

The effect of employees' training and development on employees work performance a study on south Omo zone public service and human resource development office

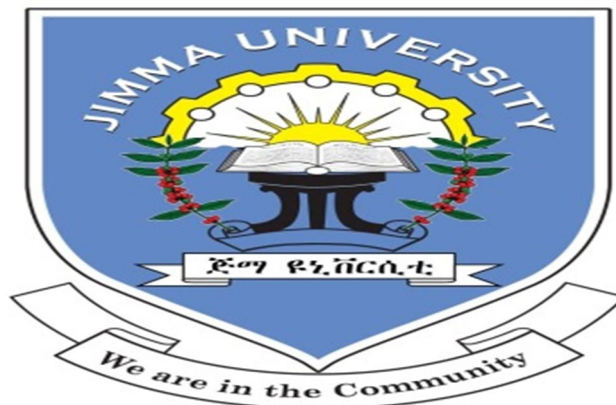
A thesis Submitted to the School of Graduate Studies of Jimma University in Partial Fulfillment of the Award of the Degree of Masters of public Management (MPM)

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ABSTRACT

Training and development has become one changeable aspect of human resource management. In The globalized world business today is improving day in day out with changes starting from economic to technological. In this case, organizations are forced to train and develop their employees accordingly to have a confidence that they have the skilled human resource in running business. An organization that does not fund in training and development is not easy to success. The objective of the study was to find out the effect of employee training and development on employees work performance in south Omo zone public service and human resource development office. The researcher was adopted both descriptive and explanatory type of research design in the investigation of the objectives. Stratified sampling technique was used and 202 respondents were selected and 190 were returned. The study used both primary and secondary data. The data collected was analyzed using SPSS, regression and correlation analysis. The implication of the study was that training and development is important in influencing employees work performance. The finding indicates that there is almost 40.4% variation in dependent variable (Employee Performance) due to one percent change in independent variables (TD). In generally there is training program in the office but development is not well attended and the weaknesses and strengths and factor affecting TD were identified. The study recommended that as the intention of government of Ethiopia, that is the country development, in order to be successful public office managements must empower all departments to engage in the training and development of employees to enhance the potential and strengthen employees' work Performance the management system should allocate enough time and budget for training and development program .

Keywords: Training, development, employees work Performance, on the job training, off the job training.

DECLARATION

I, Solomon Hazalko, here declare that this research entitled “the effect of employees training and development on employee work performance, a case study in South Omo Zone public service and human resource development office. Jinka, Ethiopia” is submitted by me in partial fulfillment for the requirements master degree in MPM public management Jimma University. It is my original work and has been cried out by me under the guidance and supervision of Mr Taye Amogne and Mr Kedir Abraham (MBA). It has not been submitted earlier for the award of any degree or diploma.

Name

Signature

Date

Solomon Hazalko

_____ // 30 / 09/ 2017

CERTIFICATE

This is to certify that the thesis entities “the effect of employees training and development on employee work performance: A Case Study of south Omo zone public service and human resource development office”, Submitted to Jimma University for the award of the Degree of Master of public management (MPM) and is a record of Valuable research work carried out by Mr. Solomon Hazalko Adaki, under our guidance and supervision

Therefore we hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree of diploma.

Main Adviser’s Name *signature* *Date*

Co-Advisor’s Name *Signature* *Date*

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Thank you my father, you blessed me in all direction, I know that you did my work in this world also. My special gratitude goes to my advisors Mr Taye Amogne and Mr Kedir Abraham (MBA) who tirelessly through their effort, experience, expertise and initiative guided me through the whole process. The completion of my thesis in its present form is the result of the support and help of south Omo zone public service and human resource development employees by giving the required information. I would like to express my honest and heartfelt gratitude to my wife Mihret Girma and my whole family for their supports and encouragement throughout my study directly or in indirectly. You all are the reason for the endurance of my work thank you again and God bless you.

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Operational definition

Job skill: is a capacity acquired through deliberate, systematic, and sustained effort to smoothly and adaptively carryout complex activities or job functions.

Knowledge: is the sum of what is known and reside in the intelligence and the competence of people.

Attitude: A prediction or a tendency to respond positively or negatively to ward certain idea, object, person, or situation that influences individuals' choice of action, and response to challenge, incentives, and reward (together called stimuli).

Ability: an acquired capacity or talent that enables an individuals to perform a particular job or task successful.

Abbreviations

TD Training and Development

HR Human Resources

HRD Human Resources Development

SOZPSHRDO South Omo Zone Public Service and Human Resource Development
Office

OJT on- the Job Training

CHAPTER ONE

1.1 Background of the Study

In a globalized, complex and turbulent world one of the most reliable sources of competitive advantage is knowledge (Jelena, 2007). To increase the effectiveness of an organization and also for the experiences of employees in work, Training and development play an important role. Development and Training have great contribution for productivity, health and safety at work and for every individual's personal development. In recent world, many organizations employ people with having an aim, to train and develop their staff. Most of the organizations have understanding of this requirement and scarify their effort and other resources in training and development to increase organization and employees performances. These kinds of investment can be made in the form of employing people in training and development and paying salaries to those employees who undergoing in training and development. To carry out this activity Investment in training and development includes obtaining and maintaining space and different resources. To go on, in the training and development program, different stakeholders should be involve, this stakeholders are operational personnel who employed in the organization's to do main business functions, such as production, maintenance, sales, marketing and management support, must direct their attention and effort from time to time towards supporting training development program to increase performance. Therefore, investment in training and development generally regarded as important and good management practice to improve the performance of employee as well as productivity of the organization (Goldstein I. L. & Ford K, 2002). According to (Ahmad and Din, 2009), employee training and development practice must done based on the understanding that employees' skills is the right hand and the main reason to success or to improvement of the organizations to grow. Therefore, training and development are required for employees to enable them work towards taking the organization to its expected destination.

In every aspect, the effectiveness of any organization is in most case, relay on its employees. However, there are different other aspects that takes a major part those an organization need to ensure efficient employees in line with financially dominant and competitive in the market. Some organizations understand that employees are looking for only financial profits from their works. This misunderstanding ignores high significance that most of the employees placed themselves on the inherent benefits of their professions and consequently, it is not just employee job satisfaction and retention but it has undesirable effects on the organizations.

There are important discussions between scholars and professionals that training and development program has effective and positive relationship between employee performances. Some of the scholars agreed that training opportunities increase in high employee performance in the organization whereas the other claimed that training is an instrument, which is reason for employees less performance because they search for other work opportunities (Montei, 1996); (Becker, 1993). In the other side of all discussion, most of writers agree on employee training is the most difficult and complicated human resource practice that can expressively influence on the accomplishment of the organizations. Furthermore, organizations are investing high effort on training and development to get effective and success in the globalized economy and trying to differentiate their organization from other in the industry based on abilities, information, and enthusiasm of their workforce. Based on the issue, Reference to a current report prepared by American Society for Training and Development, organizations are spending more than \$126 billion yearly on employee training and development (Paradise, 2007). Irrespective of this, According to (Tomas, 2011) employee training and development in the industry especially in less developed countries, economy like Ethiopia, Kenya, and Zimbabwe is the most required and important need of the time undoubtedly. Hence, the study focuses on one of Ethiopian public office, for which relationship between employee training and development with work performances, for this sector has become essential to achieve the national economic objectives. Despite this aspect, conducted researches are insufficient specifically on employee training and development in Ethiopia public

organizations. Thus, the intention of this study is to examine the experience of public organizations in Ethiopia on the effect of employees training and development on employees work performance view to understanding the practices and problems that facing.

1.2. Statement of the problem

Training and development provide an important benefit in the increasing of competencies of new as well as current employees for effective work performance. It also enables the employees to cope up and hold future position in an organization with full capabilities and helps to overcome the problems in any job related areas, (Robert, 2004). According to (Wills, 1994), training and development is not only considered as investment or expenditures by the firms but also training and development supports to achieve competitive advantage of the organization. Effective and continuous training and development programs can improve employees' efficiency and effectiveness on work performance, time management, team spirit, customer service, punctuality, and morale, thus leading to gains in both productivity and job satisfaction. In addition, training and development can play important role to the businesses to make use of latest (new) technology and to cop up with a rapidly changing and globalized competitive environment.

Some organizations plan and implement training program for their employees without identifying the purpose and objectives, without knowing what knowledge, skills and abilities that the employees would learn at the end of the training program and whether they will be able to attain performance targets on job. Therefore, firm must design training plans with clear goals and objectives while keeping in mind the particular needs of both individual and the firm (Sims, 2006) . In a more and more global, complex and turbulent environment, knowledge is the one of the reliable source of competitive advantage (Rosenwald. M, 2000). Traditional factors of manufacturing as the land, labor and capital did not disappear, but their significance is not primary anymore. In most case, Knowledge is viewed as the key for realization of a competitive advantage (Robert L.M, 2004) . Therefore the question of where the knowledge is located, how to release it and

develop to achieve organizational and employees 'goals has become very important. The head manager of employees, as carriers of knowledge and activities, he or she should know human resources are becoming the key factor of business success.

Man is dynamic in nature, the need to be current and relevant in all spheres of human endeavor's make staff development a necessity, to keep track with current event and methods. It is an avenue to acquire more and new knowledge and develop further the skills and techniques to function effectively. Scholars, experts, social scientist and school administrators now recognize the fact that training and development are obviously indispensable not only in the development of the individuals but also facilitate the productive capacity of the workers. Training and development not persuade people to do what is wanted but rather a process of creating organizational conditions that will cause personnel to strive for better performance (Davis and Yi, 2004). But training and development program have its own cost to organization and many factors affects training and development program of the organization. According to (Akinpeju, 1999), factors that affect training and development program of the one organization are Competition for skilled employees, Attracting and retaining employees becomes a challenge, Need for additional skills, Funding for employee training and development is a concern, less job security and Limited opportunities for advancement.

Among other schools that highlighted the usefulness of training and development are (Akintayo, 1996), (Oguntimehin, 2001) and (Robert L.M, 2004). They identified the functions of training as follow: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude, enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolesce in skills, technologies, methods, products, capital management etc. It brings incumbents to that level of performance, which needs the performance for the job; enhance the implementation of new policies and regulations; prepares people for achievement, improves manpower development and ensures the survival and growth of the enterprise.

(Kayode. T, 2001), states the objectives of training and development are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently develop

the workers so that if he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks.

(Chris. O, 1996), agreed that training and development objected at developing skills such as technical skill, human relation skill, conceptual and managerial skills for the achievement of individual and organization growth. In addition, (Akinpeju, 1999) submitted that the activity of training and development is a continuous one.

Given the benefits of employee training and development, many scholars have been conducted research in developed countries directly on the employee training and development. (Vemic. J, 2007), (Gilley. J. W et al, 2000). However, most of these and other studies focus on companies operating within well-organized employee training and development way in developed countries, and in Ethiopia few researches are conducted on the issue in few private enterprise case. While in public organization, the issues have not concern according to private organizations. Therefore, it is difficult to generalize the same result, from the findings of those studies, on the effect of employees training and development on employee work performance in the case of public organizations which are experienced with problems compared with private organizations. Therefore, the study was conducted on the relationship between training and development with employee work performance in public organization case in south Omo zone public service and human resource development office.

1.3 Basic Research question

To achieve the intended objective as well as the research problem stated above, the researcher designed the following questions.

1. How did training and development programs affect the employees' work performance?
2. What are the methods used for conducting the training and development programs?
3. What are the major strengths and weaknesses of the TD practices in south Omo zone public service and human resource development office?
4. What are the factors that affect employees' training and development program?

1.4 Objective of the Study

General objective of the study

The objective of this study was to examine the effect of employees training and development on employee work performance in south Omo zone public service and human resource development office).

Specific objectives of the study

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

1. To determine how training and development programs affects the employees work performance.
2. To identify the training and development methods used for conducting the training and development programs in the organization
3. To identify the major strengths and weaknesses of the TD practices in south Omo zone public service and human resource development office).
4. To assess the factors that affects employees' training and development program.

