Effects of Training on Employee Performance: A Study on Nedjo ATVET College in Oromia Regional State.

A thesis Submitted to Jimma University College of Business and Economics in Partial Fulfillment of the Requirement for the Award Degree of Masters of Business Administration (MBA).

By:

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JIMMA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

MBA PROGRAM, DEPARTMENT OF MANAGEMENT

JULY, 2020

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DECLARATION

I hereby declare that this thesis entitled "**Effects of Training on Employee Performance**: A Study on Nedjo ATVET College in Oromia Regional State", has been produced by me independently except the guidance and supervision of my research advisor, Mokennen Bogale (**PhD**.) and Mrs. Aregu Asmare .

The thesis is original and has not been submitted for the award of degree of diploma in this University or any other University.

Researcher's Name   Date   Signature

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LETTER OF CERTIFICATE

This is to certify that the thesis entities ""**Effects of Training on Employee Performance**: A Case Study of Nedjo ATVET College", Submitted to Jimma University College of Business and Economics for the award of the Degree of Master of Business Administration (MBA) and is a record of Valuable research work carried out by Mr. Adugna Mosisa, 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 Advisor's Name   Date   Signature

Mokennen Bogale (PhD)   _____   _____

Co-Advisor's Name   Date   Signature

Mrs.Aregu Asmare (MBA in Finance)   _____   _____

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ACKNOWLEDGMENTS

ABSTRACT

The main purpose of this study was to investigate the effects of training on employee performance in the case of NATVETC. The main objective of training is to improve employee knowledge and the skills for their better performance. The performance is measured in terms of the improvement in efficiency and performance of employee. The study made use of descriptive statistics (frequency distribution, percentile, minimum, maximum, mean and standard deviation) and inferential statistics (correlation and regression analysis) to analyze the data by using SPSS version 21 , the study was done based on primary and secondary data sources, all the necessary data has been gathered from primary sources using questionnaires. It is in light of this that this study sought to investigate what effect training has had on the employee performance of NATVETC. The p-values of training need assessment, training design, selection of trainer, training delivery, challenges of training and evaluation of training program are significant which means they have strong relationships with employees' performance. This shows that there are positive relationships between variables of training and performance. Linear correlation between the variables of training and employee performance is very closely related. This indicates that the employees will reach at the desired level of performance if the training is well designed and delivered. In addition to this, the dimensions of training (training need assessment, selection of trainer, training delivery, challenges of training and evaluation of training program are significant, which means they have strong relationships with performance. Therefore, it is advisable to consider when selecting the training content and using learning styles so as to make employee's motivated, committed, efficient, and well performer.

Key words: TNA, training design, selection of trainer, learning styles, challenges of training and evaluation of training program.

TABLE OF CONTENT

Contents   Pages

LIST OF TABLES

LIST OF FIGURES

ACRONYMS/ABRIVATIONS

ATVET: Agricultural Technical Vocational Educational Training.

ATTSVE: Agricultural Transformation Through Stronger Vocational Education.

CAD: Canadian Dollar.

NATVETC: Nedjo Agricultural Technical Vocational Educational Training College.

DA: Development Agent.

E.C: European Calendar.

EP: Employees performances.

FTC: Farmers Training Center.

HRD: Human Resource Development.

HR: Human Resource.

HRM: Human Resource Management.

HR T&D: Human Resource Training and Development.

MBA: Masters of Business Administration.

MEDA: Mennonite Economic Development Association.

MoA: Ministry of Agriculture.

MOPSHRD: The Ministry of Public Service and Human Resource Development.

JUCAVM: Jimma University College of Agriculture and Veterinary Medicine.

SPSS 21:   Statistical Package for Social Science: Version 21.

TNA: Training Need Assessment.

TTLM: Training Teaching Learning Materials.

TVET: Technical Vocational Educational Training.

VIF: Variance Inflation Factors

CHAPTER ONE

INTRODUCTION

This chapter will present a comprehensive review of literature related to the study in a bid to position it in a pertinent theoretical framework. Thus it will discuss findings of related researches to this study. The literature review provides the reader with an explanation of the theoretical rationale of the problem being studied as well as what research has already been done and how the findings relate to the problem at hand. The main purpose of the literature review is to avoid unnecessary or intentional duplication of materials already covered. The literature was reviewed from working papers, journals, books, reports and internet sources.

This chapter provides relevant information on the effect of training on employee performance in Nejo ATVET College.

1.1. Background of the Study

Currently, every organization's top priority is to manage the human resources. Employees are the most precious asset for any company as they can build up or destroy the company and they can affect profitability (Elnaga & Imran, 2013). Human resources, are the most valuable assets of any organization, with the machines, materials and even the money, nothing gets done without manpower. Thus, training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Abiodun, 1999). Elnaga and Imran (2013) further argue that in order to prepare their employees to do their job as desired, organizations provide training so as to optimize their employees' potential. Similarly, Adeniyi (1995) stated that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Therefore, training can be takes place in a number of ways; either within the organization or outside the organization. However, systematic approach should be utilized in the training delivery process of any organization to improve or develop the job related performances such as knowledge, skills and attitudes of the employees. As a result, the level of productivity and efficiency of employees could be enhanced to attain to the maximum output through systematic training and development.

According to Elnaga and Imran (2013) tries to state training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It

also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Training is considered as the sort of investment by the organization to achieve competitive advantage.

Moreover, in training and development activities, the ability to recognize the systems and subsystems of an organization is an important element. Training and development exists to promote individual and organizational excellence by providing opportunities to develop workplace skills.

The design and implementation of effective training interventions cannot be accomplished without identifying the various processes operating within the system (Laird, 2003).

Thus, training is the fundamental area of human resource, which is referred to as a course of diet and exercise for developing the employees' affective, cognitive and psychomotor skills that assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Furthermore, Devi & Shaik (2012) explained that training holds the key to unlock the potential growth and development opportunities to achieve a competitive advantage. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness. The effectiveness and success of an organization therefore, lays the people who perform and work within the organization. It follows that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge.

According to Ampomah (2015), training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development.

Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of civil servants and achieves thereby better performance for their organization (Federal Negarit Gazeta, No.515/2007). Consequently every government office is required to develop the capacity and potential of all its employees irrespective of their status through training and development by identifying training and development needs of the employees and preparing the necessary plan and budget for training and development programs.

The Ministry of Public Service and Human Resource Development (MOPSHRD) is one of the Federal Public Service Organizations that are regulated by the proclamation No 916/2015 (Federal Negarit Gazeta .No.916/2015). When the proclamation states the definition of powers and duties of the executive organ of federal democratic of Ethiopia, the duties and responsibilities of the Ministry was also stated. Accordingly, the training and development, interventions and their outcomes such as employees' performance, service delivery, good governance, reform implementation and overall organizational performance were emphasized on the proclamation. Moreover, the proclamation promotes conducting research in human resource development areas.

Hence, the objective of this study was to investigate the actual training practice of the organization effect to improving the performances of employees. Moreover, the study was focused on the effect of training on employees' performance in the stated organization. The study will inform the management of Ministry of Public Service and Human

Resource Development to increase employees' performance, there is a need to have and retain well trained and motivated employees.

Thus, in this paper the researcher attempts to study the effect of training and development on employees' performance at the Ministry of Public Service and Human Resource Development of Ethiopia.

Different authors defined the term training in different ways. However, the concept remains similar. Foot and Hook (2005:228) defined training as a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and satisfy the current and future needs of the organization.

For employees to carry out their duties effectively and efficiently, they must have the relevant skills, knowledge, values, attitudes and competencies as well as understand their organization's culture. Thus, the purpose of this study is to investigate the effect of training on employee performance at NATVETC and provide suggestions to the organization as how it can make best use of training programs to make their employees perform well on their job. In order to understand the study aim, emphasis to need analyses for training given, identifying the training programs' existing in the organization, the objective of the training offered, the methods

employed and finally the effects of training on employee performance need to be explored in depth.

1.1.1. Overview of Nedjo Agricultural TVET College

NATVET College was established in 1969 E.C. under Western Region Agricultural Office as Center to deliver short term training to farmers for 3-6 months and assistant development agent (DA) for 9 months up to 1983 E.C.

At that time the training was given for model farmers and regular students in fields like Home Agent, Book keeping, Natural Resource management, Crop protection and Animal health technician.

Because of political instability and change in government (regime) in 1983 E.C, budgets were not allocated for the college till 1987 E.C. as a result the college stopped providing training for five consecutive years.

Between the years 1987-1993 E.C the College was re-structured and started to give training to students who came from different parts of the country in various fields such as Animal Husbandry, Crop production, home agents and Animal health technicians from a week to 9 months.

The institution transformed and attained its present structure and name "Nedjo Agricultural Technical Vocational Education and Training College" (NATVETC) in 1994 E.C (2002) when the government took the initiative to promote the "National Technical Vocational Training" program. By that time it operated under Ministry of Agriculture (MoA) but in 2009 NATVETC transferred to Oromia TVET Commission due to the paradigm shift in the educational policy of the country.

It envisaged that the knowledge and skill attained by the trainees in agricultural discipline would contribute to the countries rural transformation strategy. Thus, based on the new curriculum the college was able train more than 7085 trainees/ agricultural expertise in diploma level and level based curriculums.

At the beginning NATVETC was established on 49.56 hector but later on it was able to expanded and reached to 99.125 hector of land and it possesses various materials, resources, equipment and facilities required to deliver training.

NATVETC had offered training at diploma level since 2008. However, starting from 2009 the college is offering level (I-IV) based training.

Recently, the college has got fund to deliver training for all employees' of the college from ATTSVE Project (Agricultural Transformation Through Stronger Vocational Education). ATTSVE project is intended to strengthen the capacity of Ethiopian ATVETs to use outcomes based education and practical training to prepare agricultural graduates to meet the labour market demands of the agricultural sector in Ethiopia.

NATVETC is one of the largest and oldest agricultural colleges of the country that benefitted from the ATTSVE project program. This project was funded $18M CAD by the Canadian Government.

First, employees' need assessment was done at the college which can help it to provide short and long term trainings.

According to the data gathered from NATVETC, the implementing partners of ATTSVE project are:

- Dalhousie University, Faculty of Agriculture.
- Mennonite Economic Development Association (MEDA).
- McGill University
- Jimma University College of Agriculture and Veterinary Medicine (JUCAVM).

Key focusing areas of the Project

➢ Training and skills development program

These includes enhancing the capacity of instructors by delivering training on learner-focused skills oriented program, development of specialty Curriculum and TTLM for Specialty certificate programs based on the demand, developing complementing training for FTCs with fully integrated Cross Cutting Themes.

➢ Institutional transformation of NATVETC

Institutional transformation of NATVET Colleges is carried out by providing training to strengthening institutional and leadership capacity, to design institutional strategic planning, to mainstreaming gender, on how to integrate environment and entrepreneur, on how to generate income and improve and upgrading demonstration farms, infrastructure & ICT facilities.

