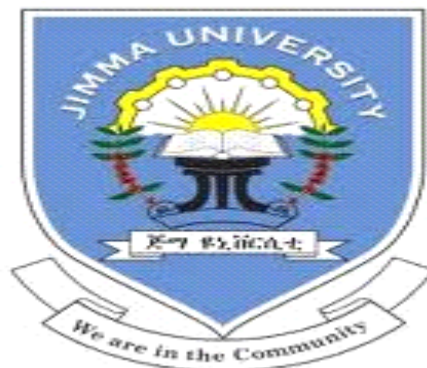


***The Effect of Training and Development Practices on
Employees' Performance at
SOS Children's Villages - Ethiopia***

*A Thesis Submitted to the School of Graduate Studies of Jimma
University in Partial Fulfillment of the Requirements for the Award of
the Degree of Master of Business Administration (MBA)*

BY:

DEMISSIE ABEBE MEKONEN



**JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
MBA PROGRAM**

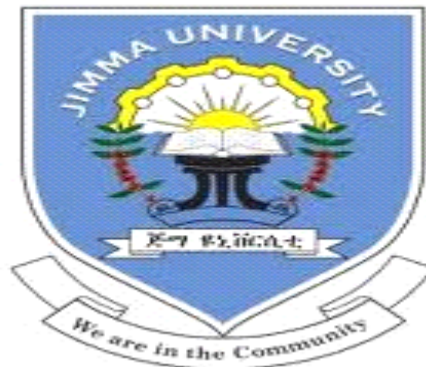
**JUNE, 2016
JIMMA, ETHIOPIA**

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Under the Guidance of
Zerihun Ayenew (Ph.D)
And
Mr. Wubshet Mengesha



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MBA PROGRAM**

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MBA PROGRAMME

*“The Effect of Training and Development Practices on Employees’
Performance at SOS Children’s Villages - Ethiopia”*

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DEMISSIE ABEBE MEKONEN

Board of Thesis Examination

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JUNE, 2016
JIMMA, ETHIOPIA

DECLARATION

I hereby declare this thesis entitled “*The Effect of Training and Development Practices on Employees’ Performance at SOS Children’s Villages Ethiopia*”, has been carried out by me under the guidance and supervision of Dr. Zerihun Ayenew (Ph.D) and Mr. Wubshet Mengesha.

The thesis is original and has not been submitted for the award of any degree or diploma to any University or institution.

Researcher’s Name

Date

Signature

Demissie Abebe Mekonen

Abstract

The study aimed at exploring the effect of training and development practices on employees' performance at SOS Children's Villages Ethiopia with due emphasis on practices of training needs assessment, training design, delivery style and employee performance. The target populations are employees of the organization working at different Program Locations. From the total population of 835 employees working in the organization, Sample of 270 was drawn and 258 (95.56%) responses were collected. Simple random sampling and Proportionate stratified sampling methods were used to proportionally draw the sample size from each stratum. The primary data was collected through questioner and interview and secondary data was collected from the organization's website, written documents and reports. Data was analyzed using descriptive and inferential statistical techniques such as frequency distributions, percentages, Pearson's correlation matrix and regression to show the relationship between the dependent and the independent variables. Results of this study show that training need analysis has significant effect on employees' performance whereas delivery style has insignificant effect on employees' performance. Therefore, the organization is recommended to engage on increasing the qualities of training and development programs with due emphasis on training needs analysis.

Keywords: Training and development, training need analysis, training design, delivery style, and employees' performance

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ACRONYMS and ABRIVIATIONS

ANOVA	Analysis of Variance
DS	Delivery Style
EP	Employee Performance
IDP	Individual Development Plan
IWP	Individual Work Plan
HR	Human Resource
HRD	Human Resource Development
HROD	Human Resource and Organizational Development
PAS	Performance Appraisal System
SOS CVE	SOS Children's Villages Ethiopia
SOS CVP	SOS Children's Villages Program
SOS-KDI HRD	SOS-Kinder Dorf International Human Resource Development
SPSS	Statistical Package for Social Science
TD	Training Design
TNA	Training Need Analysis
VIF	Variance Inflator factor

CHAPTER ONE

1. INTRODUCTION

This chapter deals with the background of the study, background of the organization, statement of the problem & research questions, objectives of the study, significance of the study, Scope of the Study, limitations of the study, operational definition of terms and structure of the thesis.

1.1 Background of the Study

Human resources management refers to a set of policies and practices that an organization uses to manage its workforce. The corporate learning function is part of the human resources management that is responsible for making sure that employees have the competencies that are required for successful job completion. Competencies refer to the combination of knowledge, skills, abilities, attitudes, and behaviors. More specifically, the corporate learning function is responsible for the instruction, maintenance, application, and transfer of competencies. (Tarique, 2014)

Tarique (2014) argues that the mechanisms or tools that organizations use to instruct, maintain, apply, and transfer competencies are called training and development activities. Training activities focus more on solving short-term performance concerns; that is, training provides competencies employees need in their current jobs. Developmental activities, in contrast, focus on competencies necessary to fulfill a strategic need in the future.

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 organization. It is the act of increasing the knowledge and skill of an employee for doing a particular job. Employee training equips the employees with adequate skills and knowledge to contribute to the organization's efficiency and cope with the changes in the environment. (Mahapatro, 2010)

Employee training is a learning experience: it seeks a relatively permanent change in employees that improves job performance. Thus, training involves changing skills, knowledge, attitudes, or behavior. This may mean changing what employees know, how they work, or their attitudes toward their jobs, co-workers, managers, and the organization.

For our purposes, we will differentiate between employee training and employee development for one particular reason: Although both are similar in learning methods, their time frames differ. Training is more present-day oriented; it focuses on individuals' current jobs, enhancing those specific skills and abilities needed to immediately perform their jobs. For example, suppose you enter the job market during your senior year of college, pursuing a job as a marketing representative. Despite your degree in marketing, you will need some training. Specifically, you'll need to learn the company's policies and practices, product information, and other pertinent selling practices. This, by definition, is job-specific training, or training designed to make you more effective in your current job (DeCenzo and Robbins, 2010).

Employee development, on the other hand, generally focuses on future jobs in the organization. As your job and career progress, you'll need new skills and abilities. For example, if you become a sales territory manager, the skills you need to perform that job may be quite different from those you used to sell products. Now you must supervise sales representatives and develop a broad-based knowledge of marketing and specific management competencies in communication skills, evaluating employee performance, and disciplining problem individuals. As you are groomed for positions of greater responsibility, employee development efforts can help prepare you for that day (DeCenzo and Robbins, 2010).

Training is the process whereby people acquire capabilities to perform jobs. Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. Organizational training may include teaching of "hard" skills, such as teaching sales representatives how to use intranet resources, a branch manager how to review an income statement, or a machinist apprentice how to set up a drill press. "Soft" skills are critical in many instances and can be taught as well. These skills may

include communicating, mentoring, managing a meeting, and working as part of a team. (Mathis and Jackson, 2011)

All employees want to be valuable and remain competitive in the labor market at all times, because they make some demand for employees in the labor market. This can only be achieved through employee training and development. Employees will always want to develop career-enhancing skills, which will always lead to employee motivation. There is no doubt that a well-trained and developed staff will be a valuable asset to the company and thereby increasing the chances of his efficiency in discharging his or her duties (Ethiopian Management Institute, 2012).

Training can be introduced simply as a process of assisting a person for enhancing his efficiency and effectiveness to a particular work area by getting more knowledge and practices. Also training is important to establish specific skills, abilities and knowledge to an employee. For an organization, training and development are important as well as organizational growth, because the organizational growth and profit are also dependent on the training. Raw human resources can make only limited contribution to the organization to achieve its goals and objectives. Hence the demands for the developed employees are continuously increasing (Ethiopian Management Institute, 2012).

Gaining or maintaining an edge over competitors has become the priority of organizations, and also for individuals wishing to pursue a fulfilling career. In this competition to achieve success, to keep in the lead or even to survive, organizations seem to have focused on four key areas. These are: the need to diversify, the need to constantly review organizational structures and staffing skills, the need to make best use of technology and the need to focus on the customer. (Buckley & Caple, 2009)

This study focuses on training and development practices of SOS Children's Villages Ethiopia. According to standard 9 of its HR Manual (2002) the organization is committed to supporting staff to maximize their personal contribution through ongoing training and development. The training and development needs of all staff members are assessed annually together with their performance appraisal. An

The SOS Children's Villages is selected due to its more than 40 years' experience working as non-governmental social development organization in Ethiopia. Even though the organization is committed to its staff development, to the level of the knowledge of the researcher, there is no research that assessed the effect of Training and Development practices employees' performance in the organization.

1.2 Background of the Organization

SOS Children's Villages is the largest non-governmental, non-political, non-denominational charitable child welfare organization in the world. Its mission is to build families for children in need, help them shape their own futures and share in the development of their communities. The first SOS Children's Village was founded by Hermann Gmeiner in 1949 in Imst, Austria. He was committed to helping children in need, children who had lost their homes, their security and their families as a result of the Second World War. With the support of many donors and co-workers, the organization has grown to help children all over the world.

Currently, SOS Children's Villages offers an effective alternative foster care through its services in the Family Based Care (FBC), and Family Strengthening (FS) Program Units in 134 countries and territories around the world. It also supports educational programs and medical centres and it is active in the field of child protection and child rights.

SOS Children's Villages started to work in Ethiopia in 1974 with the opening of the first SOS Children's Village in Mekelle. Six years later, the second SOS Children's Village became operational in Harar. In 1981, SOS Children's Village Addis Ababa was established as the third Village for Ethiopia. Between the years 1985- 2004, additional three SOS Children's Villages were established in Hawassa, Bahir Dar, and Gode, consecutively. The seventh SOS Children's Village Program was also officially inaugurated in Jimma in March 2013.

In almost all program locations, SOS Children's Villages Ethiopia has family based care, family strengthening, education and training, as well as health program units. It has also implemented emergency and relief program in Gode.

Currently, SOS Children's Villages Ethiopia cares for 1,645 children in SOS families and nearly 3,448 children in families of origin. Our education and training program unit has also benefited over 3400 children and youth under our programs as well as children coming from the neighboring communities.

The organization has crafted and implementing strategy to have Strong and learning National Association with competent and innovative co-workers to support children. Currently the organization has more than 800 employees working at different level (SOS Children's Villages Ethiopia, n.d.).

1. 3 Statement of the Problem

Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without man-power. The effectiveness and success of an organization therefore lies on the people who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge. In appreciation of this fact, organizations like educational institutions, conduct training and development programs for the different levels of their manpower (Olaniyan & Ojo, 2008).

Armstrong (2014) argued that Organizations need people with high and appropriate levels of knowledge, skills and abilities. As noted by DeCenzo and Robbins (2010) every organization needs well-adjusted, trained, and experienced people to perform its activities. As jobs in today's dynamic organizations have become more complex, the importance of employee training and development has increased.

Training and Development basically deals with the acquisition of understanding, know-how, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. (Tahir et al., 2014)

Training and Development is the framework for helping employees to develop their personal and organizational skills, knowledge, and abilities. The focus of all aspects of Human Resource Development is on developing the most superior workforce so that the organization and individual employees can accomplish their work goals in service to customers (Ethiopian Management Institute, 2012).

According to SOS Children's Villages HR Manual (2002), the organization is committed to supporting staff to maximize their personal contribution through ongoing training and development. With the organization's focus on the continual development of its people, they are able to act more effectively and responsibly. At the same time, the organization passes on its vision and values creating a committed staff, who are able to make decisions without reference to detailed rules and regulations. The development of its people is the greatest long-term investment that can be made in building a strong and effective organization.

SOS shall continuously support the development of its employees by providing them with opportunities to upgrade their general education and the specific skills necessary to perform their work. Various in-service and external education and training possibilities shall be made available to Employees. (SOS CVE Terms and Conditions of Service, 2003)

Even though the above cited principles are available and believed in the organization, the Co-worker Satisfaction Survey conducted in the organization (2015) showed that the satisfaction level of co-workers with training and development of employees is 64.7% where somewhat the organization is lagging behind.

Therefore, it is very imperative to see the effect of training and development practice on employees' performance at SOS Children's Villages Ethiopia, because, the Co-worker Satisfaction Survey conducted in the organization (2015) showed that the

organization is lagging behind in training and development of employees and it was not adequately addressed by researchers. This motivates the researcher to explore the issue in a better detail and to fill the research gap in the subject area.

This study is aimed to pinpoint and provide possible suggestions that can improve the training and development practices of SOS Children's Villages Ethiopia. Therefore, the study tried to answer the following basic research questions:

1. To what extent the training and development practices of the organization is relevant as perceived by employees?
2. What is the level of employees' satisfaction on training and development practices of the organization?
3. What is the relationship between training need assessment, training design, delivery style and employees' performance?
4. What are the effects of training need assessment, training design and delivery style on employees' performance?

1.4 Objective of the Study

1.4.1 General objective of the study

The main objective of the study is to explore the effect of training and development practices on employees' performance at SOS Children's Villages Ethiopia.

1.4.2 Specific objectives of the study

Based on the main objective of this study and the problem statement, the study had the following specific objectives.

1. To look at the relevance of the training and development practice of the organization as perceived by employees.
2. To explore the level of satisfaction of employees' with training and development practices of the organization.
3. To examine the relationship between training need assessment, training design, delivery style and employees' performance.

4. To explore the effects of training need assessment, training design and delivery style on employees' performance.

1.5 Significance of the study

The result of the study is expected to provide high light regarding the effect of training and development practices on employees' performance at SOS Children's Villages Ethiopia. The findings of the study draw some conclusions; thus, it may give valuable information to human resource management practitioners to take remedial actions. In addition, it helps the researcher for the partial fulfillment of the requirements for master's degree in business administration. Furthermore, it will serve as a source document for those researchers who want to make further study on the area afterwards.

1.6 Scope of the Study

The study has focused on full time employees of the organization located in seven different program locations across the country (Mekelle, Addis Ababa, Harar, Hawasa, Bahirdar, Gode and Jimma) and at National coordinating Office in Addis Ababa. Hence, the study is delimited to the effect of training and development on employee performance in the organization.

It was much better and exhaustive for the study if there is a chance of accommodating some International charities organizations in Ethiopia. However, to make the study manageable and to explore the effect of training and development practices on employees' performance at SOS Children's Villages Ethiopia in detail, the researcher is forced to delimit the study to the case of SOS Children's Villages in Ethiopia.

1.7 Limitation of the Study

In spite of its contribution in exploring the effect of training and development practices on employees' performance, the study has certain limitations. The study only considered three independent variables: training need analysis, training design

and delivery style though there might be other variables to be considered that affect employees' performance. Out of employees working at seven program locations and National Office, only five program locations' employees were considered due to limitations of time and other resources. Hence, views and opinions of other program locations' employees were not taken.

1.8 Operational Definition of Terms

Training: Talent development programs to ensure that all employees have the proper knowledge, skills, and abilities to perform their jobs and to grow with the organization (Mathis & Jackson, 2011).

Development: An effort to provide employees with the abilities the organization will need in the future (Mejía, Balkin and Cardy, 2012).

Education: the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity (Armstrong, 2014).

Learning: the process by which a person acquires and develops knowledge, skills, capabilities, behaviors and attitudes. It involves the modification of behavior through experience as well as more formal methods of helping people to learn within or outside the workplace (Armstrong, 2014).

