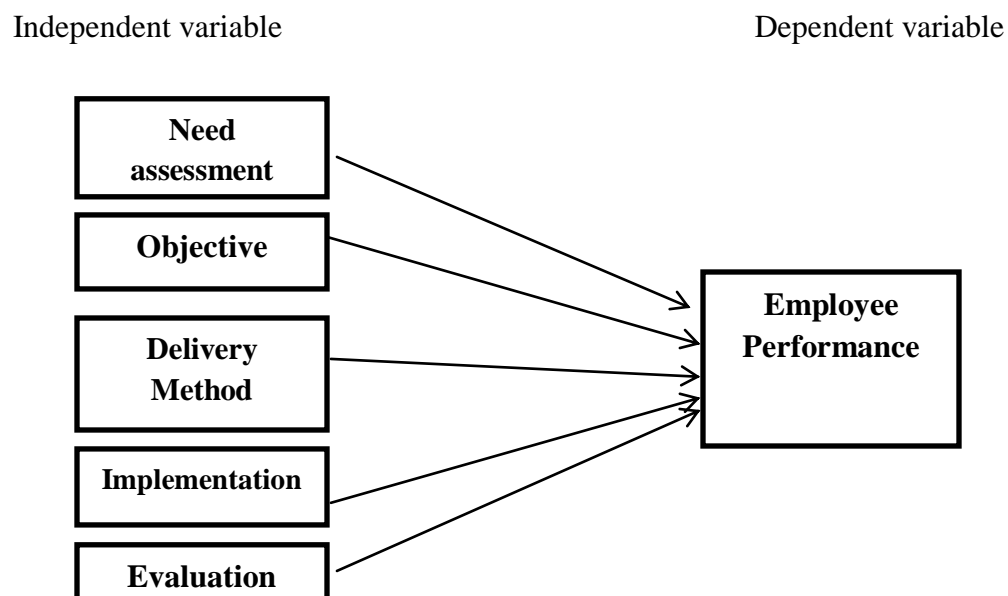
Figure 2.3.1 Conceptual Framework Model (Raja M, 2011)

2.4 Research Hypothesis

Hypothesis test is a statistical test that is used to determine whether there is enough evidence in a sample of data to infer that a certain condition is true for the entire population The null hypothesis is the statement being tested. Usually the null hypothesis is a statement of "no effect" or "no difference". The alternative hypothesis is the statement you want to be able to conclude is true. Based on the sample data, the test determines whether to reject the null hypothesis

Hypothesis 1 H1: There is a significant relationship between need assessment vs. training and employee job performance.

Hypothesis 2 H1: There is a significant relationship between training objective and employee job performance.

Hypothesis 3 H1: There is a significant relationship between training delivery method and employee job performance.

Hypothesis 4 H1: There is a significant relationship between training implementation and employee job performance.

Hypothesis 5 H1: There is a significant relationship between evaluation of training and employee job performance According to Miller et.al. (2002) indicated that there is a strong relationship between training and performance. They argue that employees who are skilled tend to be more productive than those who are not

CHAPTER THREE

Research Methodology of the Study

3.1 Research approach

The study uses explanatory research design by explaining, understanding and predicting the relationship between variables. The research would employ quantitative approach to present data quantitatively and numerical data had collected and were analyzed quantitatively using statistical tools. Quantitative data collect through distribution of questionnaires, believed to address issue raised in the research question and objective of the study. The main purpose of the research was explaining the effect of training practice on employee performance. Therefore, the researcher adopted descriptive research design method in order to collect detailed and factual information.

3.2 Research Design

The study use explanatory research design by explaining, understanding and predicting the relationship between variables that pertain to the research problem, explanatory research design is used to explain the relationship between the dependent and independent variables (Cruse, 2003). According to Saunders, Lewis and Thorn hill (2009) showed that the choice of research design depend on the objective of the study, the availability data source, the cost of obtaining the data and the availability of time. Based on the research objective and basic research questions explanatory research designs were used to assess and determine whether training practice has an effect on employee performance in Ethiopian Broadcasting Corporations.

3.3 Data Source and Material

At the very beginning, the researcher focused on using primary sources of data. However, besides the primary sources of data the researcher considerd secondary sources of data to tight the study although secondary data are somewhat exposed to bias. For instance the researcher has traced the history of EBC and its role of training over the last few years from secondary sources. The primary data was collected from employees and managers of the selected organization

3.3.1 Primary Data Source

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

The questionnaire was used to allow the response of the respondents in a standard and direct way, unbiased approach and objective oriented questionnaire was as a preferable data gathering tool for this research. how; the EBC had traditionally deal with issues of training and development related to employees' performance.

3.3.2 Secondary Data Sources

The secondary source includes all relevant available data that had prepare, collect, and analyze by others which includes other relevant researches, from journals, textbooks, reports and other source documents related to the study

3.2 Target Population

The preliminary survey undertake by the researcher before the questionnaire distributes indicates that there are above 530 employees. the target population applies in each individual working in different directorates of the EBC the study undertaken, so the researcher have drawn the sample from this total population.so from those 530 employees, by using sample size formula 227 of them are employees who had taken training. So the researcher takes these 227 employees as a target population for the research.

3.3 Sample Size

Sample size to be referred to the appropriate number of respondents chosen for the study, and it extracts from the total population of employees working in the organization; considering the fact that studying a subset of the population would be manageable size relative to study the entire population due to time, cost and accessibility. Thus, the sample size shall choose so as to represent the whole population.

$$n = \frac{N}{1+N(e^2)} \qquad n = \frac{530}{1+530(0.05^2)} = 227.9$$

Where n = sample size

N = population of the study

e = % level of significance or margin of tolerable error.

3.4 Sampling Techniques

The sample of the total population uses simple random sampling on the basis of each directorate. Hence, the sample size representing the number of staff who receives questionnaires divided into many departments.

3.5 Data Collection Tool
Questionnaire

To construct the questionnaire firstly, main areas of indicators developed to measure the relationship between training and development with employee performance based on the research problems and objectives. The questionnaire variables had measured using Likert scale with five response categories, (strongly disagrees, disagree, neutral, agree, and strongly agree). Permission for the survey granted by EBC . After getting permission, the questionnaire will distributes to the respondents.

Document analysis

These secondary data would be access form the company work process , policies, procedures forms and other documents which are linked with the training and development and also form different literature on the area

3.6 Reliability and Validity

The Cronbach alpha calculated across Tuan, Chin and Shieh's multi-scale instrument was higher than the values of any of the individual scales, showing that high value of alpha does not necessarily indicate a high level of consistency (or equivalence in Cronbach's term) between the instrument items as a whole.

Gardner (1995), writing in Research in Science Education about instruments to measure attitudes to science, discussed how "Cronbach's alpha is the statistic which is most widely used today for estimating internal consistency

The use of Cronbach's alpha, where "Cronbach α scores greater than .70 were considered as indicative of acceptable reliability… After checking the reliability of each factor using the Cronbach α coefficient, items that decreased the reliability of each factor were removed
The same was found in Eilam and Reiter's study. Given that some authors choose to report cross-scale results, readers should be aware that the Cronbach alpha statistic is most valuable in relation to single-construct scales and less informative when reported for instruments measuring several constructs at once (Adams & Wieman, 2010).