➢ Facilitating long and short term staff upgrading for teaching and non-teaching staff in areas of finance, leadership, IT, laboratory and maintenance.

Some of NATVETC staffs were attending different international training which given in line with the objectives of the college at international level, in Canada, India, Kenya, South Africa, and Uganda.

Generally, in NATVETC trainings were provided by ATTSVE Project in the area of: Climate change & Climate, Smart Agriculture, Farm management, Food feed and soil analysis ,Small animals as business, Post harvest management, Soil fertility management, Occupational Skill analysis training and Curriculum and TTLM development training.

Source: NATVETC.

1.2. Statement of the Problem

In today's competitive world, the issue of having competent human resource is becoming crucial for almost any organization and the success or survival of any organization depends on the competency of its human resource (Alebel 2012). Moreover, contemporary organizations are using training and development as a means to realize its competitiveness and its effect is shown in the day to day increase in productivity of the organization (Helina 2016).

Employee training is currently perceived as an effective means of achieving successful international competitiveness around the world (Hameed and Waheed, 2011).

Many organizations in the public sector are engaged in training of staff in Ethiopia and NATVETC is one of such organization that has been participating in training for a long period of time.

Training programs have to be designed carefully if the intended goals are to be achieved and evaluated. In designing the training program, issues like analysis of training needs, training design, training content, selection of trainers, learning styles, training delivery, challenges of training, and evaluation of training program should be given serious attention for the training process to be effective and successful. Evaluation of the training program also needs to be carried out to obtain feedback for further improvement in designing training programs.

Training programs not only develop employees' performance, but also help an organization to make best use of its human resources in favor of gaining organizational advantage. Training programs have to be designed carefully if the intended goals are to be achieved and evaluated. In designing the training program, issues like analysis of training needs, training content, selection

of trainers, trainees, the training facilities and environment and training methods should be given serious attention for the training process to be effective and successful.

In spite of the large number of researches on the relationship between training and employee performance, there appears to be a gap, concerning the study of effect of training on employee performance.

Though few studies have been conducted on effects of training locally (e.g. Alemeyehu 2017,Ayelew 2017,Menalegn 2017, Mitiku 2017, Assefa 2016, Getamesay 2016, Tekeba 2016, Abeba 2015 and Tazebachew 2011) and internationally on (e.g. Shouvik 2018, Engetou 2017, Khaled 2016, Muhammad 2015, Alice 2014 , Ali Jeremiah 2014 , Fabian 2014 , Ahmed 2011, Githinji 2014 ,Elelwani 2012, Atola 2013, Aidah 2013 , Amir 2013 , Kibib 2011).

Most of these studies were specifically focused on public organization; and they did not look the implication behind contextual knowledge gap, area /site differences and variables differences by investigating the existence of effects and their effects on the employees' performance with special focus on NATVETC.

This research also would fill time variation gap, unobserved factors and elements of variables (independent & dependent variables) that were overlooked by the past studies to consider the situation in ATVET College.

From all the studies carried out in the past on training, it is evident that there is little empirical study that has been conducted to specifically determine whether there exists a relationship between training and performance in the ATVET Colleges.

The purpose of this study is to close this gap by deeply investigating this phenomenon through the relevant literature, shedding more light into the relationship of training effectiveness and superior employee performance, and providing suggestions to the colleges as how they can make best use of training programs to make their employees perform well on job.

NATVETC was providing continuous training for its employees since 2015 but no research has yet been conducted at this college to determine whether the provided training has effect on the performance of its employees or not.

Based on the above assumption, the researcher set-out to explore the training effect at the sector under the study with a view to determine the relationships or effects that training has on employees' performance in the study area.

Therefore, the study focus on what training would provide for employees of NATVETC to improve their performance for the provision of timely, efficient, effective and quality of works.

1.3. Basic Research Questions

The research questions were drawn in line with the objectives as follows:

1. Does NATVETC conduct training need assessment before training?
2. Does training design have significant effect on the employee performance in NATVETC?
3. Do training content, selection of trainers; learning styles and delivery styles have effects on employees' performance?
4. What are the challenges of training in NATVETC?
5. Does NATVET College evaluate training program?

1.4. Objectives of the Study

General Objective

The major objective of this study is to examine the effects of training on the employees' performance at NATVETC.

Specific objectives

The study attempted to meet the following specific objectives:

- ❖ To investigate the effect of training need assessment on employee's performance in NATVETC.
- ❖ To examine the effect of training design on employees' performance in NATVETC.
- ❖ To investigate the effect of training content on employees' performance.
- ❖ To examine the effect of selection of trainers on employees' performance.
- ❖ To investigate the effect of learning styles on employees' performance.
- ❖ To investigate the effect of training delivery on employees' performance in NATVETC.
- ❖ To examine the relationship between training and employees' performance.
- ❖ To identify the challenges of training in NATVETC.

1.5. Research Hypothesis

Hypothesis is simply an educated and testable guess about the answer to your research question. A hypothesis is often described as an attempt by the researcher to explain the phenomenon of

interest. Hypotheses can take various forms, depending on the question being asked and the type of study being conducted.

A key feature of all hypotheses is that each must make a prediction. Those hypotheses are the researcher's attempt to explain the phenomenon being studied, and that explanation should involve a prediction about the variables being studied. These predictions are then tested by gathering and analyzing data, and the hypotheses can either be supported or refuted (falsified) on the basis of the data. Two types of hypotheses with which one should be familiar are the null hypothesis and the alternate (or experimental) hypothesis. The null hypothesis always predicts that there will be no differences between the groups being studied. By contrast, the alternate hypothesis predicts that there will be a difference between the groups (Geoffrey Marczyk, 2005).

Usually a research hypothesis must contain, at least one independent and one dependent variable. The hypotheses assume that employees' performance are affected by multiple independent variables including training needs assessment, training design, training content, selection of trainers, learning styles, training delivery, training challenges, and evaluation of training program. This study aims to figure out the effect of above-mentioned variables on the performance of employee in which it based on and adopted from the journal (Le Tran, 2002).

Based on the problem and the research questions of the study, the following hypotheses were developed and tested.

Hypothesis: 1

H1: Training needs assessment has a positive relationship and significant effect on employees' performance.

H0: Training needs assessment has no positive relationship and significant effect on employees' performance**.**

Hypothesis: 2

 H1: Training design has a positive relationship and significant effect on employees' performance.

H0: Training design has no a positive relationship and significant effect on employees' performance.

Hypothesis: 3

H1: Training content has a positive relationship and significant effect on employees' performance.

H0: Training content has no a positive relationship and significant effect on employees' performance.

Hypothesis: 4

H1: Selection of trainer has a positive relationship and significant effect on employees' performance.

H0: Selection of trainer has no a positive relationship and significant effect on employees' Performance.

Hypothesis: 5

H1: Learning styles has a positive relationship and significant effect on employees' performance.

H0: Learning styles has no a positive relationship and significant effect on employees' performance.

Hypothesis: 6

H1: Training delivery has a positive relationship and significant effect on employees' performance.

H0: Training delivery has no a positive relationship and significant effect on employees' performance.

Hypothesis: 7

H1: Challenges of training have a positive relationship and significant effect on employees' performance.

H0: Challenges of training has no a positive relationship and significant effect on employees' performance.

Hypothesis: 8

H1: Training evaluation has a positive relationship and significant effect on employees' performance.

H0: Training evaluation has no a positive relationship and significant effect on employees' performance.

1.6. Significance of the Study

First, the study was contributed time-being information to the college about the effect of its staff training and development programs. With this regard, the findings of the study are believed to benefit all the ATVET Colleges in the country in general and Nedjo ATVET College in particular by presenting the effects and relationship of training and development effort with respect to its employee performance.

In turn, the staff management may use the findings of this study to grasp the role of trainings on its employee's performance, and to determine the areas where improvements through training can be done. Hence, the management of the institution could use the findings of this study in designing training and development programs depending on mission and needs of its staffs.

In addition to this, it gave the researcher the opportunity to gain deep knowledge in the area and it may be used as a ground for further study.

Finally, the study may serve as a source of information for further study that would be made on related topics.

1.7. Scope of the Study

The scope of the study was delimited only to Nedjo ATVET College among other colleges. Unquestionably making research on the effect of training on employees' performance in all ATVET Colleges is necessary.

However, due to the hugeness of those TVET sectors, similarity of mission or purpose of establishment, the researcher financial capacity, time and other constraints the study is carried out only on one of this big ATVET College entitled Nedjo Agricultural Vocational Educational Training College over the last four years (2015-2019).

1.8. Limitation of the Study

The study only covered the effects of training on employees' performance at Nedjo ATVET College over the last four years (2015-2019).

However, the results of the study can be inferred to other ATVET Colleges in the country. In view of the limited time available for the study, only the effect of training on the employees' performance in the college was studied.

The unwillingness of respondents was the major limitations to the study as some of the employees felt uncomfortable and others were simply not bothered while they filled these

research questionnaires. But their answers were taken as they truly reflecting the respondents' perception.

The other limitations include the absence or inaccessibility of information and finance problems to conduct the study.

1.9. Organization of the Study

This research is organized in to five chapters. The first chapter is introductory part, which contains background of the study, an overview of Nedjo ATVET College, statement of the problem, questions and objectives of the study, significant of the study, scope, limitation, and organization of the study. The second chapter deals with literature review, in which critical review of scholars work in the research topic was presented. The third chapter deals with on methodology and research design that is using to undertake the research, in this chapter the researcher tries to design the study, sample size, source and tools of data collection are presenting. Chapter four dealt with the finding of the study, data collection, analysis, results, interpretation, and discussion. The last chapter five is summary, conclusion, recommendations, and appendix.

CHAPTER TWO

2. REVIEW OF THE RELATED LITERATURE

2.1. Theoretical Framework of the Study

Miwta (2004) stated that human resource is the very important and the back bone of every organization as it is the main resource of the organization. So organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization. As the Miwta explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals. But the question arise that how an employee can work more effectively and efficiently to increase the growth and the productivity of an organization.

There are many factors which improves the work of employees such as flexible scheduling, training etc.

Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training programs and its employees to enhance their abilities and competencies that are needed at the workplace, (Jie and Roger, 2005).

Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006).

Moreover it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004). Training develops self-efficacy and results in superior performance on job (Svenja, 2007), by replacing the traditional weak practices by efficient and effective work related practices (Kathiravan, Devadason and Zakkeer, 2006).

2.1.1. Training Needs Assessment

Training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. (McConnell, 2003).

The study by The Asia Foundation (2009) stated that training needs assessment is one of the methods to collect adequate necessary information that can be used to determine an appropriate

type of training program that can be adopted and may be useful. The study also proposed that training needs assessment is performed to satisfy four major requirements: the determination of the goals of training, the task to be adopted for the achievement of the goals, the particular responsibility to be fulfilled by each employee, and the identification of discrepancies in the behaviour of the employees.