1.5 Significance of the Study

The research was conducted, and provided possible suggestions for employee about the effect of training, development practices on work performance of the organization. Moreover, it also helps the researcher to acquire knowledge in the area and understand practical experience, it enhanced the researcher's confidence for the next independent research work and the main reason to conduct the study was for the partial fulfillment of the requirements for the degree in executive masters of public management. In addition, the study will used as a secondary source document and provides different idea about the issue of training and development and work performance for those researchers who want to make further study in the area and also improve the quality of the next research in the effect of employees training and development on employee work performance scheme.

1.6 Scope of the study

The study was limited on the elements of human resource management, particularly in the area of the effect of employees training and development on employee work

performance. This study was carry out in south Omo zone public service and human resource development offices only.

1.7 Limitation of the study

One major limitation of this study was other public organizations are not included. Another limitation was that due to the time and budget constraint only public service and human resource development office at zonal level concerned and other woredas level and municipality level are not included.

1.8 The Organization of the Study

This study was organized in five chapters the first chapter was discussed a general introduction and an overview of the background to the research, statement of the problem, objective of the research, basic research questions, significance of the research, scope and limitation of the study, and the structure of the research. The second chapter takes the related literature review part of the research. Chapter three focused on the research methodology in terms of research design, research population, sampling technique, sampling size, data collection procedure and data collection and analysis. Chapter four looked at the presentation and analysis of findings. Finally, chapter five presented the summary of research findings, conclusions from the findings and recommendations following from the conclusions on the findings.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1. Training and Development Concept

Introduction

In every aspect, the effectiveness of any organization is in most case, relay on its employees. However, there are different other aspects that takes a major part those an organization need to ensure efficient employees in line with financially dominant and competitive in the market. Some organizations understand that employees are looking for only financial profits from their works. This misunderstanding ignores high significance that most of the employees placed themselves on the inherent benefits of their professions and consequently, it is not just employee job satisfaction and retention but it has undesirable effects on the organizations.

Training is enabling, or upgrading in oneself or others, any understanding skills and knowledge that related to particular important competencies. Training has a particular goal of increasing one's capacity, productivity, capability and performance. Training is a type of human resource activity, which is systematically planned to improve the employees' level of understanding, skill, to improve knowledge and competency that are important to perform works accordingly (Gordon, 1992) Training planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Development is a broader than training and it is multi-directional set of activities and a broader ongoing activity (training activities among them) aimed at bringing someone or

an organization up to another threshold of performance, often to perform some job or a new role in the future (Mc Namara, 2008)

Development is the growth or realization of a person's ability, through conscious or unconscious learning. Development programs usually include elements of planned study and experience, and frequently supported by a coaching or counseling facility. (Gilley. J. W.etal, 2000)

Employee performance means the job related employees' activities that tasks are expected of a worker and how effectively and well those activities were done. Employee performance can be also taken as the result of employees effort or contribution of employees to achieve goals (Herbert John & Lee, 2000) cited by (Nassazi, 2013). (Afshan et al, 2012) , define performance as the achievement of specific works according to planned or projected standards of, effectiveness' and efficiency based on completeness, cost, accuracy and speed. Employee performance can also recognized in achievement in production, cop up with new technology, and motivation of employees.

Training and Development mainly related to the getting of know-how, understanding, different techniques and how something is practices. Basically, training and development is one of the most important imperatives of human resource management because it can improve work performance at single individual level, in group (colloquial) level and at whole organizational levels. 'Increasing individual's capacity, how to perform ones actions, the organization is increasing collectively to develop and gate its goal to achieve (Champathes. M. R, 2006)

2.2. Training and development Practices

In the globalized world the dynamic and improvement of technology takes workers to be able to cope up with the new ways of market system and providing of service. (Obisi C., 2011) states that training can improve employees morale, it can reduce cost of producing goods and services, employees turnover can be decrease, increase quality and quantity of staff and increase employees satisfaction and work achievement, and give widen opportunities for career progression. (Krietner, 1995) States that no matter how carefully job applicants are screened, typically a gap remains between what the employees do know and what they should know. A particular organization that needs to have the

competitive advantage in its respective industry, it should give prior to, extensive and effective training of its human asset among other things.

Training plays an important role in increasing organizational performance and as it enhances the employees and also the whole organizational competences. Employees training can practice in two ways, on the job that is practiced at the working place and the other one is off the job which is carryout out of employees“ work place (Mullins, 2007). On the job training can be processed in different techniques those are: role playing, apprenticeship, job instruction, coaching etc. therefore Training is important activities that play a great role for improve the performance of the organizational because it improves the individual and organizational competences.

2.3 Importance of Training and Development Program for employees

2.3.1 Career Competencies

Individual get many advantages from the employee training and development program. The employees can learn different knowledge and technical skills that are required by their jobs (Dillich, 2000). New professionals with entrepreneurial ambitions they think that they have shortage of experience and capital; therefore those people need to join organizations which provide training programs to develop their employees for the successes of future (Feldman, 2000).The development program of Employee helps employees to worth full in the future and develop their abilities and skill to cope with new and changing technologies.

2.3.2 Employee Satisfaction

Employees of the organizations have no feeling about their organizations when they think that their organizations are not caring about them in different motivational opportunities (Garger, 1999). When today organizations are investing high amount of money on the employee this investments directly benefits the company it self’s (Wilson, 2000). Different organization those are providing different training and development opportunities for their employee are achieving high level of employees’ satisfaction and

decreasing its employees turnover (Wagner, 2000). For the reason that employees recognize their organization that it is spending on Training in their future career the organization can increase organization's reliability (Rosenwald, 2000).

2.3.3 Employee Performance

According to (Satterfield and Hughes, 2007) the behavior, attitude and working skills of employees are affected by training and development and they cause the employee to enhance performance and also to develop constructive changes that serves as increase employee performance. (Hughes, 2007) Made an analysis of 1025 sample size from 124 resources and concluded that in training had directly positive effect on job-related performance distinction with no-training or pre-training conditions.

2.4 Benefits of Training and Development Program for Organization

2.4.1 Organizations Market Growth

To stay on productive and competitive in the market it is important for the organization to train and develops its employees. Even if it needs cost for the organization to invest money on the training and development program, since the process improves employees in different aspects, this investment is important and positive for the organizations to hold its position on the market (Rosenwald, 2000). American Society for Training and Development develops two important motives that are essential for employee's knowledge, first employees understand and identify the benefit of training and marketable by organization and second the CEOs of the organization should understand that how fast information is transferring in fast in current globalized business environment (Fenn, 2000). (Greengard, 2000), states that, the organizations should responsible to develop and sustain such learning opportunities for the employees those enhance the knowledge of employees and competitive capacity. It is real that, employee training and development programs comes with in a high price, while have a positive impact on return-on-investment. In today market, Microsoft and General Electric

Company are effective and entirely large worth full organizations, and these organization stakes training opportunities as an investment (Logan.J. K, 2000).

2.4.2 Organizational Performance

Training and development has been taken as mainly contributing factor to the effectiveness of the organizational (Schuler and Mac.Millan, 1984). Studies on this topic recommend that different type of investment (labor, money or capital) in training and development program can be recognized by the impact it creates to developed individual and organizational effectiveness (Bartel, 2000). In addition, the former studies have justifies causation between effectiveness of the organization and training and development (Blundell et al, 1999). According to (Bartelett, 2001) one of the glitches that is usually problematic to identify, is planning an effective evaluation of the organization performance. (Blundell et al, 1999) Supported idea by describing many different difficulties that prevents the adequate assessment of impact of human capital appreciation and performance of organization those are, Lack of suitable data and methodological system, but there is the most serious factor that Human resource management practices great impacts on attitudes and work-related issues (Allen et al., 2003). (Bartelett, 2001), states that it has been advised that the organization should know directly the relationship of training and development with organizational commitment to evaluate the effectiveness of training and development program, and also it has been revealed as certainly correlated to the efficiency of the organization.

2.4.3. Employee Retention

Several study revealed that one of the challenging notion of company is employee retention and there is no single method for the organization retain employees. Many organizations have described that offering opportunities for improving their learning to employees one best strategy that help to retain employee (Logan.J. K, 2000). In the issue many study were conducted, almost all of them have confirmed that there is strong relationship between employee training and development, and employee retention (Rosenwald, 2000) Companies should realize that skilled and experienced employees are the most important assets and companies have to take risk to retaining them (Garger E.

M., 1999) Organizations which are getting success in retaining its employees have highly concerned in providing training and development programs to their employees (Logan.J. K, 2000). Several managers found and agreed on the positive learning atmosphere exposed to increase retention rates (Dillich, 2000)

2.5 Methods of Training

The most commonly used work place training methods can take two major forms (Craig, 1987): On-the-job and off-the-job trainings.

A. On-The-Job Training

On-the-job training refers to the instructions which may be theoretical or practical depending on the job requirement, which takes place when an individual joins an organizations or a new assignment before a person begins a job or task (Kaushik, 2013). It is the most commonly used and least expensive methods of training and development (Craig, 1987) However; on-the-job training becomes much effective when it is employed in a structured manner (Salas, 2012) Structured on-the-job training assumes that new employees lack certain skills and the goal of on-the-job training program is to instill these skills using several steps (Maurya & Kaushik, 2013) According to (Bernatek, 2003), the most commonly used on-the-job training take the following forms:

Coaching: this relates to formal training on the job. A worker becomes experienced on the job over time due to modification of job behaviors at the point of training or acquisition of skills. **Job rotation:** making employees to work on different area to let them that gate different skills. **Apprenticeships:** a method of training where an unskilled person understudies a skilled person. **Orientation:** this is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations.

B. Off-The-Job Training

Off-the-job training is a method in which workers are required to undergo training for a specific period away from the work place (Bernatek, 2003). The method is concerned

with both knowledge and skills in doing certain jobs, and can be conducted in several forms (Craig, 1987). The following are the most commonly used: *Special lectures and discussions, Conference and seminar, Case study, Role-playing* In role-playing, trainees assume a role outside of them and play out that role within a group. A facilitator creates a scenario that is to be acted out by the participants under the guidance of the facilitator. While the situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself, allowing better understanding of their own behavior. This training method is cost effective and is often applied to marketing and management training (Salas, 2012). *Management games* However, the benefits and limitations of each method are well discussed in the works of (Maurya & kaushik, 2013), (Aguins and Kraiger, 2009), (Aragon-Sanchez et al, 2003) as follows:

Advantages of on-the-job training method

It is most cost effective, It is directly related to real job tasks, It helps to fill the gap between the present and the required skill levels, It enhances trainees motivation, and, It is practical and free from artificial classroom situations.

Disadvantages of on-the-job training method

Quality of training depends on the ability of trainer, Bad habits might be passed on, it is mostly used for small number of trainees, Learning environment may not be conducive, and, Potential disruptions to operation may occur.

Advantages of off-the-job training method

Elimination of frustration and bustle of work create conducive environment to take in more information, Helps to acquire the latest information, current trends, skills and techniques, it is systematically organized and maintains reasonable standard, Large number of trainees can be trained at one time, and Trainers are usually experienced enough to train.

Disadvantages of off-the-job training method

It is more expensive as compared to on-the-job training, it is not directly related to the job tasks, and it is more artificial in nature.

2.5.1 Method of Development

1. *Under-study*:- This is good for succession planning. This allows for smooth transition of work when one officer leaves a schedule or organization.

2. *Job-enrichment*: - It is necessary for all workers to move from one schedule to the other within the same organization, to- allow for competence on all spheres of work.

3. *Self-development/Self-assessment*:- Self-development means a personal desire to improve through an individual's attempt to embark on study and practical experience that are independent of an organization's role and contribution. Self-assessment personal identification of strengths, opportunities, weaknesses and challenges and an attempt to improve and build on current efforts for a more fulfilling corporate movement

Job Rotation is a management approach where employees are shifted between two or more assignments or jobs at regular intervals of time in order to expose them to all verticals of an organization. It is a pre-planned approach with an objective to test the employee skills and competencies in order to place him or her at the right place.