Tabel 3. 1: Cronbach's Alpha Value of Study Variables

Variable	No. of Items	Cronbach's Alpha
Training Need Assessment	5	0.882
Objective Training	6	0.894
Training Delivery Method	5	0.850
Training Implementation	5	0.893
Training Evaluation	5	0.884
Employee Performance	6	0.907

3.7 Method of Data Analysis

In order to ensure completeness and logical consistency of responses, data editing had carried out by the researcher. Identifying mistakes and data gaps rectifies as soon as possible. Once editing done, the data analyzed using quantitative techniques. The quantitative data collect by using instruments are categorize through coding, tabulation, and by drawing statistical inferences and analyze by using statistical tools. The data which will be collected by the researcher analyzes with the help of the Statistical Package for Social Sciences (SPSS) version 25.0, and then the researcher generated descriptive statistics such as frequencies and percent's and mean and standard deviation.

The Correlation analysis is employed to conduct analysis of the association between the two variables; training and development and employees' performance. The regression analysis used to establish the effect of training and development related to Employees'Performance. The data collected through interviews to supplement and strengthen the information obtained from questionnaire and open ended questionnaires analysis qualitatively and logically interpreted by the researcher in a way to answer the statement of the problem

3.8 Model Specification

The equation of regressions on this study is generally built based two sets of variables, namely dependent variable (employee performance) and independent variables training and development dimensions (training need assessment, objective training, delivery method ,implementation and evaluation of training,). The basic objective of using regression equation on this study was to make the study more effective at describing, understanding and predicting the stated variables.

$Yi = \beta 0 + \beta 1 X1 + \beta 2 X2 + \beta 3\ X3 + \beta 4 X4 + \beta 5 X5 + e$

Where: Y is the outcome or dependent variable Organizational Performance

$\qquad$ X1= Need Assessment

$\qquad$ X2= Training Objective

$\qquad$ X3= Training Delivery Method

$\qquad$ X4= Training Implementation

$\qquad$ X5= Training Evaluation

3.9 Ethical Concentrations

The researcher will maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Although this research consists of the analysis and review of scholarly literature, such as books and journal articles, every respondents involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtain will be hold in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information drawn is acknowledged. The following ethical considerations were at the base these research are Fairness, openness of intents, discloser of methods, respect or 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

Introduction

As the research is aimed to study the effects of training and development on employees performance in the Ethiopian Broadcasting Corporation (EBC) . the target of the study was all staffs so they were focus of the data analysis and the interpretation section of this chapter. the data for both descriptive and inferential analysis was collected through questionnaire, which were then distributed and gathered. 170 of the 227 questionnaires that were sent to the respondents were correctly filled out and returned. this demonstrates that there was a 75% response rate, which was made possible by the researchers' ongoing follow-up and the respondents' significant level of concern. the following section as presented states the descriptive, and inferential analysis results of the study for each section of the questionnaire respectively.

4.1 Demographic Information of the Respondent

Tabel 4. 1 demographic statistics

Variable	Label	Frequency	Percentage
Gender	Male	107	62.9
	Female	63	37.1
	Total	170	100
Age	18-25 years	6	3.5
	26-39 years	118	69.4
	40-55 years	45	26.5
	56 years and above	1	.6
	Total	170	100
Educational Qualification	diploma	6	3.5
	Bachelor	112	65.9
	Master's degree	52	30.6

		170	100
	Total	170	100
Employee Management Level	Non- management	105	61.8
	Lower management	35	20.6
	Middle management	27	15.9
	Top management	3	1.8
	Total	170	100
Work Experience	0-5 years	36	21.2
	6-10 years	69	40.6
	11-19 years	47	27.6
	20 years and above	18	10.6
	Total	170	100
How often undergoes training	quarterly	8	4.7
	Six month	14	17.1
	One year	29	5.3
	Two year	9	5.3
	No.sched	110	64.7
	Total	170	100
Method of facilitation at training to attend	lecture	43	25.3
	demonstration	13	7.6
	discussion	58	34.1
	presentation	35	20.6
	seminar	21	12.4
	Total	170	100
Training method for respondent	Not relevant	25	14.7
	Not sure	45	26.5
	effective	75	44.1
	Very effective	25	14.7
	Total	170	100

As shown in the above table, Item No. 1 of the table represents Gender distribution of respondents. Accordingly, 107 (63.9%) of the respondents were male and the remaining 63 (37.1%) were females. Therefore, from the sampled respondents there are a greater proportion of male respondents than the female

According to the respondents' age distribution, 118 (69.4%) of respondents were between the ages of 26 and 39, followed by 45 (26.5%) of respondents who were between the ages of 40 and 55, followed by 6 (3.5%) of respondent between the age of 18-25 and 0,6%is above 55. This suggests that the institution's majority of staff are youth.

The educational background of respondents indicated that out of 170 participants; 52(30.6%) have a master's degree, 112 (65.9%) a bachelor's degree, 6 (3.5%) a diploma,. According to the distribution of responses to the question about education level, the majority of respondents hold a bachelor's degree or higher. In light of this, it is reasonable to draw the conclusion that Ethiopian Broadcasting Corporation staff is comprised of educated people.

The respondent's position in management at Ethiopian Broadcasting Corporation is also considered in the demographic section of the study. Therefore, 105 (61.8%) of the respondents were non-management employees, followed by 27 (15.9%) middle-management employees, 35(20.6%) lower management employees, and 3 (1.8%) top managerial employees. These results showed that the majority of respondents belonged to the non-managerial level, then the lower managerial level.

When the respondent's employment history inside the institution is looked at, 36(21.2%) of the staff) had employment lasting up to five years, whilst 69(40.6%) had employment lasting between six and ten years. 47 (27.6%) respondents had an average age of over 11 years in the workforce, 18 (10.6%) respondent are above 20 years, All in all, it is possible to say that EBC workers are males with good academic preparation who are work in administrative wing and had experience lasting between six and ten years , and are in the non-management level.

The schedule of employee training at EBC as reported in the above table indicates that the majority of respondents represented by 110(64.7%) selected no specific schedule and the other 29(17.1%) of the respondents were seen to participate in training every one year. As can be seen from the Table (3) above, the frequency of training program in the organization is not predetermined because training programs are not scheduled on regular basis. This means that

EBC had no particular training schedule whereby they would be required to participate in training anytime as planned by the HRM department of the organization

A number of methods of training facilitation that are commonly employed during training are presented in item No.5 These are important in understanding the different ways trainees receive training under the both the on-the-job and off-the-job training method classifications. As revealed above, the most common methods of facilitation identified by the respondents as prevailing during their trainings is presentation representing 35(20.6%) discussion representing 58(34.1%) and lecture representing 43(25.3%) These results indicate that EBC strongly emphasis on the lecture and discussion methods of training facilitation. This could be partly explained by the nature of work.

job As shown in the above table (3) item No.6, majority of the respondents represented by 44.1% selected effective and the others selected 14.7%, not relevant,26.5% not sure and 14.7% very effective . This implies that the trainings were effective to their.