Training needs must always be analyzed in a manner that improves the performance of the organization as a whole and then that of the employees. (Japan International Cooperation Agency, 2013).

Needs assessment refers to the process used to determine if training is necessary (Hollen,Gerhart, & Wright, 2008). Needs assessment occurs at two level-group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge will solve the problem. (Garg, 2009)

Assessing Organizational training needs is the diagnostic phase of a training plan.

Mathis and Jackson (2004), further note that organizational analyses, job analyses and individual analyses could be used to identify training needs. After training needs have been identified using appropriate analyses, then training objectives and priorities must be established by identifying a skill gap or training need, which is the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives and priorities are set to close the gap.

In general training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organizations' skill, knowledge and talent base.

At the same time it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya & Jha, 2011).

This assessment considers issues of employee and organizational performance to determine if training can help.

Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be happening before deciding if training will help, what kind is needed (Mathis &Jackson, 2011)

2.1.2. Training Objectives

According to Mathis, et al (2008) once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internalization, or whether the person really learned.

Objectives for training can be set in any area by using one of the following four dimensions: such as quantity, quality, timeliness, and cost savings as a result of training. Because training seldom is an unlimited budget item and there are multiple training needs in an organization, it is necessary to prioritize needs. Ideally, training needs are ranked in importance on the basis of organizational objectives. The training most needed to improve the health of the organization is done first in order to produce visible results more quickly.

Three types of training objectives can be set:

- ❖ Attitude: Creating interest in and awareness of the importance of something
- ❖ Knowledge: Imparting cognitive information and details to trainees
- ❖ Skill: Developing behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation). (Goldstein & Ford, 2007)

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much.

These goals should be tangible, verifiable, timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo& Robbins, 2010).

2.1.3. Training Design

Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2007).

The key activities involved in designing a training and development program are; setting objectives, selecting the trainer or vendor, developing lesson plan, selecting program methods and techniques, preparing materials and scheduling the program. In this process an organization may opt to buy or make the HRD program owner. In any case, prudent move should be made to optimize the use of the human resource in the organization from the program. Trainers should be selected either internally or externally, train- the trainer programs should be held, training methods for each training module should be selected, and training materials should be prepared. Participant oriented design should be prepared. In all means, training and developmental opportunities should be given on a performance opening and to whom they are badly needed. The most important issue to be inculcated in the design phase is that trainings and developments should have explicit objective before they are delivered (Randy et.al. p163). After the design stage is completed the next step will be implementation.

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, HollenBeck, Gerhart, & wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives.

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011).

2. 1.4. Methods of Training

According to (Olaniyan and Lucas, 2008) the method of training can be classified as follows:

- ❖ On the job training/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.
- ❖ Induction/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.

- ❖ Apprenticeship - A method of training where an unskilled person understudies a skilled person.
- ❖ Demonstration-Teaching by example, whereby the skilled worker performs the job and the unskilled closely observes so as to understand the job.
- ❖ Vestibule - This is done through industrial attachment for the purpose of skills and technology transfer. It is therefore achieved through placement of an individual within another area of relevant work or organization. The effect is the acquisition of practical and specialized skills or it is a type of training which occurs in special facilities that replicate the equipment and work demands of jobs (Mathis, et al, 2008).
- ❖ Formal Training - A practical and theoretical teaching process which could be done within or outside an organization. When training is carried out inside an organization, it is called an in-housetraining. Off-house training is carried out in professionalized training areas like: Universities, Polytechnics and Professional Institutes.

In fact the method that employ by the organization has its own effect on the effectiveness of the organization from the training expenditure. As a result, companies are increasingly searching for the right blend of training methods to maximize the effectiveness of learning. Others are looking for more cost-effective alternatives to online learning which for some enterprises has proven to be a more expensive route than anticipated. Coaching by line-managers and on-the-job training are now playing an increasingly important role in the current financial climate (Blain, 2009).

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods.

Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Alipour, Mahdi Salehi,& Ali Shahnavaz, 2009).

According to (Alipour et al, 2009) training methods could be classified as cognitive and behavioral approaches. Cognitive methods provide verbal or written information, demonstrate relationships among concepts, or provide the rules for how to do something.

These types of methods can also be called as off the job training methods. On the other hand, behavioral methods allow trainee to practice behavior in real or simulated fashion.

They stimulate learning through behavior which is best for skill development and attitude change. These methods can be called as on-the-job training methods.

2.1.5. Training Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization do as to able to meet organization's current and future objectives.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent rerun on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills.

Regardless of the method used, ensuring that training is effective the primary goal. (Gilley, Gilley, Quatro, & Dixton, 2009) HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods (Decenzo & Robbins, 2010).

2.1.6. Training Challenges that affect Employee Performance

A range of challenges are faced by organizations and HRD professionals in managing and implementing effective Training & Development, particularly in the climate of globalization, and the new technological revolution begins with the importance of human capital in HRD practice, their education and technical training, and also their communication and language skills.

Human resources' learning and motivation are also described as important features of effective HRD practices. However, their deficiencies in supporting the effectiveness of Training & Development pose a challenge to the development, management and implementation of effective Human Resource Training & Development in organizations. Furthermore, the workforce's changing demographics are also seen to have an impact on HRD practices, alongside the organization's Human Resource strategies and investments in HR Training & Development.

The central factor in HRD is the human resources or the human capital in an organization. They are viewed as the driving force for the success of organizations because of their skills, competencies, knowledge and experience (Becker, 1975; Schmidt & Lines, 2002; Harrison & Kessels, 2004). Moreover, it has been suggested that for organizations to compete successfully in a global economy, it is important to hire sufficiently educated and skilled employees and provide them with lifelong learning (Nadler & Wiggs, 1986; Chalofsky & Reinhart, 1988; Nadler & Nadler, 1989; O'Connell, 1999; Streumer et al, 1999; Low, 1998; Harrison, 2000; Sadler-Smith et al, 2000).

However, these are some of the problems faced by employers and organizations and seen as a hindrance to the effective management, training and development of human resources in a global economy (Roberts & McDonald, 1995; Fernald et al, 1999; Shim, 2001; Lloyd, 2002; Budhwar et al, 2002; Bates et al, 2002).

In the specific context of HRD professionals, the literature has indicated that there is a shortage of HRD professionals who are skilled and experienced systems thinkers (Bing et al, 2003), and who have the ability to manage the vast and specialized function of HRD across organizations (Eidgahy, 1995; Buyens et al, 2001; Garavan, et al, 2002).

For instance, it was reported by Budhwar et al (2002) that the lack of HRD professionals in Oman is a major obstacle to the nation's HRD efforts. Kerr & McDougall (1999) argued that problems also arise due to a lack of experience and understanding of HR T&D on the part of managers. Indeed, some writers have claimed that HRD professionals do have an important role, as they possess expertise in learning and in developing others to become experts (Wright et al, 1999; Eichinger & Ulrich, 1998; Chermack et al, 2003).

Other major concerns regarding changing workforce demographics or deficiencies related to human capital in HRD are said to include the increase of the ageing workforce – the so-called 'baby boomers' (Bova & Kroth, 2001; Chermack et al, 2003) - and also the exponential entrance of 'elite expertise workers' who are also known as 'generation X' and the 'gold collar' workforce (O'Hara-Devereaux & Johansen, 1994; Wedell, 1999; O'Connell, 1999; Holland et al, 2002). In retrospect, even developed countries such as the USA are facing problems related to the very high rate of 'baby boomers' entering the workforce (Bova & Kroth, 2001; Desimone, et al, 2002), and developing countries, including the Asia Pacific Region, are no exception to this

trend. It has been argued that the ageing population in these countries has great implications for the future of human resources in organizations (Low, 1998; Debrah, 1998; Chermack et al, 2003). On the contrary, 'elite expertise workers' are viewed as technically expert, skilled and competent workers who possess the bargaining power to take control of their own career development and advancement (Chermack et al, 2003; Swanson & Holton III, 2001). As a matter of fact, not all such employees can be categorized as 'elite expertise workers'.

It has been argued that these elite workers may only include HRD professionals, highly skilled technical IT employees and also engineers who have shifted their values, work ethics and lifestyle from the traditional life-long employment and job security to constant retraining and job-hopping. These workers are criticized for continuously being in search of new and challenging jobs and a competitive working environment (O'Hara-Devereaux & Johansen, 1994; Wedell, 1999; O'Connell, 1999; Bova & Kroth, 2001; Holland et al, 2002; Chermack et al, 2003). As a consequence of these problems, employers and organizations may be required to review their HR strategies, particularly the integration of their HRM and HRD efforts.

HRTD activities in organizations can be influenced by different factors. HRTD efforts are subject to certain common mistakes and problems.

Most of the problems were resulted from inadequate planning and lack of coordination of efforts. According to (Mathis and Jackson, 1997) cited in Yacob Uloro (2011), the common problems in HRTD are inadequate needs analysis, trying outdated programs or training methods, abdicating responsibility for development to staff, trying to substitute training for selection, lack of training among those who lead the development activities, using "courses as the road to development", encapsulated development attitude of managers, availability of resources and financial problems.

Management capacity and attitude:-

The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program.

The knowledge and attitude of managements are crucial for the success and effectiveness of training and development program (Gumez, 1995). Therefore Managers 'at all level of particularly top managements should provide real support for training and development of the employees in the organization'. In addition to managers should be committed to involve in the

HRD process which are crucial in integrating the training and development activities in the strategic process.

Availability of resources:-

The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Monday, 1990).

Therefore, organizations that consider shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problem:-

Financial problem is the major constraints that hamper the implementation of effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. In addition, the implementation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis).

2.1.7. Training Evaluation

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements s training program, it must evaluate the program's success, even if it has produced desired result for other companies and even if similar programs have produced desires for it. (Garg, 2009)

Objectives of training evaluation are:-

- To monitor the quality of training
- To provide feedback
- To appraise the overall effectiveness of the investment in training
- To assist the development of new methods of training
- To aid the individual evaluate his or her own learning experience

Evaluation is an attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information available. We answer the question: How far has the training has achieved its purpose?

This is not any easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environment factors. (Itika, 2011)

It is best to consider how training is to be evaluated before it begins.

The most well-known and used model for measuring the effectiveness of training program was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

Level 1- Reaction: -measure the reaction of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. (Decenzo & Robbins, 2010)

To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

Level 2- Learning: -measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011).

This could be accomplished by pre- and post-testing the participants or by evaluating the participants against a control group that has not been trained. (Jackson, 2011). To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

Level 3- Behavior: - measures whether the training actually changes the employee's behavior when he or she returns to the job. This might be evaluated by the participants.