Empowerment: Providing workers with the skills and authority to make decisions that would traditionally be made by managers (Mejía, Balkin and Cardy, 2012).

Learning and development: is defined as the process of ensuring that the organization has the knowledgeable, skilled and engaged workforce it needs (Armstrong, 2014).

Human resources: is the most valued assets of organization`s who individually and collectively contribute to the achievement of organization`s objectives (Armstrong, 2006).

Human resource management: can be defined as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations (Armstrong, 2014).

Job rotation: The process of rotating workers among different narrowly defined tasks without disrupting the flow of work (Mejía, Balkin and Cardy, 2012).

1.9 Structure of the Thesis

This research has five major chapters. The first chapter is an introductory chapter which consists of background of the study, background of the organization, statement of the problem & research questions, objectives of the study, significance of the study, Scope of the Study, limitations of the study, operational definition of terms and structure of the thesis.

The second chapter dealt with the review of related literatures pertaining to training and development. It included theoretical review of literatures, empirical review of findings of related researches and conceptual model.

The third chapter incorporated the detailed research design and methodology in general. It explains the research design, source and type of data, sampling design, data collection instruments /tools, data analysis techniques, ethical considerations and validity and reliability of instruments and model specification and description of the study variables.

The fourth chapter discussed details of results and discussions. In this chapter demographic characteristic of respondents, relevance and employee's level of satisfaction, the relationship between the independent variables: training need analysis, training design and delivery style and the dependent variable, employees' performance were discussed. The data analysis results are presented using descriptive and inferential statistics such as frequency distribution, percentage, mean, standard deviation, Pearson's correlation and multiple regression.

The final chapter is about conclusions and recommendations. It discussed major findings of the study, conclusions, recommendations and future research direction.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

This chapter deals with the review of related literatures pertaining to training and development. It includes theoretical review of literatures, empirical review of findings of related researches and conceptual model.

2.1 Theoretical review

2.1.1 Overview of Training and Development

According to Armstrong (2014), training, development, learning, and education are defined as: Training is the systematic application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. Development is the growth or realization of a person's ability and potential through the provision of learning and educational experiences. Learning is the process by which a person acquires and develops knowledge, skills, capabilities, behaviors and attitudes. It involves the modification of behavior through experience as well as more formal methods of helping people to learn within or outside the workplace. Education is the development of the knowledge, values and understanding required in all aspects of life rather than the knowledge and skills relating to particular areas of activity. Learning should be distinguished from training. 'Learning is the process by which a person constructs new knowledge, skills and capabilities; whereas training is one of several responses an organization can undertake to promote learning. Learning is what individuals do; training is what organizations do to individuals.

Skill and knowledge can be obsolete in the same way as machines and technology (Vemic, 2007). There must be consistently kept up to date if the organization is to survive and develop. New technologies exert a continual need for employee training in business firms and other organizations to be engaged in providing their employees with training and development opportunities. Nowadays, organizations are spending a

significant amount of money for the purposes of employee training. Since, the most valuable asset of the organization in a 21st century is its workers knowledge and their productivity (Cribb, 2005).

According to SOS Children's Villages HR Manual (2002) the organization's impact and effectiveness ultimately rest on the skills, capabilities and commitment of its people. The organization believes that all people can and want to contribute to their full potential. An environment that encourages staff development will help the organization to become more effective. The organization is committed to supporting staff to maximize their personal contribution through ongoing training and development. With the organization's focus on the continual development of its people, they are able to act more effectively and responsibly. At the same time, the organization passes on its vision and values creating a committed staff, who are able to make decisions without reference to detailed rules and regulations. The development of its people is the greatest long-term investment that can be made in building a strong and effective organization.

Buckley & Caple (2009) define Education as a process and a series of activities which aim at enabling an individual to assimilate and develop knowledge, skills, values and understanding that are not simply related to a narrow field of activity but allow a broad range of problems to be defined, analyzed and solved.

Training is the process whereby people acquire capabilities to perform jobs. Training provides employees with specific, identifiable knowledge and skills for use in their present jobs. Organizational training may include teaching of "hard" skills, such as teaching sales representatives how to use intranet resources, a branch manager how to review an income statement, or a machinist apprentice how to set up a drill press. "Soft" skills are critical in many instances and can be taught as well. These skills may include communicating, mentoring, managing a meeting, and working as part of a team. (Mathis and Jackson, 2011)

Employee training is a learning experience: it seeks a relatively permanent change in employees that improves job performance. Thus, training involves changing skills, knowledge, attitudes, or behavior. This may mean changing what employees know,

how they work, or their attitudes toward their jobs, co-workers, managers, and the organization. (DeCenzo and Robbins, 2010)

Training consists of an organization's planned efforts to help employees acquire job-related knowledge, skills, abilities, and behaviors, with the goal of applying these on the job. A training program may range from formal classes to one-on-one mentoring, and it may take place on the job or at remote locations. No matter what its form, training can benefit the organization when it is linked to organizational needs and when it motivates employees. (Noe et al., 2011)

Employee development, on the other hand, generally focuses on future jobs in the organization. As your job and career progress, you'll need new skills and abilities. For example, if you become a sales territory manager, the skills you need to perform that job may be quite different from those you used to sell products. Now you must supervise sales representatives and develop a broad-based knowledge of marketing and specific management competencies in communication skills, evaluating employee performance, and disciplining problem individuals. As you are groomed for positions of greater responsibility, employee development efforts can help prepare you for that day. (DeCenzo and Robbins, 2010)

2.1.2 Difference between Training and Development

Although training is often used in conjunction with development, the terms are not synonymous.

Training typically focuses on providing employees with specific skills or helping them correct deficiencies in their performance. For example, new equipment may require workers to learn new ways of doing the job or a worker may have a deficient understanding of a work process. In both cases, training can be used to correct the skill deficit. In contrast, development is an effort to provide employees with the abilities the organization will need in the future.

In training, the focus is solely on the current job; in development, the focus is on both the current job and jobs that employees will hold in the future. The scope of training

is on individual employees, whereas the scope of development is on the entire work group or organization. That is, training is job specific and addresses particular performance deficits or problems. In contrast, development is concerned with the workforce’s skills and versatility. Training tends to focus on immediate organizational needs and development tends to focus on long-term requirements. The goal of training is a fairly quick improvement in workers’ performance, whereas the goal of development is the overall enrichment of the organization’s human resources. Training strongly influences present performance levels, whereas development pays off in terms of more capable and flexible human resources in the long run. (Mejía, Balkin, and Cardy, 2012)

Mahapatro (2010) summarizes the differences between training and development as follows:

Table 1: Summary of the differences between training and development

Training	Development
1. Training means learning skills and knowledge for doing a particular job. It increases job skill.	1. Development means the growth of an employee in all respects. It shapes attitudes.
2. The term “Training” is generally used to denote imparting specific skills among operative workers and employees.	2. The term “development” is associated with the overall growth of the executives.
3. Training is concerned with maintaining and improving current job performances. Thus, it has a short-term perspective.	3. Executive development seeks to develop Competencies and skills for future performances. Thus, it has a long-term perspective.
4. Training is job centered in nature.	4. Development is career centered in nature.
5. The role of trainer or supervisor is very important in training.	5. All development is “self-development”. The executive has to be internally motivated for self-development.

Source: Mahapatro, 2010

2.1.3 Benefits of Training and Development

There are numerous potential benefits to be gained by individuals and organizations from well-planned and effectively conducted training programs designed to meet those needs. Individual trainees can benefit in a number of ways. In relation to their current positions, trainees may gain greater intrinsic or extrinsic job satisfaction. Intrinsic job satisfaction may come from performing a task well and from being able to exercise a new repertoire of skills. Extrinsic job satisfaction may be derived from extra earnings accrued through improved job performance and the enhancement of career and promotion prospects both within and outside the organization to which they belong. Benefits for the organization include improved employee work performance and productivity; shorter learning time which could lead to less costly training and employees being 'on line' more quickly; decrease in wastage; fewer accidents; less absenteeism; lower labour turnover and greater customer or client satisfaction. (Buckley and Caple, 2009)

Mahapatro (2010) argued that employee training and development initiatives can transform organizations with providing extra skills to employees to not only increase safety and productivity but also training leads to higher job satisfaction, which shows up in better corporate performance. Valuable training also includes situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the company.

There are numerous reasons for supervisors to conduct training among employees. These reasons include: increased job satisfaction and morale among employees, increased employee motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, reduced employee turnover, and enhanced company image.

Reasons for emphasizing the growth and development of personnel include: creating a pool of readily available and adequate replacements for personnel who may leave or move up in the organization, enhancing the company's ability to adopt and use

advances in technology because of a sufficiently knowledgeable staff, building a more efficient, effective and highly motivated team, which enhances the company's competitive position and improves employee morale, and ensuring adequate human resources for expansion into new programs.

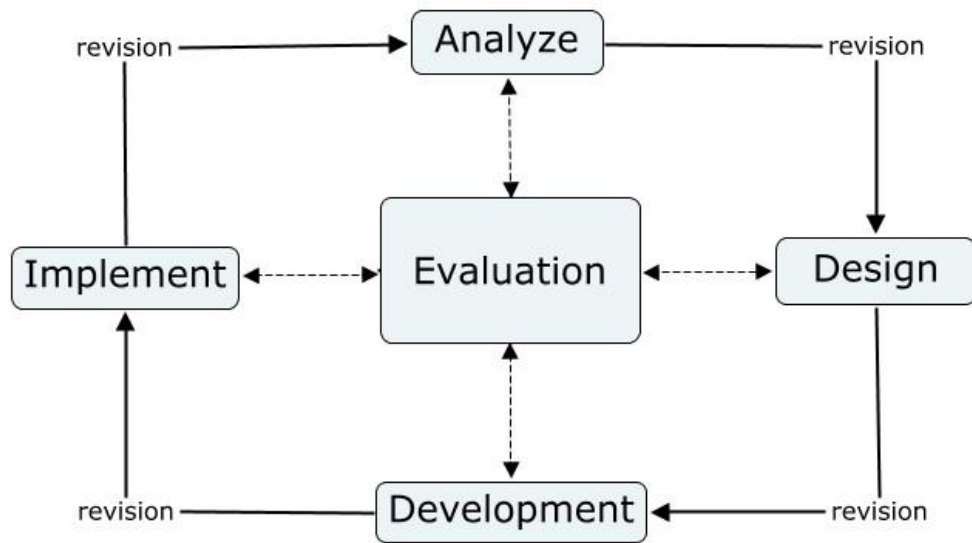
2.1.4 Processes of Training and Development

In today's changing environment, employees at all levels need additional training and development opportunity to develop their working ability and management thinking (Swanson & Holton, 2009). In this respect, organizations are required to be engaged in continuous employees training and management development programs.

According to McNamara (1997) cited in Mekdes (2015), adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results. A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization.

Effective training uses the systematic approach defined above with an emphasis on skills analysis. The purpose of the training should be clearly defined in terms of the behaviour required as a result of training. The focus of the training should be to develop transferable skills. The training should be evaluated on the basis of the extent to which it has achieved its purpose. This process of planning and delivering learning events and programs is described by the ADDIE model, which has five phases: 1) Analysis, 2) Design, 3) Development, 4) Implementation and 5) Evaluation. (Armstrong, 2014)

Figure 1: The systematic training Model or The ADDIE model



Source: wikipedia (n.d.)

In the development phase the detailed program is constructed as conceived in the design phase. This covers the session plan, the outline content and learning outcomes of each session, methods of delivery, preparation of visual aids, handouts, supporting material and exercises, the arrangements for administering the program (main lecture room, syndicate rooms, projectors, flip charts, etc) and the final printed version of the program for distribution to nominating managers and, later, to delegates. This will set out the objectives and benefits of the program and how these will be achieved. The costs of the program will be calculated to ensure that they are within budget. Those conducting the program prepare the detailed contents of their sessions, decide on their method of delivery, rehearse their sessions and work out how the exercises will fit in. The program director ensures that the efforts of all those involved are coordinated. The program is implemented as planned. Each session is evaluated by the program director and, at the end, by participants. The impact of the program on performance is measured and the degree to which it met expectations assessed. (Armstrong, 2014)

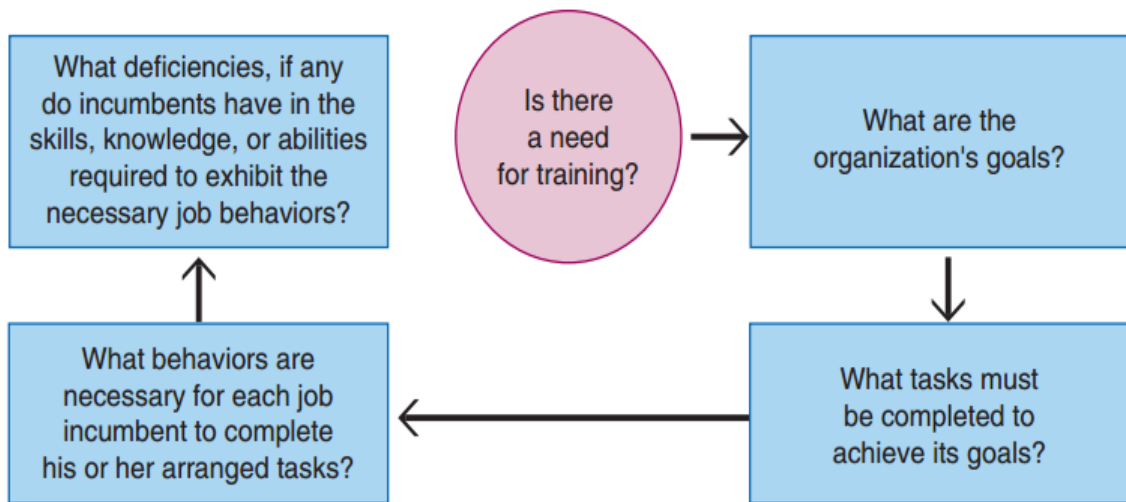
2.1.4.1 Training needs analysis /assessment (TNA)

In the analysis phase the learning goals and objectives are established and the learning environment and learner's existing knowledge and skills are identified. The design phase deals with subject matter analysis, the program outline and the use of learning aids and assessment instruments (Armstrong, 2014).

According to Goldstein (1993) cited in Miglič, (n.d.), training needs assessment or analysis (TNA) may be defined as the process of identifying problems that are signaled by deficiencies in compliance with standards or external requirements and that can be resolved wholly or partly by training. The main purpose of TNA is to perform a systematic exploration of the way things are and the way they should be. TNA is concerned with defining the performance gap. This is what has to be filled by training, i.e. the difference between what employees know and capable of and what they should know and be capable of. The analysis phase is the building block of a training program. The basis for who must be trained, what must be trained, when training will occur, and where the training will take place are accomplished in this phase. The product of this phase is the foundation for all subsequent development activities.

According to DeCenzo and Robbins (2010), determining training needs typically involves generating answers to several questions. These types of questions demonstrate the close link between employment planning and determining training needs. Based on our determination of the organization's needs, the work to be done, and the skills necessary to complete this work, our training programs should follow naturally. Once we identify where deficiencies lie, we have a grasp of the extent and nature of our training needs. The leading questions in the following figure suggest the kinds of signals that can warn a manager when training may be necessary.