4.2 Descriptive Analysis

In section two, in the questionnaire research related questions were covered such as: about training and development related to employee performance with 5 questions training need assessment, with 6 questions training objective, with 5 questions training delivery method, with 5 questions training implementation, with 5 questions evaluation of training , with 6 questions employee job performance. Accordingly, the respondents were guided the following Likert scale approach listed from the table below: Strongly Disagree (SDA) =1, Disagree (DA) =2, Neutral (N) =3, Agree (A) = 4 and Strongly Agree (SA) =5

According to Scott 1999 explained for Likert scale data from 1 (Strongly disagree) to 5 (Strongly agree) if the sample is approximately normally distributed the interpretation should be intended for mean up to 2.8 is "Disagree", mean between 2.9 and 3.2 is "Neutral", and mean above 3.21 is "Agree. Therefore, the decision of each variable statistics is done based on these criteria. In the process of analyzing of the data, standard deviation was used. Small standard deviations (relative to the value of the mean itself) indicate that data are close to the mean whereas a large standard deviation (relative to the mean) indicates that the data points are distant from the mean. The

mean is a poor fit of the data. Standard deviation is a measure of how well the mean represents the data

4.2.1 Respondent Opinion on Need Assessment of training

Table 4. 2 Need Assessment

Item	N	Mean	Std. Deviation
The training need assessment conduct based on employee desire	170	3.35	1.213
Before choosing a training program the organization inquires about employee needs and interests.	170	3.24	1.158
The training topic conducted based on the employee level of performance and when theirs New things for the employee to learn	170	3.25	1.186
The training need assessment conducted in my organization is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities	170	3.14	1.088
The organization properly undertaken training need assessment before the training program designed and implemented	170	3.03	1.228

Training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organizations' skill, knowledge and talent base. At the same time it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya & Jha,2011)

The aforementioned table shows that, on average, 3.35 of the 170 people surveyed agreed that requirement evaluation for training is carried out based on employee demand. Using employee desire as a guide, training needs evaluation for the sake of their job performance, In addition Before choosing a training program the organization inquires about employee needs and interest as indicated by 3.24 average respondents agreed; in addition, Based on the degree of employee performance and the timing of it, the training topic is chosen. The employee will learn new concepts, as indicated by 3.25 percent of the respondents agreed. A mean of 3.14 respondents neutral that The training needs analysis carried out at my company can distinguish between

performance issues brought on by employees' lack of talents, knowledge, and skills. Additionally, an average of 3.03 respondents neutral that Before designing and implementing the training program, the company did it in a responsible manner by assessing the training needs.

Additionally, in table (4.2) illustrated that the overall mean score of training need assessment was 3.21 This indicates the respondents' not much satisfied than the other variabels on the stared items and this shows that training need assessment process in the organization need to work alot. According to blen alemayhu (2021) shows that by 3.47 training need assessment process in the organization is effective because of the training asssment was participatory selected for training is based on proper need and conduct properly.

4.2.2 Respondent Opinion on Objective of Training

Table 4.3 objective

Item	N	Mean	Std. Deviation
The training objectives helps to achieve the mission, vision of the organization	170	3.36	1.063
The objective has beneficial effect that increase the effectiveness of my work	170	3.39	1.050
The training objective make a lot of changes on my job performance	170	3.18	1.070
The training covers the topic I must learn how to resolve issue at work	170	3.08	1.055
The training I received is relevant ,current and objective	170	3.19	1.089
The training of the objective is SMART(specific, measurable, achievable, realistic, timely)which help me to check my performance level	170	3.14	1.163

According to Elnaga and Imran (2013) concluded that training program is the stimulant that workers require to improve their performance and capabilities, which consequently increase

organizational productivity. Therefore, training should be designed on the basis of organizations specific needs and objective

On average, 3.36 of the 170 people surveyed agreed In order to fulfill the organization's goal and vision, training objectives are necessary, as indicated by 3.39 average respondents agree The goal has a positive impact that raises the productivity of the employee's performance. in addition, Based on the degree of employee performance and the timing of it, the training topic is chosen depend on the objective. as indicated A mean of 3.18 respondents neutral that Many modifications are made to the employee's work performance as a result of the training aim The worker inquired as to Their responses are neutral despite the fact that the training objective has a significant impact on their job performance The employee inquired, The training objective has a significant impact on their job performance, but their responses are unreflective. . an average of 3.08 respondents neutral that the employee inquired, The training objective has a significant impact on their job performance, but their responses are unreflective, a mean of 3.19 respondent answered neutral The employee inquired as to the objectivity, relevance, and currentness of the training they had received. The reply was unremarkable, a mean of 3.14 responses neutral The employee inquired as to whether the goal-related training is SMART (specific, measurable, achievable, realistic, and timely), which enables them to gauge their performance. The response was uninform.

Additionally, in table (4.3) illustrated that the overall mean score of training objective was 3.2 This indicates the respondents' not satisfied much on the stared items and this shows that training objective process in the organization is not that much effective.

According to Tsegaye Tagesse(2018) Training program designed based on the requirements of the job and employee deficiency of ability for the job as the respondent agreed as indicated by the table 4.8 the mean values of 4.19, 4.17, 4.09, 4.20, 3.47 and 3.79 respectively. This indicates respondents are strongly agreed , the trainings were designed according to the intended objectives and whether the approaches implemented during the training helped trainers achieve the training goals.

4.2.3 Respondent Opinion on Delivery Method of Training

Tabel 4. 4 Delivery Method

Delivery Method

Items	N	Mean	Std. Deviation
The training objective are accomplished with the help of the delivery technique	170	4.02	.773
The delivery method has enabled to get fully necessary resource, time management	170	4.05	.779
The trainers are qualified professionals who can effectively demonstrate the topics	170	3.58	1.036
The training programmes my company offers ,like seminars ,classroom instruction , off-job training and discussion are excellent	170	3.82	.912
The training techniques helped me to enhance my job performance	170	3.64	1.000
Valid N (listwise)	170		

On average 4.02 of the 170 people surveyed, Respondents who earned a mean score of 4.05 felt that their When the employee questioned whether the delivery method had helped to achieve the training objectives, the trainer giving a positive response , respondents' mean scores of 3.58 indicate that the trainer agreed when the employee questioned whether the instructors are skilled experts who can effectively demonstrate the subjects. , Respondents who earned a mean score of 3.82 felt The company's response to the employee's question about whether its training initiatives—which include seminars, classroom instruction, off-the-job training, and discussions—are agreed a mean of 3.64 responses agree When the trainee asked if the training methods had improved their performance on the job.

Additionally, in table (4.4) illustrated that the overall mean score of training delivery was 3.81 This indicates the respondents' agreement on the stared items and this shows that training delivery process in the organization is effective.