2.5.2 Evaluation of training and development

Evaluation is the final phase of the training and development program. It is a means to verify the success of the program, i.e. whether employees in the program do the jobs for which they have been trained. As (Balogun, 2011) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program in relation to its objectives. Human resource development is an investment in people. The major reason for investment in training and development program is that to help employees to perform better in the achievement of organizational objectives. Hence, evaluation is a means to assess the cost/benefit of the program to the organization. However, (Balogun, 2011) noted, evaluation is like brushing your teeth after every meal everyone advocates it but few actually do it. Evaluation can be done for various purposes. It may be done:

- To increase effectiveness of the program while it is going on;
- To increase the effectiveness of the program to be held next time;
- To help participants to get feedback for their improvement and efficiency;
- To find out to what extent the objectives are achieved.

In evaluating the worth of specific programs, sets of measurement criteria should be identified.

These, according to writers in the area, are:

Reaction

What did the participant think about the program? Participants react to the learning experience by forming opinion and attitude about the instructor, the methodology, participation in the learning session and measures how trainees react to a program (Ahmad & Din, 2009). It provides useful information to allow assist with modifying the training program.

Learning

Did the participant learn what was intended? Learning evaluation requires the measurement of what participant has learned as a result of his/her training i.e. the new knowledge and skill he/she has acquired or the change in attitude (Noe, 2011). It measures the changes in trainee's attitudes, knowledge, and skills. These changes are measured by using methods such as testing and self-assessments.

Job behaviors

Job behavior evaluation is concerned with measuring the extent to which participant has applied his/her learning back on the job. It helps to assess whether job performance changes as a result of training (Eseryel, 2002). Did the learning transfer to the job? How has the development activity improved individual performance, for example specialist knowledge or professional approach?

Ultimate value

Has the training affected the ultimate well-being of the organization? Here evaluation aims to measure how the organization as a whole has benefited from the training in terms of goal achievement, survival or growth. To measure the effect of human resource development program using the criteria mentioned above requires using data gathering method such as questionnaire, interview and observation. Other measures like management audit, survey, analysis of record and performance data, expert opinion, test and the like can be used to collect evaluation information

In sum, training and development to be useful to the organization, employee and management concerned should (Bhargava, 2010)

- properly assess needs;
- Formulate clear objectives;
- Design program to meet the needs and to attain objectives;
- Conduct cost/benefit evaluation.

If the training and development shaped the employees in such a way as to fit the job requirements, then it can be concluded that organizations have achieved their objectives and in turn they have also justified the investment made in human resource.

2.5.3 Process of training and development evaluation

1. Before Training: The learner's skills and knowledge are assessed before the training program. During the start of training, candidates generally perceive it as a waste of resources because at most of the times candidates are unaware of the objectives and learning outcomes of the program. Once aware, they are asked to give their opinions on the methods used and whether those methods confirm to the candidates preferences and learning style (Ahmad and Din, 2009).

2. During Training: It is the phase at which instruction is started. This phase usually consist of short tests at regular intervals (Balogun A. , 2011)

3. After Training: It is the phase when learner's skills and knowledge are assessed again to measure the effectiveness of the training. This phase is designed to determine whether training has had the desired effect at individual department and organizational levels.

There are various evaluation techniques for this phase (Balogun A. , 2011)

2.6 Delivery style

The methods used to deliver learning should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they are to being taught (motivated to learn). A blended learning approach should be adopted. Account must be taken of how people learn. Every opportunity should be taken to embed learning at work. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies

and simulations. Lectures should form a minor part of the course. The design of the program or event should take account of the principles of teach (Armstrong, 1999)

2.7 Problems Training and Development can solve in an Organization

Training can solve a variety of manpower problems which militate against optimum productivity. Included are operating problems having a man power component? These problems can emerge within any groups: except non-except, line and staff, unskilled, skilled, paraprofessional, professional and lower, middle and upper management.

These problems according to (Kayode. T, 2001), differ in natures and yet all have a common denominator, the solution required individual to their appreciative backgrounds specific identifiable items of additional knowledge skill or understanding. Organization-wide, these problems include needs to Increase productivity, improve the quality of work and raise morale, Develop new skills, knowledge, understanding and attitudes, Use correctly new tools, machines, processes, methods or modifications thereof, Reduce waste, accidents, turnover, lateness, absenteeism, and other overhead costs, Implement new or changed policies or regulations, Fight obsolescence in skills, technologies, methods, products, markets, capital management, and Ensure the survival and growth of the organization etc.

2.8 Strengths of training and development process in the organizations

Many organizations in this time have adapted from training and development and they getting up from their focus from material asset to human asset (Cruse.G, 2007). Through the process of giving continuous training and development program, they build strengths from their experience. Such strengths are: first they provide a well-crafted job description - it is the foundation upon which employee training and development activities are built. Second they provide training required by employees to meet the basic competencies for the job- This is usually the supervisor's responsibility. Third they develop a good understanding of the knowledge, skills and abilities that the organization will need in the future and this answer, what are the long-term goals of the organization and what are the implications of these goals for employee development? Forth Share this knowledge with staff, Look for learning opportunities in every-day activity. Fifth was there an incident

with a client that everyone could learn from? Sixth is there a new government report with implications for the organization? , Explain the employee development process and encourage staff to develop individual development plans and Support staff when they identify learning activities that make them an asset to your organization both now and in the future.(Scott, 1971). A strong organization Looks for learning opportunities in everyday activities and Identify goals and activities for development and prepare an individual development plan potencies and behavior.

2.9 The Weaknesses of training and development process in organizations

1. **Lack of flexibility** – Employees gets a course syllabus and an expectation to keep up with the instructor at all times, no matter what else they have going on in life(Mumford. A, 1987)
2. **Geographic access issues** – If employees are not near the corporate headquarters, they might not even receive any formal training (Noe R. , 2011).
3. **Uniform training for diverse needs** – Even if employees face different challenges or have differing learning needs, everyone receives the same one-size-fits-all training.
4. **Cost prohibitive** – First you buy the materials. Then you hire the trainer. Then you pay your people for the time they are training but not working productively. Then you find out that the training wasn't even that great in the first place, so you start the process over again (Armstrong. M, 2006).

2.10 ways in which Training and development affects employee performance

A business should never stand still and so nor should the development of your staff, who is the key asset in driving your business forward. Regular staff training is essential in helping this ongoing skill development. This can often be a worry to business managers though, due to its ongoing cost to the business. However, if you look past this, there are a

number of important reasons why ongoing staff training can be beneficial to the business and should therefore be made a priority. With a quality training plan in place, you will also see your return on investment within your balance sheet (Noe. R. A, 2006)

Keep up with industry change

Industries are constantly changing and so it is important for a business to develop to avoid being left behind. It's also important to make sure your business is complying with any industry regulations, which can be achieved through ongoing training, making sure your staff's skills and knowledge are up-to-date.

- **Be in touch with all the latest technology developments**

New technology is being developed all the time and so it is not sufficient to run a one-off training session. Regular training needs to take place to ensure that staffs are using all the latest technology comfortably and to its full potential. This can be achieved through implementing a customized staff, and by integrating employee training with IT support.

- **Stay ahead of competitors**

Standing still can kill your business, so by making sure your staffs are constantly advancing, you will continue to move forward and remain competitive within the marketplace (Logan.J. K, 2000).

- **Be able to see weaknesses and skill gaps**

with regular training, a business can more easily identify any gaps in the market and skill gaps within the existing workforce. By identifying these gaps early, there is time to train staff in these required areas so they can fulfill the role effectively.

- **Maintain knowledge and skill**

Although one off training may be provided to new starters, or other employees, it's important that training schemes are put in place to help develop skills

throughout their job. To retain knowledge, skills need to be practiced and refreshed on a regular basis so elements aren't forgotten (Blundell et al, 1999).

- **Advance employee skills**

Once a business has spent money on providing basic level skills, these can easily be built upon and improved to provide much more benefit to the business. Staff that knows more can bring more to the table, and your business will reap the rewards (Aguins and Kraiger, 2009).

- **Provide an incentive to learn**

if training is provided as part of a longer development pathway, employees will have much more incentive to learn, participate in the session and put their new skills into practice.

- **Increase job satisfaction levels**

Through continued investment from the business, staff can have a much higher sense of job satisfaction, which can improve their motivation towards their work. This reduces employee turnover and increases productivity, which directly improves the profitability. It also prevents competitors from taking away your best employees by offering training incentives (Ahmad & Din, 2009).

- **Provide internal promotion opportunities**

Employing new staff involves high recruitment costs and hiring fees. However, with ongoing training, your existing staff can become more eligible for internal promotions. Unlike new staff, you can guarantee they have a complete knowledge of your business; the correct skills set and are people that you know and trust (1989).

- **Attract new talent**

All businesses want to have the best employees and so with ongoing training, this will not only mean better staff retention, but the business may also attract better

talent from the start, as this gives the business a good image and is a key feature many people look for within their job search(Afshan et al, 2012)

2.10 Factors Affecting Training and development

Transfer of learning is critical to recognizing a positive rate of return, but many companies fail to realize most of the influencing factors are out of the learner's control. This study identifies influential factors that affect training and development, which focus mainly on the organization.

<http://www.brighthub.com/office/human-resources/articles/102616.aspx> 26/o1/2017

Training Effectiveness

Identifying whether or not a training initiative is effective depends on how well learners are able to apply what they learned to improve job performance. Furthermore, without a significant and observable return on investment, training is seen as a waste of time and valuable resources. However, whether or not a learner is able to successfully transfer his or her knowledge to the workplace isn't wholly dependent upon the learner. Instead there are many different types of influential factors that affect job training, and, in fact, most of them do not depend on the learner (Oguntimehin, 2001).

Management Support

One of the most important influential factors that affect training and development training is management support of training initiatives. It is critical that managers foster a climate conducive to learning, support the training initiatives, and encourage professional development. Without management support, there wouldn't be designated funds for training programs, and workers wouldn't feel comfortable using new knowledge and skills (Mathis & Jackson, 2009).

Legitimate Training Needs

The next factor that affects whether or not training and development is well-received and effectively transferred to the job depends on whether or not the training topic is a valid training need. The best way to validate a training need is to conduct a needs analysis. If a

training topic is truly a training need, learners will be actively engaged and willing to learn the new topic and can readily apply it to the workplace (Akintayo, 1996).

Effective and Experienced Trainer

Whether coming from in-house or a consulting firm, a trainer must be able to communicate effectively, facilitate a conversation to ensure the needs and expectations of the learners are met, present material clearly and effectively, and make information interesting. An effective trainer also creates a safe and engaging learning environment, actively keeps learners involved, and can adjust appropriately when necessary (Barnat, 2007).

Learning Objectives

Another factor that is critical to training and development success is a well-written learning objective. Learning objectives help the instructor guide discussions and help students understand what is expected of them. Students who understand what is expected are more involved and willing to invest energy in pursuit of a goal. To be effective, learning objectives must specify a behavior or performance that a learner should be able to complete at the end of training, a measurable criterion, and any conditions of performance (Kayode, 2001).

- **Learner Ability and Motivation**

To effectively transfer knowledge to the workplace, learners must have the ability and motivation to succeed. Learners need to have ample opportunities to use the training, and they need to perceive the benefit and validity of the training. Learners also need to feel that a change in behavior will lead to a valued outcome or job enrichment.

Learner Readiness

A learner must also be ready and willing to learn new information. A learner must identify the need to adapt one's behavior and be able to learn a new skill, and the learner needs to have an open mind to be receptive to a new way of thinking and performing.

Learner Emotional Investment

Adult learners are especially notorious for needing to know why they need to know something. Adults need to see the immediate benefit of applying the new skills, which increases emotional investment and level of engagement. Furthermore, adult learners

need to retain an emotional connection to prior experiences that relate to new information (Kayode. T, 2001).

In-Class Practice

A trainer needs to ensure learners have an appropriate number of opportunities to practice new skills in the classroom. Allowing students to practice in a controlled, in-class environment fosters the appreciation for feedback and trial-and-error learning. Such activities include discussions, interactive demonstrations, job-instruction training, brainstorming, and case studies (Mathis & Jackson, 2009).