Figure 2: Determining Training and development Needs



Source: DeCenzo and Robbins (2010)

A. Organizational Analysis

Organizational analysis is the process of identifying job-related knowledge and skills that are needed to support the organizations short-range and long-range goals (Miller & Osinski, 1996). This implies that organization's strategic goals and plans must carefully be examined in line with the human resource planning. In this approach, information related to organizational structure, size, growth, objectives and other factors is gathered to effectively determine where and how training and development programs should be conducted. Organizational training needs analysis also involves systematically assessing manager, peer, and technological support for transfer of training or workplace application of training. (Alebel 2012)

Organizational analysis provides a theme to link training and organizational strategy. Two themes underlie in this area. First, training needs must be linked to corporate strategy. That is training courses should support the strategic direction of the organization, and training objectives should be aligned with organizational goals. Second, organizations have an ethical responsibility for developing training programs that minimize the technical obsolescence of their employees (Sonnenfeld and Peiperl, 1988 cited in Aster, 2015).

B. Task /Job Analysis

A task analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills, and abilities (KSAs) needed to perform these tasks. Increasingly rapid technological changes can modify task requirements, which in turn can influence knowledge, skill, and ability requirements. Rapid changes in job requirements increase the importance of cross job retraining (Latham, 1988).

C. Individual /Person Analyses

In the individual analysis, the current level of knowledge, skill, attitude and competencies of organizational members is analyzed, and the performance gaps against expected levels, which can be identified by job analysis and causes of the gaps, are subsequently identified. It is also effective to ask their personal specific training needs. This analysis can be conducted by targeting specific members if organizational analysis had identified focus areas to be analyzed (Civil Service Training Centre - Ghana, 2013).

The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good HR information system can be used to help identify individuals who require training in specific areas. To assess training needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses (Mengistu 2011).

D. Performance Gap Analysis

Performance management processes should be a prime source of information about individual learning and training needs. Involves performance improvement programs, learning contracts, personal development plans emphasizes continuous development and regards every contact between managers and individuals as a learning opportunity (Miglic, n.d.).

2.1.4.2 Designing Training and Development Program

The training course is designed based on the training proposal which has been developed in the prior phase of the Training Needs Analysis. The results of the training needs analysis should be utilized for an effective program. In instances where there appears to be some missing information, it is recommended that the training needs analysis phase is revisited and more research for additional information carried out (Civil Service Training Centre - Ghana, 2013).

According to Mekdes (2015) design is a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons.

According to the Civil Service Training Centre of Ghana, (2013), designing phase generally has 5 steps outlined below:

Step-1: Set Learning Objectives: - the overall goal of the training is what is to be achieved at the end of the training course. On the other hand, learning objectives of the course (Course Objectives) are the immediate outputs of the training. Learning objectives describe participants' state right after the training. This covers three areas of competency namely; Knowledge, Skill, and Attitude (KSA). It describes what participants will be able to know/understand, do, and feel. Similarly, it is also called the three domains of learning objectives namely: Cognitive domain, Affective domain, and psychomotor domain. The cognitive domain is the knowledge that learners are to acquire, the affective domain describe the attitudes and feelings that learners are expected to develop, and the psychomotor domain is the skills that learners are to master.

STEP-2 Organize Learning Objectives

There are several levels of objective setting such as overall goal of the course, course learning objectives, module objectives, session objectives, and so forth. The overall goal is to be achieved after the course as the main result of the training. This goal statement guides you in setting learning objectives for the course. Module objectives

are set to support course objectives, in the same way session objectives support module objectives. All these learning objectives should consistently support each other towards achieving the overall goal.

STEP-3 Design Motivation: - after setting objectives, the strategy to motivate participants should be designed. This is called motivation design. Many of the Instructional Design models tell us about it. Motivation should be designed for the course as well as at the session level. Considering the flow of the whole course, motivation should be designed in such a way that participants are continuously encouraged to learn and to obtain the expected KSAs in an efficient and effective manner.

STEP-4 Develop Lesson Plans: - it is clear that preparation by developing lesson plan is the success factor of every training delivery and practice makes perfect. The lesson plan is prepared by understanding the training course and participants, setting session objectives, listing up learning topics, determining participant's assignments, selecting teaching methods, determining assessment strategy, planning time line, listing up necessary items and environments, and filling out a form. Preparing lesson plan is a planning strategy on how to facilitate to achieve the goal of the training course by considering the background of participants following the Instructional Design approach. It should also be noted that maintaining lesson plans is important for quality assurance and improvement of training courses.

STEP-5 Summarize Training Design: - After developing lesson plans for all the sessions, summarize topics and the methodologies including the lesson plans into a document. This document should include the elements like: Course title, Duration, Target Participants, Background of the course, Overall goal, Course learning objectives, List of topics, Course time Table, Session objectives for each session, List of topics for each session, Learning method for each session, Lesson Plans for each session and Description of each session.

2.1.4.3 Development of Training and Development Program

In the development phase the detailed program is constructed as conceived in the design phase. This covers the session plan, the outline content and learning outcomes of each session, methods of delivery, preparation of visual aids, handouts, supporting material and exercises, the arrangements for administering the program (main lecture room, syndicate rooms, projectors, flip charts, etc.) and the final printed version of the program for distribution to nominating managers and, later, to delegates. This will set out the objectives and benefits of the program and how these will be achieved. The costs of the program will be calculated to ensure that they are within budget. Those conducting the program prepare the detailed contents of their sessions, decide on their method of delivery, rehearse their sessions and work out how the exercises will fit in. The program director ensures that the efforts of all those involved are coordinated (Armstrong, 2014).

2.1.4.4 Implementation /Delivery of Training and Development Program

The Implementation stage is the process that cannot be taken for granted. This is when conditions are determined (who, what, when, where) under which the training will be offered and the solution implemented. This is done by reviewing the data collected during the life of the project, reviewing the lessons learned about field conditions from the validation, and discussing with employees who are knowledgeable about conditions at the job. The outcome of this step defines the guidance and support needed to ensure successful training plan. Next, the availability of trainers, facilities, and resources is confirmed and used to create the training program schedule. Training will be delivered as planned, and trainees and trainers performance is evaluated (Armstron, 2006).

According to Buckley & Caple (2009), the theory of adult learning – andragogy – developed by Knowles, Holton and Swanson (1998) also bears on the question of what considerations need to be borne in mind when training the older individual. The andragogical model is based on a number of assumptions clearly different from those that underpin the child-centered pedagogical model, and these assumptions are set out below:

The need to know: adults need to know the reasons for learning something before carrying out the learning. And it is important that trainers engage learners in a collaborative exercise to answer three questions: What is going to be learned? Why they should learn? How is learning going to be conducted? Furthermore organizations can raise the awareness of individuals of the ‘need to know’ through a variety of methods including work appraisal systems, development centers and job rotation.

The learner’s self-concept: In the opinion of Knowles et al, adults develop a self-concept of independence, by being responsible for making their own decisions and being self-directed. Actions by the trainer that imply a dependent relationship can in many learning situations lead to a withdrawal by the learner. To avoid this Knowles suggests that educators and trainers devise learning experiences that encourage adult trainees to become self-directed learners.

The role of the learner’s experience: adults come to a training event with a multitude of past experiences, which create a wider range of individual differences than is normally found among younger trainees. The positive consequences of this are that in a number of training situations the learner’s experiences can supply the learning resources. Experiential learning techniques such as simulation exercises and case studies exploit this resource. On the down side, the past experience of the adult trainees may generate habits, biases and prejudices that close their minds to new ways of thinking and behaving. The trainer must be aware of this possibility, and institute methods that will help trainees to analyze this negativism and to consider new possibilities.

Readiness to learn: Knowles et al claim, ‘Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.’ The development phases through which individuals move during the course of their careers are often the appropriate points to introduce development activities, as they are then in an amenable frame of mind to learn. In addition, an individual’s readiness to learn can be stimulated proactively through development procedures such as career counseling, mentoring and secondments.

Orientation to learning: adults are oriented to learn when confronted with real-life situations or problems. However, it is critical that they perceive the learning they have to undertake as enabling them to perform effectively the tasks making up these situations or problems.

Motivation: although factors such as money and career prospects may, in a number of situations, act as effective external motivators, intrinsic motivation provided by job satisfaction, interest and meaningfulness are likely to be more powerful influences on an individual's performance.

2.1.4.5 Evaluation of the Training and Development Program

The objective of evaluation for facilitators is to obtain feedback for improving the quality of session. For the organizer, the objectives are to compile information for improving the whole course in terms of design and way of coordinating. Also each phase of ADDIE processes should be reviewed based on the feedback. Evaluation is not simply picking up weak points of facilitators or grading them. The organizer should clearly communicate to facilitators that evaluation is utilized for identifying what can be improved for the sake of achieving the training quality desired. Facilitators should consider the evaluation process as a constructive function (Civil Service Training Centre - Ghana, 2013).

According to Civil Service Training Centre - Ghana (2013) evaluation is to be done in the four and can be interpreted as steps in chronological order:

Level-1: Participant's Reaction - The first step to be done in the evaluation is to check participants' reaction. This can be conducted during or right after the program. It is to evaluate participants' impressions, feelings, satisfaction levels, etc. Interview and questionnaire can be used as a tool.

Level-2: Participant's learning - Second step is to evaluate what extent has participants learned in terms of KSA. This can be identified by comparing before and after the training. Test, questionnaire can be used as a tool.

Level-3: Participant's Behaviour - The third step is to evaluate what extent has participants' behavior changed. This can be evaluated at their workplaces. It is to

evaluate how much training gave impact on participants' performances in real situations. Self-check, interview, questionnaire, observation can be used as a tool.

Level-4: Training Result - The last step is to evaluate what extent has training given impact on workplace as a final output. It should make clear profit to the workplace such as increase of sales, productivity and so forth including intangible benefit. It should be evaluated sometime after the training. Data analysis, interview, questionnaire can be used as a tool.

Timing of evaluation can be categorized into: Pre-course evaluation, In-course evaluation, End-course evaluation and Impact survey.

2.1.5 Methods of Training and Development

Once training has been designed then the actual delivery of training can begin and a numbers of approaches and methods can be used to deliver it. Whatever the approach used, a variety of considerations must be balanced when selecting training delivery methods. The common methods which are considered by different authors are on-the-job training and off-the-job training. These methods are described as follows:

2.1.5.1 On-the-job training

The most common type of training at all levels in an organization is on-the-job training (OJT) because it is flexible and relevant to what employees do. Well-planned and well-executed OJT can be very effective. Based on a guided form of training known as job instruction training (JIT), OJT is most effective if a logical progression of stages is used. In contrast with informal training, which often occurs spontaneously, OJT should be planned. The supervisor or manager conducting the training must be able to both teach and show the employees what to do. However, OJT has some problems. Often, those doing the training may have no experience in training, no time to do it, or no desire to participate in it. Under such conditions, learners essentially are on their own, and training likely will not be effective. Another problem is that OJT can disrupt regular work. Unfortunately, OJT can amount to no training at all in some circumstances, especially if the trainers simply abandon the

trainees to learn the job alone. Also, bad habits or incorrect information from the supervisor or manager can be transferred to the trainees. (Mathis and Jackson, 2011)

According to Armstrong (2009), most new starters other than those on formal training schemes will learn on-the-job, although this may be supplemented with special off-the-job courses to develop particular skills or knowledge. On-the-job training can be haphazard, inefficient and wasteful. A planned, systematic approach is desirable. This can incorporate an assessment of what the new starter needs to learn, the use of designated and trained colleagues to act as guides and mentors, and coaching by team leaders or specially appointed and trained departmental trainers. These on-the-job arrangements can be supplemented by self-managed learning arrangements by offering access to flexible learning packages and by providing advice on learning opportunities.

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A time-table should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. (Mahapatro, 2010)

2.1.5.2 Off-the-job training

Off-the-job training is an effective alternative to OJT. Common examples of off-the-job training are formal courses, simulations, and role-playing exercises in a classroom setting. One advantage of off-the-job training is that it gives employees extended periods of uninterrupted study. Another is that a classroom setting may be more conducive to learning and retention because it avoids the distractions and interruptions that commonly occur in an OJT environment. The big disadvantage of off-the-job training is that what is learned may not transfer back to the job. After all, a classroom is not the workplace, and the situations simulated in the training may not closely match those encountered on the job. Also, if employees view off-the-job

training as an opportunity to enjoy some time away from work, not much learning is likely to take place. (Mejía, Balkin and Cardy, 2012)

According to Mahapatro (2010) off-the-job techniques include lectures, special study, films, television conferences or discussions, case studies, role playing, simulation, programmed instruction and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly.

2.2 Empirical Review

A study conducted on the impact of training and development on employees' performance and productivity of United Bank Limited (UBL) Peshawar City, Pakistan by Tahir, et al. (2014) contributed to the body of research on Training and Development. The findings of the study indicated that employees working in UBL in region Peshawar considered the Training and Development as a main factor of employees' performance and Productivity and were in favor of it. This study revealed that banks' administrations interested in their productivity and efficiency is left with no other option than to adopt Training and Development.

Besides, a study conducted in Singapore on the impact of training and development an employee performance: a case study of ESCON Consulting by Franklin Dang Kum in 2014 indicates that, training increases organizational productivity through employee performance. The study findings also reveal that training increases opportunities for career development.

Firstly total respondents representing 100% indicated that training and development contributed to achieving effectiveness and efficiency of A – Poly goals.

A study conducted by Elnaga & Imran (2013) on the effect of training on employee performance depicted that employees referred as the rare, non-imitable and valuable resource of the firm and the success or failure of any business mainly relies on its employees' performance. Thus, organizations realizing the fact are willing to invest in

training programs for the development of their employees. Effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and firm competency. It supports to fill the gap between what performance is required and what performance is happening, i.e. gap between desired performance and actual employee performance. Training need referred to any deficit in performance, which can be relieved by appropriate training. There are different methods of overcoming deficiencies in employee performance on job, and training is one of them. Particularly training develops skills, competency, and ability and ultimately improves employee performance and organizational productivity.

Similarly, study by Habib, Mushtaq, & Zahra (2015) conducted on the impact of training and development on employees' performance and productivity: a case study of Pakistan indicated that there is a strong optimistic relation among training and development of employees on their performance and productivity. It is evident from the results that employees who receive training and development programs are more confident to handle higher responsibilities. Majority of employees find training and development beneficial for their performance and training and development is positively and significantly impacting the job performance and productivity of its employees.

The Training and Development is an important aspect of HRM. It is important for organization to get skilled and capable employees for better performance, and employees will be than competent when they have the knowledge and skill of doing the task. Training and Development would provide opportunities to the employees to make a better career life and get better position in organization. In doing so, organizations efficiency would be increased. On the other hand, employees are the resources and assets of an organization if they are skilled and trained would perform better than those who are unskilled and untrained. Therefore, the purpose of this study was to find out the relationship between Training and Development and Employees' performance and Productivity (Tahir, et al., 2014).

Moreover, the study of Dabale, Jagero & Nyauchi (2014) conducted on the relationship between training and employee performance at Mutare City Council, Zimbabwe, affirmed that there was a positive relationship between training and

employee performance. Training generates benefits for the employee knowledge, skills, ability, competencies and behaviour. It was also observed that training alters behaviour of employees in a direction that will achieve organizational goals and help to reconcile the gap between what should happen and what is happening to increase the level of performance.