Supervisors or trainer, (Decenzo & Robbins, 2010). This means measuring the effect of training on job performance through observing job performance. To what extent did participants change their behavior back in the workplace as a result of the training?

Level 4- Results: -measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark. (Mathis & Jackson, 2011).

2.1.8. The Relationship between Training and Employees` Performance

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell & Boxall, 2003).

As Guest (1997) mentioned in his study that training and development programs as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

According to Swart.(2005), bridging the performance gap refers to implement a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the employees such as workers may not feel motivated any more to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict.

All the above aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance.

As mentioned by Swart (2005) this employee superior performance occur only because of good quality of training program that leads to employee motivation and their needs fulfillment.

According to Wright and Geroy (2001), competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Through training the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics.

If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles.

To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration Wright and Geroy (2001).

2.1.9. Role of Training and Development on Employees' performance

2.1.9.1. Career Competencies

Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs. In last 30 years unemployment is at its lowest rates which is not beneficial for the workers to start new job, if opportunities for growth are fewer (Dobbs 2000).

Fresh university graduates mostly considering for a firm which provides intensively training programs to their employees, but this idea is risky for organizations to lose fresh trained employees with couple of years (Feldman, 2000).

Professional which are placed in the industry of information technology, identify that knowledge is authority and they required to retain their abilities and talent according to current requirement of the market. Most of the employees recognize the importance of training program and would like to increase their salary (Dillich, 2000) cited by (Ahmed, 2013).

It is also expected from the fresh graduate not appropriately equipped for the continually changing business environment (Gerbman, 2000).

Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future (Feldman,2000).Employee development program help employees to survive in the future and develop their abilities to cope with new technologies.

Employees understand that training program can directed to superior duties and higher remuneration, (Fenn, 1999). Furthermore, helping workers to improve their skills and knowledge to cope with the future requirements, lead to job satisfaction.

2.1.9.2. Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger, 1999).

Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization. Companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover.

Loyalty with the organization cannot be calculated but it is substantial to intrinsic reward that employee feel. Employee feels comfortable and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization. Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Moses 2000). Usually the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development. Therefore, nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees (Nunn, 2000).

2.1.9.3. Employee Motivation

According the Robbins (1989), many people view motivation as a personal trait. Studies have however revealed that motivation is as a result of interaction between an individual and the situation. Individuals differ in their basic motivational drive.

Finchman and Rhodes (1996) also define motivation as the willingness to exert high levels of effort towards organizational goals conditioned by the efforts and ability to satisfy some individual need. The three key elements are effort, organizational goals and needs. Effort is a measure of the intensity put in by the individual.

A motivated individual will put in more effort than a less motivated individual. However, high levels do not necessarily mean favorable job performance outcomes unless the effort is channeled in a direction that benefits the organization.

It is therefore necessary to consider the quality of effort as well as its intensity. Effort has to be directed toward and consistent with organizational goals to be effective.

2.1.10. Employee Performance

As sighted on Joyce(2012), according to (Krietner, 1995) in his book 'The Good Manager's Guide', no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies. There is the need to establish a shared workforce understanding about what is to be achieved at an organizational level.

It is about aligning the organizational objectives with the employee's agreed measures, skills competency requirements, development plans and the delivery of results. The emphasis is on improvement, learning and development in order to achieve the overall business strategy and to create a high performance workforce. Employee's performance means how well employees perform on the job and assignments assigned them measured against the generally accepted measure of performance standards set by their companies. Employees can be said to have performed when they have met the expectations and performed up to standard, (Joyce2012).

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992) as briefly explained hereafter.

2.1.11. Conclusion on the Literature Review

This chapter has provided an overview of training and employee performance. Training is defined in different words but almost similar meanings. Different authors have defined the term training using their own words though they have used different wordings, all definition convey the same meaning. Training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements (Glueck, 1982).

According to Mathis and Jackson (2008), training is the process whereby people acquire capabilities to perform jobs. Different theories and models are available to form the constructs of training in an organization. The most widely used theories to understand training is the social identity theory, identical element theory and the principles theory. In terms of the social identity, there is an emphasis on the importance of training in organizations originates from the insights about individual behavior in groups and the group dynamics that affect individual learning and performance in organizations . For the purpose of this study, theories of training are discussed in order to give a theoretical ground for the selected training.

Accordingly,: training need assessment, training objectives, training design; training content, training method, selection of trainer, evaluation of training program, training challenges that affect employee performance and roles of training are discussed considering the importance training to employees performance at Nedjo ATVET College.

Though the theories discussed in this chapter differ in their classifications of the above dimensions, they all recognize the importance of training for employees' performances. Moreover, different research findings are included into the literature to show the practical importance of the selected dimensions in understanding training.

Most of the reviewed studies showed that all the above dimensions have an influence on employees' level of performance though discrepancies in their magnitude observed. It is also indicated that there is a relationship between training and employees' performance. But still there are discrepancies in the findings of the reviewed studies.

Since majority of the reviewed studies indicated that training has a paramount effect on employees' performance and organizational success, it is reasonable to investigate towards these variables in order to be aware of employees' performance about their training and the college as an organization. Then, it can be possible to suggest important measures to create favorable performance.

Generally, this chapter gives an important overview of the variables related with training and employees' performance. Where corresponding local research based on the topic is obtained, it is integrated into the literature review. The next chapter focuses on the research design, methods, and procedures used to carry out this study

2.2. Empirical Review

Different scholars and researchers conducted study to assess what factors affect employees' performance in order to discharge their responsibilities in the case of different nations and sectors of industries.

Mostly, they focused on factors such as training need assessment, objective of the training, training content, , training method, selection of trainer, training delivery, training challenges, evaluation of training program, etc that has effect on performance. Thus, in this section the researcher tries to discuss some specific factors that have a numerical result of relationship and effects on employees' performance.

The result of Farooq and Aslam (2011) study depicts the positive correlation between training and employee performance as r=.233 sig=.000.

Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Moreover, the result of the study of Sultana (2012) conducted in service sector of telecom Pakistan, states the R^2 as 0.501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance.

As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart, 2005).

For instance, Kiweewa's and Asimwe (2014) conducted a research on the implications of training on employee performance in regulatory organizations in Uganda. Using a sample of 80 respondents out of the expected 108 (respondent rate of 81 %), the paper demonstrates a significant relationship between training and employee performance in regulatory organizations in Uganda. The study used a questioner to collect data among key stake holders.

The finding of this study is that majority (54.5%) of the respondents indicate that the training benefited both the organizations and the employees.

They specified that the company improved in performance due to the skills acquired. 80.7% indicated that the company was satisfied with their performance after training because performance gaps in the identified area had been met, known through appraisal.

The study also conducts Pearson correlation in order to know the relationship between the variables and the result is 0.433. Generally, training and performance have relationships.

Tazebachew A., (2011) conducted a study to assess the effect of training on employees' performance in public organizations by using simple random sampling of 60 employees.

According to this research the responses indicate that most of the time employees didn't involve in the designing and development of the organization training. The research understood from responses of respondents the organization used both performance evaluation result and seniority to select employees for different training. However, some respondents were not cleared about the mechanism that the organization practices. The training managers explain that both on the job and off the job training methods are available even if the first type of training is most of the time given for employees. The finding of this research indicates the majority of the respondents are agreed on the value of taking training in group for learning of knowledge skills and attitudes than individuals.

Naveed and el.at 2014, Iqbal, Ahmed and Javaid ,2014, and Neelam and et.al 2014 have made a study on the title making a case study of banking sector and telecommunication sector in Pakistan. And all the studies concluded that trainings and development practices are the main factor for employee performance and it has significant and positive relationship or impact on employee performance.

Moreover, Amir and Amen (2013) also have made a study on the title and their research affirmed proposition that training has a positive impact on employee performance. Further, Mekdes (2015) and Eskinder (2016) have made a thesis study on the impact and relationship between training and employee performance.

Mekdes concluded that the correlation coefficient result of training design and delivery style has a positive and significant relationship with employee performance. And Eskinder also concluded that training practice and training mode are the most related to employee performance.

2.3. Conceptual Framework of the Study

The research is manly based on the conceptual framework which adopted from the journal (Le Tran, 2002) and some modification is taken as depicted in figure below. Based on the conceptual framework, the earlier hypothesis was developed. This research study has mainly seven independent variables namely (training need assessment, training content, selection of trainer, learning styles, training delivery, challenges of training and evaluation of training program, and one dependant variable i.e. Employee performance.

The purpose of the study as mentioned above was to find out the relationship between independent variables and dependent variable. Moreover, to see to what extent (training need assessment, training content, selection of trainer, learning styles, training delivery, challenges of training and evaluation of training program affect employees' performance in Nedjo ATVET college and which variable contribute significantly.

The independent variable includes (training need assessment, training content, selection of trainer, learning styles, training delivery, challenges of training and evaluation of training program) demonstrates the activities under training that have an effect on the employee performance (dependent variable).

The dependent variable attempts to depict the likely effect of employee performance from training initiatives (independent variables).

It is expected that the day to day training and development initiatives of Nedjo ATVET College affected the employees' performance (Employee efficiency and effectiveness).

To this end, the researcher has developed the following conceptual framework as shown below:

Independent Variables		Dependent Variables

Training ⟶ Employees Performance

Training

- **Training need assessment**
- **Training design**
- **Training content**
- **Selection of trainer**
- **Learning styles**
- **Training delivery**
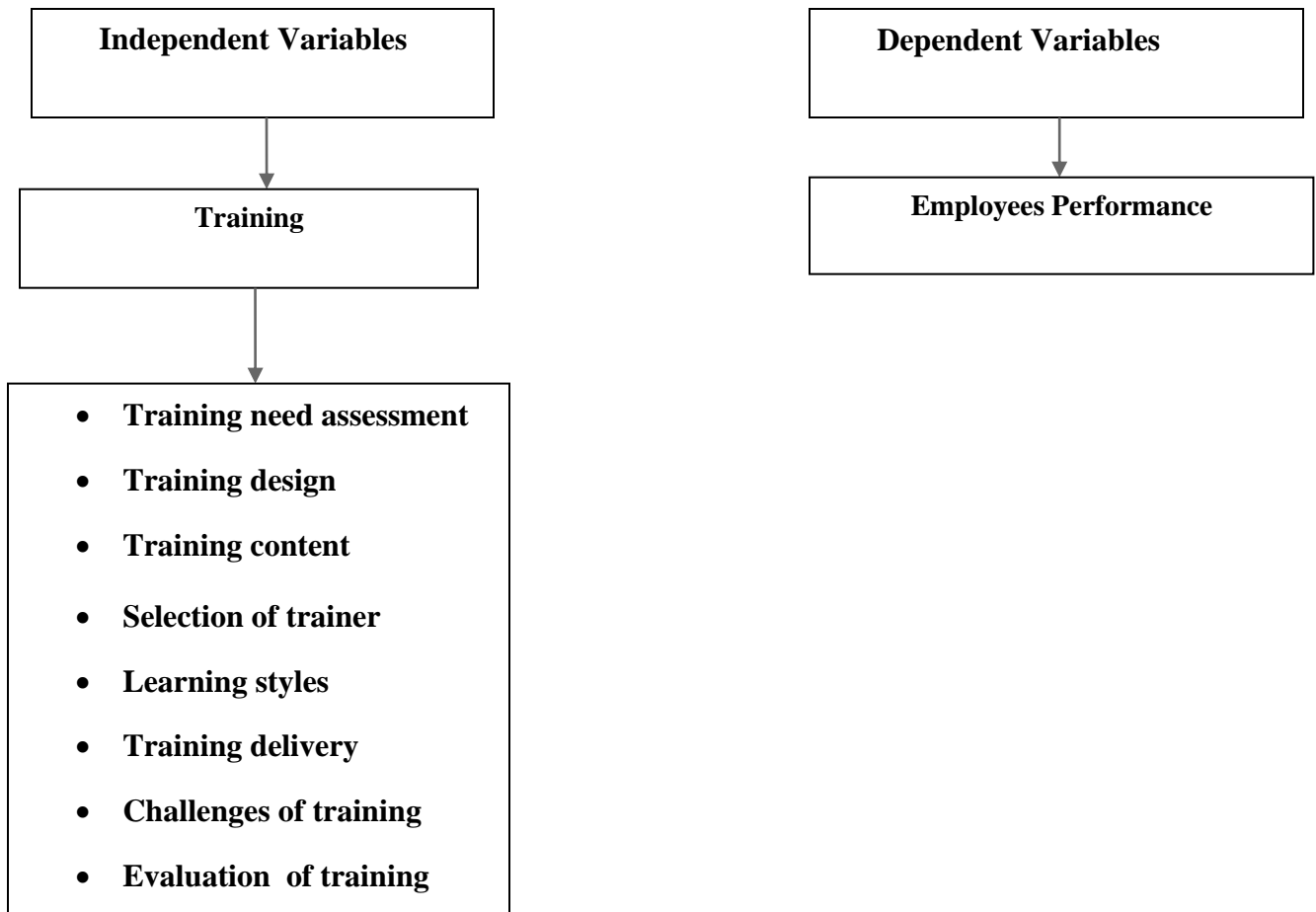- **Challenges of training**
- **Evaluation of training**

Figure: 2.2.1 Conceptual Framework

Source: *Raja, Furguan, Mohammed (2011).*

Definition of Variables

Training: - A planned and systematic effort to modify or develop knowledge /skill/ attitude through learning experience, to achieve effective performance in an activity or range of activities, (CAPLEY, 2009).

Training is a systematic process of altering the behavior, knowledge, and or motivation of employees in a direction to increase organizational goal achievements (Glueck, 1982).

Development: -is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities, (Michael Armstrong, 2006).

Training Need assessment (TNA)- TNA is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary. (Noe,HollenBeck, Gerhart, & Wright, 2008)

Training Design- is a process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training Delivery (Implementation) - is a multitude of methods of training that is used to train employees. (Decenzo& Robbins, 2010)

Training Evaluation-is a way to evaluate the effectiveness of a training program based on cognitive, skill-Based, affective and result outcomes (Noe,HollenBeck, Gerhart, & Wright, 2008)

Performance: - is the achievement of specified task measured against predetermined or identified standards of accuracy; completeness, cost and speed. In contract, performance is deemed to be fulfillment of an obligation in a manner that release the performer from all liabilities laid down under the contract, (Ekundayo, 2015).

Employee performance: -is defined as the outcome or contribution of employees to make them attain goals. (Herbert, John & Lee 2000) cited by (Nassazi, 2013).

Motivation: To stimulate the interest of a person who want to do something in a particular way.

CHAPTER THREE
3. RESEARCH DESIGN AND METHODOLOGY

This chapter incorporates the detailed research design and methodology to be employed for data gathering as well as the relevant analytical tools that were employed for analyzing the survey results gathered during the study. The purpose of this section is to provide a description of the study area, research design, the study population, sample size and sampling techniques, data sources and instruments, data collection procedures and analysis and reliability test that are used to analyze and to get the proper assessment result from the respondents.

Survey method was used for this study using questionnaire as data collection instruments, both qualitative and quantitative approaches were used.

3.1. Research Design:

Research design is the blueprint for achieving research objectives and answering research questions (Helina, 2016). The main purpose of this study is to investigate the effect of training on employee performance in Nedjo ATVET College. The study adopted both qualitative and quantitative research approach.

Quantitative research approach is used to analyse the cause-and-effect relationships where as **Qualitative approach** was used to determine whether the hypothesized variables have a relationship with employee performance, because qualitative approach helps to obtain the insights about the phenomena in question and is flexible in the sense that it helps in identifying the missing part of what is unknown or partially known (Ghauri & Grönhaug 2005, 202 – 204). Further still, qualitative research is said to be more relevant in the context of discovery and thus be able to get access to what was never known before. However, if the research problem is not well understood, there is a possibility that the researcher will be overwhelmed by data due to unnecessary data collection. This will make the analytical part of research more difficult (Ghauri & Grönhaug 2005, 202 - 204).

Furthermore, a descriptive study is used to describe the effect of training on employees' performance and explanatory study design by explaining, understanding and predicting the cause and effect relationship between variables. Both descriptive and quantitative research approach was deemed appropriate to gather the primary data and attend to the research questions.

Descriptive research determines and reports the way things are. This choice was made because this research involves investigating possible relationships among two or more variables and collecting data to test hypotheses.

3.2. Sampling Design

In selecting the sample size, the simple random sampling technique was used in choosing the department heads, sector heads and the process owners including HR manager due to their roles, specialized knowledge and experiences relating to the issue under study in this college.

The simple random sampling technique was used to study the whole population of Nedjo ATVET College. Responses for the investigation were taken from a population of 126 employees of the Nedjo ATVET College.

All employees from Nedjo ATVET College were included. Therefore, the variables are measured once through a survey where the opinions of the respondents are illustrated.

The targeted population was the total of employees of Nedjo ATVET College who have participated in the training program. Newly employed individuals were excluded because they may not have served long enough to give reliable views on the employees' performance. From 126 questionnaires only 114 responses were returned, which represents 90.5 % of the population.

3.3. Source and Type of Data

The study utilized as a source both the primary and secondary data. Primary data is known as data collected for the first time through field survey. Such data were collected from employee with specific set objectives. Whereas, secondary data collected with the objectives of understanding the past status of any variable data collected and reported by some source accessed and used for the objectives of the study. For undertaking this study secondary data collected from Magazines, Books, Journals, Records maintained by HR department.

3.4. Target Population and Sample

3.4.1. Target Population

The target population of this study was all employees of Nedjo ATVET College. According to Nedjo ATVET College HRM Process Owner (2019) data, there are 186 employees in the college.

3.4.2. Sample Size Determination

With this regard, the total size of the sample is 126 employees, of which 12 managers, 24 instructors and 90 supportive staff and the proportion number of sample elements are shown below in table.

Table: 3.4.2.1. Sample Size Determination

Population Category	Nedjo ATVETC Staff	Sample size
Managers/ Process Owners	21	12
Instructors	50	24
Supportive Staff	115	90
Total population	186	126

Source: Nedjo ATVET College

In determining the sample size of this research, **Yemane's Statistical Formula** is applied.

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

Where;

n = sample size

N = population of the study

e = level of significance or margin of tolerable error.

The researcher chose 5% as level of significance or margin of tolerable error. The translation of the formula is as follows:

$$n = 186/(1 + 186[(0.05)]^2)$$

$$n = 186/(1 + 0.465)$$

$$n = 186/(1.465)$$

$$n = 126$$

Moreover, the study participants (employees) were sampled using simple random sample which was implanted as follows. First, list of employees (sampling frame) was obtained from each department who belong to the college administration. Then, the sample size was proportionally allocated to the size of employees from each department. Finally, simple random sampling method was used to select the employees from the sampling frame prepared for each department. Then, data collectors guided by the staffs of the college, was approached the selected employees at their workplace and collected their views towards the training provided by their college, after informed consent is obtained from them.

As it was possible to obtain sampling frame for the target population (i.e. list of employees) and simple random sample was a gold standard, the study opted to use this sampling strategy(Ben Foley, 2018)**.**

3.5. Data Collection Tools

Only one form of tool was used to collect the data. Questionnaire was adopted from similar literatures and used to collect the data through self-administrated method. This instrument consists of different parts. The first part assessed research participants' socio-demographic characteristics such as age, sex, work experiences and educational background. The second part addressed questionnaires related with the effects of training at Nedjo ATVET College by using these variables, training need assessment, training design, training content, selection of trainers, learning styles, training delivery, challenges of training and evaluation of training program which can influence employees performance in the area under study. The following section describes these components of the tool.

Training need assessment -The study proposed that training needs assessment is performed to satisfy 5 major requirements: Training need assessments are conducted properly, the selection for training is based on proper need assessment, the organization assessed the trainee's knowledge before selecting the training program, the need assessment process was participatory and employees attend the trainings that fit departments' needs with the alignment of the organization objective. The scale was rated on Five-Point Likert scale which ranged from strongly disagree to strongly agree with neutral at mid-point.

Finally, the score was summed to produce composite score which used to calculate mean score.

Training design- In order to measure the objective training towards performance level, *seven (7)* items was employed from the literature and specifically from previous works. The items were on

Likert Scale format and respondents rated the statements concerning the extent to which employee performances were achieved as desired. Summative score was calculated by using the mean values

Training Content was measured with five items scale. For each statement respondents were requested to report levels of agreement whether the topics are designed at level of abilities and education of employees, updated, relevant and time allotted for training to exert an influence on employee performances. Summative score also computed by using the mean values.

Selection of Trainer- was adapted from literature to assess employees' performances and efficiency. The questionnaire capture (1) Trainers have sufficient knowledge (2) The trainer summarized the main points before finishing (3) The trainer used effective examples and illustrations (4) Trainers communicate well (5) Trainers are open, honest and fair to all. Summative score was calculated by using the mean values.

Learning Styles-Learning styles scale which consists of a list of 5 items adapted from literature was used to measure employees' degree of performance. The items are presented on a Five Point Likert Scale with five choices from 1 (Strongly disagree) to 5 (Strongly agree), and respondents rated each of the items in terms of their agreement with the statements. Employees' learning styles score and mean value were calculated.

Training Delivery- The study proposed that training delivery is performed to satisfy 5 major requirements: training helps trainees learn and apply different types of knowledge or skill, duration of training is appropriate to keep me motivated for learning, trainer clearly described what is expected from the presentation, trainer defined unfamiliar technical terms and trainer provided clear instructions for all activities.