According to blen alemayhu (2021) the respondents 63(85.1%) agrees The analysis shows that most of the time the organization uses off the job training technique like lecture, seminar, case study and group discussion to train employees.

4.2.4 Respondent Opinion on Implementation of Training

Tabel 4. 5 Implementation

Items	N	Mean	Std. Deviation
In order to raise my level of job dedication ,I am happy with training condition , include course material, training facilities the organization offers	170	3.73	.966
The training offered is necessary to obtain full resource,time management and trainers	170	4.08	.709
The training has given enough coverage content that helps the trainee	170	3.99	.814
There are adequate facilities, equipment available for the training programme	170	3.99	.761
Trainer were capable and knowledgeable about the subject matter	170	3.37	1.124
Valid N (listwise)	170		

The implementation details of training, the trainer must prepare and rehearse for the presentation. Even the best possible training design can result in failure if not properly implemented and skillfully presented Society for Human Resource Management. According to Myrna L. Gusdorf, MBA, SPHR, (2018)

The mean scores of 3.73 respondents show that employee gave response of agreement . they are content with the training opportunities provided by the organization, including the course materials and training facilities, in order to increase their level of job dedication. Indicated by respondents' 4.08 mean scores the worker responded. the provided training is required to utilize all available resources, time management, and trainers, and their response is agree. the mean scores of 3.99 respondents show the worker answered. the training provided enough information for the trainee to benefit from, and their response is neutral. On average 3.99 of the 170 people surveyed the worker's response there are sufficient resources, tools, and agreed responses for the

training program. respondents who earned a mean score of 3.37 the worker's response trainer was competent and knowledgeable about the topic, and their responses were accepted.

Additionally, in table (4.5) illustrated that the overall mean score of training implementation was 3.7 This indicates the respondents' agreement on the stared items and this shows that training implementation process in the organization is effective.

Mitiku Emiru(2017) that Overall Factors of Training and development implementation score , the mean and standard deviation of 2.92 and 0.90 respectively As the interview result from human resource director and from the training expert they confirmed that there were no clear rules and regulations about the opportunity of career development for the employees after training;

4.2.5 Respondent Opinion on Evaluation of Training

Tabel 4. 6 Evaluation

Item	N	Mean	Std. Deviation
During training the management request trainees feedback	170	4.02	.773
The management uses the trainees comments to increase the trainings efficacy	170	4.05	.779
The management request feedback from trainees' before and after training	170	3.58	1.036
The delivery method that the organization used is convenient to get the necessary knowledge and skills for the trainee	170	3.82	.912
The manager checks whether the trainees achieved the objective of the training program	170	3.64	1.000
Valid N (listwise)	170		

According to mahapatro (2010) evaluation is a process of obtaining information and using it to make judgment and decisions. evaluation of the training program is performed during the assessment, design and implementation

the mean scores of 4.02 respondents agree that the employee's reply the management requests feedback from the trainees during training i understand that managers observe how the training is

going while the program is in progress to determine whether there are any additional interests or errors that can be fixed to improve employee performance ,

indicated by respondents 4.05 mean scores, employee's reply agrees the management uses the feedback from the employee to improve the effectiveness of the training, and they positively agreed. the mean scores of 3.58 respondents agree when the employee questioned whether management asked for trainees' feedback before and after training, they gave a positive response before and after training, the organization's training management asks for feedback to learn what participants expected and how the training went, respectively, in order to identify any issues that may be fixed and made better in the future. the goal of evaluation through trainee feedback is to enhance training by identifying effective training techniques.

a mean score of 3.82 When an employee inquired about the effectiveness of the organization's strategy for the delivery method and skills to trainees, the response was positive; but, I believe there is room for improvement. on average 3.64 of the 170 people when the employee asked if the manager ensured that the trainees fulfilled the program's goal, they agreed, but i realize that it's moderately positive so it has to work on the target and the program in terms of having better job performance.

Additionally, in table (4.6) illustrated that the overall mean score of training evaluation was 3.82 This indicates the respondents' agreement on the stared items and this shows that training evaluation process in the organization is effective.

According to belen almayhu (2021) The data shown that majority of the respondents responded disagree, with the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance because the effectiveness of training is not properly evaluated in the organization.

4.2.6 Respondent Opinion on Employee Performance

Tabel 4. 7 Employee Performance

Item	N	Mean	Std. Deviation
I enjoy my tasks and the division of work approach of the department	170	3.19	1.116
Training and development given by the center encourage me to work better	170	3.24	1.084
I love my work and l am motivated to complete the jobs that are assigned to me	170	3.56	1.171
I am committed to the mission and direction of the company	170	3.67	1.087
I possess good communication skills that help me perform well in all my tasks	170	3.66	1.109
I have the ability to execute my tasks successfully and efficiently	170	3.71	1.101

Armstrong (2010) states that employee performance is normally looked at in terms of outcomes. Nevertheless, it can also be looked at in terms of behavior. There are a number of measures that can be taken into consideration when measuring employee performance for example using of productivity, profitability, efficiency, effectiveness and quality, There is a positive relationship between training and development and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Sri divya & Gomathi, 2015)

The mean scores of 3.19 respondents show when the employee inquired about their satisfaction with their duties and the department's method of assigning tasks, they gave a neutral response. as indicated by respondents 3.24 mean scores when the employee inquired whether the training and development provided by the center encouraged them to work more effectively, they responded that it did well. , the mean scores of 3.56 respondents show the employee enquired as to whether they were motivated to finish the tasks that were assigned to them and received an affirmative

response. respondents who earned a mean score of 3.67 response to the employee's about their commitment to the company's mission and direction, they said they agreed. on average 3.66 of the 170 people surveyed when the employee was asked if they had good communication skills that enabled them to excel at all tasks, they replied that they did the as indicated by respondents 3.71mean upon being questioned for the employee about their ability to complete their tasks successfully and efficiently, they responded that they could confidentially

4.3 Effect Analysis

4.3.1 Relationship Analysis between Training and Development and Employee Performance

Tabel 4. 8 Correlation between dependent and independent variables

Correlations

		EP_TR	NA_TR	OB_TR	DM_TR	IM_TR	EV_TR
Employee performance	Pearson Correlation	1					
	Sig. (2-tailed)						
Need assessment	Pearson Correlation	.646**	1				
	Sig. (2-tailed)	.000					
objective	Pearson Correlation	.643**	.528**	1			
	Sig. (2-tailed)	.000	.000				
Delivery method	Pearson Correlation	.691**	.603**	.518**	1		
	Sig. (2-tailed)	.000	.000	.000			

Implementation	Pearson Correlation	.692**	.606**	.629**	.621**	1	
	Sig. (2-tailed)	.000	.000	.000	.000		
Evaluation	Pearson Correlation	.716**	.618**	.595**	.657**	.627**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	

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

According to Kothari, (2004), positive variables of "r" indicate positive correlation between the two variables (i.e., changes in both variables take in the stated direction), whereas negative values of "r" indicate negative correlation i.e., changes in to the two variables taking place in the opposite directions. A zero (0) value of "r" indicates that there is no association between the two variables (independent and dependent variables). When r = (+) 1, it indicates perfect positive correlation and when r = (-) 1, it indicates perfect negative correlation.