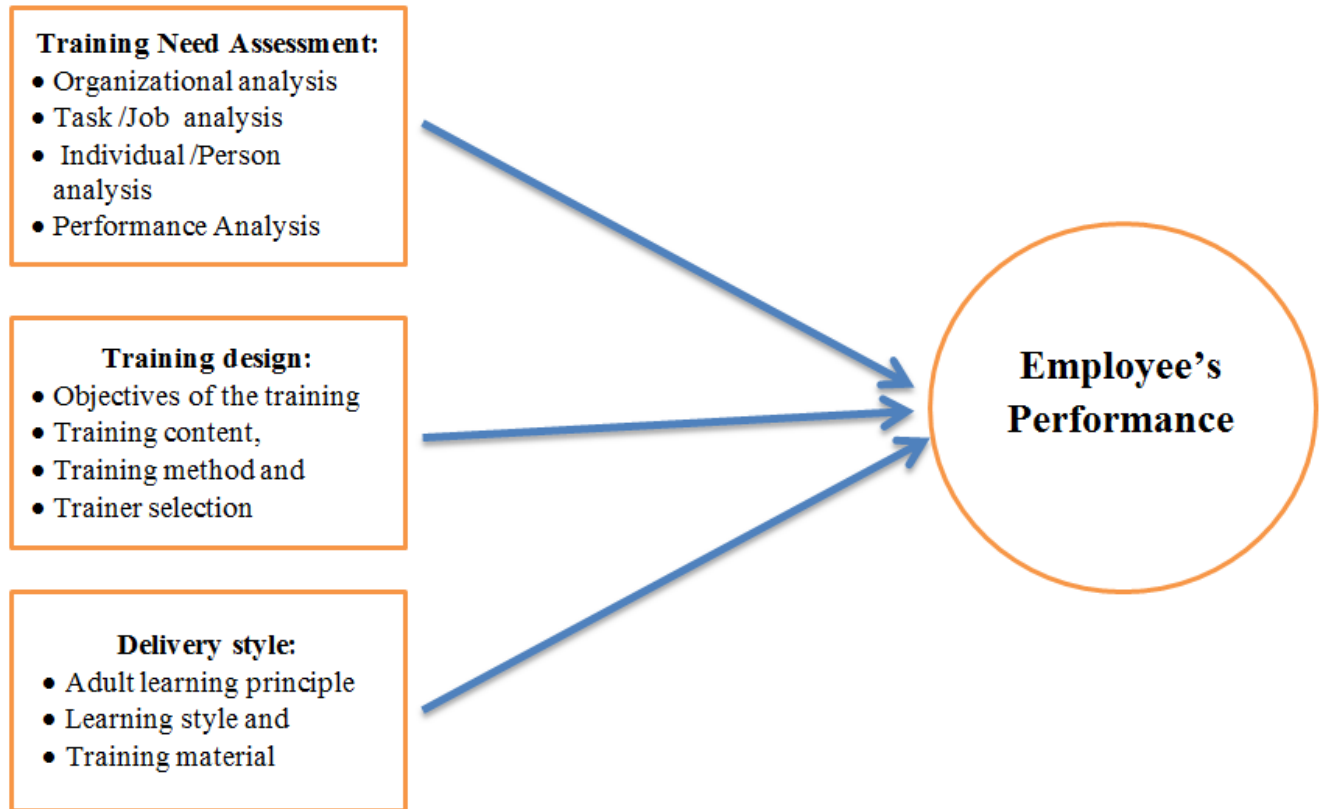
According to Infante (n.d.), training need analysis identifies activities to justify an investment for training. The techniques necessary for the data collection are surveys, observations, interviews, and customer comment cards. Several examples of an analysis outlining specific training needs are customer dissatisfaction, low morale, low productivity, and high turnover. Aster (2015) argued that, less emphasis has been given to training analysis and there observed skill and knowledge gap for the job performance. DeCenzo and Robbins (2010) also argued that, based on our determination of the organization's needs, the work to be done, and the skills necessary to complete this work, our training programs should follow naturally. Once we identify where deficiencies lie, we have a grasp of the extent and nature of our training needs.

The design phase deals with subject matter analysis, the program outline and the use of learning aids and assessment instruments (Armstrong, 2014). On the other hand Mekdes (2015) concluded that the two training and development dimensions: training design and delivery style has significant effect on employee Performance and they have positively affected the employee Performance.

2.3 Conceptual Model /Framework

The study considered the most important dimensions of training and development practices: training needs analysis, training design and delivery style as independent variables and employees' performance as dependent variable. The three dimensions have been chosen to see the relationship and significance of training and development practices of SOS Children's Villages Ethiopia with employees' performance. The independent and dependent variables selected for this study are presented diagrammatically to demonstrate their relationship as follows.

Figure 3: Conceptual Model



Source: Own design 2016

CHAPTER THREE

3. RESEARCH DESIGN & METHODOLOGY

This chapter incorporates the detailed research design and methodology in general. It explains the research design, source and type of data, sampling design, data collection instruments /tools, data analysis techniques, ethical considerations and validity and reliability of instruments and model specification and description of the study variables.

3.1 Research Design

The primary purpose of this study is to explore the effect of training and development practices on employees' performance at SOS Children's Villages Ethiopia. The study was conducted using descriptive and diagnostic research design. Descriptive research studies are that study which are concerned with describing the characteristics of a particular individual, or of a group, whereas diagnostic research studies determine the frequency with which something occurs or its association with something else. The studies concerning whether certain variables are associated are examples of diagnostic research studies (Kothari, 2004). With the view to address its objectives, the study employed both qualitative and quantitative methods. The rationale for combining both quantitative and qualitative data is, by combining both numeric values from quantitative research and the details of qualitative research in order to neutralize limitations of applying any of a single approach and to offset the weaknesses inherent within one method with the strengths of the other method.

3.2 Method of Data Collection

The necessary data for this study was collected from both primary and secondary sources. The primary data, which were known as first hand, that have collected for the first time and hence original in character (Kothari, 2004) were collected by using

questionnaires and interview from employees of SOS Children’s Villages Ethiopia. Questionnaires were mailed to selected program locations where respondents are working and expected to understand the questions and write down their answers. Structured interview was also conducted with HROD co-workers to collect more described data on the practices of training & development in the organization. Secondary data was gathered from published and unpublished theoretical literatures and empirical studies.

3.3 Sampling Design

It is impractical to collect data on the whole population. Considering the size, as well as the time and other resources available, the need to select a sample that can represent the whole population is imperative duty for the researcher. Simple random sampling method is used to guarantee that each and every part of the population has got equal chance of being selected for the sample. While stratified sampling used to make sure that all programme locations were represented and enabled the researcher to conduct the study with limited time and resource available.

This research targeted 835 total co-workers of SOS Children’s Villages Ethiopia working in seven program locations across the country (Mekelle, Addis Ababa, Harar, Hawasa, Bahir Dar, Gode and Jimma) and a National Office located in Addis Ababa. From a total population of 835 co-workers, a sample of 270 co-workers were selected by using Guilford and Flruchter (1973)’s Slovin’s sampling formula.

$$n = \frac{N}{1+\alpha^2N} = n = \frac{835}{1+(0.05^2 \times 834)} = \underline{\underline{270}}$$

Where: n = sample size

N = population;

α^2 = (0.05) margin of error

Five program locations were selected by probability sampling method for the sample and Proportionate Stratified sampling was used to proportionally draw sample size

from each stratum, Program Locations in our context. To determine the sample size of each stratum, the following formula derived from Kothari (2004) was employed.

$$n_i = \frac{N_i}{N} \times n$$

Where: n_i = Sample size of a stratum

N_i = Population of a stratum

N = Total Population = 835 and

n = total sample size = 270

Adopting the above formula, we got the sample sizes as table 2 below for the different strata or program locations.

Table 2: sample size at selected program locations

S.No	Program Locations	Total no. of employees (Population)	Sample Size	Sample Size calculation of each strata (n_i)
1	Jimma	100.00	46	$n_1 = 100/582 * 270 = 46$
2	Harar	109.00	51	$n_2 = 109/582 * 270 = 51$
3	Hawasa	139.00	64	$n_3 = 139/582 * 270 = 64$
4	Bahir Dar	92.00	43	$n_4 = 92/582 * 270 = 43$
5	Mekele	142.00	66	$n_5 = 142/582 * 270 = 66$
	Total	582.00	270	

Besides the above, convenient sampling was employed to select sample units based on their work units from each program locations and make sure that all employees working at different functional units are represented.

3.4 Data Collection Instruments/Tools

The primary data were collected through well-designed questionnaire which was filled by sample respondents who are assigned at the selected Program Location. Closed ended questionnaire was used because it is more appropriate than other tools

since it is free from bias of the interviewer as answers are in the respondents' own words. Moreover, it is easier and quicker for the researcher to record responses, easy to code, respondents can only answer in a predefined way and it is quick and easy for respondents to tick boxes might be more likely to answer all the questions.

The questionnaire has four parts: Part I of the questionnaire requires the participants to provide demographic information, while Part II entails about Relevance and Employees' Level of satisfaction on training and development practices of the organization. Part III is about respondent's level of agreement on specific variables such as training need analysis, training design, delivery style and employees' performance. Finally Part IV has open ended questions that the respondents feel to write on the strengths, improvement areas (weaknesses) and their suggestion on how to improve the training & development practices of the organization.

In addition to questionnaire, structured interview was also conducted with with HROD co-workers to collect more described data on the real practices of training & development in the organization.

3.5 Data Analysis Techniques

Before the actual data analysis, questionnaires were checked for completeness and consistency. Descriptive analysis, correlation and multiple regression analysis was used for data analysis of the study.

The descriptive statistical results were presented by tables, frequency distributions and percentages to give a condensed picture of the data. This was achieved through summary statistics, which includes the means and standard deviation values which are computed for each variable in this study.

Inferential statistics allow researchers to infer from the data through analysis of the relationship between two variables; differences in a variable among different subgroups; and how several independent variables might explain the variance in a dependent variable. According to Kothari (2004), when there are two or more than

two independent variables, the analysis concerning relationship is known as multiple correlations and the equation describing such relationship as the multiple regression equation.

The correlation and multiple regression of this study is generally built on the dependent variable (employee performance) and independent variables (training need analysis, training design and delivery style). The basic objective of using these inferential statistical tools on this study is to make the researcher more effective at describing, understanding, predicting, and controlling the stated variables. Statistical Package for Social Science (SPSS) version 20 was employed to present the data through the statistical tools used for this study.

Qualitative data generated through open ended questions and interview were organized, analyzed, narrated, and presented in paragraphs so that the data obtained by quantitative approach would be supported.

3.6 Ethical Considerations

In order to secure the consent to the study, the researcher secured permission from SOS Children's Villages Ethiopia National Office to conduct the study in the organization and collect data from the selected program locations. All participants in this study participated willingly and they had given a full description of the study before participating on the study. The researcher let know the participants not to disclose their names and assure anonymity of the data source. This study was conducted in a straight forward manner and participants were not deceived.

3.7 Validity and Reliability of Instruments

According to Kothari (2004) sound measurement must meet the tests of validity and reliability of instruments. Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure.

To enhance the validity of the instruments, pretesting was done to determine whether the questions are acceptable, answerable and well understood by experienced researchers and professionals. The questionnaire was translated into Amharic language by professionals to ensure clarity in interpretation of the meanings. Any major difficulties found in this stage were given due attention and thoroughly corrected for the final survey questionnaire.

Vanderstoep & Johnston (2009) argue that reliability is the extent to which a measure yields the same scores across different times, groups of people, or versions of the instrument. Reliability is about consistency. Cronbach's Alpha is the most common way to assess the reliability of self - report items. Cronbach's alpha measures the degree to which the items in an instrument are related. It has a maximum value of 1.0. Values closer to 1.0 reflect a stronger relationship between the test items.

According to Lombard (2010), cited in Mekdes (2015), the Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices. Therefore the researcher used the above mentioned literature into consideration and tested the reliability of the items which were developed for respondents on 30 employees. As indicated in table 3.3 the reliability of the whole items is 0.970 which shows as the whole items were reliable and acceptable since the coefficient is greater than 0.9.

Table 3: Reliability Statistics

Cronbach's Alpha	N of Items
.970	41

Moreover, as indicated in the below table, the reliability of the Independent & Dependent Variables separately showed that each items were reliable and acceptable since the coefficient is greater than 0.9 except for Training Need Analysis which is also is acceptable in most situations since its coefficient is greater than 0.8.

Table 4: Reliability Statistics (Independent & Dependent Variables)

Training Need Analysis		Training Design		Delivery Style		Employees' Performance	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.864	4	.924	15	.904	11	.922	7

3.8 Model Specification and Description of the Study Variables

The study considered training needs analysis, training design and delivery style as independent variables and employees' performance as dependent variable. Training need analysis includes: organizational analysis, job analysis, individual/person analysis and performance gap analysis. In order to make the training design effective, objectives of the training, training contents, methods and effective trainers should be selected. On the other hand, delivery style comprises adult learning principles, use of different learning styles and relevance of training materials.

The three dimensions have been selected to see the relationship and significance of training and development practices of the organization with employees' performance. The independent and dependent variables selected for this study are presented in the table below and mathematically to demonstrate their relationship as follows.

Table 5: Independent and Dependent Variables of the study

Independent variables	Dependent variables
Training need analysis	Employees' performance
Training design	
Delivery style	

Hence, employees' performance (Y) is a function of training need analysis (X_1), training design (X_2) and delivery style (X_3).

Employees' performance = f (training need analysis, training design & delivery style)
 $Y = f (X_1, X_2 \& X_3)$

Mathematically: $Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$

Where Y is the dependent variable - employee performance; X_1 , X_2 , and X_3 are the three independent variables (training need analysis, training design & delivery style); " β_0 " is the y-intercept term - it gives the mean or average effect on Y of all the variables excluded from the equation, although its mechanical interpretation is the average value of Y when the stated independent variables are equal to zero. β_1 , β_2 and β_3 refer to the coefficients of their respective independent variables which measures the change in the mean value of Y, per unit change in their respective independent variables. The "e" is the error term, which is used to calculate statistical significance.

CHAPTER FOUR

4. RESULTS & DISCUSSIONS

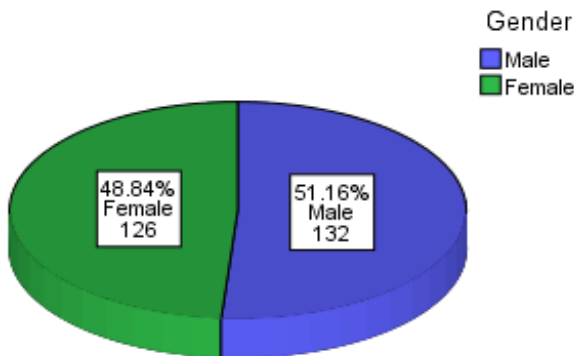
This chapter represents the results of data analysis and discussions. It gives an overview on the responses that are generated from the study. The chapter is organized in sections describing the overall demographic profile of respondents, and descriptive statistics of respondents on the effects of training and development practices on employees' performance. It also includes Pearson's correlation and Multiple Regression analysis result used to establish and explain the association between the dependent variable and the independent variables.

Two hundred seventy (270) questionnaires were distributed to the respondents and out of 270 questionnaires, 258 of them were collected that accounts 95.56% response rate. Accordingly, the analysis of this study is based on the number of questionnaires collected.