Training delivery is based on the training objectives of the college that fit departments' needs with the alignment of the organization objective. The scale was rated on Five-Point Likert scale which ranged from strongly disagree to strongly agree with neutral at mid-point. Finally, the score was summed to produce composite score which used to calculate mean score and based on mean value.

Challenges of Training- The study proposed that a challenge of training is performed to satisfy 5 major requirements: availability of trainers, time, materials, financial and commitment of management to facilitate trainings. Challenges of training are based on the implementation of training that fit different departments' needs with the alignment of the organization objective.

The scale was rated on Five-Point Likert scale which ranged from strongly disagree to strongly agree with neutral at mid-point.

Finally, the score was summed to produce composite score which used to calculate mean score and based on mean value.

Evaluation of training program: Evaluation of the training is the final phase of the training program. The evaluation needs to be made by comparing the results with the objective of the program that were set in the assessment phase. Training evaluation is the process of gathering information that helps to collect all the descriptive and judgmental information required to make effective training decisions (Desimone, 1994) cited by Mengistu (2014). Evaluation of training program is performed to satisfy 6 major requirements; employees offered skill, knowledge, attitude and creativity from the training provided by the organization, trainings given to the employees to be satisfied to their job. Training programs are evaluated during or at the end of the program, employees are satisfied with the overall aspect of the training programs at the organization, the effectiveness of training programs is properly evaluated in terms of improvements in employees' performance. The scale was rated on Five-Point Liker scale which ranged strongly disagree to strongly agree with neutral at mid-point. Finally, the score was summed to produce composite score which used to calculate mean score and based on mean value.

Employees' performance- Employee performance is defined as the outcome or contribution of employees to make them attain goals Herbert, John & Lee 2000) as cited by ((Nassazi ,2013). Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Employees performance scale which consists of a list of 12 items was adapted from literature used to measure whether performances of employees in Nedjo ATVET college is increased or not. The items are presented on a Five Point Likert Scale with five choices from 1 (Strongly disagree) to 5 (Strongly agree) and respondents rated each of the items in terms of their agreement with the statements. Employees' performance score and mean value was calculated. Based on the mean value employees' performance was classified as disagreement and agreement.

3.6. Validity and Reliability Measurement

According to Kothari (2004), a measuring instrument is reliable if it provides consistent results. Cronbachs alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees.

For testing the reliability of the data collection instrument, Cronbach's Alpha was calculated to test the reliability of the research instrument.

According to Zikmund, Babin and Griffin (2010) scales with coefficient alpha between 0.8 and 0.95 are considered to have very good quality, scales with coefficient alpha between 0.7 and 0.8 are considered to have good reliability, and coefficient alpha between 0.6 and 0.7 indicates fair reliability.

One of the most commonly used indicators of internal consistency is Cronbach's alpha coefficient. Ideally, the Cronbach alpha coefficient of a scale should be above 0.7 (Pallant, 2005). By tracing this literature the researcher tested the reliability of the items which were developed for respondents. Therefore, as shown in table below the reliability of the whole items measured showed that there was internal consistency and reliability which means the whole items were reliable and acceptable because as Lombard (2010), stated coefficients of 0.80 or greater is acceptable in most situations and 0.70 may be appropriate in some exploratory studies for some indices.

Table: 3.6.1. Reliability Statistics

	Variables	N of Items	Cronbach's Alpha
1	Training need Assessment	5	0.845
2	Training design	7	0.745
3	Training Content	5	0.862
4	Selection of Trainer	5	0.814
5	Learning Styles	4	0.754
6	Training Delivery	5	0.860
7	Challenges of training	5	0.838
8	Evaluation of training program	6	0.741
9	Employees' performance	13	0.842

Source :(Own survey, 2019)

3.7. Validity of the Instrument

Content validity involves the degree to which the study is measuring what it is supposed to measure.

More simply, it focuses on the accuracy of the measurement (John et.al, 2007). All measures used to construct the instruments have shown acceptable level of construct and content validity in previous studies and are used in this study with slight modification.

The questionnaires are adapted from journal of Asad & Mahfod (2015); Rashid Saeed et.al. (2013); Agusioma (2014); and Veronica Celattia (2011) and thesis conducted by Getamesay Birhane (2016) under related research title.

Sample questionnaires were administered before distributing finalized one for 10 respondents and adjustments were made to the questionnaire items based on the comments of the respondents.

Additionally, several measures were employed to ensure that the results are free from material errors and the design of the questionnaire. Such measures are clarity of instructions, clarity of the questions, the layout of the questionnaire and other comments.

3.8. Data Analysis Techniques

Data from questionnaires was analyzed through both descriptive and inferential statistics using SPSS software version 21 (Statistical Package for Social Science). The descriptive statistics (frequency distribution, percentile, minimum, maximum, mean and standard deviation) which helped the researcher to examined the general level of performance and the selected factors of performance.

This was the further transformation of the processed data to look for patterns and relationships between and/or among data groups by using descriptive and inferential (statistical) analysis.

SPSS was used to analyze the data obtained from primary sources. Specifically, descriptive statistics (mean, standard deviation) and inferential statistics (correlation and regression analysis) was employed in this study.

3.9. Model Specification and Description of the Study Variables

The equation of multiple regressions on this study is generally built on around two sets of variables, namely dependent variables (employee job performance) and independent variables (training need assessment, training design, training content, selection of trainer, learning styles, training delivery, evaluation of training program and challenges of training).

The basic objective of using regression equation on this study is to make the researcher more effective at describing, understanding, predicting, and controlling the stated variables.

The following regression equations were used to test the research model: - The model below was used to determine the quantitative association between the variables.

Table: 4.5.3.1. Variables of the Study

Independent Variable (IV)	Dependent Variable (DV)
Training Need Assessment	
Training Design	
Training Content	
Selection of Trainer	
Learning Styles	Employees' Performance
Training Delivery	
Challenges of Training	
Evaluation of Training Program	

Source: Own Survey Result 2019.

Employee performance = f (TNA, TD, TC, ST, LS, TDL, CT and EVTP)

$EP= \beta_1+\beta_2 TNA+\beta_3 TD+\beta_4 TC+\beta_5 ST+\beta_6 LS+ \beta_7 TDL+ \beta_8 CT+ \beta_9 EVTP$

Where:-

EP= Employees' Job performance

TNA= Training Need Assessment

TD= Training Design

TC= Training Content

ST= Selection of Trainer

LS= Learning Styles

TDL= Training Delivery

CT= Challenges of Training

EVTP=Evaluation of Training Program

Mathematically, $Yi = \beta_1 + \beta_2 X_1 + \beta_3 X_2+ \beta_3 X_3+ \beta_5 X_4+ \beta_6 X_5+ \beta_7 X_6 +\beta_8 X_7+ \beta_9 X_8$

Where Y is the dependent variable- employee performance, X2, X3, X4, X5, X6, X7, X8 and X9 are the independent variables, β1 is the intercept term- it gives the mean or average effect on Y of all the variables excluded from the equation, although its mechanical interpretation is the average value of Y when the stated independent variables are set equal to zero.

β2, β3, β4, β5, β6, β7, β 8 and β 9 refer to the coefficient of their respective independent variable which measures the change in the mean value of Y, per unit change in their respective independent variables.

Therefore, based on the result in the regression coefficient table 3.9.1 and according to the above general mathematical equation the estimated regression model of this study for Nedjo ATVET College are presented as below.

EP= β1+β2TNA+β3TD+β4TC+β5ST+β6LS+ β7TDL+ β8CT and β9EVTP (Adopted from journal of Lydiah W. Wambugu, 2014 as cited by Getamesay Birhane (2016).

3.10. Ethical Consideration

According to Creswell (2012) "as the researchers' anticipate data collectors, they need to respect the participants and sites for the research''. In the study the researcher maintained objectivity, courtesy and high professional standards through scientific process and no falsification, alteration or misrepresentation of data for biased or other purposes. To undertake this research, the researcher obtained necessary approval from JU and permission from the subject of the study, i e Nedjo ATVET College and from other concerned bodies. As ethical consideration, information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged.

Moreover, brief description was made about the title, purposes and objectives of the study were made clear on the heading of questionnaire to make clear the purpose of the study for the target population during data collection.

Finally, the participants participated on voluntary basis and were treated with respect and the researcher assured the confidentiality of their responses by not to disclose their names, and anonymity of data was kept so that participants would feel free and safe to express their ideas.

CHAPTER FOUR

4. RESULTS AND DISCUSSION

4.1 INTRODUCTION

In this chapter, data gathered through questionnaire are presented, analyzed and interpreted using percentages and frequencies with the help of Statistical Package for Social Science (SPSS) Version 21.   To collect relevant data, 126 questionnaires were distributed to employees of the Nejo ATVET College. Among the questionnaires distributed to employees (126 questionnaires), the researcher collected 114 properly filled questionnaires in which the response rate is 90.5 percent.

Twelve (12) questionnaires missed because; in one hand some of them were incomplete on the other hand respondents failed to return back the filled questionnaire to the researcher. According to the organized questionnaires, the researcher produced the following analyses.

First demographic characteristics of the respondents are presented. It follows with a summary of respondents' reply on training and performance. Then it follows with description of the data gathered, discussion and analysis of the findings carefully in order to investigate the effects of training at Nejo ATVET College and presentation of findings has been organized in accordance with the study objectives. The detail is summarized in tables below.

4.1. Demographic Characteristics of the Respondents

Table: 4.1.1 Sex of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
Male	71	62.3	62.3	62.3
Female	43	37.7	37.7	100.0
Total	114	100.0	100.0	

Source: Own Survey Result, 2019

The demographic data for sex shows that out of the 126 respondents 71 respondents are males and 43 respondents are females. Table 4.1.1 shows the majority of respondents are males which are represented by 62.3 percent, while females represent the remaining 37.7 percent.

Table: 4.1.2. Age of the Respondent

	Frequency	Percent	Valid Percent	Cumulative Percent
20-25	18	15.8	15.8	15.8
25-30	34	29.8	29.8	45.6
Above 30	62	54.4	54.4	100.0
Total	114	100.0	100.0	

Source: Own Survey Result, 2019

The above table: 4.1.2 discloses that majorities of the respondents are above the age of 30 and covering about 54.4%, followed by age group between 25-30 (29.8 percent) and finally employees with the age between 20-25 covers 15.8 %. This shows that the acceptability of training above the ages of 30 is positive.

Different studies shows that age have their own effect on training and development of employee's readiness, acceptable and implement quickly after they took training related to their jobs.

Table: 4.1.3. Work Experience of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
1-5 years	7	6.1	6.1	6.1
6-10 years	29	25.4	25.4	31.6
11-15 years	65	57.0	57.0	88.6
above 16 years	13	11.4	11.4	100.0
Total	114	100.0	100.0	

Source: Own Survey Result, 2019

The service year of the employees varies from a minimum to a maximum service years. The majority of respondents have served their college from 11-15 years which represents 57.0 percent (65 respondents from the total 114 employees).