 To examine the degree of relationship between the Independent variables (training need assessment, training objective, training delivery method , training implementation, training evaluation ,and the dependent variable (employee Performance) Pearson coefficient of correlation is used. the existence and level of association, the study used bivariate correlation from which Pearson's correlation coefficient is considered. Pearson's correlation coefficient falls between -1.0 and +1.0, indicates the strength and direction of association between the two variables (Field, 2005).

According to Cohen (1988), the value of Pearson's correlation is divided into three areas. A correlation coefficient between 0.10 and 0.29 will indicate a weak correlation, a correlation coefficient between 0.30 and 0.49 will indicate a medium correlation, and a correlation coefficient between 0.50 and 1.0 will indicate a strong correlation.

The bivariate correlation of a two-tailed test confirms the presence of statistically significant difference at probability level p<0.05 i.e., assuming 75% confidence interval on statistical analysis. The Pearson correlation analysis shown in the table 4.8 below all independent variables

(training need assessment, training objective, training delivery method , training implementation, training evaluation) were significantly (statistically) and positively correlated with employee performance. Furthermore, as shown   in table 4.8 quality of information and employee performance have strong positive association with a correlation value of 0.646, which implies the performance of employees is improved as a result of need assesment.

The association between employee performance and training objective is 0.643 which is a strong positive relation, and it implies the appropriateness of the objective leads to improved employee performance.

Similarly, there is a Pearson correlation value of 0.691 between delivery method and employee performance. The correlation value revealed that there is strong positive association between the dependent variable and delivery method.

Implementation and employee performance have strong positive association with a correlation of 0.692, meaning that the extent to which the implementation technique helps the subordinates improves their performance.

Likely the other predictor variables, training evaluation has strongly postive association with employee performance with a Pearson correlation value of 0.716. Hence, the training evaluation affect workers performance postively.

4.4 Assumption test in multiple liner regression

4.4.1 Test of multicollinearity
Tabel 4. 9 test of multicollinearity

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Need assessment	.503	1.988
	Objective	.528	1.893
	Delivery	.468	2.135

method		
Implementation	.438	2.284
Evaluation	.429	2.328

a. Dependent Variable: Employee

performance

When the dependent and each independent variable have a nonlinear connection, multicollinearity is an issue. The VIF test was used among other tests for this study's purposes to determine whether the data had multicollinearity issues. As a consequence, the test results show that the maximum VIF is 1.988, indicating that there was no multicollinearity issue among the explanatory variables

4.4.2 Test of Heteroscedastic
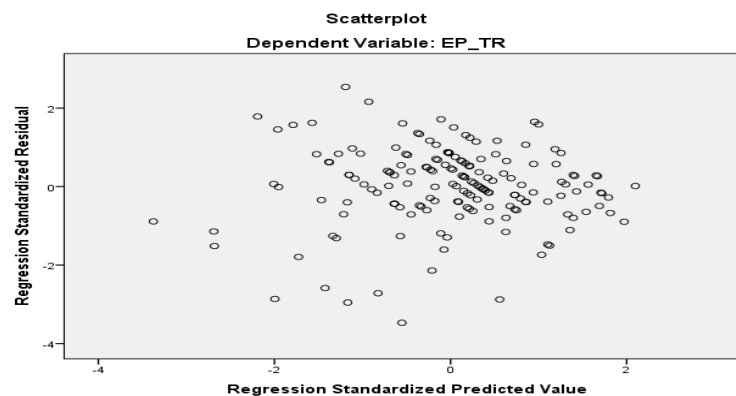
Figure 4.5.1 Test of Heteroscedastic

Source; survey result (2023)

There are various ways to test for heteroscedasticity, the scatter plot was employed in this study. In order to get the result shown above, the researcher plots the standardized residuals, or errors, on the Y axis and the standardized predicted values of the dependent variable based on the model (ZPRED) on the X axis. Because there is no pattern in the residual distribution, there cannot be a heteroscedasticity issue.

4.4.3 Normality test
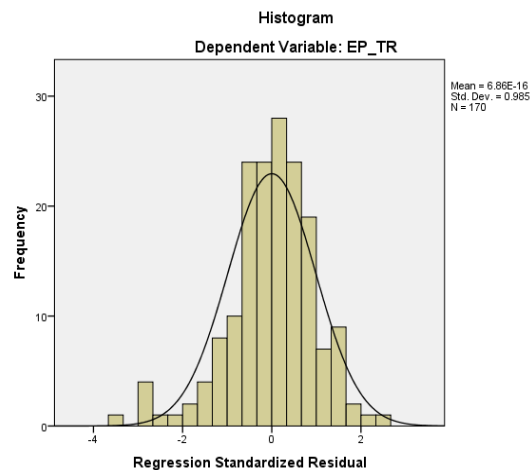
Figure 4.5.2 Normality Test Histogram

Source ; survey data (2023)

The most crucial statistical techniques is the normal distribution. A normal distribution with a mean of 0 and a standard deviation of 1 is referred to as a standard normal distribution (Garson, 2012). the sample's variables must have a naturally distributed distribution in order to use multiple regression analysis. assume the residuals were normally distributed around the zero mean of the histogram and that it had a bell-shaped form

The preceding graphic clearly indicates that the normal probability plot has a significantly linear structure. there are very minor differences between the line fit and the probability plot points. for this data, the normal distribution looks to be a viable model. the probability plot displays a significantly linear trend. as a result, the residuals' normal probability plot indicates that the error terms are indeed normally distributed
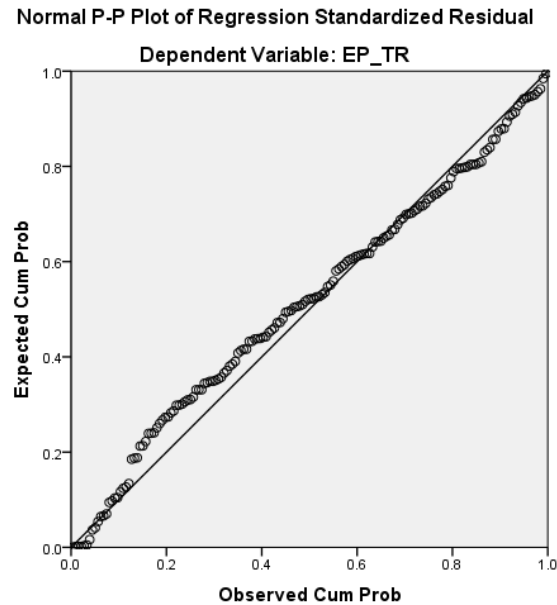
Figure 4.5.3 normal pp-plot,source survey result (2023)

4.5 Effect Analysis

Multivariate regression was used to establish the correlation between the independent variables (training need assessment, training objective, training delivery method , training implementation, training evaluation) and employee performance (the dependent variable) at Ethiopian broadcasting corrperation . The analysis used the Statistical Package for Social Sciences (SPSS) version 25 to compute the measurements of the multiple regressions for the study. The goal of this analysis was to determine the magnitude to which employee performance is affected by independent variables by considering the R square value, beta coefficient, and P-value for the significance of the relation