4.1 Demographic Characteristics of the Respondents

The demographic characteristics of sample respondents are presented under this section. This section gives an indication towards respondents' gender, age, program location, level of education, and service year within the organization.

Figure 4: Respondents by Gender



Source: Own survey, 2016

As can be noted from the above pie chart (Figure 4) above, 132 (51.16%) male and 126 (48.84%) female employees were participated in the survey with the aim of identifying training and development practices in the organization. Therefore, from the sampled respondents the number of male and female respondents is almost proportional. From this one can understand that the organization created gender balance in its recruitment and selection process.

Table 6: Gender and Age of the Respondents

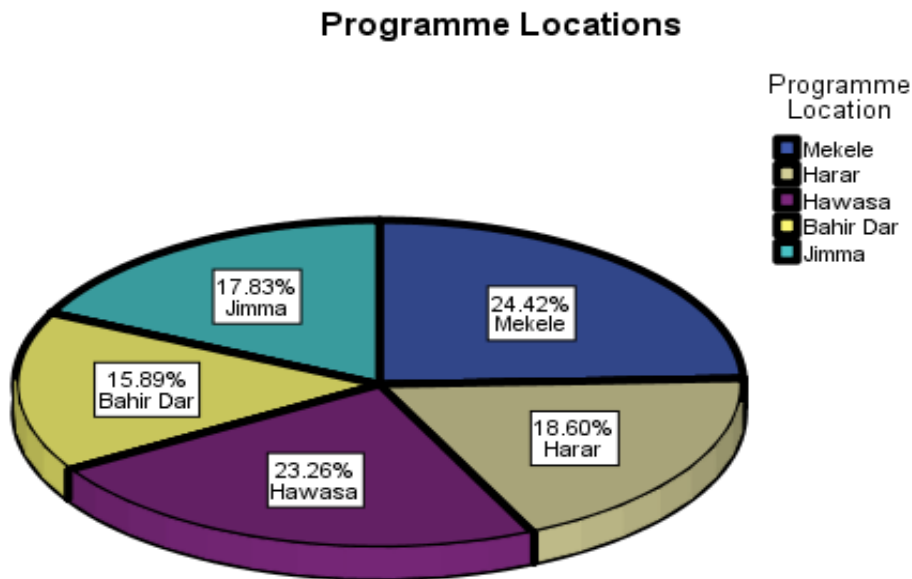
		Age			Total	
		21-30	31-40	41 and above		
Gender	Male	Count	35	83	14	132
		% within Gender	26.5%	62.9%	10.6%	100.0%
Gender	Female	Count	48	55	23	126
		% within Gender	38.1%	43.7%	18.3%	100.0%
Total		Count	83	138	37	258
		% within Gender	32.2%	53.5%	14.3%	100.0%

Source: Own survey, 2016

The age of respondents was in the range of 21-30 years are 83(32.2%), in the range of 31-40 years 138 (53.5%) and 37 (14.3%) are 41 and above years of age. The majority of the groups are within the age range of 31-40 years followed by 21 – 30 years while consisting all of the age groups. This indicates the organization has blended work

force from young to matured people from which matured co-workers share their life time experience to young once better job performance to achieve organizational goals objectives.

Figure 5: Respondents by program Locations



Source: Own survey, 2016

The pie chart portrays that plurality of respondents are from Mekele program location 24.42%, followed by those from Hawasa, Harar, Jimma and Bahir Dar Program Locations by 23.26%, 18.6%, 17.83, 15.89% respectively.

Table 7: Gender and Level of Education of the Respondents

		Level of Education					Total	
		Grade 12 and below	Certificate	Diploma	Degree	Masters and above		
Gender	Male	Count	2	0	3	96	31	132
		%	1.5%	0.0%	2.3%	72.7%	23.5%	100.0%
Gender	Female	Count	15	48	37	24	2	126
		%	11.9%	38.1%	29.4%	19.0%	1.6%	100.0%
Total		Count	17	48	40	120	33	258
		%	6.6%	18.6%	15.5%	46.5%	12.8%	100.0%

Source: Own survey, 2016

The above table indicated the gender and educational level of respondents. From table 7 above, 17 (6.6%) of the respondents were under grade 12, 48 (18.6%) of the respondents had certificate, 40 (15.5%) of the respondents are diploma holders, 120 (46.5%) of the respondents are bachelor degree holders and 33 (12.8%) of the respondents were master's degree holders and above. This shows that most of the respondents were degree holder that is 120 (46.5%) and 33 (12.8%) of the respondents were master's degree holders. This means majority of the respondents 153 (59.3%) were first degree holders and above. This implies that majority of the employees in the organization are professionals and there is a possibility of arranging training and development program by internal professionals to improve employee skills so as to improve their performance at work.

Table 8: Gender and Service Year of Respondents

		Service year within the organization				Total	
		Less than 5 Years	5-9 Years	10-14 Years	15 and above years		
Gender	Male	Count	86	24	21	1	132
		% within Gender	65.2%	18.2%	15.9%	0.8%	100.0%
Gender	Female	Count	60	37	10	19	126
		% within Gender	47.6%	29.4%	7.9%	15.1%	100.0%
Total		Count	146	61	31	20	258
		% within Gender	56.6%	23.6%	12.0%	7.8%	100.0%

Source: Own survey, 2016

Table 8 above indicated the Gender and Service Year of the Respondents. It can be seen that respondents who have served for less than 5 years representing 146 (56.6%) formed the majority whilst respondents who have served for 5-9 years followed with a frequency of 61 representing 23.6%. The remaining respondents who have served between 10-14 years were 31 (12.0%) and 15 years and above years of service mark up 20 (7.8%). This means the organization has a blend of experienced and young professionals who require constant refresher training to update their skills and perform on the job.

4.2 Relevance and Employees' Level of satisfaction

The study sought to find out the relevance of training and development programs arranged by SOS CVE as perceived by employees and the level of satisfaction of employees with the overall practices of training and development programs. The Relevance and Employees' Level of satisfaction is discussed as follows:

Table 9: Number of training and development programs attended by employees

		Number of training & development programs attended				Total
		1-2	3-5	6-9	10 and above	
Training & development programs attended	Count	63	81	45	69	258
	Yes %	24.4%	31.4%	17.4%	26.7%	100.0%
Total	Count	63	81	45	69	258
	%	24.4%	31.4%	17.4%	26.7%	100.0%

Source: Own survey, 2016

Table 9 above depicted that, all (100%) sample respondents, who are employed in the organization have participated at least in one training and development program arranged by SOS CVE. Accordingly, 63 (24.4%), 81 (31.4%), 45 (17.4%) and 69 (26.7%) respondents participated 1-2, 3-5, 6-9, and 10 and above training and development programs respectively. This indicated that the organization is committed to arrange training and development programs.

Table 10: Relevance of Training and Development programs to Current Job

	Frequency	Percent	Cumulative Percent
Not relevant	6	2.33	2.3
Fairly relevant	30	11.63	14.0
Neutral	25	9.69	23.6
Relevant	128	49.61	73.3
Highly relevant	69	26.74	100.0
Total	258	100.0	

Source: Own survey, 2016

As indicated in table 10 above, from 258 respondents responded to the questionnaire, 26.74% and 49.61% of the respondents replied that the training and development programs were highly relevant and relevant to improve their current jobs respectively. While 9.69%, 11.63% and 2.33% of respondents replied neutral, fairly relevant and not relevant respectively this takes 23.65% of the total respondents. This implies that, the training and development practice of the organization, as perceived by employees, is not relevant to some extent.

Table 11: Level of satisfaction of employees with the training and development practices

	Frequency	Percent	Cumulative Percent
Not satisfied	28	10.9	10.9
Fairly satisfied	69	26.7	37.6
Neutral	11	4.3	41.9
Satisfied	112	43.4	85.3
Very satisfied	38	14.7	100.0
Total	258	100.0	

Source: Own survey, 2016

Respondents were also asked to rate their level of satisfaction with the overall training and development practices of the organization. Table 11 above depicted that 14.7% and 43.4% of the respondents replied that they were very satisfied and satisfied with the overall training and development practices of the organization respectively. While 4.3%, 26.7% and 10.9% of respondents replied neutral, fairly satisfied and not satisfied respectively this takes a total of 41.9% of the total respondents.

The result in this study was in line with previous study of the organization and confirmed the result “the satisfaction level of co-workers with training and development of employees is 64.7% where somewhat the organization is lagging behind” (SOS Children’s Villages Ethiopia, 2015) as per the organization’s belief.

4.3 Training and development dimensions and employees' performance

The study also pursued to find out the training and development dimensions (Training Need Analysis, Training Design & Delivery Style) as independent variables and employees' performance as dependent variable. The independent variables and the dependent variable are summarized and presented based on their mean value computed from the detailed values of the questionnaire (see Appendix 3). The following is the descriptive statistics of the variables that are evaluated based on a 5-point Likert scale (1 being strongly disagreed to 5 being strongly agreed).

Table 12: Mean and standard deviation of training and development dimensions and employee performance

Variables	Mean	Std. Deviation
Training Need Analysis	3.5785	.8810
Training Design	3.8140	.6358
Delivery Style	3.8256	.6134
Employee Performance	3.9563	.69945
Valid N (listwise)		

Source: Own survey, 2016

As it is indicated in table 12 above, the mean of training dimensions i.e. mean score of training need analysis, training design, and delivery style was 3.58, 3.81 and 3.83 respectively while the mean score of employee performance is 3.96.

According to Zaidaton & Bagheri (2009) cited in Abraham, Assegid, & Assefa (2014) the mean score below 3.39 is considered as low, the mean score from 3.40 up to 3.79 is considered as moderate and mean score above 3.8 is considers as high as illustrated by Comparison bases of mean of score of five point Likert scale instrument.

The mean scores of training need analysis (3.58) showed moderate mean score while the mean score of training design and delivery style (3.81 and 3.83 respectively) was

considers as high mean score. These shows that, the training need analysis is not conducted as expected by the organization, whereas training design and delivery style are in a better position.

According to HR Manual (2002) of the organization, the training and development needs of all staff members are assessed annually together with their performance appraisal. However, the result of this study showed training need analysis is not conducted properly in the organization.

4.4 Relationship between Independent and Dependent variables

The Relationship between the independent variables (Training Need Analysis, Training Design & Delivery Style) and the dependent variable (employees' performance) has been computed by using inferential statistical tools. In this section Pearson's Product Moment Correlation Coefficient and multiple regressions analysis was computed. With the help of these statistical tools, conclusions are drawn and decisions are made with respect to the research questions.

4.4.1 Pearson's Product Moment Correlation Coefficient

Pearson's Product Moment Correlation Coefficient was used to determine the relationship between training need analysis with employees' performance, training design with employees' performance and delivery style with employees' performance.

Table 13: The relationship between training and development dimensions and employees performance

Correlations (n=258)

No.	Variables	1	2	3	4
1	Training Need Analysis	1			
2	Training Design	.851**	1		
3	Delivery Style	.743**	.857**	1	
4	Employee Performance	.730**	.676**	.559**	1

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

Source: Own survey, 2016

According to Ratner (n.d.), the correlation coefficient, denoted by r , is a measure of the strength of the straight-line or linear relationship between two variables. The correlation coefficient takes on values ranging between +1 and -1. The following points are the accepted guidelines for interpreting the correlation coefficient:

- ☞ 0 (zero) indicates no linear relationship.
- ☞ +1 (-1) indicates a perfect positive (negative) linear relationship: as one variable increases in its values, the other variable also increases (decreases) in its values via an exact linear rule.
- ☞ Values between 0 and 0.3 (0 and -0.3) indicate a weak positive (negative) linear relationship via a shaky linear rule.
- ☞ Values between 0.3 and 0.7 (0.3 and -0.7) indicate a moderate positive (negative) linear relationship via a fuzzy-firm linear rule.
- ☞ Values between 0.7 and 1.0 (-0.7 and -1.0) indicate a strong positive (negative) linear relationship via a firm linear rule.

The results in table 13 above indicated that, there is strong positive relationship between training need analysis and employee performance ($r = 0.730$, $p < 0.01$), therefore, as it is cited on Ratner (n.d) r value between 0.7 and 1 indicates very strong positive association between training need analysis and employees' performance.

The correlation of training design and employee performance shows moderate positive and significant relationship since the r value 0.676, $P < 0.01$. Therefore, training design has moderate positive association between employees' performance.

The correlation of delivery style and employee performance shows positive and significant relationship since the r value 0.559, $P < 0.01$. Therefore delivery style has moderate positive association between employees' performance.

In general, the training and development practices of the organization have positive and significant relationship with employees' performance. This is in line with the result of interview and open ended questionnaire. It is also supported by Tahir et al. (2014), training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels.

4.4.2 Multiple Regressions

4.4.2.1 Assumption test of multiple regression

Multiple regressions are widely used to estimate the size and significance of the effects of a number of independent variables on a dependent variable (Neale, Eaves, Kendler, Heath, & Kessler, 1994, cited in Balance n.d.). Before a complete regression analysis can be performed, the assumptions concerning the original data must be made (Sevier, 1957, cited in Balance n.d.).

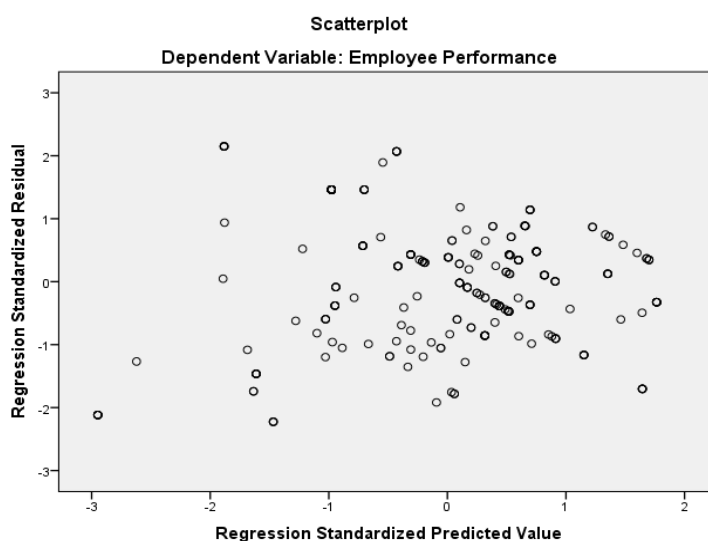
Most statistical tests rely upon certain assumptions about the variables used in the analysis. When these assumptions are not met the results may not be trustworthy, resulting in a Type I or Type II error, or over- or under-estimation of significance of effect size (Osborne & Waters, 2002). Meaningful data analysis relies on the researcher's understanding and testing of the assumptions and the consequences of violations. The extant research suggests that few articles are reporting having tested the assumptions of the statistical tests they rely on for drawing their conclusions (Osborne & Waters, 2002).

The assumptions of multiple regressions that are identified as primary concern in the research include linearity, normality, homoscedasticity and collinearity.

i) Linearity test /linear relationship: The model is a roughly linear one. This is slightly different from simple linear regression as we have multiple explanatory variables. This time we want the outcome variable to have a roughly linear relationship with each of the explanatory variables, taking into account the other explanatory variables in the model.