Out-of-Class Practice

After employees have mastered topics through on job practice, they need to practice in a controlled off job environment. These practice opportunities yield better retention, and learners have a mentor to provide feedback and guidance. Such out-of-class opportunities include modeling, job rotation, apprentice training, coaching, mentoring, experiential learning, and on-the-job training (Goldstein I. L. & Ford K, 2002).

Appropriate Learning Environment

The other influential factor that affects employees training and development is the appropriateness of the learning environment. A classroom needs to be flexible, so it can quickly and easily be rearranged. It needs to be isolated or removed from the workplace, so learners are mentally prepared to separate themselves from normal work activities. Finally, a classroom needs to be effectively lit, ventilated, and arranged to maximize learner comfort and minimize distraction (Hodgkinson, 2003).

2.11 Employee performance

Performance can be divided into employees' performance and organizational performance. Employees' performance is the so-called job performance. Nevertheless, it seems that employees' performance is commonly objectively measured in organizations and it will appear that there are few alternative options (Otley, 1999). Performance in organizations is reliant on the performance of employees' and other sides such as the environment of the organization. The difference between organizational and employees' performance is apparent. Therefore, organizations that are doing well is one that is

successfully attain objectives (Otley, 1999) other words, Effective implementing and developing appropriate strategy and employees' performance is the single result of an employees' work (Hunter, 1986) According to (Ramlall, 2008) the high employee performance is important and required for organizations, because an organization's success reliant on the employee's creativity commitment and training. Moreover, Good employee's performance is important in stabilizing the organizational economy by improving living standards and higher salaries, an increase in goods accessible for consumption, therefore: individual employee performance is important to society in general (Griffin et al, 1981)

According to (Pincus, 1986)the general performance is linked to efficiency or perception oriented terms, According to (Hunter, 1984)vital role in a high employees' performance is the skill of the employee himself then the employee must be capable to deliver good outcomes. (Hunter, 1984), also discuss that this is something the organization can know in front and they can select employees with the required skills or they can recruit those employees themselves. Absolutely the last is more time consuming, but can achieve superior results. According to (Kostiuk and Follmann, 1989) in most organizations, performance is measured by supervisory rating; however these data are not very valuable since they are highly subjective. According to (Bishop, 1989) the consistency of worker performance is greatest when conditions of work are stable, but in the work practice conditions never are stable. This makes it even harder to measure performances objectively. According to (Perry and Porter, 1982) the employees' performance will be measured despite the lack of availability of generally accepted criteria.

(Breugh, 1981) States in his study that there are four different performance dimensions on which employees are measured, named: quantity, quality, dependability and knowledge. This theory shared with (Griffin et al, 1981) And the theory results in the work of, (Hunter, 1986) stated in their literature review that there are few correct objectives to measure employees' performance, one alternative is used in the study, namely: employee performance as the average numbers of units produced per hour for one day are called productivity.

According to (Griffin et al, 1981) specified that there are some other options to measure employees' performance accurately, but they have more to do with productivity, for

example: employees' performance knowing as the number of units produced divided by total time per minute. And the five job features are (skill variety, task identity, task significance, autonomy and feedback) can bring the employee to three critical psychological states, namely: experienced of the work, experienced responsibility for the results of work and knowledge of the actual results of the work activities

According to (Favara, 2009) employee performance the degree to which an individual has completed the requirements of his or her job description. Furthermore, employee performance is the successful completion of tasks by a selected individual or individuals, as set and measured by a supervisor or organization, to pre-defined acceptable standards while efficiently and effectively utilizing available resources within a changing environment. Performance is associated with quantity of output, quality of output, timeliness of output, attendance on the job, efficiency of the work, and effectiveness of work completed (Mathis & Jackson, 2009). However, for the purpose of this study, the researcher defines the ability both (physical and psychological) to execute a specific task in specific manner by focusing on three variables as: quantity of work, quality of work and speed of work achievement.

2.11 Relationship between Training and Development and Employee Performance

In assuring and determining long-term effectiveness, profitability and continuity in performance of organizations, the quality and efficiency of employees and their development through training are key factors (Garger E. M., 1999). Retention of quality employees requires the organization to investing the development of their skills, knowledge and abilities (Bartel. A.P, 2000). Even if the investment is made for the improvement of employees the purpose of doing that is to realize individual and recognize organizational productivity. In most case, training is given to new entered employees only, which basically misunderstanding since the continuous training for existing employees support them to cope up with rapidly changing job requirements.

In increasing performance and improve productivity of the organization, training and development program plays an important role. Employee training and development gives

an advantage for the company in facing competition and staying at the top in the market than organizations which do not offer training and development program.

Public service performance, i.e. the performance of workers and organizations in delivering public services, is a multi-faceted concept. It can be understood in an expansive or a more narrow way. The expansive understanding includes factors internal to an organization such as job satisfaction, organizational citizenship behavior voluntarily helping others in the workplace (Swart, 2005), and organizational commitment (the strength of a person's attachment to and involvement in an organization see (Harrison, 2000). All of these have in turn been shown to be Expanded Features conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness.

Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Armstrong, 1999)

Therefore, impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Derric et al, 2000).

(Taiwo, 20001), is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. (Armstrong, 1999), Submitted that training aim the developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also (Noe, 2011) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and

the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organizations operations.

According to (Noe, 2011), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

Knowledge

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

Satisfaction

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

Innovation

Training employees about the organization, where each employee fits in the organization and how the organization fits into its overall industry creates innovation. In other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term.

Career Orientation

When training programs are offered as a method to progress in one's career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers.

Goal Orientation

Effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an employee aware of her goals and how she will reach them.

2.12 Theoretical framework of the study

The theory that the researcher used is the social identity theory. As a sub-theory of social cognition, social identity theory developed with the purpose of understanding how individuals make sense of themselves and other people in the social environment. In addition to this, there are other theories which can show the relationship between training and performance of worker, such as the *Identical Elements Theory*. The theory of identical elements was proposed by Thorndike and Woodworth during 1901 (Wexley and Nemeroff, 1975). According to this theory, transfer is improved by increasing the degree of correspondence among the training setting stimuli, responses, and conditions and those related factors operative in the performance setting.

They explained that if the task is identical in both training and transfer, trainees are simply practicing the final task during training and there should be high positive transfer (Wexley and Nemeroff, 1975) The other theory is the *principles* theory which suggests that training should focus on the general principles necessary to learn a task so that the learner can apply them to solve problems in the transfer environment (Spitzer, 1984). This theory suggests that it is possible to design training environments without too much concern about their similarity to the transfer situation; so long as it is possible to utilize underlying principles. Even if these and other theories helped to see the relationship between training and performance the researcher has considered the social identity theory which relates training and development with performance of employee by disregarding employee development. Although multiple factors influence how people work, social identity theory portends to be a unifying theory of organizational behavior because what and how people think as members of social groups influences subsequent behavior and attitudes in social systems. This influence has important implications for workplace learning (Hogg and Terry, 2000). Therefore, south Omo zone public service and development office as organization has its own different social groups that vary in their

attitude, educational level, psychological behavior and other factors which influence and change their learning.

The social identities in organizations serve as important drivers of performance. How people think as members of groups affects the outcomes of learning interventions. Therefore, social identity is a key input to or driver of learning and performance in organizations. Training has focused primarily on the individual and occasionally the organizational levels with little attention to the identity-based dynamics of group behavior in organizational settings. Generally, people do the work of organizations in group settings (Hogg and Terry, 2000). Thus, the way groups operate affects organizational performance.

Therefore, one may variously perceive his or her membership as part of a workgroup, organization, profession, industry, nation, society, race, or human being. Social psychologists believe that how people think about themselves and others depends on the focal group level and heavily influences their behavior and performance (Fiske and Taylor, 1991).

The importance of social identity theory for training in organizations stems from the insights about individual behavior in groups and the group dynamics that affect individual learning and performance in organizations. The construct of social identity focuses on the behavior of individuals in groups. Given the prevalence of social and functional groups in organizations (Hodgkinson, 2003) it seems imperative for training professionals to attend to group-based behavior directly, rather than as an aggregation of multiple individual behaviors.

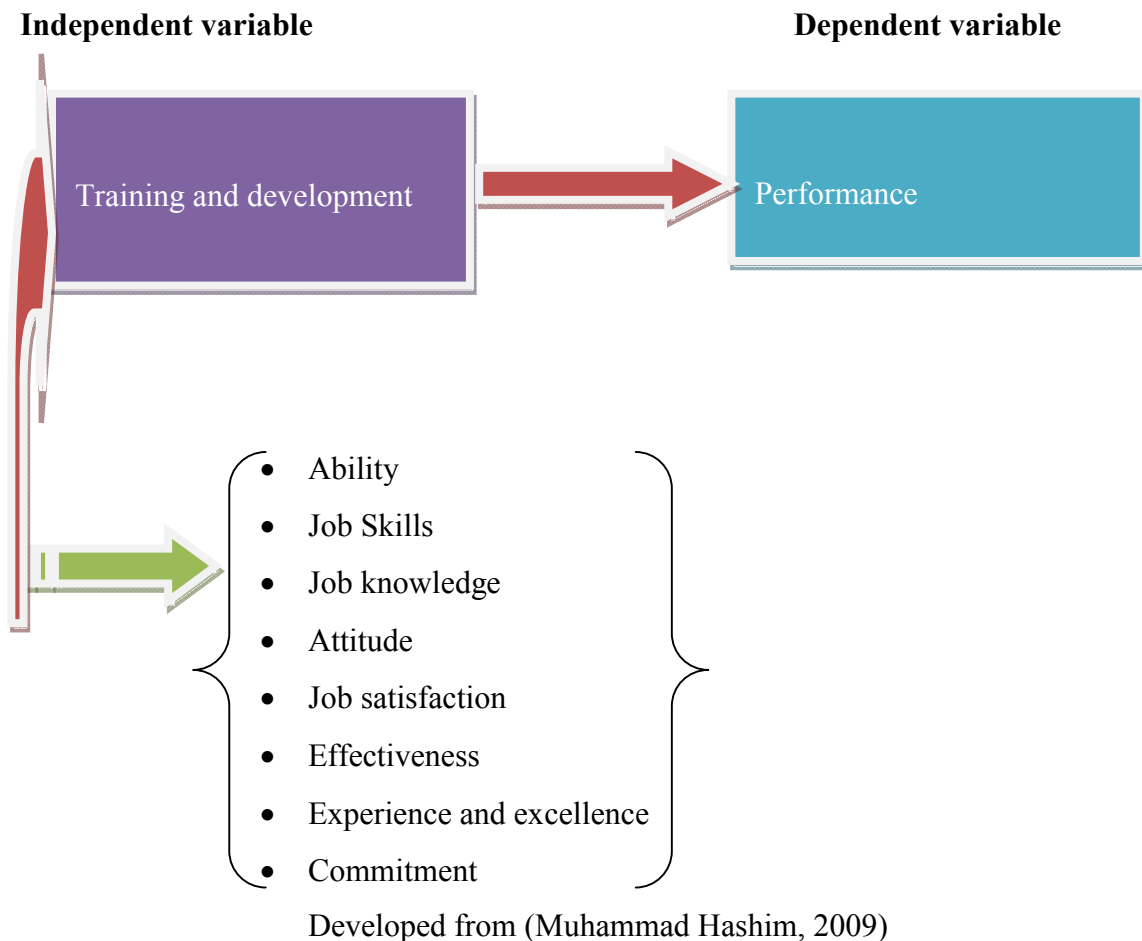
Strategic learning via training generally focuses on the alignment of group efforts and goals with those of the organization (Yorks, 2005) However, attempting to teach different background groups to align in complex organizations is terribly inefficient and ineffective without addressing the frame of reference stemming from the identities of the groups.