4.5.1 Model Summary
Tabel 4. 10 model summary

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change
1	.824[a]	.678	.668	.458	.678

a. Predictors: (Constant), EV_TR, OB_TR, NA_TR, DM_TR, IM_TR

b. Dependent Variable: EP_TR

The model summary results showed that at EBC there is a significant link (R =.824) between the independent factors (training need assessment, training objective, training delivery method , training implementation, training evaluation) and the dependent variable (employee performance). The goodness of fit of the explanatory factors in describing the fluctuations in the dependent variable was measured by R-square. All of the independent variables used in the study's analysis have explanatory power, as indicated by the adjusted R-Square (R^2 = 0.668). Thus, 66.8% of the variation in employee performance is simultaneously determined (explained) by training need assessment, training objective, training delivery method , training implementation, training evaluation, The factors that the study did not take into account accounted for 33.2% of employee performance.

According to mitiku emiru(2017) 45.8% of the variance is employees performance(dependent variable) can be explained by over all training and developments (independent variable), the remaining 54.2% of the variance is explained by other variables that are not included in the study

4.5.2 Analysis of Variance (ANOVA)

according to Mugenda & Mugenda (2003). If the F-values of the regression coefficient associated with an independent variable are higher than the threshold F-values, that independent variable is said to be a significant predictor of the dependent variable. The table below presents the study's findings.

Tabel 4. 11 Analysis of Variance (ANOVA)

ANOVA[a]

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	72.584	5	14.517	69.127	.000[b]
	Residual	34.440	164	.210		
	Total	107.024	169			

a. Dependent Variable: EP_TR

b. Predictors: (Constant), EV_TR, OB_TR, NA_TR, DM_TR, IM_TR

Source ; survey result (2023)

According to the findings in the study as described above, the regression model had a significance level of 0.0%, which indicates that the model is perfect for predicting EBC staff members' employee performance component of training and development. This is because the significant value (p-value) was less than 5%, which is used as an indicator of statistical significance. Therefore, from the result, it can be concluded that with 66.8% of the variance (adjusted R-Square), employee performance is significant and the model appropriately measured it

4.5.3 Coefficient of Determination

Tabel 4. 12 regression coefficient analysis of the regression model

Coefficients[a]					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	.510	.178		2.866	.005
Need assessment	.131	.058	.141	2.256	.025
Objectives	.169	.058	.178	2.918	.004
Delivery method	.208	.059	.227	3.505	.001
Implementation	.180	.061	.197	2.942	.004
Evaluation	.210	.056	.251	3.712	.000
a. Dependent Variable: Employee performance					

From the Beta Coefficient table, the researcher highly concentrated on the values of the standardized Beta coefficient in order to figure out the relative importance of each independent variable, in predicting the dependent variable and on the unstandardized Beta coefficient in order to formulate the linear regression equation.

A. Standardized Beta Coefficient

Standardized beta coefficients are sometimes called relative importance weights and can be used to compare scores like Z-scores since they all are measured in standard deviation and are not dependent on the unit of measurement of the variables (Field, 2006), The column labeled Beta (β) value of standardized coefficients indicates the variables that contribute to the dependent variable. „Standardized" means the value for each of the different variables have been converted to the same scale in order to make comparison (pall ant, 2001). Thus, as the above table shows the regression standardized coefficients for the independent variables. The relative importance of the training and development (independent variables) in contributing to the variance of the employee performance (dependent variable) was explained by the standardized Beta coefficient.

Based on the relation observed on table (16) we can see that the contribution of training need assessment 14.1% , training objective 17.8%, training delivery 22.7% implementation 19.7 evaluation of training 25.1% for the variation observed in the dependent variable (employees' performance). The highest contributor which has an effect on employees' performance according to the responses of employees is evaluation of training. The second training practice that contributed more, to the performance of employees is training delivery accounted for 22.7% of the beta coefficient followed by training implementation, which had a beta coefficient share of 19.7%. From the questionnaire survey made on Ethiopian broadcasting corrporation the least affecting variable for the employees' performance from the given variables was training need assessment. That means as the process of training need assessment d in the organization performed increase by one standard deviation, the performance of employees increases by 0.141 standard deviations. The same is true for the other variable

B. Unstandardized Beta Coefficient

According to Pedhazur, (1997), a β weight coefficient informs us, as to how much change in the criterion variable (i.e. employees performance in our case) we might expect with a one-unit change in the predictor variables, (i.e. training need assessment, training objective, training delivery method , implementation and evaluation of training) holding all other predictor variables constant. That means from table (16), as the evaluation of training in the organization increases by one-unit performance of employees increases by 0.251 if the other four variables kept constant (Field, 2006). The linear multiple regression formula for the dependent variable

(employees' performance), and the five independent variables of training need assessment, objective, training delivery ,implementation and evaluation of training, took the form of:

Y = a + b1X1+ b2X2+ b3X3+ b4X4 +e

Y = 0.510+0.131X1+0.169X2+0.208X3+0.180X4- 0.210X5 +0.05

Where Y= Employee Performance

      a= y axis intercept (the constant beta value)

      X1= Need Assessment

      X2= Training Objective

      X3= Training Delivery Method

      X4= Training Implementation

      X5= Training Evaluation

As such, of the dimensions, the factor which had the greatest effect on the overall level of employee performance level in NMC Company was, it can be seen that all the independent variables tested in this study. Where, Yi- is Dependent (outcome) variable, i.e. employee performance. bo is constant, 0.510 which can be interpreted as when the company provide training and development, b1 is The training need assessment (β=0.131, $p<0.05$) b2 is the coefficient of training objective (β=0.169, $p<0.05$), b3 is coefficient of training delivery method (β=0.208, $p<0.05$), b4 is coefficient of training implementation, (β=0.180, $p<0.05$), b5 is coefficient of training evaluation (β=0.210, $p<0.05$) are statistically significant and positive relationship between each of the five independent variable and employee performance (dependent variable).

4.6 Discussion of the Regression Result

Employee performance was the dependent variable in a regression analysis with component of training and development sub-dimensions serving as the explanatory factors. The results are shown in Table 4.12. This model's explanatory power is 66.8%. The F- statistic for the regression is 69.127. The p-value of zero that is associated with the test statistic in the example above.
The explanations of outcomes or results for significant individual variables are as follows:

❖ As illustrated from the above regression analysis table one can notice that one of the important factors of employee performance is training need assessment with a Beta value

(β=0.141, p-value<0.05) This can be understood as a certain improvement There could be some improvement in figuring out whether there is a training requirement and, if so, what kind of training is needed to fill the void. TNA aims to precisely pinpoint the levels of the current circumstance in the target surveys, interviews, observations, secondary data, and/or workshops. The difference between the current situation and the intended one may point to issues that can be turned into a training requirement. So it will increase employees performance

❖ The second regression result also shown the other influencing factors of employee performance is training objective with a Beta value (β=0.178, p-value <0.05) also appear to play an important role in influencing employees for a better performance level It must advance in order to support the organization's mission and vision.The goal has positive effects that improve the efficiency of employee labor. Know how to address issues at work as part of the training's goal to make significant changes to job and performance. The training should be current to increase employee performance.