Multiple regressions can accurately estimate the relationship between dependent and independent variables when the relationship is linear in nature. The chance of non-linear relationships is high in the social sciences, therefore it is essential to examine analyses for linearity. If the relationship between independent variables (IV) and the dependent variable (DV) is not linear, the results of the regression analysis will underestimate the true relationship. This under-estimation carries two risks: increased chance of a Type II error for that IV, and in the case of multiple regression, an increased risk of Type I errors (over-estimation) for other IVs that share variance with that IV (Osborne & Waters, 2002).

Figure 6: Scatterplots of residuals that indicate linear relationships

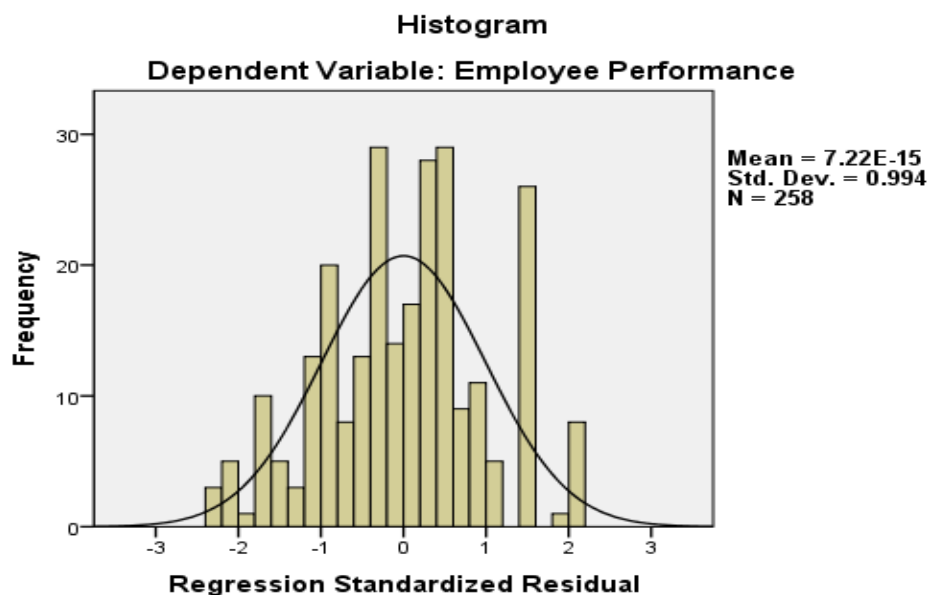


This set of assumptions can be examined to a fairly satisfactory extent simply by plotting scatterplots of the relationship between each explanatory variable and the

outcome variable. Hence, the study had tested for linear assumption and the above figure shows scatterplots of residuals that indicate linear relationships which suggests that the linear assumption is satisfied.

ii) Normality Test (Variables are Normally Distributed): Regression assumes that variables have normal distributions. Non-normally distributed variables (highly skewed or kurtotic variables, or variables with substantial outliers) can distort relationships and significance tests. There are several pieces of information that are useful to the researcher in testing this assumption: visual inspection of data plots, skew, kurtosis, and P-P plots give researchers information about normality, and Kolmogorov-Smirnov tests provide inferential statistics on normality. Outliers can be identified either through visual inspection of histograms or frequency distributions, or by converting data to z-scores (Osborne & Waters, 2002).

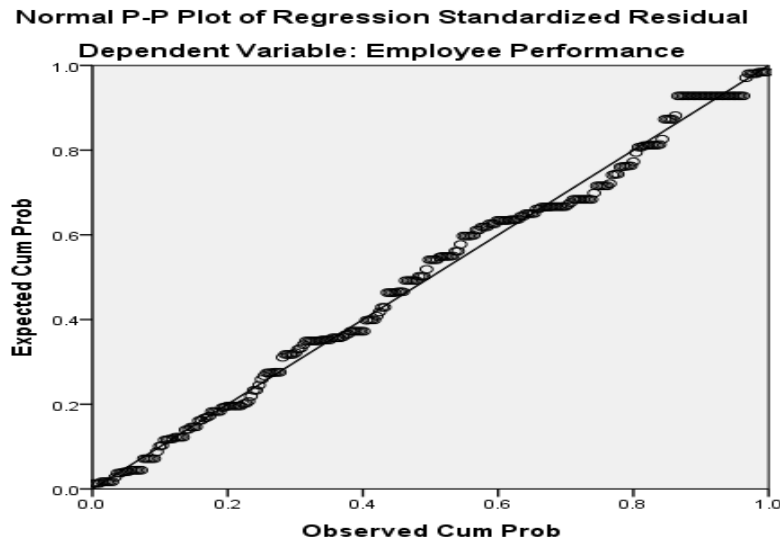
Figure 7: Histogram with normal distribution



Normality can be checked through histograms of the standardized residuals (Stevens, 2009, cited in Balance, n.d.). Histograms are bar graphs of the residuals with a superimposed normal curve that show distribution.

A histogram of the residuals (errors) in our model can be used to check that they are normally distributed. However it is often hard to tell if the distribution is normal from just a histogram so additionally we use a P-P plot as shown below:

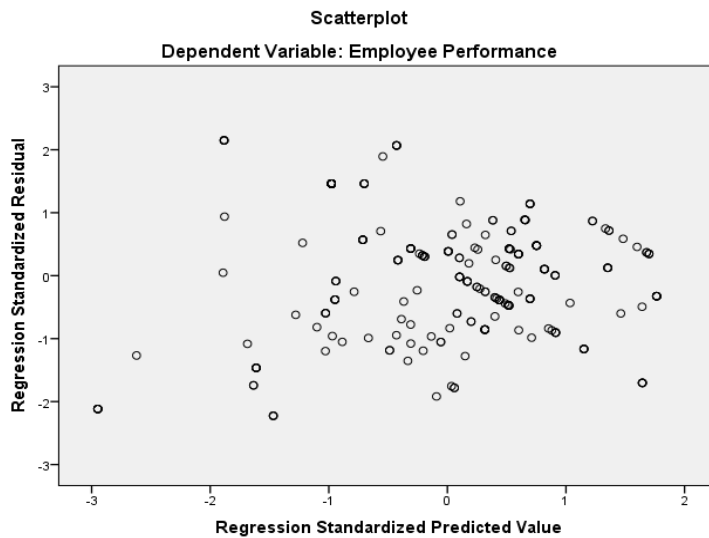
Figure 8: P-P plot of standardized regression residual



As can be seen from the above figure, the expected and observed cumulative probabilities, while not matching perfectly, are fairly similar. This suggests that the residuals are approximately normally distributed. In this study the assumption is not violated and the normality assumption is satisfied.

iii) Homoscedasticity: We can check that residuals do not vary systematically with the predicted values by plotting the residuals against the values predicted by the regression model. The model errors are generally assumed to have an unknown but finite variance that is constant across all levels of the predictor variables. This assumption is also known as the homogeneity of variance assumption (Williams, Grajales & Kurkiewicz, 2013).

Figure 9: Scatterplot showing homoscedasticity - assumption met



In the above figure the data points seem fairly randomly distributed with a fairly even spread of residuals at all predicted values.

iv) Multicollinearity: The simplest way to ascertain whether or not the explanatory variables are highly correlated with each other is to examine a correlation matrix. If correlations are above .80 then it may have a problem. The Variance inflation factor (VIF) and tolerance statistic can also tell us whether or not a given explanatory variable has a strong relationship with the other explanatory variables. (Williams, Grajales & Kurkiewicz, 2013).

According to Balance (n.d.) Multicollinearity occurs when several independent variables correlate at high levels with one another, or when one independent variable is a near linear combination of other independent variables (Keith, 2006). The more variables overlap (correlate) the less able researchers can separate the effects of variables.

Table 14: Collinearity Assumption test

Model	Correlations			Collinearity Statistics	
	Zero-order	Partial	Part	Tolerance	VIF
(Constant)					
1 Training Need Analysis	.730	.405	.298	.275	3.631
Training Design	.676	.167	.114	.163	6.128
Delivery Style	.559	-.080	-.054	.265	3.777

According to Garson (2012), as a rule of thumb, intercorrelation among independents above .80 signals a possible problem. From the correlation table (table 11), the correlation among training need analysis and training design is 0.851 and the correlation of training design and delivery style is 0.857 which showed us multicollinearity problem.

Moreover, if tolerance value is less than 0.20 and VIF >4, the independent should be dropped out from the analysis due to multicollinearity problem. Likewise, table 14 above showed us the tolerance and VIF values for training design are 0.163 & 6.128 respectively which indicated Collinearity problem according to Garson (2012).

Therefore, the independent variable with tolerance value is less than 0.20 and VIF >4, training design, was dropped out from the multiple regression analysis due to multicollinearity problem and the result of the linear multiple regression was computed by using the two independent variables: training need analysis (X1) and delivery style (X3).

4.4.2.2 Multiple Regression Analysis

In order to determine the extent to which the explanatory (independent) variables explain the variance in the explained (dependent) variable, multiple regression analysis was performed. The regression model shows independent variables: training need analysis (X1), training design (X2) and delivery style (X3) influence on the dependent variable, employees' performance (Y):

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3$$

Since, the training design (X2) was dropped out from the analysis, the result of multiple regressions is computed by using the two independent variables training need analysis (X1) and delivery style (X3) and the regression equation is adjusted to:

$$Y = \beta_0 + \beta_1 X_1 + \beta_3 X_3$$

Table 15: Regression Model Summary

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.731 ^a	.534	.530	.47946	1.832

a. Predictors: (Constant), Delivery Style, Training Need Analysis

b. Dependent Variable: Employee Performance

The R^2 of the model shows that approximately 53.4% of variance in the dependent variable can be explained by the linear combination of the independent variables (X1, X3) while the remaining 46.6% of variation in employee performance can be attributed to other variables which are not considered in this study. If another factor is presented, it would further explain 53.0% as shown by the Adjusted R square. The result was also favored by majority of responses provided in open ended part of the questionnaire and interview qualitative data analysis result.

Table 16: Summary of ANOVA

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	67.110	2	33.555	145.965	.000 ^b
Residual	58.621	255	.230		
Total	125.731	257			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Delivery Style, Training Need Analysis

The ANOVA table showed that the value of F statistics, where $F = (2, 255) = 145.965$, $P = 0.000$; which means that the value of F (145.965) at 2 and 255 degrees of freedom with P value (0.000) less than the threshold 0.05 shows statistically significant relationship between independent and dependent variables.

Hence, it is possible to conclude that, the independent variables (training need analysis and delivery style) were simultaneously contributing to the variation in the dependent variables (employees' performance).

Table 17: Regress independent variables on dependent variable

Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
(Constant)	1.799	.191		9.440	.000		
Training Need Analysis	.558	.051	.703	11.004	.000	.448	2.232
Delivery Style	.042	.073	.037	.573	.567	.448	2.232

a. Dependent Variable: Employee Performance

The above table shows that the independent variables significantly contributed in variation of the employees' performance at 5% significance level though the relative importance of each independent variable was different. Since the "P" value is less than 0.05, coefficients are significant and the linear regression equation would be:

$$Y = \beta_0 + \beta_1 X_1 + \beta_3 X_3$$

From the predictors training need analysis and delivery style are positively related with employees' performance. It has the below quantitative association indicating both of them has influence on employees' performance:

$$\text{Hence, } Y = 1.799 + .703X_1 + 0.037X_3$$

$\beta_0 = 1.799$ ($\alpha < 0.05$) Constant or the y-intercept

$\beta_1 = 0.703$ ($\alpha < 0.05$) Training need analysis

$\beta_3 = 0.037$ ($\alpha < 0.05$) Delivery Style

$$\text{Hence, } Y = 1.799 + .703X_1 + 0.037X_3$$

Thus, training need analysis and delivery style have influence on the employees' performance, indicating 53.4% of variation in the employees' performance (R^2). Looking at standardized coefficients in the above table, training need analysis has high positive influence and delivery style has very low positive influence on employees' performance.

Furthermore, if all the values of the independent variables (X_1 , & X_3) are equal to zero, then, the value of employees' performance is the constant value 1.799 units. On the other hand, one unit of change in training need analysis leads to 0.703 increases in employees' performance and one unit of change in delivery style leads to 0.037 increase in employees' performance.

This implies that, if training needs of employees are not analyzed, it significantly affects employees' performance but, the effect of delivery style is insignificant. The above result was also favored by majority of responses provided in open ended part of the questionnaire and interview qualitative data analysis result.

4.5 Descriptive Analysis of Qualitative Data

To gather more information about training and development practices of the organization, both open ended questionnaire and interview questions were forwarded to sample respondents and data were collected and the responses to the questions are summarized below. To support the data obtained by quantitative approach, qualitative data generated through open ended questions and interview were organized, analyzed, narrated, and presented.

The qualitative data collected were categorized in to two groups to show the organization's strengths and weaknesses for future action with regard to its training and development practices. To show the major Strengths and weaknesses (limitations) in line with training and development practices of the organization, the following points were outlined by respondents.

4.5.1 Strengths of the organization in training and development Practices

The following are major strengths of the organization in its employees' training and development programs raised by the respondents that the organization needs to keep up with better implementation for better job performance of its employees:

- ☞ Strength of the organization in employee training and development programs is anchored in the recognition and due consideration for continuous self-development and learning. This is clearly stated the working manuals of the organization like: Performance Management Manual, HR manual, and Employees' Handbook & Terms and Conditions of Service. Moreover, the required resources and budget has been allocated every year for the same. This implies that the top level management of the organization gives emphasis for co-workers training and development programs believing it as a means for better performance and achieving its strategic objectives.

- ☞ The trend of aligning training and development programs with the organization's performance management system. The organization has a trend of identifying employee's needs of training and development area during performance appraisal process and include it in the individual development plan while preparing the annual Individual Work Plan (IWP).
- ☞ The organization has an orientation practice for newly recruited staff that aimed to enable them to have detail information about the overall nature of the organization

4.5.2 Limitations (Weakness) of the organization in training and development Practices

Though the organization has its strengths in its employees training and development programs, the following are major limitations (weaknesses) of the organization raised by the respondents that the organization needs to improve for better job performance of its employees:

- ☞ The implementation of training and development programs lacks consistency among different functional units and job positions even though it is clearly stated the working manuals of the organization. It is not evenly distributed among employees: some got repetitive trainings while others didn't get.
- ☞ Though the organization has aligned the training and development program with its performance management process and included in the employee's individual development plan, it is not delivered as per the plan. There is insignificant periodical training and development needs assessment. Furthermore, while analyzing training needs of employees, organizational analysis, job analysis, individual/person analysis and performance gap analysis are not properly analyzed and employees are not participate in the process.
- ☞ According to Sharma, T. (n.d) the criteria to measure the effectiveness of training are based on the reactions, learning, behaviour and results. Post-training evaluation can be understood in terms of immediate, short term and long-term effects of training. However, there is no strong follow up strategies in the organization that ensures the knowledge and skill derived from certain program was applied or not. Post training assessment of outcome and impact is not tracked and evaluated.