Therefore, social identity becomes an important lens through which people perceive new information, attribute cause, make meaning, and choose to undertake new learning. Without addressing the identity factors stemming from group membership, the success of typical training efforts may fail to realize their promise of improving individual and

organizational performance (Yorks, 2005). Generally, the researcher derived the following model is developed by (Muhammad Hashim, 2009) to see the relationship between training and performance of employees. Meaning that if, training is implemented then does it affect the employee performance. Hence, theoretical framework can be seen from the following model.

2.13 Conceptual framework

Figure 1 relationships between training and performance Developed by Muhammad Hashim



2.14. Empirical Framework

Employees are the most valuable assets of every organization, because a skillful work without Human capital is not possible getting these things in mind every organization is investing a huge capital in training and development. According to Khan et al (2011), training design & delivery style has positively related with organizational performance as measured by empirical data. Thomas j. Watson (founder of IBM) said about the human resource, “you can get capital and erect buildings, but it takes people to build a business a business”. Organizational goals without human resource cannot be achieved; most of the jobs have such type of orientation which cannot be performed without human capital (Naveed et al., 2014). Similarly, as stated by (Ahmad and Din, 2009) (Raja et al) Training design and delivery style has significant effect on employee Performance and these entire have positively affect the employee Performance. It means it increases the overall organizational performance. Firm must design the training program with clear goals and objectives while keeping in mind the particular needs of both individual and the firm. Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance (Amir & Amen, 2013). In another way design has been described as one of the most important influences on training transfer and one cause factor of failure to transfer training is that training design rarely provides for transfer to take place. Thus, the relevance of the course has been seen as an especially important area of training design and if the course is irrelevant, then individuals are unlikely to use the skills when they return to work, irrespective of trainee and work environment characteristics which are present (Shariffah, 2011) It is very necessary for the organization to design the training very carefully Michael Armstrong, (2000). The design of the training should be according to the needs of the employees Ginsberg, (1997). Those organizations which develop a good training design according to the need of the employees as well

as to the organization always get good results (Partlow, 1996). It seems that Training design plays a very vital role in the employee as well as organizational performance. a bad training design is nothing but the loss of time and money (Bishop, 1989). A more attractive approach for dealing with marginal workers would be to design a training programs specifically modified to address the situational and individual factors contributing to the problem (Anam, 2013). Furthermore, as stated by (J. Kevin and Daniel, 1997) Training design factors include the incorporation of learning principle, the sequencing of training materials, and the job relevance of the training content. Delivery style is a very important part of training and Development Carlos A. Primo Braga, (1995). Employees are very conscious about the delivery style Michael Armstrong (2000). If someone is not delivering the training in an impressive style and he is not capturing the attention of the audience it is means he is wasting the time Mark A. Griffin et al., (2000). It is very necessary for a trainer to engage its audience during the training session Phillip seamen et al., (2005). Delivery style means so much in the Training and Development. As cited on (Raja, (Furguan, 2011). As stated on Naveen et al., (2014) important part of Training and Development is Delivery style Carlos A. (Primo Braga, 1995). According to (Aguins and Kraiger, 2009) those organizations who train their employee well, managers and superior have the confidence to get the authority and to deal with their subordinates. (Ahamed Iand Din, 2009), Said that, through training employees can get knowledge, skills, and attitudes which are the requirement of employees to perform their task adequately. (Goldstein I. L. & Ford K, 2002) study shows the link between employee productivity and training which further leads to employee performance. (Balogun, 2011) Claim that lower levels of training will increase the chances of employee migration from one organization to another. However, employee's satisfaction and loyalty increases by higher degree of training towards the firm and decreases the chances of employee termination (Jelena, 2007)

CHAPTER THREE

Research design and methodology

3.1 Description of the study area

Dehub Omo (or "South Omo") is a Zone in the Ethiopian Southern (SNNPR). Dehub Omo is bordered on the south by Kenya, on the southwest by the Ilemi Triangle, on the west by Bench Maji, on the northwest by Keffa, on the north by Konta, Gamo Gofa and Basketo, on the northeast by Dirashe and Konso, and on the east by the Oromia Region. The administrative center of Dehub Omo is Jinka. Based on the 2007 Census conducted by the CSA; this Zone has a total population of 573,435, of whom 286,607 are men and 286,828 women; with an area of 21,055.92 square kilometers. The zone has 8 Wereda and one city administration.

3.2 Research design

The study was used a mixed of explanatory and descriptive research design. While explanatory research design was used to explain the relationship between training development and employees work performance, descriptive design was used to provide information about the existing situation of training development and work performance. (Berg, 1998) States that explanatory research answers the question of why, while descriptive research is concerned with finding out who, what, where and how of a phenomena which are the concern of this study. The purpose of descriptive research is to describe a situation as it naturally occurs, whereas the concern of explanatory research is to explain the relationship or cause and effect of phenomena (Kothari C. , 2004). Given that the researcher was used both explanatory and descriptive research design to explain the relationship between the independent and dependent variable and to describe the state of affairs as it exists by asking individuals about the existing situation of relation between training and development and work performance. The study was used both a quantitative and qualitative research approach.

3.3 Data type and source

This study would carry out by using both qualitative and quantitative data type. Quantitative data are anything that can be expressed as a number or quantified and these data may be represented by ordinal, interval or ratio scales and lends themselves to most statistical manipulation. Qualitative data cannot be expressed as a number. Data that represent nominal scales such as gender, socioeconomic status, and religious preference are usually considered to be qualitative data. Both types of data are valid types of measurement, and both are used in education journals, therefore the researcher will use both type. To collect the data type the researcher would use both primary and secondary source of data. Primary data was collected via questionnaire and interview and secondary data was through reading different Published reports, Printed Source, unpublished source and Published Electronic Sources As internet is becoming more advance in globalized world.

3.4 Data collection method

To collect the required data the researcher was collected data by using both primary and secondary data collection method. Primary data was collected via questionnaire and interview while secondary data was collected from archives, documents and periodic reports of the office.

3.5 Target population

The target population of the study was 410 employees of south Omo zone, public service and human resource development office in five sectors namely finance and economic office, Education office, Health office, Agriculture and rural development office and Women, Children and Youth Affairs.

3.6 Sampling technique

To conduct the study the researcher was apply Stratified random sampling technique because this technique important, if a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a representative sample. Under stratified sampling the population is divided into several sub-populations that are individually more homogeneous than the total population (the different sub-populations are called 'strata')

and then we select items from each stratum to constitute a sample. Since each stratum is more homogeneous than the total population, we are able to get more precise estimates for each stratum and by estimating more accurately each of the component parts; we get a better estimate of the whole. In clear manner stratified sampling results in more reliable and detailed information (C.R.Kothari, 1990)

3.7 Sample size

There are 410 employees in the five sectors in the study population, finance and economic development office have 96 employees, Education office have employee of 85, Health office have 89 , Agriculture and rural development office have an employee of 93 and Women, Children and Youth Affairs contains 47workers. The researcher used a simplified formula to calculate sample sizes. This formula was used to calculate the sample sizes at A 95% confidence level and a 5% margin of error = 0.05. And where n is the sample size, N is the population size, and e is the level of precision (Yamane, 1967:886). The formula is

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

Where n=number of samples

N=total population

e=error =0.05

$$n = \frac{410}{1 + 410(0.05)^2} = 202$$

Based on the above formula the researchers will select 202 respondents from all sectors.

To select respondents from each department the following formula will apply

C.R.(Kothari. C.R, 1990) $n_1 = n\left(\frac{N_i}{N}\right)$

n1=sample in department one

N_i =strata population one

N = total population

For finance and economics sector, strata population one 96 employees $n_1 = 202 \left(\frac{96}{410} \right) = 47$

For Education office strata population 85 employees $n_2 = 202 \left(\frac{85}{410} \right) = 42$

For Health office strata population has 89 employees $n_3 = 202 \left(\frac{89}{410} \right) = 44$

For Agriculture and rural development office strata population 93 employees

$$n_4 = 202 \left(\frac{93}{410} \right) = 46$$

For Women, Children and Youth, Affairs strata population 47 employees

$$n_5 = 202 \left(\frac{47}{410} \right) = 23$$

3.8 Data analysis and presentation

Statistical Package for Social Science (SPSS) software version 20 was used to analyze and present the data through the statistical tools. Inferential statistics, correlation and regression analysis was used. The researcher employed correlation analysis to investigate the relationship between training and development and employee work performance. The correlation analysis supported in determining both the form and degree of the relationship between training and development and employee work performance

3.9 Reliability of the data

Reliability is about the extent to which the items measure accurately and consistently what they intend to measure. The instrument for this study was items that are in a Likert scale type. One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient Table 3.1 shows that instrument used in this study was reliable with Cronbach's alpha value. The first items included in factors affecting TD Program with 0.778, and second items are included in how TD benefits performance with

value of 0.826 and seven items are under the Strengths and weakness with the value of 0.746 Crombach's Alpha Coefficient. And the final items are under methods of training and development with 0.857 Crombach's Alpha Coefficient.

Table 3.1: Reliability coefficients

Items	Crombach's Alpha Coefficient	N of Item
Factors affecting TD program	0.778	5
How TD effect performance	0.826	10
Strengths and weakness of TD program	0.746	7
Methods of TD	0.857	6

Source survey 2017

Table 3.1 shows the reliability or internal consistency of the items based on the results presented in this table, it can be concluded that all the scales used in the study were reliable. Thus, all greats 0.7 and they can be used to measure the variables under study.

3.10 Validity of the instruments

These questionnaire and interview also was given for expert opinion for the validity of the data collection instruments. This would involve going through the questionnaire and interview in relation to the settled objectives and making sure that they contain all the information that can enable to answer these objectives.

3.11 Description of variables and model specification

3.11.1 Description of variables

This study has its own variables that are independent and dependent variable. An independent variable is a variable that the investigator has control over, it can be chosen and manipulated. This is a variable that affects the dependent variable. Dependent variable is a variable what a researcher wants to measure in a study which is affected by the independent variables. Dependent variable depends on the independent variable. It's referred to as dependent because it depends on the independent variable. In this study the

dependent variable is Employees work performance. Training and development are the independent variables.

3.11.2 Model Specification

3.11.2 Model Specification

In this model specification the contribution of each independent variable to the prediction of the dependent variable will be measured. How well do TD benefits to work performance? How much variance in work performance scores can be explained by scores on these two variables? These questions will be answered in this model. The research questions will be tested by using the following standard multiple regression formula.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + e$$

Where;

Y = work performance

β_0 = Constant

X_1 = training

X_2 = development

e = error term.

3.12 Ethical Considerations

To undertake the research, the necessary approval and permission letter was written and obtained from the University and requested to the study area that is the south Omo zone public service and human resource development office and other concerned bodies. All sample of target population were treated in ethical manner. Further, brief description about the title, purposes and objectives of the study were made clear to the target population during data collection. Moreover, they were informed about their valuable and genuine responses contributions for the achievements of the study. Moreover, participants were participated on voluntary basis and were treated with respect, and instrument design was made as relevant as possible.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND INTERPRETATION

4.1. Introduction

In this chapter, the results of the empirical study were reported. Results are presented in respect of the effect of employees training and development on employee work performance in Omo zone public service and human resource development office. To that end, questionnaires to 202 samples were distributed from a target population of 410, out of which 190(94%) were returned and interview conducted to 6 (six) top level management individuals and all gathered data were analyzed. The responses to the question were framed in a way that basic research questions are answered. The sector is specify and defined for the research as the study is aimed to find the effect of employees training and development on employee work performance. The data received from the respondents are analyzed with help of statistical software program SPSS-20. Correlation and regression analysis are performed for measuring the independent variable i.e. the effect of employees training and development on employee performance. The results obtained and the analysis of the responses to questions is presented below.

4.1 Demographic Information Analysis

Table 4.1.1 Sex of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	126	66.3	66.3	66.3
	Female	64	33.7	33.7	100.0
Total		190	100.0	100.0	

Survey, 2017

As shown on above table4.1 the majority of the employees in the south Omo public service and Human resource development office are male taking 66.3% and all 6 top level management to whom interview were conducted were male, While the rest 33.7% were female. And there are both sex representations in the organization.