❖ The third independent variable, is training delivery method with a Beta value (β=0.227, p-value <0.05) also appear to play an important role in influencing employees for a better performance level Thus, it can be concluded that training delivery method is the second strong and significant predictor or independent variables of the value of the dependent variable (employee performance),the result revels The delivery method has complete resources, skilled trainers, and offers various program techniques, all of which help to achieve the training target therefore, this will increase employees performance

❖ The forth independent variable, is implementation with a Beta value (β=0.197, p-value<0.05) so appear to be crucial in motivating staff to higher levels of performance implementation is the most basic thing in training to know the level of dedication , to check there is enough coverage content that helps the employee to increase their performance.

❖ The fifth independent variable, evaluation method with a Beta value (β=0.251,p-value <0.05) also appear to play an important role in influencing employees for a better performance level Thus, it can be concluded that job instruction is a strong and significant predictor or independent variables of the value of the dependent variable (employee performance). The result revels there are certain improvement on the

employee/supervisor relationships; increases productivity of individuals; and establishing more relationship between managers and employees by checking their feedbacks and learn from it and organizing the staff by their lack of skill and their interst this will increase employees performance

Hypothesis Testing

H1: There is a significant relationship between need assessment vs. training and employee job performance.

Ho: There is no significant relationship between need assessment vs. training and employee job performance.

The sig. level for the variable "need assessment" is 0.131, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable.

H1: There is a significant relationship between training and employee job performance.

Ho: There is no significant relationship between training objective and employee job performance.

The sig. level for the variable "objective" is 0.169, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable.

H1: There is a significant relationship between training delivery method and employee job performance.

Ho: There is no significant relationship between training delivery method and employee job performance.

The sig. level for the variable "training design" is 0.208, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable

H1: There is a significant relationship between training implementation and employee job performance.

Ho: There is no significant relationship between training implementation and employee job performance.

The sig. level for the variable "training delivery" is 0.180, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant

relationship between this variable and the dependent variable.

H1: There is a significant relationship between evaluation of training and employee job performance.

Ho: There is no significant relationship between evaluation of training and employee job performance.

The sig. level for the variable "evaluation of training" is 0.210, which is less than our alpha level of 0.05. So, we reject the null hypothesis and conclude that there is significant relationship between this variable and the dependent variable.

Finally, from the research conducted, I can conclude that the regression analysis result showed that The training need assessment, training objective, training delivery method, training implementation, training evaluation has positively, statistically and significantly influence with employee performance at EBC, Employees are pleased with the training provided to them although there are some challanges that they expect from the organization to fix that the researcher mention above, trainers believed training changed the employees" performance.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

5.1 Summary of Major Findings

The general objective of this study was to assess the effect of training practice on employee job performance in the case of Ethiopian Broadcasting Corporation. From the study the following particular finding were observed:

➢ As per the data analyzed from the respondents reply on the questionnaire 110 (64.7%) of the respondents replied that the organization have no specific schedule to undergo trainings and the remaining 14 (8.2%) replied that the organization undergone training every six month. The most common methods of training facilitations identified by respondents were presentation 35(20.6), discussion 58(34.1%) , seminar 21(12.4%) and lecture 43(25.3%) which account respectively. Majority of the respondents which account for 75(44.1%) responded that the training provided was effective for them.

➢ 1 the descriptive statistics show that, on average, 3.2 respondents agreed that a need assessment emplyes properly and ready form the employees to the employee before choosing a training program the organization inquires about employee needs and interest, the degree of employee performance and the timing of it, the training topic is chosen. The employee will learn new concepts ,The training needs analysis carried out at my company can distinguish between performance issues brought on by employees' lack of talents, knowledge, and skills. Additionally , designing and implementing the training program, the company did it in a responsible manner by assessing the training needs as supported by 3.35 average respondents. 3.03 of the respondents are in between agree and neutral on the matter, in addition to the having proper preparation of the assessment it needs a lot of adjustments

➢ 2 3.2 of the 170 people surveyed agreed In order to fulfill the organization's goal and vision, training objectives are necessary, The goal has a positive impact that raises the productivity of the employee's performance. in addition, Based on the degree of employee performance and the timing of it, the training topic is chosen depend on the

objective. Many modifications are made to the employee's work performance as a result of the training aim The worker inquired as to Their responses are neutral despite the fact that the training objective has a significant impact on their job performance The employee inquired, but their responses are unreflective, The employee inquired as to the objectivity, relevance, and currentness of the training they had received The employee inquired as to whether the goal-related training is SMART by assessing the training needs as supported by 3.39 average respondents. 3.08 of the respondents are in between agree and neutral on the matter, In order to achieve the goal after careful planning, there must be numerous adjustments.

> 3) of 4.05 felt that their When the employee questioned whether the delivery method had helped to achieve the training objectives, the trainer agreed when the employee questioned whether the instructors are skilled experts who can effectively demonstrate the subjects, the employee's question about whether its training initiatives—which include seminars, classroom instruction, off-the-job training, and discussion, the trainee asked if the training methods had improved their performance on the jobas supported by 4.05 average respondents. 3.58 of the respondents were satisfied with their overall methods

> 4) they are content with the training opportunities provided by the organization, including the course materials and training facilities, in order to increase their level of job dedication, the worker responded. the provided training is required to utilize all available resources, time management, and trainers,. the training provided enough information for the trainee to benefit from, there are sufficient resources, tools, and agreed responses for the training program, trainer was competent and knowledgeable about the topic as supported by 4.08 average respondents. 3.37 of the respondents are pleased with the implementation

> supported by 3.82 average respondents of evaluation and 3.50 of employee performance where agree and satisfied which the organization must keep up with.

> A Pearson coefficient implies that the five independent variables were all positively related with employee performance within the range of 0.643 to 0.716. Evaluation of training is highly correlated with employee performance.

- The model summary results showed that, a linear combination of all the independent variables considered under the study predict (R2=0.678), of the variance in the dependent variable employees' performance. Indicating 67.8% of the variation in the employees' performance is accounted by the five independent variables.
- The ANOVA test result showed that, the value of R and R2 obtained under the model summary part was statistically significant at (F=69.127), (P<0.005)
- From the regression analysis coefficient table, the sig. level for the variables (strategic objective, training need assessment, training delivery and evaluation) was less than our alpha level of 0.05. So, lets conclude that there is significant relationship between those variables and the dependent variable.

5.2 Conclusion of the Study

The strategic objective of the organization aligns with the training program. It is also noted that the organization properly undertake training need assessment before the training program is designed and implemented and the training need assessment process was participatory and from different types of training methods in EBC frequently used training methods are lecture, presentation, seminar, discussion and others. The result also implies that there is a positive relationship between the independent and dependent variable. And this indicates that effective training practice will increase employees' performance.