- ☞ Lack of management development practices and off-the-job trainings. For instance the organization has educational support program in its working manual, but, its implementation is very rare especially in sponsoring education programs of individual studies.
- ☞ The time at which the trainings were organized was not appropriate. Most of the time they were organized at the closing of the budgeting period, very tight schedule and no sufficient time. The trainings also not supplemented by training materials or manuals.
- ☞ The training environment is most of the time restricted to internal environment or in the work place premises which is difficult for trainees to attend the program with full concentration. Sometimes employees miss trainings due to workload.
- ☞ The organization overlooks internal resources for training delivery. Training is confined only within the organization this may hinder experience sharing from other organizations.
- ☞ Trainers assigned some time are incompetent; trainings were more theory focused rather than practical, which hinder trainees from acquiring the expected skills and knowledge.
- ☞ Less emphasis given to exposure visits and experience sharing events with internal and external actors engaged in same or similar undertakings from which employees take practical lessons to improve their performance.

CHAPTER FIVE

5. CONCLUSIONS AND RECOMMENDATIONS

The final chapter includes conclusion drawn and implications for practice. The study has been conducted to assess training and development practices in SOS Children's Villages Ethiopia. Based on the data presented and analyzed in chapter four of this study, the following conclusions, recommendations and future research direction are drawn.

5.1 Conclusions

This study tried to assess the effect of training and development practices on employees' performance at SOS CVE. The study has been successful in accomplishing the research objectives. Thus, based on the findings of the study, the following conclusions are drawn:

The training and development practice of the organization as perceived by employees has problems in its relevance to improve employees' performance.

The study also found out the level of satisfaction of employees with the overall practices of training and development programs. The results showed that, there is a gap in the level of satisfaction of employees in training and development practices of the organization. The result was in line with the employee's satisfaction survey report of the organization (2015).

The practice of training need analysis of SOS CVE is not satisfactory and didn't get the expected attention even though it has a positive and significant effect on employees' performance.

The correlation results of the study showed the relationship between training need analysis, training design, delivery style and employee performance. The result showed

that training need analysis has a positive and significant relationship with employee performance while training design and delivery style have a moderate relationship.

The multiple regression results of the study showed that training need analysis has positive and significant effect on employees' performance whereas delivery style has insignificant effect.

Therefore, training and development practices of SOS CVE have positively and significantly affect employees' performance.

5.2 Recommendations

Based on the findings and conclusions of the study, the following recommendations have been forwarded to alleviate the problems and keep up with the strengths.

As training and development of employees is a powerful mechanism to improve employees' performance, it is advisable to the organization if it arrange need based training and development programs which are relevant for employees' job performance.

Arranging training and development programs only is not fruitful by its own. It is advisable if the organization understands the needs and wants of its employees with regard to training and development practices to satisfy employees for better job performance. Moreover, before arranging the training and development programs, it is better if training needs of employees are analyzed properly by considering organizational analysis, job analysis, individual/person analysis and performance gap analysis with employees' active participation in the process.

The organization is also recommended to give attention when designing training and development programs. In order to make the design effective, objectives of the training should be defined clearly, the contents should be relevant to employees' job performance and should fit with their respective ability, training programs should include different methods, and effective trainers should be selected. By doing so, the

employees' performance can be enhanced through effective training and development program design.

Since delivery style is a good predictor to improve employees' performance, training providers should be conscious about the deliver style. To make this happen the trainers should understand and implement the adult learning principle, use different learning styles to capture the attention of trainees, and the training materials should be relevant, adequate and distributed to the training and development participants on time.

In general, since training and development has positive and significant effects on employees' performance, SOS CVE's Management are recommended to engage in increasing the qualities of the training and development programs by alleviating the problems and keeping up with the current strengths.

5.3 Future Research Direction

This research is conducted to explore the effect of training and development practices on employees' performance at SOS Children's Villages - Ethiopia.

This study directly focused on the effect of training and development practices on employees' performance. The study only investigated three training and development dimensions as independent variables: training need analysis, training design and delivery style which have significant effect on the dependent variable (employees' performance). However, other variables that may affect employees' performance like training environment, training evaluation, leadership style, organizational culture, job stress, motivation, reward system, etc. are not addressed.

On the other hand, future researchers can also attempt to investigate the effect of training and development on other types of employee performance like: loyalty, thrust, commitment, motivation and others.

Furthermore, it would be good for other researchers to include other sectors like government sectors, manufacturing sectors, construction, agriculture etc.

In general this research can pave the way to study other related issues regarding training and development practices and employees' performance. It is open for other researcher to address the aforementioned areas in their study.

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Appendices

Appendix 1: Questionnaire - English Version



Jimma University

Business and Economics College

MBA Program

Dear Respondent;

This questionnaire is prepared by Demissie Abebe Mekonen, who is post graduate (MBA) student at Jimma University. Its purpose is to collect data in order to study “**The Effect of Training and Development on Employees’ Performance at SOS Children’s Villages Ethiopia**”.

Kindly cooperate in filling the questionnaire to the best of your knowledge, as your genuine, complete, and timely responses are crucial for the success of the study. Besides, I would like to assure that the data collected using this questionnaire is purely for academic requirement and the information you provide will be kept confidential. Hence, the researcher kindly requests you to respond each item carefully.

General Instructions:

- ☞ There is no need of writing your name
- ☞ In all cases where answer options are available please put “√” mark in the appropriate box
- ☞ For questions that demands your opinion, please try to honestly describe as per the questions on the space provided
- ☞ Kindly give more attention and return the completed questionnaire as much as possible
- ☞ If you need further explanation, you can contact me through my address:

Demissie Abebe Mekonen

Mobile: 0923707556

E-mail: demissieabb@gmail.com or demissie.abebe@sos-ethiopia.org

Thank you in advance for your cooperation!

Part – I: Basic Demographic Data

General Instruction:

Please put a tick “√” mark in the box provided against your choice for the following questions.

1. Gender: Male Female
2. Age: 18 - 20 21 - 30 31 - 40 Above 40
3. Program Location: Mekelle Addis Ababa Harar
Hawasa Bahirdar Gode Jimma
National Office
4. Level of Education: Gade12 and below Certificate Diploma
Degree Masters and above
5. How long have you worked in this organization?
Less than 5 years 5 - 9 years 10-14 years 15 years and
above

Part – II: Relevance and Employees’ Level of satisfaction

General Instruction:

Please put tick “√” mark in the box provided against your choice.

1. Have you participated in any of training & development program arranged by SOS Children’s Villages Ethiopia? Yes No
2. If your answer for the above question is ‘yes’, how many programs have you attended so far? 1-2 3-5 6-9 10 and above
3. How do you rate the overall relevance of the training & development programs of the organization?

Not relevant	Fairly relevant	Neutral	relevant	Highly relevant
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

4. What is your level of satisfaction with the overall training and development practices of the organization?

Not satisfied	Fairly satisfied	Neutral	Satisfied	Very satisfied
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Part – III: Training Need Analysis, Training Design, Delivery Style & Employee Performance

General Instruction:

Please read each statement carefully and show the level of your agreement by putting a tick “√” mark in the box against each rating scale of choice. The rating represents your level of agreement as: 5=Strongly Agree, 4=Agree, 3=Neutral, 2=Disagree, 1=Strongly Disagree.

S. No	Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
A. Training Need Analysis						
1	The training and development need is identified based on analysis of organization’s overall strategies, goals, and objectives.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	The training and development need is identified based on task /job analysis.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	The training and development need is identified based on the required knowledge, skill and attitude analysis of individual employees	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	The training and development need is identified based on employee’s Performance Gap analysis	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
B. Training Design						
Objective of the training						
5	I was given sufficient information on the objectives of the training course before my arrival to the training hall	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6	The objectives of the training were coherent with my needs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7	The objectives of the course were	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

S. No	Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	clearly addressed before the program					
	Training content					
8	The training content was relevant	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9	The content was well organized and easy to follow	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
10	The time allotted for the training was sufficient	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11	The training content incorporated important points required for my job related duties	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Training method					
12	I have participated at least in one of the following On-the-job training methods such as: orientations, job rotation, coaching, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13	I have participated at least in one of the following off-the-job training methods such as: lecture, special study, role playing, etc.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	Trainer Selection					
14	The trainer has sufficient knowledge on the subject matter	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15	The trainer encouraged participation throughout the training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16	The language used in the training sessions was easy to understand	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
17	The trainer used a loud and clear enough voice to hear easily	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
18	The trainer summarized the main points before finishing the training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
19	The trainer used clear examples and	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

S. No	Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	illustrations					
C. Delivery Style						
Adult Learning Principles						
20	The trainer clearly described what to expect from the training presentation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
21	The trainer explored the accumulated experiences of trainees in the training hall	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
22	The training and development programs help the trainees for application of knowledge to immediate problem	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
23	The training's exercises best help trainees to learn and apply different types of knowledge or skill.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
24	The duration of training is appropriate to keep trainees motivated for learning	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Learning Styles						
25	The practical activities of the training and teaching methods were clear for trainees	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
26	The training session is flexible and includes variety of energizers	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
27	The trainer used different media (power point, flipcharts, videos, Music, etc.) in the training room	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
28	The training program accommodates different learning styles like group discussion & presentation by trainees	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

S. No	Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	Training material					
29	The training materials & hand-outs were distributed to trainees	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
30	The training materials & hand-outs were useful	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
D. Employees performance						
31	The Training and development program organized by the organization has improved my knowledge, skills and attitude.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
32	In my opinion, the training and development practices of the organization contribute to enhance employees' performance.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
33	The training and development program organized by the organization has improved the quality of service I delivered to customers /clients.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
34	I think that employees become more committed toward their job after getting the training	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
35	I think that work knowledge is increased through the training and development programs	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
36	The training and development program of the organization empowered me for career growth.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
37	Improvement in employee's job performance helps in enhancing the organization's overall performance	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Part – IV: Strengths and areas of improvements (limitations)

General Instruction:

After reading the following questions carefully, please give your opinion which you believe as true briefly on the space provided. (You can use additional paper /space if you have more ideas)

1. What are major strengths of the organization in its employees Training and Development practices?

✓ _____
✓ _____
✓ _____
✓ _____

2. What are major areas of improvements (limitations) of the organization in its employees Training and Development practices?

✓ _____
✓ _____
✓ _____
✓ _____

3. What do you suggest to improve the organization’s Training and Development practices?

✓ _____
✓ _____
✓ _____
✓ _____

Thank you again for your time and patience!

Appendix 2: Questionnaire - Amharic Version



ጅማ ዩኒቨርሲቲ

የቢዝነስና ኢኮኖሚክስ ኮሌጅ

የድህረ ምረቃ ፕሮግራም

የጽሑፍ መጠይቅ

የተከበሩ የጥናቱ ተሳታፊ;

ይህ መጠይቅ የተዘጋጀው በጅማ ዩኒቨርሲቲ የድህረ ምረቃ የቢዝነስ አስተዳደር ተመራቂ ተማሪ በሆነው ደምሴ አበበ መኮንን ሲሆን ዓላማውም “በኤስ ኦ ኤስ የህጻናት መንደሮች ኢትዮጵያ የሥልጠናና ልማት ትግበራ በሠራተኞች የሥራ አፈጻጸም ላይ የሚኖረው ተፅዕኖ” በሚል ርዕስ ለሚያጠናው ጥናት ግብዓት የሚሆን መረጃ ለመሰብሰብ ነው።

እርስዎም በዚህ ጥናት እንዲሳተፉ ተመርጠዋል። እርስዎ የሚሰጡት ትክክለኛ መረጃ ለጥናቱ ውጤታማነት በጣም አስፈላጊ መሆኑን በመገንዘብ በሚያውቁት መጠን እያንዳንዱን መጠይቅ በጥንቃቄ እንዲሞሉ እጠይቃለሁ። ተሳትፎዎም በእርስዎ በጎ ፈቃደኝነት ላይ የተመሠረተ ነው። እርስዎ የሚሰጡት መረጃ ምሥጢራዊነቱ የተጠበቀና ለዚህ ጥናት ዓላማ ብቻ የሚውል ሲሆን የማንኛውም መልስ ሰጪ ማንነት በማንኛውም መልኩ የማይታተምና የማይሰራጭ መሆኑን አረጋግጣለሁ። ሁሉም መረጃዎች ለትምህርታዊ ዓላማ ብቻ ይውላሉ።

አጠቃላይ መመሪያ:

- ☞ በመጠይቁ ላይ ስም መጻፍ አያስፈልግም።
- ☞ መልስዎን በሳጥኑ ውስጥ የእርማት ምልክት “√” በማድረግ ያመልክቱ።
- ☞ የጽሑፍ መልስ ለሚያስፈልጋቸው ጥያቄዎች በተሰጠው ባዶ ቦታዎች ላይ ይጻፉ።
- ☞ በተቻለ መጠን ትኩረት ሰጥተው ለሁሉም ጥያቄዎች የተሟላ መልስ ይስጡ።

እባክዎ ተጨማሪ ማብራሪያ ካስፈለገዎ በሚከተለው አድራሻዬ በመጠቀም ይጠይቁ:-

ደምሴ አበበ መኮንን

ሞባይል: 0923707556

ኢ-ሜይል: demissieabb@gmail.com ወይም demissie.abebe@sos-ethiopia.org

ውድ ጊዜዎን መስዋዕት አድርገው መረጃውን በመሙላት ለሚያደርጉልኝ ትብብር በቅድሚያ አመሰግናለሁ።

ክፍል አንድ: አጠቃላይ መረጃ

አጠቃላይ መመሪያ:

ለሚከተሉት ጥያቄዎች በተሰጡት አማራጮች ላይ የእርማት ምልክት (“√”) በማድረግ መልስዎን ይስጡ።

6. ጾታ: ወንድ ሴት
7. ዕድሜ: ከ18 – 20 ዓመት ከ 21 – 30 ዓመት ከ 31 – 40 ዓመት ከ 40 ዓመት በላይ
8. ፕሮግራሙ የሚገኝበት ቦታ: መቀሌ አዲስ አበባ ሐረር
ሐዋሳ ባህር ዳር ጎዴ ጅማ ብሔራዊ ጽ/ቤት
9. የትምህርት ደረጃ: ከ12ኛ ክፍል በታች ሠርተፊኬት ዲፕሎማ የመጀመሪያ ዲግሪ ሁለተኛ ዲግሪና ከዚያ በላይ
10. በድርጅቱ ውስጥ ለምን ያህል ጊዜ አገልግለዋል?
ከ 5 ዓመት በታች ከ 5 - 9 ዓመት ከ 10 - 14 ዓመት 15 ዓመትና ከዚያ በላይ

ክፍል ሁለት: አግባብነት እና የሠራተኞች የእርካታ ደረጃ

አጠቃላይ መመሪያ:

ለሚከተሉት ጥያቄዎች በተሰጡት አማራጮች ላይ የእርማት (“√”) ምልክት በማድረግ መልስዎን ይስጡ።

1. በኤስ አ ኤስ የህጻናት መንደሮች ኢትዮጵያ የተዘጋጀ የሥልጠና መርሐ ግብር ላይ ተሳትፈው ወይም ሥልጠና ወስደው ያውቃሉ? አዎን ወስጃለሁ አልወሰድኩም
2. ከላይ ለተጠየቀው ጥያቄ መልስዎ “አዎን /ወስጃለሁ” ከሆነ፣ እስከ አሁን ድረስ ለምን ያህል ጊዜ ሥልጠና ወስደው ያውቃሉ? 1-2 3-5 6-9 10 እና ከዚያ በላይ
3. በድርጅቱ እየተሰጠ ያለውን የሥልጠናና ልማት ፕሮግራም /ትግበራ አጠቃላይ ከሚሠሩት ሥራ ጋር ያለውን አግባብነት (ጠቀሜታ) እንዴት ይመዘኑታል?