Table 4.1.2 Age of respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
<_25	28	14.7	14.7	14.7
26-35	81	42.6	42.6	57.4
Valid 36-45	50	26.3	26.3	83.7
46-55	19	10.0	10.0	93.7
>55	12	6.3	6.3	100.0
Total	190	100.0	100.0	

Survey, 2017

As presented on Table 4.1.2 above , there was the need to know the employees age group in order to find some relationship between age group and trainings and development. The table above gives clarification of the age groups. 81(42.6%) respondents out of the 190 respondents were between the ages of 26 – 35. The table illustrates that the dominant are ages 26 – 35 which has 81 respondents and 50 (26.3%) respondents were grouped under the range 36-45 and the remaining 28 (14.7%), 19(10%) and 12(6.3%) respondents are in the age of ≤ 25 , 46-55 and above 55 respectively. This shows that most workers in the company are energetic and can bring change other things remaining constant. In that respect it is ideal that the Human Resource department considers the age groups when conducting training. Experience and observations show that young workers do not like theory aspects too much but rather more interesting information is accepted by them; whereas employees between ages of 26–36 years old can easily accept both.

Table 4.1.3 marital statuses of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Single	72	37.9	37.9
	Married	111	58.4	96.3
	Divorced	5	2.6	98.9
	Widowed	2	1.1	100.0
	Total	190	100.0	100.0

Survey, 2017

As shown on the above table 4.1.3 more than half 111(58.4%) of respondents were married and 72 (37.9%) of respondents were single, 5(2.6%) of respondents were divorced and 2(1.1) were widowed.

Table 4.1.4 educational status of respondents

	Frequency	Percent	
Valid	College diploma	57	30.0
	first degree	131	68.9
	second degree	2	1.1
	Total	190	100.0

Survey, 2017

As can be seen from table 4 and figure 4 the majority 131(68.9%) of the respondents have first degree followed by 57(30%) college diploma holders. Only 2 respondents are second degree; There is no any respondent who has PhD degree. Hence, the respondents were capable of understanding the questionnaire survey and the respondents had technical expertise required to handle tasks and responsibilities assigned to them and this implies also different levels of training which is planned and systematic may be required to improve their quality.

Table 4.1.5 service year of employee

	Frequency	Percent	Cumulative Percent	
	less than 3 year	51	26.8	26.8
	3-5 year	63	33.2	60.0
Val	6-8 year	60	31.6	91.6
id	more than 8 year	16	8.4	100.0
	Total	190	100.0	

Survey, 2017

As can be seen from above table this is a question asking about employees' service time in this organization. When Employees' started working in the organization as soon as they also started training those organized by the organization. When employees' service year goes longer in the organization, the more training and development they have to participate. This question helps us to know about the relationship between employees' length of employment and their received trainings and development. With this regard work experience in the organization (table4.1.5), the largest group of the respondents (33.2%) served the company for 3-5 years. The second group (31.6%) has a working experience of 6-8 years; and 26.8% of the respondents worked for less than 3 years. The remaining (8.4%) have served for more than 8 years. This table shows employees, know the human resource management practices in place and the work performance of SOZPSHRDO employees.

Table 4.1.6 management level more Advanced to TD

		Frequency	Percent
Valid	lower level	15	7.9
	middle level	30	15.8
	top level	145	76.3
Total		190	100.0

Survey, 2017

Table 4.1.6 shows that most of the respondents 76.3% justify that top level management worker are more advanced in taking training and development opportunities. Following top level managements middle level had the best opportunities to attend training and development than the lower level managements. This implies top level managements took the opportunity to attend training and development first.

Table 4.1.7 Employee skill and knowledge gap faced

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very often	13	6.8	6.8	6.8
	Often	60	31.6	31.6	38.4
	some times	92	48.4	48.4	86.8
	Rarely	23	12.1	12.1	98.9
	not at all	2	1.1	1.1	100.0
Total		190	100.0	100.0	

Survey 2017

In order to assure the need of training above table shows that almost half of the respondents responded that sometimes they were faced knowledge and skill gap to perform their task and all of the respondents except 2 people they said that they have faced skill and knowledge gap in their work time even if the frequency were different. This result shows that training is needed and conducting training and development in the organization benefits the performance of the employees since we are in the changing organization.

Table 4.1.8 Employees exposures to training program in the offices

	Frequency	Percent
Never	2	1.1
Rarely	82	43.2
Val Sometime	63	33.2
id Often	21	11.1
Always	22	11.6
Total	190	100.0

Own survey 2017

Table 4.1.8 shows that 43.2 % of employees are who attended training rarely and 33.2 % attended Training program sometimes this implies that south Omo zone public service and HRD office designed Training program and participated its most employee in last 5 year. In side of this, six top level managers are interviewed to know is there enough Training program in the organization and all of them agreed and responded that their organization have enough training program and specially in last few year the program increased and relatively the performance of employees in many dimension have increased. But they agreed on that the organization given chance to further study for a few employees only this is because of after study retention.

Table 4.1.9 Employees exposures to development program in the offices

	Frequency	Percent
Val Never	125	66
id Rarely	55	29
Sometime	9	4
Often	1	1
Total	190	100.0

Survey, 2017

From table 4.1.9 most (66%) of employees were not attended development program but all of top level managements to whom interview was conducted were attended development. This show that development program is not well provided for employees as of training program.

4.2 Analysis on Methods of TD

Table 4.2 employees attended on the job training method

		Frequency	Percent
Valid	Disagree	7	3.7
	Neutral	4	2.1
	Agree	123	64.7
	strongly agree	56	29.5
	Total	190	100.0

Survey 2017

From Table 4.2 we can see that most of respondents have taken on the job training method. But only 7 people have not taken on the job training system and 4 are neutral. Interview was also conducted and the interviewers were agreed that the organization have on the job Training program based on the issue. Regarding the types of training, they indicated that SOZPSHRDO engages in orientation training for new employee, refresher training for existing employees, mentoring, seminar etc. as the methods of training.

Table 4.2.1 employee attended off the job training method

		Frequency	Percent
Valid	strongly disagree	1	.5
	Disagree	1	.5
	Neutral	13	6.8
	Agree	102	53.7
	strongly agree	73	38.4

Total	190	100.0
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Survey 2017

Table 4.2.1 shows that almost all of employee of the respondents attended off the job training and only 2 people are not participated in off the job training method, while 13 people are neutral. The interviewers are also said that organization conducts off the job Training program and they have attended.

Table 4.2.2 types of on the job training in those employees attended

	Frequency	Percent	
Valid	Coaching	15	8
	job rotation	18	9.5
	orientation	79	41.6
	Apprenticeships	19	10
	Job instruction technique (JIT)	18	9.5
	not attended	61	32.1
	if others	10	5.3
	Total	220	116.0

Survey 2017

From above table 4.2.2 we see that from total respondents almost 70% are attended on the job training type 41.6% of whom were taken orientation but few employees are participated in other type of on the job training and 32.1% of respondents were not participated on in on the job training. This result implies that employees of the organization were benefited from important of on the job training. Since on the job training type is most cost effective, it is directly related to real job tasks, it helps to fill the gap between the present and the required skill levels and it enhances trainees' motivation. The interviewers also list some of the method in the table to show types of TD program in the organization.

Table 4.2.3 Types of off the job training used in the organization

	Frequency	Percent	Valid %	Cumulative%
Lecture	20	5.3	5.3	5.3
Conference	41	16.3	16.3	21.6
case study	9	4.7	4.7	26.3
<i>Valid</i> Role playing	15	7.9	7.9	34.2
Seminar	47	24.7	24.7	58.9
Others	10	5.3	5.3	64.2
not attended	68	35.8	35.8	110.5
Total	210	110.5	110.5	

Survey 2017

From above table 4.2.3 we can see that from total respondents almost 64.2% are attended off the job training type 24.7% of whom were taken seminar but few employees are participated in other type of off the job training and 35.8% of respondents were not participated on in off the job training. This result implies that employees of the organization were benefited from important of off the job training. Off the job training benefits employees by providing elimination of frustration and bustle of work create conducive environment to take in more information, Helps to acquire the latest information, current trends, skills and techniques, It is systematically organized and maintains reasonable standard, Large number of trainees can be trained at onetime (Argyris. C, 1971).

Table 4.2.4 methods of development those employees are attended

	Frequency	%	Valid %	Cumulative %
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Valid	under study	23	12	12	12
	job enrichment	10	5	5	17
	self- dev.t /asses.t	33	17	17	34
	Others	36	16.3	16.3	50.3
	Not attended	113	59.7	59.7	113
	Total	215	113	113	

Survey 2017

From above table 4.2.4 most of Employees working in the offices were not attended different type of development both under study and self-development were given to 27.9% of the respondents but 59.7% of the respondents were not take parts in any development opportunities. But top level managements to whom interview was responded all of them were participated in different development program. This implies the organization was not participating all of its employees in development but top level managements.

Effects of Training and development on employees Work Performance:

Table 4.3 effects of Training on employees work performance

	Skill		Commitment		Responsibility		Attitude		Ability		Knowledge	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Very low	3	1.6	5	2.6	9	4.7	6	3.2	3	1.6	5	2.6
Low	1	.5	15	7.9	13	6.8	10	5.3	15	7.9	8	4.2
Moderate	4	2.1	9	4.7	18	9.5	21	11.1	26	13.7	15	7.9
High	123	64.7	99	52.1	86	45.3	98	51.6	84	44.2	102	53.7
V. High	59	31.1	62	32.6	64	33.7	55	28.9	62	32.6	60	31.6
Total	190	100	190	100	190	100	190	100	190	100	190	100

Survey 2017

Table 4.3 shows the result of six questions those were about the effect of training on work performance. Based on the finding of the research, we can understand that conducting training program benefits employees work performances by improving employees' job skill, commitment, responsibility, Attitude, ability, and job knowledge. According the table 64.7% of total respondents said that training program improves the skill of employees highly and 31.1% of respondents agreed on training program improve the skill of employees very high. From the side of commitment 52.1% of respondents the same to skill training program improve the commitment of employees and 32.6% of respondents said training program benefits to commitment of employees very high. This implies employees become more committed toward their Jobs after getting the training and development. According to effects of between training on responsibility 45.3 % total respondents respond that training program improve the responsibility of the attended employees highly and 33.7% of them agreed on training improves responsibility very high. Also from the table we can understand that 51.6% of respondent said that training program improve the attitude of employees highly and 28.9% of them responded training program improve the attitude of employees very highly. The result shows employees' attitude/behavior becomes willing to accept more challenging assignments after receiving the training and development. The other issue presented in this table is that 44.2% of respondents agreed on, the Ability of employees can be highly improved by conducting training program and 32.6% of the respondents said training improve the ability of trainer very high. This implies that through conducting training benefits the ability of employee. The final element in this table was employees job Knowledge. From total respondents 53.7% were agreed on the degree that training improves job knowledge was high and 31.6% of them agreed on very high degree. This implies since employees' job knowledge was important for work performance of employees and providing training and development for worker improves employees' job knowledge and as the result worker performance was also improved.

Similarly in the interview section interviewees were mentioned training program benefits the performance of employees through work knowledge is increased via training and development Programs, job satisfaction increased through the training, employees become more productive after receiving the training and development, expertise and

excellence are possible in the job after the training and development, after the training employees may become able to support the company values, after receiving the training and development employees' attitude/behavior becomes willing to accept more challenging assignments, training and development programs are helpful to employees in gaining new idea Or skills, employees become more responsible after the training and development program, Training enhances employees effectiveness, employees' get innovative ideas during training program and etc.

Table 4.4 effects of development on employees work performance

scale	improve job satisfaction		enhances employees effectiveness		supports company value		improve expertise and excellence		Improve more productivity	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Very low	1	.5	7	3.7	11	5.8	4	2.1	6	3.1
Low	9	4.7	17	8.9	11	5.8	15	7.9	8	4.2
Moderate	12	6.3	16	8.4	22	11.6	20	10.5	21	11.1
High	99	52.1	93	50	99	52.1	102	53.7	94	50
Very High	69	36.3	57	29	47	24.7	49	25.8	613	31.2
Total	190	100	190	100	190	100	190	100	190	100

Questionnaire 2017

Table 4.4 shows the result of five questions those were about the effect of development on work performance. This table show conducting development program benefits work performances through improving job satisfaction, enhancing employees' effectiveness, supports company value, improve expertise and excellence and Improve more productivity.