Respondents who have served their college from 6-10 years are 25.4 in percent and 29 in number and those who worked 1 to 5 years in the Nedjo ATVET College are 16.1 percent & 7 in number.

This revealed that majorities of the Nedjo ATVET College employees are experienced to escalate their working performance and in turn serve the interest of customers.

Table: 4.1.4. Educational Background of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
High school level	4	3.5	3.5	3.5
Certificate level	11	9.6	9.6	13.2
Diploma level /level IV	33	28.9	28.9	42.1
First degree	52	45.6	45.6	87.7
Masters Degree	14	12.3	12.3	100.0
Total	114	100.0	100.0	

Source: Own Survey Result, 2019

The above table 4.1.4 shows that, respondents' educational level ranges from high school to masters degree. Majority of the respondents, i.e., 45.6 percent of the respondents (52 out of the total 114 respondents) hold first degree. While the remaining 28.9%, 12.3%, 9.6% and 3.5% of them are diploma level /level IV, masters degree, certificate level and high school level respectively.

This shows that almost all employees are capable of quickly understand training and development, and implement to their own jobs.

4.2. Descriptive Statistics

In this section various statistical data analysis tools such as mean, standard deviation, frequency and percentile are used to analyze the collected data. The summary of descriptive statistics of all variables that are evaluated based on a 5-point Likert scale ("1" being "strongly disagreed" to "5" being "strongly agreed").

According to Zaidaton & Bagheri (2009) the mean score below 3.39 was considered as low, the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was

considers as high as illustrated by comparison bases of mean of score of five point Likert scale instrument. Thus, detail of the analysis is presented as follows:

4.2.1. Training Need Assessment

Table: 4.2.1.1.Employees Response to Training Need Assessment

Items	SD		DA		Neutral		A		SA		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q1	13	11.4	12	10.5	10	8.8	40	35.1	38	34.2	3.7018	1.34316
Q2	10	8.8	16	14.0	11	9.6	43	37.7	34	29.8	3.6579	1.28179
Q3	6	5.3	17	14.9	11	9.6	47	41.2	33	28.9	3.7368	1.18286
Q4	11	9.6	21	18.4	6	5.3	43	37.7	33	28.9	3.5789	1.33632
Q5	18	15.8	11	9.6	14	12.3	45	39.5	26	22.8	3.4386	1.36346
Average		**10.18**		**13.48**		**9.12**		**38.24**		**28.92**	**3.6228**	1.0846
Over All Average Mean= **3.6228**, Disagree= **23.66%**, Agree= **67.16%**, Neutral = **9.12**%												

Source: Own Survey Result, 2019

According to the above table 4.2.1.1 a majority of the respondents (67.16%) agreed that training need assessment was conducted by the college properly to improve their job performance while 23.66% are disagreed and the remaining 9.12% are neutral. These indicate that the existing training need assessment is enough and adequate in order to improve their performance but still we can understand there is some limitations in conducting training need assessment. But the mean score of training need assessment is 3.6228, which is considered as moderate that implies the existing training need assessment are conducted properly, the selection for training is based on proper need assessment, the college assesses the trainee's knowledge before selecting the training program, training need assessment process was participatory, employees attend the trainings that fit departments' needs with the alignment of the organization objective.

4.2.2. Training Design

Table: 4.2.2.2. Employees' Response to Training Design

Items	SD		DA		Neutral		A		SA		**Mean**	**St.Dev.**
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q6	8	7.0	11	9.6	13	11.4	59	51.8	23	20.2	3.6842	1.11558
Q7	1	.9	16	14.0	16	14.0	46	40.4	35	30.7	3.8596	1.03801
Q8	10	8.8	18	15.8	13	11.4	46	40.4	27	23.7	3.5439	1.25607
Q9	8	7.0	24	21.1	34	29.8	34	29.8	14	12.3	3.1930	1.12003
Q10	6	5.3	39	34.2	26	22.8	31	27.2	12	10.5	3.0351	1.12044
Q11	8	7.0	31	27.2	23	20.2	37	32.5	15	13.2	3.1754	1.17681
Q12	6	5.3	6	5.3	18	15.8	48	42.1	36	31.6	3.8947	1.07562
Average		**5.9**		**18.17**		**17.91**		**37.74**		**20.31**	**3.4837**	0.98782
Over All Average Mean=**3.4837**, Disagree= **24.07%**, Agree= **58.05%**, Neutral = **17.91%**												

Source: Own Survey Result, 2019

The above table 4.2.2.2 shows that the average mean score of Nedjo ATVETC in designing training is 3.4837 which can be considered as moderate average mean score. This also explained by average percentile 24.07 are disagree that the current establishment of training design in the college are coherent with objective of trainings to contribute higher level of performance but 58.05% are agreed that the objectives of training were achieved, while the remaining 17.91% are neutral.

From these responses, the researcher can conclude that employees are given sufficient information on the objectives of the training course before their arrival; there was a clear view of training objectives in conducting training program in their college; and this indicate that the objectives of the training were achieved as expected. Since the mean score of the objective of training is moderate, it should be designed carefully by the college so as to improve employee performance.

4.2.3. Training Content

Table: 4.2.3.3. Employees' Response to Training Content

Items	SD		DA		Neutral		A		SA		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q13	2	1.8	3	2.6	16	14.0	64	56.1	29	25.4	4.0088	.81464
Q14	0	0	3	2.6	6	5.3	60	52.6	45	39.5	4.2895	.68774
Q15	2	1.8	2	1.8	16	14.0	50	43.9	44	38.6	4.1579	.85785
Q16	3	2.6	3	2.6	9	7.9	43	37.7	56	49.1	4.2807	.91699
Q17	2	1.8	1	.9	16	14.0	62	54.4	33	28.9	4.0789	.78869
Average		1.6		2.1		11.04		48.94		36.3	4.16316	0.67765
Over All Average Mean= **4.16316**, Disagree= **3.7%**, Agree= **85.24%**, Neutral = **11.04%**												

Source: Own Survey Result, 2019

In the above table 4.2.3.3, the majority of the respondents (85.24%) agreed that training content are relevant, easy to follow, updated, time allotted are sufficient and that the training programs are designed at level of their abilities and education, but 3.7% disagreed that training content are relevant, easy to follow, updated, time allotted are sufficient and that the training programs are designed at level of their abilities and education and the remaining 11.04% are neutral.

In addition, we can also observe from the average mean score 4.16316 is considered as high which implies the existing training content are relevant, easy to follow, updated, time allotted are sufficient and that the training programs are designed at level of their abilities and education.

4.2.4. Selection of Trainers

Table: 4.2.4.4. Employees' Response to Selection of Trainers

Items	SD		DA		Neutral		A		SA		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q18	5	4.4	4	3.5	22	19.3	65	57.0	18	15.8	3.7632	.91499
Q19	6	5.3	3	2.6	15	13.2	75	65.8	15	13.2	3.7895	.89713
Q20	2	1.8	3	2.6	16	14.0	80	70.2	13	11.4	3.8684	.71039
Q21	0	0	3	2.6	28	24.6	54	47.4	29	25.4	3.9561	.78018
Q22	2	1.8	22	19.3	34	29.8	29	25.4	27	23.7	3.5000	1.10710
Average		**2.66**		**6.12**		**20.18**		**53.16**		**17.9**	**3.77544**	0.73496
Over All Average Mean= **3.77544** Disagree= **8.78%,** Agree= **71.06%** Neutral = **20.18**%												

Source: Own Survey Result, 2019

The above table 4.2.4.4 shows that the average means score of Nedjo ATVET College in selecting trainer is 3.77544 which can be considered as moderate average means score. This also explained by average percentile 8.78% are disagree that the college selected trainers who have sufficient knowledge, summarize the main points before finishing training, used effective examples and illustrations , communicate well, and who are open, honest and fair to all. But 71.06% of the employees agreed that the trainers who are selected by the college have sufficient knowledge, summarize the main points before finishing training, used effective examples and illustrations, communicate well, and are open, honest and fair to all, while the remaining 20.18 % are neutral.

From these responses: the researcher can conclude that employees are trained by trainers who have sufficient knowledge, summarize the main points before finishing training, used effective examples and illustrations, communicate well, and who are open, honest and fair to all. Therefore, the selection of trainers contributes higher level of performance for the colleges' employees.

Since the mean score of the selection of trainer is moderate, it should be designed carefully by the college so as to improve employee performance.

4.2.5. Learning Styles

Table: 4.2.5.5. Employees' Response to Learning Styles

Items	SD		DA		Neutral		A		SA		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q23	5	4.4	45	39.5	22	19.3	27	23.7	15	13.2	3.0175	1.15966
Q24	2	1.8	1	.9	50	43.9	51	44.7	10	8.8	3.5789	.73947
Q25	7	6.1	50	43.9	8	7.0	24	21.1	25	21.9	3.0877	1.33411
Q26	6	5.3	3	2.6	56	49.1	19	16.7	30	26.3	3.5614	1.07288
Average		**4.4**		**21.73**		**29.83**		**26.55**		**17.55**	**3.311375**	**0.86122**
Over All Average Mean= **3.31137,** Disagree= **26.13%**, Agree= **44.1%** Neutral = **29.83**%												

Source: Own Survey Result, 2019

As the above table 4.2.5.5 shows more respondents 44.1% agreed that the practical activities of the training and teaching methods were effective, the training session is flexible and includes variety of energizers, the training they took used different media (flipcharts; videos; Music etc.) in the training room and the training program they received accommodates different learning styles. Only 26.13% of the respondents disagreed with this idea that the practical activities of the training and teaching methods were effective, the training session is flexible and includes variety of energizers, the training they took used different media (flipcharts; videos; Music etc.) in the training room and the training program they received accommodates different learning styles and the remaining 29.83% are neutral. As more respondents agreed, it showed that employees of the Nedjo ATVET College have attained different learning styles that improved their performance.