አግባብነት የለውም	በመጠኑ አግባብነት አለው	ገለልተኛ ነኝ	አግባብነት አለው	በጣም አግባብነት አለው
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

4. በድርጅቱ የሠራተኞች ሥልጠናና ልማት ትግበራ የእርስዎን አጠቃላይ የእርካታ ደረጃ ከሚከተሉት ውስጥ ይምረጡ።

አልረካሁም	በመጠኑ ረክቻለሁ	ገለልተኛ ነኝ	ረክቻለሁ	በጣም ረክቻለሁ
1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ክፍል ሦስት፡ የሥልጠና ፍላጎት ዳህሣ፣ የሥልጠና ንድፍ /አቀራረብ፣ የሥልጠና ስልት እና የሠራተኛው የሥራ አፈጻጸም

አጠቃላይ መመሪያ፡

እባክዎን የእርስዎን ሃሳብ በሰንጠረዥ ውስጥ ካሉት አማራጮች ትይዩ በደረጃ ያመልክቱ። ለእያንዳንዱ ጥያቄ ከ 1-5 ከተቀመጡት አማራጮች አንዱ ላይ ብቻ የእርግጥ ምልክት (“√”) በማድረግ ምላሽ ይስጡ።

በሰንጠረዥ ውስጥ የተቀመጡት ቁጥሮች የእርስዎን ስምምነት ደረጃ እንደሚከተለው ያመለክታሉ፡ 1 = በጣም አልስማማም

2 = አልስማማም 3 = ለመወሰን እችላለሁ 4 = እስማማለሁ 5 = በጣም እስማማለሁ

ተ. ቁ	ዝርዝር	በጣም አልስማማም	አልስማማም	ለመወሰን እችላለሁ	እስማማለሁ	በጣም እስማማለሁ
ሀ. የሥልጠና ፍላጎት ዳህሣ						
1	የሠራተኞች የሥልጠና ልማት ፍላጎት የሚለየው የድርጅቱን አጠቃላይ ስትራቴጂዎች፣ ዓላማዎችና ግቦች ዳህሣ /ጥናት መሠረት አድርጎ ነው	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2	የሠራተኞች የሥልጠና ልማት ፍላጎት የሚለየው የሥራውን /የሥራ መደቡን ዳህሣ /ጥናት መሠረት አድርጎ ነው	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3	የሠራተኞች የሥልጠና ልማት ፍላጎት የሚለየው ለሠራተኛው የሚያስፈልገውን የዕውቀት፣ የክህሎትና የአመለካከት ዳህሣ /ጥናት መሠረት አድርጎ ነው	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4	የሠራተኞች የሥልጠና ልማት ፍላጎት የሚለየው የሠራተኛውን የሥራ አፈጻጸም ክፍተት ዳህሣ /ጥናት መሠረት አድርጎ ነው	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
ለ. የሥልጠና ንድፍ /አቀራረብ						
የሥልጠና ዓላማ						
5	ሥልጠና ከመግባቱ በፊት ስለ ስልጠናው ዓላማ በቂ የሆነ ግንዛቤ ተሰቶኛል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6	የሥልጠናው ዓላማ ከእኔ ፍላጎት ጋር አብሮ ይሄዳል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7	የሥልጠናው ዓላማ መርሐ-ግብሩ ከመጀመሩ በፊት በግልጽ ማብራሪያ ተሰጥቶታል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
የሥልጠና ይዘት						
8	በሥልጠናው የተዳሰሱት አርዕስት (የሥልጠናው ይዘት) አስፈላጊዎች ነበሩ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9	የሥልጠናው ይዘት የተቀናጀና ለመከታተል ቀላል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ተ. ቁ	ዝርዝር	በጣም አልሰማም	አልሰማም	ለመወሰን እንደሆነ	እሰማለሁ	በጣም እሰማለሁ
	ነበር					
10	ለሥልጠናው የተመደበው ሰዓት በቂ ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
11	የሥልጠናው ይዘት አሁን ለምሥራው ሥራ አስፈላጊ የሆኑ ነጥቦችን ያካተተ ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	የሥልጠና አሰጣጥ ዘዴ					
12	ከሚከተሉት ውስጥ ቢያንስ በአንዱ በሥራ ቦታ ላይ የሚሰጥ ሥልጠና ላይ ተሳትፎ አውቃለሁ፡- ቅድመ ሥራ ሥልጠና፣ የሥራ ዝውውር፣ ሥራን በተግባር ማሳየት፣ ወዘተ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
13	ከሚከተሉት ውስጥ ቢያንስ በአንዱ ከሥራ ቦታ ውጭ የሚሰጥ ሥልጠና ላይ ተሳትፎ አውቃለሁ፡- በክፍል ውስጥ መማር፣ ልዩ ትምህርት፣ ድራማዊ ትምህርት፣ ወዘተ.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	የአሰጣጥ መረጣ					
14	አሰጣጥኞቹ በሚሰጡት ሥልጠና ላይ በቂ ዕውቀት አላቸው	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
15	አሰጣጥኞቹ በሥልጠና ጊዜ የሰጡትን ተሳትፎ ያበረታታሉ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
16	አሰጣጥኞቹ በሥልጠና ጊዜ የሚጠቀሙት ቋንቋ ለመረዳት ቀላል ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
17	የአሰጣጥኞቹ ድምጽ ጥርት ያለና በቀላሉ ሊሰማ የሚችል ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
18	አሰጣጥኞቹ ሥልጠናውን ከማጠቃለላቸው በፊት ዋና ዋናዎቹን ነጥቦች ይከልሳሉ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
19	አሰጣጥኞቹ ግልጽ ምሳሌዎች እና ማበራሪያዎች ሲጠቀሙ ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	ሐ. የሥልጠና አሰጣጥ ስልት					
	ጎልማሳ (አዋቂ ሰው) የማስተማር መርህ					
20	አሰጣጥኞቹ ከገለጻው ምን መጠበቅ እንዳለብን በሚገባ አሳውቀዋል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
21	አሰጣጥኞቹ በሥልጠና ቦታ የሰጡትን የተጠራቀመ ልምድ እንዲገልጹና እንዲማሩበት አድርገዋል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
22	የሥልጠና ልማት ፕሮግራሞች ሰጣጥኞች በሥራ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ተ. ቁ	ዝርዝር	በጣም አልሰማም	አልሰማም	ለመወሰን እቸገራለሁ	እሰማለሁ	በጣም እሰማለሁ
	ቦታ ለሚያጋጥማቸው ችግር ያገኙትን እውቀት ወዲያው እንዲጠቀሙበት ረድቷቸዋል					
23	የሥልጠናው የተግባር ልምምድ ሠልጣኞች የተለያዩ እውቀትና ክህሎት እንዲያገኙና በተግባር እንዲተረጉሙት ረድቷቸዋል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
24	የሥልጠናው የቆይታ ጊዜ ተገቢ በመሆኑ ሠልጣኞች በንቃት እንዲከታተሉ ረድቷቸዋል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	የሥልጠና /የትምህርት ስልት					
25	የሥልጠናው የተግባር እንቅስቃሴ እና የስልጠናው መንገድ ለሠልጣኞች ግልጽ ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
26	የሥልጠናው ጊዜ ተለዋዋጭና የተለያዩ ማነቃቂያዎችን ያካተተ ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
27	አሠልጣኞቹ የተለያዩ ሚዲያዎችን (ገለጻ፣ ፍሊፕ ቻርት፣ ሙዚቃ፣ ቪዲዮ፣ ወዘተ.) ተጠቅመዋል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
28	የሥልጠናው ፕሮግራም የተለያዩ የማስተማሪያ ዘዴዎችን (የሠልጣኞች የቡድን ሥራ እና ገለጻ) አካትቷል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	የሥልጠናው ግብዓቶች					
29	የሥልጠናው ግብዓቶች (ጽሑፍ እና ሃንድ አውት) ለሠልጣኞች ተስጥው ነበር	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
30	የሥልጠናው ግብዓቶች ለሥልጠናው ጠቃሚ ነበሩ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	መ. የሠራተኛው የሥራ አፈጻጸም					
31	በድርጅቱ የሚዘጋጁ የሥልጠናና ልማት ፕሮግራሞች የእኔን እውቀት፣ ክህሎትና አመለካከት አሻሽለውልኛል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
32	የድርጅቱ የሥልጠናና ልማት ፕሮግራሞች አፈጻጸም ለሠራተኞች የሥራ አፈጻጸም መሻሻል አስተዋጽኦ አላቸው	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
33	በድርጅቱ የሚዘጋጁ የሥልጠናና ልማት ፕሮግራሞች የእኔን የአገልግሎት አሰጣጥ ጥራት አሻሽለውልኛል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
34	ሠልጠኞች ከሥልጠናው በኋላ ለሥራቸው ቁርጠኛ ይሆናሉ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
35	ሠራተኞች በሥራቸው ላይ ያላቸው እውቀት	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ተ. ቁ	ዝርዝር	በጣም አልሰማም	አልሰማም	ለመውሰን እችላለሁ	እሰማለሁ	በጣም እሰማለሁ
	በሥልጠና ልማት ፕሮግራም ይጨምራል ብዬ አስባለሁ					
36	የድርጅቱ የሥልጠና ልማት ፕሮግራሞች ለተሻለ የሥራ ደረጃ (እድገት) እንድብቃ አድርጎኛል	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
37	የሠራተኞች የሥራ አፈጻጸም መሻሻል ለድርጅቱ አጠቃላይ አፈጻጸም መሻሻል ያግዛል ብዬ አስባለሁ	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

ክፍል አራት፡ የድርጅቱ ጠንካራ ጎኖች እና ሊያሻሽላቸው የሚገባው ጉዳዮች (እጥረቶች)

አጠቃላይ መመሪያ፡

እባክዎን ከዚህ በታች የተዘረዘሩትን ጥያቄዎች በጥንቃቄ አንብበው በእርስዎ አመለካከት ትክክል ነው ብለው ያሰቡትን ከጥያቄው በታች ባለው ክፍት ቦታ ላይ ምላሽዎን ይስጡ። (የተሰጠው ክፍት ቦታ ካነሰዎ ተጨማሪ ወረቀት ይጠቀሙ)

1. በሠራተኞች ሥልጠና ልማት አፈጻጸም ላይ የድርጅቱ ዋና ዋና ጠንካራ ጎኖች ምን ምን ናቸው?

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

2. በሠራተኞች ሥልጠና ልማት አፈጻጸም ላይ ድርጅቱ ሊያሻሽላቸው የሚገባው ዋና ዋና ጉዳዮች (እጥረቶች) ምን ምን ናቸው?

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

3. የሠራተኞችን ሥልጠና ልማት አፈጻጸም ለማሻሻል ድርጅቱ ምን ማድረግ አለበት ይላሉ?

- ✓ _____
- ✓ _____
- ✓ _____
- ✓ _____

ውድ ጊዜዎን ሰውተው በትዕግስት መረጃውን በመሙላት ላደረጉልኝ ትብብር በድጋሜ አመሰግናለሁ።

Appendix 3: Interview Questions

My name is Demissie Abebe. I am a postgraduate student in Jimma University, College of Business and Economics, MBA program. Now I am conducting a research in the area of “Training and Development Practice in SOS Children’s Villages Ethiopia”.

1. Do you think that the training and development programs arranged by the organization are relevant to employees’ job performance?
2. What is the practice of training need analyses in the organization?
3. What is your view on training design and delivery style of the organization?
4. What are major strengths of the organization in its employees’ Training and Development practice?
5. What are major improvement areas (weaknesses) of the organization in its employees Training and Development practice?
6. What do you suggest the organization for improving its Training and Development practices?

Thank you for your time and patience!

Appendix 4: Training and development dimensions and employee performance

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Training Need Analysis	258	1.00	5.00	3.58	.8810
The training and development need is identified based on analysis of organization's overall strategies, goals, and objectives.	258	1	5	3.87	0.935
The training and development need is identified based on task /job analysis.	258	1	5	3.74	1.018
The training and development need is identified based on the required knowledge, skill and attitude analysis of individual employees	258	1	5	3.44	1.09
The training and development need is identified based on employee's Performance Gap analysis	258	1	5	3.27	1.106
Training Design	258	2.40	5.00	3.81	.63582
I was given sufficient information on the objectives of the training course before my arrival to the training hall	258	1	5	3.48	1.078
The objectives of the training were coherent with my needs	258	1	5	3.53	1.216
The objectives of the course were clearly addressed before the program	258	1	5	3.68	0.938
The objectives of the course were clearly addressed before the program	258	1	5	3.99	0.754
The content was well organized and easy to follow	258	1	5	3.93	0.803
The time allotted for the training was sufficient	258	1	5	3.26	1.317
The training content incorporated important points required for my job related duties	258	1	5	3.95	0.821

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I have participated at least in one of the following On-the-job training methods such as: orientations, job rotation, coaching, etc.	258	1	5	3.88	0.929
I have participated at least in one of the following off-the-job training methods such as: lecture, special study, role playing, etc.	258	1	5	3.16	1.309
The trainer has sufficient knowledge on the subject matter	258	1	5	4.1	0.702
The trainer encouraged participation throughout the training	258	2	5	3.97	0.914
The language used in the training sessions was easy to understand	258	1	5	4.13	0.751
The trainer used a loud and clear enough voice to hear easily	258	1	5	4.14	0.772
The trainer summarized the main points before finishing the training	258	2	5	4.16	0.714
The trainer used clear examples and illustrations	258	2	5	3.84	0.933
Delivery Style	258	2.36	5.00	3.83	.61342
The trainer clearly described what to expect from the training presentation	258	2	5	4.08	0.613
The trainer explored the accumulated experiences of trainees in the training hall	258	1	5	3.71	1.001
The training and development programs help the trainees for application of knowledge to immediate problem	258	1	5	3.61	0.993
The training's exercises best help trainees to learn and apply different types of knowledge or skill.	258	1	5	3.67	0.831
The duration of training is appropriate to keep trainees motivated for learning	258	1	5	3.47	1.266

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
The practical activities of the training and teaching methods were clear for trainees	258	2	5	3.87	0.761
The training session is flexible and includes variety of energizers	258	1	5	3.99	0.738
The trainer used different media (power point, flipcharts, videos, Music, etc.) in the training room	258	1	5	3.88	0.993
The training program accommodates different learning styles like group discussion & presentation by trainees	258	1	5	4.13	0.635
The training materials & hand-outs were distributed to trainees	258	1	5	3.67	0.952
The training materials & hand-outs were useful	258	1	5	4.01	0.756
Employees' Performance	258	1.43	5.00	3.96	.69945
The Training and development program organized by the organization has improved my knowledge, skills and attitude.	258	1	5	3.93	0.668
In my opinion, the training and development practices of the organization contribute to enhance employees' performance.	258	1	5	4.09	0.933
The training and development program organized by the organization has improved the quality of service I delivered to customers /clients.	258	1	5	3.92	0.885
I think that employees become more committed toward their job after getting the training	258	1	5	3.81	0.889
I think that work knowledge is increased through the training and development programs	258	1	5	4.19	0.889
The training and development program of the organization empowered me for career growth.	258	1	5	3.44	1.047

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
I think that improvement in employee's job performance helps in enhancing the organization's overall performance	258	1	5	4.31	0.85
Valid N (listwise)	258				