According the above table more than half of respondents 52.1% said that development program improves the job satisfaction of employees highly and 36.3% of respondents agreed on development program influence the job satisfaction of employees very high. From the side of enhancing employees' effectiveness, 50% of respondents the same as job satisfaction development program enhancing employees' effectiveness and 30% of respondents said development program benefits effectiveness of employees very high.

This implies employees become more effective toward their Jobs after getting development. According to relationship between development and supports company value, 52.1 % total respondents respond that training program highly improves the support of the company value and 24.7% of them agreed on development improve employees' support of company value very high. Also from the table we can understand that 53.7% of respondent said that development program improve the expertise and excellence enhancing employees' effectiveness of employees highly and 25.8% of them responded development program improve the expertise and excellence of employees very highly.

Finally from table we can understand that 50% of respondents responded development program highly improve productivity of employees. This show development affects employees work performance through influencing the employees' effectiveness, job satisfaction, supports of company value and productivity.

Similarly in the interview section interviewees were mentioned development program benefits the performance of employees through work knowledge is increased via development Programs, job satisfaction increased through the development, employees become more productive after receiving the training and development, expertise and excellence are possible in the job after the training and development, after the training employees may become able to support the company values, after receiving the training and development employees' attitude/behavior becomes willing to accept more challenging assignments, training and development programs are helpful to employees in gaining new idea Or skills, employees become more responsible after the training and development program, Training enhances employees effectiveness, employees' get innovative ideas during training program and etc.

Table 4.4.1 Strengths and Weaknesses of Training and development program in the offices

Strengths	Scale	Frequency	Percent
Provide a well-crafted job description	Strongly disagree	11	5.8
	disagree	42	22.1
	neutral	16	8.4
	agree	97	51.1
	strongly agree	24	12.6
	Total	190	100
Provide required TD by employees to meet basic competencies for the job	Strongly disagree	9	4.7
	disagree	32	16.8
	neutral	16	8.4
	agree	108	56.8
	strongly agree	25	13.1
	Total	190	100
Looks for learning opportunities in every-day activity	Strongly disagree	14	7.4
	disagree	34	17.9
	neutral	18	9.6
	agree	99	52.1
	strongly agree	25	13.2
	Total	190	100
Develops, knowledge, abilities and skills that the organization needs in the future	Strongly disagree	9	4.7
	disagree	39	20.5
	neutral	19	10
	agree	97	51.1
	strongly agree	26	13.7
	Total	190	100

Survey 2017

These questions tried to identify major strengths of the Training and development practices in south Omo zone public service and human resource development office. The above table 4.4 shows that more than half 51.1% of respondents agreed on the organizations TD program provides a well-crafted job description for the employees but few of the respondents 22.1% disagreed to say the program provides well-crafted job description but also some of them strongly agree on the case that the program provides well-crafted job description. So we can conclude that TD program Provide well-crafted job description. The other strength of TD program of SOZPSHRDO is it provides TD required by employees to meet the basic competencies for the job. From the total respondents 56.8% are agreed on that the organization provide required type of TD to

meet the basic competency for the job, so from the data we understand required TD that is important to improve competency for job is delivered to the employees.

From the table we can also understand 52.1% of the respondents agree on their organization looks for learning opportunities in every-day activity since TD program should asses on there an incident with a client that everyone could learn from? Is there a new government report with implications for the organization? .This issue was well done in the organization and this is what be appreciated. The final strength of the organization that presented in the table is that TD program that provided by the organization Develops, skills, knowledge, and abilities of the employees that the organization will need in the future this is approved by more than half 51.1% of the respondents agreed on the idea that the training they have attended develops the skills, knowledge and ability of the trainer.

The other strengths that identified by the respondents were: Identify goals and activities for development and prepare an individual Potencies and behavior development plan and give opportunities for TD for employees, Support employees when they find identify learning activities that makes the man asset to the organization both now and in the future, Explain the employee development process and encourage employees to develop individual development plans, it implement new policies or regulations and the like.

Table 4.4.2 Weakness of training and development program of the offices

	Lacks flexibility		Geographic access issues		Finance issue	
	Frequency	%	Frequency	%	Frequency	%
Strongly Disagree	12	6.3	10	5.3	8	4.2
Disagree	40	21.1	37	19.5	35	18.4
Neutral	18	9.5	16	8.4	18	9.5
Agree	85	44.7	24	12.6	98	51.6
Strongly Agree	35	18.4	103	54.2	31	16.3
Total	190	100	190	100	190	100

Survey 2017

Table 4.4.2 shows some weakness of training and development in the offices and those in most case applicable in most of the organization (Kayode. T, 2001). Those weakness are also challenged the offices on which the research was conducted. The first weakness was lacks flexibility, 44.7% of respondents agreed on the organization lacks flexibility on conducting training and development program. Training and development conducted in the program faced most case a problem of geographical issue i.e. training given to employees are most from the regional government and the head center is so far from the organization which research was conducted. The other issue that the organization less performed was financial shortage. TD program requires capital i.e. both finance and material to train a number of employee requires large expenditure for the organization. The other weaknesses of TD program that rise from the respondents were: top level management have more priority, political intervention, retention of employees after training and development, benefits related to training and development, lack of material used for the program and the like.

Table 4.5 Factor Affecting Training and Development program

<i>Factors</i>	S Disagree		Disagree		Neutral		Agree		S Agree	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Learning environment	10	5.30	32	16.8	18	9.5	94	49.5	36	18.9
Learner Redness	5	2.6	25	13.7	18	9.5	110	57.9	32	16.8
Learner ability and motivation	7	3.7	34	17.9	15	7.9	96	50.5	38	20
TD needs Analysis	8	4.2	27	14.2	18	9.5	104	54.7	33	17.4
Management support	7	3.7	33	17.4	20	10.5	100	52.6	30	15.8

Survey 2017

This part of the questions were designed to assess factors those affect training and development program in the organization. As we can see from the table almost half (49.5%) of respondents agree on that appropriate learning environment affects TD program and 18.9% of them strongly agree on the issue , so we can conclude that

learning environment affects training and development program. The second listed factor that affects training and development program was learner readiness. From total collected data more than half (57.9) of respondents agreed on that learner readiness affects training and development program. From the result we can conclude that a learner must identify the need to adapt one's behavior and be able to learn a new skill, and the learner needs to have an open mind to be receptive to a new way of thinking and performing. Third factor in this table is Learner ability and motivation again half (50.5%) of the respondents agreed on that the motivation and ability of learner have a great influence on training and development program and 20% and 17.9 of respondents were strongly agree and disagree on the effects of trainer motivation and ability on training and development program.

So the result shows that TD program affected by ability and motivation of the learner. Learners must have the ability and motivation to succeed. Learners need to have ample opportunities to use the training and development and they need to perceive the benefit and validity of the training and development. The last factors those effects on the process of TD were management support and TD need analysis. From data collected 54.7% and 17.4% of Respondents said that TD need analysis affects the TD program and they agree and strongly agree as their respective percent. And finally 52.6% of respondents agreed on the management support affect the program of TD and also 15.8% of them strongly agree on the issue.

In generally we can say that the above five listed Factor and other factor those listed by the respondents on the blank space area affects TD program some of factors that affects TD program those listed by respondents were: Effective and Experienced Trainer, Learner Emotional Investment, Learning Objectives, training effectiveness, legitimate training needs, leadership style, organizational culture, politics, finance Management capacity and attitude Availability of resources and etc.

4.7 Correlation

Correlation analysis is used to describe the strength and direction of the linear relationship between two variables. Table 4.7 below show the association between the variables is positive and significant. Training and development has a positive and strong correlation with employee work Performance at 0.000 and 0.001 significant levels respectively. Training and development is considered to be the most common HR practice (Tzafir, 2006). TD refers to any effort to improve current of future employees' skills, abilities, and knowledge (Aswathappa, 2008). (Thang and Buyens, 2008), through reviewing 66 studies conducted in different parts of the world opined that T&D leads to superior knowledge, skills, abilities, attitudes, and behavior of employees that eventually enhance employees performance.

Table 4.6 correlation coefficient

		Correlations		
		employees work performance	Training	development
employees work performance	Pearson Correlation	1	.638**	.632
	Sig. (2-tailed)		.000	.001
	N	190	190	190
Training	Pearson Correlation	.638**	1	.676
	Sig. (2-tailed)	.000		.000
	N	190	190	190
development	Pearson Correlation	.632	.676	1
	Sig. (2-tailed)	.001	.000	
	N	190	190	190

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

4.7 Regression:

Regression table measures the amount of total variation in dependent variable due to independent variable. Table 4.8 shows the value of Adjusted R2 is 0.404. This value

indicates that there is almost 40.4% variation in dependent variable (Employee Performance) due to one percent change in independent variables (TD). From table 4.8.1 the F value is 128.937 at 0.000 significant levels which show that the model is good as its value is less than 0.05.

Table 4.7.1 Model summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.638 ^a	.407	.404	.654

a. Predictors: (Constant), Training , development

Table 4.8 shows that the value of R and R². The value of R in this analysis is 0.638 that measures the correlation between the observed value and the predicted value of the dependent variable (employee work performance). While R measures the correlation and indicates the proportion of the variance of employee performance with the existence of training and development. Hence, R Square = 0.407 indicates that 40.7% of employees work performance is explained by training and development. In detractor, this is a measure of how good a prediction of the dependent variable we can make by knowing independent variables.

Table 4.7.2 coefficients

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.861	.175		10.612	.000
1 Training	.477	.043	.622	11.167	.000
development	.465	.041	.612	12.539	.001

a. Dependent Variable: employees work performance

Moving on the beta value table of independent variable (training and development) are .622 and .612 with t value 11.167 and 12.539 and significant level of 0.000 and 0.001 respectively. This beta value indicates the amount of change in the dependent variable (Employee Performance) due to changes in independent variable.

CHAPTER FIVE

Summary of finding, Conclusion and Recommendations

5.1 Summary of findings

The aim of this research was to examine the effect of training and development on worker performance of public sector organizations a case of south Omo zone public service and human resource development office. The key findings indicated that employees training and development positively and significantly correlate and influence employees work performance.

According to the top level management employees, the training and development given to employees in the offices is to help improve the job skills, job knowledge, abilities, attitude, Responsibility, Commitment and competencies. The researcher can confirm this point from response of the respondents also. In the other side respondents agreed on that they faced knowledge and skill gap to accomplish new introduced rules and regulation. The researcher understands that the employees need training and development to fill this gap. Both respondents and Interviewees are explained that both on-the-job and off-the-job training methods are available.

Most of the time top level management employees were more exposure to training and development than lower level employees. The independent variable i.e. determinant variables (TD) explain 40.7% of the variation on employee performance and In terms of the degree of correlation, training and development are the highly related to employees work performance. Minor change in the variables is likely to have the greatest impact on employee work performance. In training and development program, the office has strengths and weakness and finally factors those affects training and development program were identified.

Employees' performance measured in different ways. Interviewee were list different mechanism to measure employees performance such as Enhanced skill levels (e.g. versus competency levels), Improved performance v budget / reduced costs, Increased sales / market share (e.g. where there was targeted product knowledge training), Shorter

processing times, if applicable, Reduced error rates / re-work and Improved exam or qualification results / pass rates (if applicable).

5.2 Conclusion

The main-aim of- this research is to examine the effect of employees training and development on employee performance in South Omo zone public service and Human resource development office. Sets of objectives were developed based on relevant literatures. They were answered quantitatively through correlation and multiple regression and qualitatively.