The training programs were not designed based on the need assessment when it came to the ground, and the trainees didn't receive enough information about the goal of the training course before they arrived, which left the employees unhappy. The strategic goals of the organization are aligned with the needs of the organization, but the training programs were not designed based on these objectives.

Accordingly, when we see the current training practice of the organization, training need assessment and training delivery methods, implementation , evaluation are properly implemented but morally training need assessment and training objectives need more certain improvement

As a result, although overall employee satisfaction with the training program is low, the training that was offered in the organization was good and had a favorable impact on increasing job

satisfaction, motivation, and dedication. This proves that the training procedures are not carried out adequately.

5.3 Recommendation of the study

Based on the findings of the study, the following recommendations are forwarded

1) The company should regularly assess its training procedures .understanding how well the company's training program is working is crucial determining the satisfaction of employees with their occupations, interests, skill gaps, and workplace

2) The organisation objective setting has to be properly communicate with the employees performance & additional skill has to be achievebel to the mission and vision

3) Companies should have to create best training and development programs operate with frequent, honest feedback. Whenever possible, incorporate employee feedback into training and development improvements. with the material provides valuable insights.

4) Companies should ask employees about their goals and listen. effective training strategies prioritize management and employee goals equally..

5) Understanding employee needs and gaining critical effective training and development strategies. company's must have the ability to achieve business goals, it's also important to consider employee satisfaction. individuals are more likely to believe the organization

6) Most workers participated in training without following any set schedule. in order to prepare the organization so as to make them competent in this challenging environment training should be undertaken continuously.

5.4 Recommendation for Further Research

The research did not consider other private and public broadcasting corporation . Thus, for generalizing the findings, it is recommended that this subject should be investigated in other organizations , there are many training practice issues and performance dimensions which are not studied here. Therefore, this study can be further enhanced to explore that how training practices can be strategically designed and aligned with organizational goals to meet the desired performance.

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APPENDEXES

St. Mary's University

School of Business

Department of Business Administration

Questionnaires to be filled out by employees

Dear Respondents, my name is Hermela Tsegaye an MBA student at St. Mary's University. Currently, I am carrying out research entitled "The Effect of training and development program ;in the case of EBC. Therefore, I kindly, request you to fill the attached questionnaire as truthfully as possible to enable this research to be successful. The information will be used purely for academic research and will be treated as confidential and anonymous. Your support and cooperation are highly appreciated. I hope that you will make the time to contribute.

Hermela tsegaye
E-mail: hermelatsegaye858@gmail.com

Dear Respondent, my name is Hermela Tsegaye , an MBA student at St. Mary's University. Currently, I am carrying out research entitled The Effect of Training and development Practice on Employees' Job Performance at Ethiopian broadcasting corporations. The information you are going to offer determines the research effectiveness. Your response will be kept highly confidential and used only for this academic research. I thank you very much in advance for participating in this survey. I hope that you will make time to contribute.

For Any Information; E-mail :- Hermela858@gmail.com

Part I: Opinion Survey on Training Practice Vs Employees' Job Performance Personal information of the respondents Instruction: Please tick in the box that corresponding your own character. N. B: You don't need to write your name.

SECTION ONE: Demographic Data

1. Gender: 1 Male [ ]   2 Female [ ]

2. Age: 18-25 [ ]   26-39 [ ]   40-55 [ ]   56 & above [ ]

3. Qualification: 1 Secondary [ ]   2 Certificate [ ]   3Diploma [ ]

                    4 Bachelor's degree [ ]   5 Master's degree [ ]

                    6 PhD Degree/Assistant Professor [ ]

4. Your management level in the organization.

1Non-Management [ ]   2Lower Management [ ]   3 Middle Management [ ]   4Top Management []

5. Working experience

        1 0 - 5 years [ ]   2 6 – 10 years [ ]

        3 11 – 19 years [ ]   4 20 years and above [ ]

6. How often do you undergo training?
        1Quarterly [ ]   2 Every six months [ ]
        3 Once a year [ ]   4 Every two years [ ]
        5 No specific schedule [ ]
7. What are the methods of facilitation at the training you have attended?
        1 Lecture [ ]   2 Demonstrations [ ]
        3 Discussions   [ ]   4 Presentation [ ]
        5 Seminar [ ]
8. How relevant were the trainings you received to your work?
        1 Not relevant [ ]   3 Effective [ ]
        2 Not sure [ ]   4 Very effective [ ]

SECTION TWO:

Rate the following statements according to how you feel about **training and development process** you receive in your current position. Indicate your choice by placing an **[√]** under your answer choice. Use the following ratings and tick or cross where appropriate **1 -** Strongly Disagree **2 -**Disagree **3 -** Neutral **4 -** Agree **5 -** Strongly Agree

No.	Variables	Scale Measurement				
	Need assessment	**1**	**2**	**3**	**4**	**5**
1	The training need assessment conduct based on employee desire					
2	Before choosing a training program the organization inquires about employee needs and interests.					
3	The training topic conducted based on the employee level of performance and when theres New things for the employee to learn					
4	The training need assessment conducted in my organization is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities					
5	The organization properly undertaken training need assessment before the training program designed and implemented					
	Objective					
1	The training objectives helps to achieve the mission, vision of the organization					
2	The objective has beneficial effect that increase the effectiveness of my work					
3	The training objective make a lot of changes on my job performance					
4	The training covers the topic I must learn how to resolve issue at work					
5	The training I received is relevant ,current and objective					
6	The training of the objective is SMART(specific, measurable, achievable, realistic, timely)which help me to check my performance level					
	Delivery Method					
1	The training objective are accomplished with the help of the delivery technique					
2	The delivery method has enabled to get fully necessary resource, time management					

3	The trainers are qualified professionals who can effectively demonstrate the topics					
4	The training programmes my company offers ,like seminars ,classroom instruction , off-job training and discussion are excellent					
5	The training techniques helped me to enhance my job performance					
	Implementation					
1	In order to raise my level of job dedication ,I am happy with training condition , include course material, training facilities the organization offers.					
2	The training offered is necessary to obtain full resource,time management and trainers					
3	The training has given enough coverage content that helps the trainee					
4	There are adequate facilities, equipment available for the training program					
5	Trainer were capable and knowledgeable about the subject matter					
	Evaluation					
1	During training the management request trainees feedback					
2	The management uses the trainees comments to increase the trainings efficacy					
3	The management request feedback from trainees' before and after training					
4	The delivery method that the organization used is convenient to get the necessary knowledge and skills for the trainee					
5	The manager checks whether the trainees achieved the objective of the training program					
	Employee Performance EP					
1	I enjoy my tasks and the division of work approach of the department					
2	Training and development given by the center encourage me to work better					
3	I love my work and l am motivated to complete the jobs that are assigned to me					
4	I am committed to the mission and direction of the company.					
5	I possess good communication skills that help me perform well in all my tasks					
6	I have the ability to execute my tasks successfully and efficiently					