The major concluding remarks from the study are the following:

- Most of employees' of the organization encountered skill and knowledge gap to do their job and they need training and to fill the gap the organization used both on the job type of training and off the job training method were attended in the organization.
- The factors such as Learning environment, Learner Readiness, Learner ability and motivation, TD needs Analysis, Management support, training Effective and Experienced Trainer, Learner Emotional Investment, Learning Objectives, training effectiveness, legitimate training needs, leadership style, organizational culture, politics, finance, Management capacity and attitude, Availability of resources and etc. affects training and development program of the office .
- The independent variable i.e. determinant variables (TD) explain 40.7% of the variation on employee performance. Training and development has a positive and significant effect on employees' performance Training and development is the highly related to employees work performance. Minor change in the variables is likely to have the greatest impact on employee performance. Training and development improves employees work performance by improving employees Skill, Commitment, Responsibility, Attitude, Ability, Knowledge,

- This research has examined the relations of training and development on performance of employees in the SOZPSHRDO. Organizational performance is significantly determined by training and development given to the employees or in other words, training and development is an important factor contributing to performance. Performance of an organization relies on the employee performance, which in turn, depends on HR policy of training and development.
- This study result shows that the organizations strengths and weakness of TD program are identified. The weakness were: lacks flexibility, geographical issue, financial shortage, top level management have more priority, political intervention, retention of employees after training and development, benefits related to training and development, lack of material used for the program and the like.
- Strengths of the TD program in the organization were Provide a well-crafted job description, Provide required TD by employees to meet the basic competencies for the job, Looks for learning opportunities in every-day activity, Identify goals and activities for development and prepare an individual Potencies and behavior development plan and give opportunities for TD for employees, Support employees when they find identify learning activities that makes the man asset to the organization at current and in the future, Explain the employee development process and encourage employees to develop individual development plans, it implement new policies or regulations and the like.

5.2 Recommendations

- It is recommended that all stakeholders should be involved in one way or the other in training and development as there is a positive relationship between TD with employee work performance to enhance employee job knowledge, job skills, ability, competencies and attitude/behavior. This is done through support and involvement. The public organizations align their training methods to match with their training program. This is because training delivery method is part of well-designed training system.

- Employees' performance is significantly determined by training and development given to the employees or in other words, training and development is an important factor contributing to work performance. Performance of an organization relies on the employee performance, which in turn, depends on the TD. Therefore, the organization should invest its effort on the issue.
- The study on the relationship between the employees' performance and training and development is important for all organization in this century because the modern public service trends demands more efficiency, accuracy and effectiveness in less time and cost and this can be achieved only through appropriate training and development system, by improving employees skill, ability, knowledge and etc.
- According to the results of the research, the researcher recommends, introducing more training and development programs for employees, which are more suitable to the job skills, ability, job knowledge and the like capacities that needed at work, as well as the organization should give equal opportunities for employees to attend training and development program.
- As the result training and development was found to be a positive predictor of employee work performance, South Omo zone public service and HRD office management and other public service organization should actively engage in increasing the qualities and quantities of the training and development program so as to increase their employee's work performance.
- In order come up to weakness side of the organization, it should seek important solution for the problems.
 - ✓ There should be equal opportunities to all level of employees instead of taking more advantages by top level managers to attend.
 - ✓ To solve financial problems, it may be advisable to consider allocating budget for TD program as of other developmental activities, because HRD plays a key role for other success.
 - ✓ To overcome political intervention, at least there should be separation between public service organization and politics.

- ✓ The organization should invest its effort for retention of employees after training and development i.e. salary after development, incentives, benefits related to training and development.
- ✓ Finally it is appreciable to go ahead with the strengths of the organizations training and development.

Since there are many factors those affects the organization TD program, to decrease the degree of influence of such factors the organization should:

- ❖ Select appropriate Learning environment by providing different materials important for the training and development.
- ❖ Training and development should be given to individuals who are motivated to attend the program. The organization should take consideration on conducting TD needs Analysis.
- ❖ The management should set the Objectives of TD program and understand the cost and return benefits after training and development etc.
- ❖ Develop training methods.
- ❖ Decide whom to train.
- ❖ Decide who should do the training.
- ❖ Administer the training.
- ❖ Evaluate the training program

Future Research Direction

For future research it is recommended, the same study can be conducted on other public service providing sectors. In this study assessment is not carried out so one can assess the relationship between training and development with other variables. Other researcher can go study on factors those affects employees work performance rather training and development. Other researcher can also go study on other variables such as relationship with in TD and employee satisfaction, employee motivation, employee retention and employee commitment etc.

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Appendix

Appendix A

Jimma University

Research Questionnaire

This questionnaire is prepared by Solomon Hazalko, who is MPM (masters of public management) student at Jimma University. The purpose of this questionnaire is to collect data in order to study on effect of employee training , development on employees work performance in south Omo zone public service and human resource development office. Kindly cooperate in filling the questionnaire as your genuine, complete, and timely responses are crucial for the success of my study. Besides, I would like to assure that the data collected using this questionnaire is purely for academic requirement and your responses will be held anonymously. Hence, the researcher kindly requests you to respond each item carefully.

N.B

- No need of writing your name
- Please fill the answer by putting “√” mark and short answer 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 the address indicated below:

Solomon Hazalko Mobile 0926370001

Email- Shazalko@gmail.com

Thank you in advance for your cooperation!

Section I– Demographic Information

1. Gender Female Male
2. Select your age group
≤ 25 year 26 – 35 “ 36 – 45 year
46 – 55 “ > 55
3. Marital status: Single Married Divorced Widowed

4. What is your current educational status?

- Below 12th grad 12th grade complete College diploma
First degree Second degree PhD

5. How long have you worked in this company?

- Less than 3 year 3 – 5 year
6 – 8 “year More than 8 year

6. Which level of management is more advanced to training and development?

- Top level middle level lower level

7. How good is the quality of your work performance?

- Very low low Moderate High very High

8. How often do you face skill and knowledge gap to do your job?

- Very often often Sometimes rarely Not at all

9. Name of courses you attended in a training and development program organized by your organization _____

10) Does your organization organize a training and development program?

- Yes No I don't know

11) Have you attended any training program prepared by the company in last 5 year?

- Yes No

12) Have you attended development program prepared by the company in last 5 year?

- Yes No

Section II – methods of training and development

12) The organization use on-the –job training method to train employees

- Strongly disagree Disagree Neutral Agree strongly agree

13) The organization use off-the –job training method to train employees

- Strongly disagree Disagree Neutral Agree strongly agree

14) In which method of **On-The-Job Training** you have attended (your answer may be more than one).

Coaching Job rotation Orientation Apprenticeships

Job Instructional Technique (JIT)

If others _____

15) In which method of **off-The-Job Training** you have attended (your answer may be more than one).

Lectures Conferences Case Study Role Playing

Seminar If others _____

18 Which method of development that you have attended (your answer may be more than one).

Under-study Job-enrichment Job Rotation

Self-development/Self-assessment If others -----

19. Have you realized any change on your performance after attending any form of training and development in the company? Yes No

20. If your answer for Q. 19 is “yes”, please explain the change you have realized

Section III– weakness and strength of the organization TD program

<i>TD of the organization</i>	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5
weakness					
21. your organization training and development					

Lacks flexibility					
22. your training and development program faced a problem of Geographic access issues					
23. your organization challenged by finance issue to process TD program					
strength					
24. your organizations TD program Provide a well-crafted job description					
25. your TD program Provide training required by employees to meet the basic competencies for the job					
26 your organizations TD program Looks for learning opportunities in every-day activity					
27. TD you attended Develops a good understanding of the knowledge, skills and abilities that the organization will need in the future					

Section Iv– How TD relates to work performance

Employees performance and training	Very low	low	moderate	High	Very high
	1	2	3	4	5
28. I feel the training enables me to improve skills.					
29. Do you think that employees become more committed toward their Jobs after getting the training?					
30. Do you think that work knowledge is increased via training Programs?					
31 I feel the development enables me to					

improves attitude change					
35. I feel the training enables me to improve ability.					
38. Do you think that employees become more responsible after the development?					
33. Do you consider that expertise and excellence are possible in the job after the training and development?					
Development and work performance					
34. Do you consider that after the development you may become able to support the company values?					
35. Do you think after receiving the development and development your attitude/behavior becomes willing to accept more challenging assignments					
37 You think development programs are helpful to you in gaining new idea?					
39 development enhances employees effectiveness					
31. Do you consider that job satisfaction increased through the development?					

Part V Factor affecting training and development

Factors affecting TD	Strongly disagree	Disagree	Neutral	agree	Strongly Agree
44. management support training initiatives is factor that affect training and development					
45. TD needs analysis is a factor that					

affect TD program					
46. trainee Ability and Motivation is a factor that affects training and development program					
47. trainee Redness affects TD program					
48. Appropriate training environment affects TD program					

49 What are your comments regarding the strengths and weaknesses of the company's training and development practices?

Strengths: -----

Weaknesses: -----

50 What are factors that affects or problems you faced with regard to training and development within your organization?

.....
.....
.....
.....

Section V

Interview questions

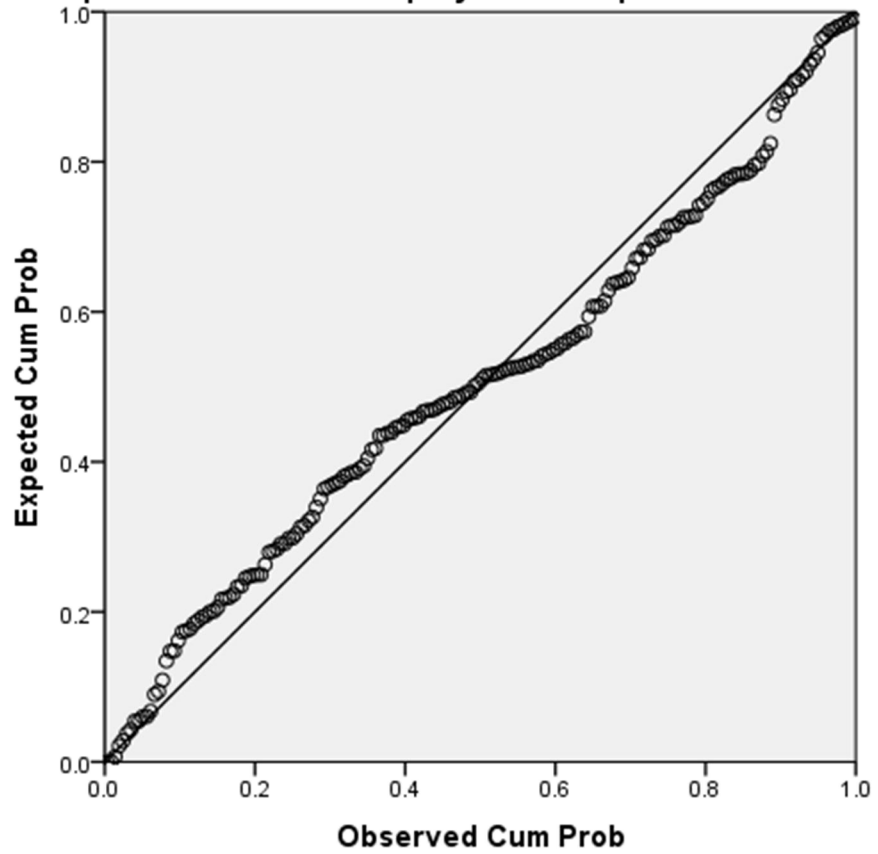
- 1 Do you have enough training and development programs that enable your worker to do their job as required?
- 2 What methods of training and development are used in your organization?
3. Are you thinking that training and development have positive effect with employees work performance?
4. How do you measure training and development effect on worker performance?
5. How training and development benefits employees performance?
6. What are the weakness and strong side of training and development programs in your organization?
7. What are challenges you have faced in training and development program?
8. What are the factors those affected your organization in training and development program that you have preceded?

APPENDIX IV

ASSUMPTION TESTS OF MULTIPLE REGRESSIONS

Assumption Linearity

Normal P-P Plot of Regression Standardized Residual
Dependent Variable: employees work performance



Assumption of normality

Histogram

Dependent Variable: employees work performance