4.2.6. Training Delivery

Table: 4.2.6.6. Employees' Response to Training Delivery

Items	SD		DA		Neutral		A		SA		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq	%		
Q27	8	7.0	51	44.7	30	26.3	19	16.7	6	5.3	2.6842	1.00719
Q28	0	0	9	7.9	10	8.8	45	39.5	43	.950	3.4912	.76708
Q29	0	0	6	5.3	37	32.5	51	44.7	20	17.5	2.7456	.80717
Q30	13	11.4	27	23.7	11	9.6	48	42.1	15	13.2	2.8947	1.14728
Q31	8	7.0	35	30.7	47	41.2	13	11.4	11	9.6	2.8596	1.03801
Average		**5.08**		**22.46**		**23.68**		**48.78**		**9.31**	**2.9350**	0.79446
Over All Average Mean= **2.935** Disagree= **27.54%**, Agree= **48.78%**, Neutral = **23.68%**												

Source: Own Survey Result, 2019

The above table 4.2.6.6 shows that the average means score of Nedjo ATVET College in delivering training is 2.9350 which can be considered as low average mean score. This also explained by average percentile 27.54% of respondents are disagree that the training exercised best help trainees learn and apply different types of knowledge or skill, duration of training is appropriate to keep them motivated for learning, trainer clearly described what to expect from the presentation and defined unfamiliar technical terms, and the trainer provided clear instructions for all activities but 48.78% of the employees agreed that the training exercised best help trainees learn and apply different types of knowledge or skill, duration of training is appropriate to keep them motivated for learning, trainer clearly described what to expect from the presentation and defined unfamiliar technical terms, and the trainer provided clear instructions for all activities, while the remaining 23.68 % are neutral. From these responses: the researcher can conclude that the training exercised best help trainees learn and apply different types of knowledge or skill, duration of training is appropriate to keep them motivated for learning, trainer clearly described what to expect from the presentation and defined unfamiliar technical terms, and the trainer provided clear instructions for all activities. Therefore, training delivery contributes high to improve the performance of employees.

4.2.7. Challenges of Training

Table: 4.2.7.7. Employees' Response to Challenges of Training

Items	SD		DA		Neutral		A		SA		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq	%		
Q32	8	7.0	23	20.2	10	8.8	49	43.0	24	21.1	3.0439	1.02526
Q33	22	19.3	10	8.8	14	12.3	28	24.6	40	35.1	2.6842	1.27824
Q34	6	5.3	3	2.6	8	7.0	59	51.8	38	33.3	4.0526	99416
Q35	2	1.8	8	7.0	25	21.9	37	32.5	42	36.8	3.9561	1.01659
Q36	0	0	16	14.0	13	11.4	41	36.0	44	38.6	3.9912	1.03476
Average		**6.68**		**10.52**		**12.28**		**37.58**		**32.98**	**3.5456**	0.79446
Over All Average Mean= **3.5456** Disagree= **17.2%,** Agree= **70.56%**, Neutral = **12.28**%												

Source: Own Survey Result, 2019

As the above table 4.2.7.7 shows more respondents 70.56% are agreed that there is no challenge to implement the training program provided by the college. Only 17.2% of the respondent disagreed the existence of challenges associated with the implementation of training program and the remaining 12.28% are neutral. As more respondents agreed, it showed that the Nedjo ATVET College had availability of trainers, time, resources and budget for the years under the investigation.

4.2.8. Evaluation of Training Program

Table: 4.2.8.8. Employees' Response to Evaluation of Training Program

Items	SD		DA		Neutral		A		SA		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q37	0	0	9	7.9	18	15.8	23	20.2	64	56.1	4.2456	.99166
Q38	2	1.8	9	7.9	16	14.0	42	36.8	45	39.5	4.0439	1.00785
Q39	3	2.6	3	2.6	9	7.9	49	43.0	50	43.9	4.2281	.90265
Q40	2	1.8	1	.9	2	1.8	67	58.8	42	36.8	4.2807	.71034
Q41	5	4.4	4	3.5	15	13.2	49	43.0	41	36.0	4.0263	1.01720
Q42	6	5.3	3	2.6	15	13.2	59	51.8	31	27.2	3.9298	.99307
Average	**2.65**			**4.23**		**10.98**		**42.27**		**39.92**	**4.12573**	**0.80325**
Over All Average Mean= **4.12573** Disagree= **6.88%**, Agree= **82.19**%, Neutral = **10.98**%												

Source: Own Survey Result, 2019

The above table 4.2.8.8 shows that the majority of the respondents' 82.19% are agreed that trainings offered employees skill, knowledge, attitude and creativity, employees satisfied to their job, employees are satisfied with the overall aspect of the training programs at the organization. So these all contributed to improve their performance, but 6.88% are disagree that they offered skill, knowledge, attitude and creativity, and satisfied to their job. This indicates that 6.88% of the employees did not agree that training help them to improve their performance and the remaining 10.98% are neutral whether training programs are evaluated or not.

Furthermore, we can also observe from the mean average score 4.12573 which is considered as high average means score. This indicates that training programs are evaluated and it is enough and adequate for the organization.

4.2.9. Employees Performance

Table: 4.2.9.9. Employees' Response to Employees' Performance

Items	Strongly Disagree		Disagree		Neutral		Agree		Strongly Agree		Mean	St.Dev.
	Freq.	%	Freq.	%	Freq.	%	Freq.	%	Freq.	%		
Q43	2	1.8	3	2.6	16	14.0	41	36.0	52	45.6	4.2105	.90694
Q44	0	0	3	2.6	6	5.3	62	54.4	43	37.7	4.2719	.68207
Q45	0	0	0	0	18	15.8	43	37.7	53	46.5	4.3070	.73022
Q46	6	5.3	14	12.3	27	23.7	27	23.7	40	35.1	3.0263	1.14026
Q47	10	8.8	11	9.6	29	25.4	23	20.2	41	36.0	2.8596	1.13572
Q48	11	9.6	11	9.6	12	10.5	30	26.3	50	43.9	3.1842	1.06900
Q49	5	4.4	7	6.1	12	10.5	45	39.5	45	39.5	4.0351	1.07201
Q50	6	5.3	3	2.6	13	11.4	61	53.5	31	27.2	3.9474	.98522
Q51	12	10.5	30	26.3	20	17.5	46	40.4	6	5.3	2.7544	1.11753
Q52	8	7.0	29	25.4	26	22.8	44	38.6	7	6.1	2.8509	1.07450
Q53	6	5.3	22	19.3	34	29.8	52	45.6	0	0	2.6316	.85459
Q54	10	8.8	18	15.8	19	16.7	31	27.2	36	31.6	3.2719	1.17711
Q55	8	7.0	24	21.1	34	29.8	34	29.8	14	12.3	3.1930	1.12003
Average		5.68		11.79		17.94		36.38		28.22	3.426446	0.93323
Over All Average Mean= **3.4264,** Disagree= **17.47%,** Agree= **64.6%** Neutral = **17.94%**												

Source: Own Survey Result, 2019

Furthermore, the above table 4.2.9.9 result shows that 64.6% of the respondents agreed that training made them perform their work quickly and efficiently following the college procedures, can accomplish activities without wastage, enabling them to perform their work with greater accuracy and precision, offered them an opportunity to learn new skills, enjoyed good relationships with employees, gave them the necessary skills to work their tasks in a motivated manner, they now take personal responsibility for their job outcomes after being trained, they now find their work more interesting and passionate after being trained and use resource effectively and avoiding lateness and absence but still of 17.47% of the respondents disagreed with the idea, while the remaining 17.94% are neutral.

We can also understand from the mean value 3.4264 which shows that employees have good level of performance because the mean value is considered as moderate. Therefore, we can conclude that employees' of Nedjo ATVET College have an average level performance because only 17.47% disagreed with employee effectiveness and efficiency, employees' job satisfaction and employees motivations.

4.3. Correlation Analysis

The hypotheses discussed in the first chapter aimed to investigate the relationship between independent variables (training need assessment, training design, training content, selection of trainer, learning styles, training delivery, challenges of training and evaluation of training program) and dependent variable (employees' performance) in Nedjo ATVET College. Correlation analysis is done to investigate this relationship.

The Pearson Product-Moment Correlation Coefficient is a statistic that indicates the degree to which two variables are related to one another. The sign of a correlation coefficient (+ or -) indicates the direction of the relationship between -1.00 and +1.00. Variables may be positively or negatively correlated. A positive correlation indicates a direct positive relationship between two variables. A negative correlation on the other hand, indicates an inverse, negative relationship between two variables (Ruud et. al. 2012).

Table 3.3.1 below clearly shows that the relationship between two variables will be negligible, low, moderate, substantial, or very strong.

Correlation coefficient(r) Strength of the correlation

Table: 3.3.1. Correlation Coefficient

From 0.01 up to 0.09	Negligible association
From 0.10 up to 0.29	Low association
From 0.30 up to 0.49	Moderate association
From 0.50 up to 0.69	Substantial association
From 0.70 and above	Very strong association

Source: Joe W. Kotrlik, J. C. Atherton, A. Williams and M. KhataJabor.(2011

Determining the degree of association between the independent variables (training need assessment, training design, training content, selection of trainer, learning styles, training

delivery, challenge of training, and evaluation of training program) and employees' performance is the main purpose of conducting an analysis using Pearson correlation. So, in this section the eight hypotheses were tested based on the correlation result summarized in table 3.3.2 below.

Pearson's Product Moment Correlation Coefficient

Here Pearson's Product Moment Correlation Coefficient was used to determine the relationship between training need assessment, training design, training content, selection of trainer, learning styles, training delivery, challenge of training, and evaluation of training program with employee's performance.

Table: 3.3.2. Correlation Analysis between independent variables and Dependent Variable

		TNA	TD	TC	ST	LS	TDL	CT	EVT	EP
TNA	Pearson Correlation	1	.081	.131	-.053	.016	-.064	.162	.063	.325
	Sig. (2-tailed)		.392	.164	.576	.862	.502	.085	.508	.000
TD	Pearson Correlation	.081	1	.087	-.029	-.066	.172	.305	.111	.198
	Sig. (2-tailed)	.392		.359	.758	.485	.067	.001	.239	.034
TC	Pearson Correlation	.131	.087	1	.193	.131	-.078	.224	.410	.092
	Sig. (2-tailed)	.164	.359		.040	.166	.408	.016	.000	.332
ST	Pearson Correlation	-.053	-.029	.193	1	.626	.272	-.179	.268	.327
	Sig. (2-tailed)	.576	.758	.040		.000	.003	.057	.004	.000
TDL	Pearson Correlation	.016	-.066	.131	.626	1	.207	-.185	.197	.173
	Sig. (2-tailed)	.862	.485	.166	.000		.027	.049	.036	.065
LS	Pearson Correlation	-.064	.172	-.078	.272	.207	1	-.047	.012	.261
	Sig. (2-tailed)	.502	.067	.408	.003	.027		.616	.897	.005
CT	Pearson Correlation	.162	.305	.224	-.179	-.185	-.047	1	.026	-.134
	Sig. (2-tailed)	.085	.001	.016	.057	.049	.616		.784	.154
EVP	Pearson Correlation	.063	.111	.410	.268	.197	.012	.026	1	.314
	Sig. (2-tailed)	.508	.239	.000	.004	.036	.897	.784		.001
EP	Pearson Correlation	.325	.198	.092	.327	.173	.261	-.134	.314	1
	Sig. (2-tailed)	.000	.034	.332	.000	.065	.005	.154	.001	

** Correlation is significant at the 0.05 level (2-tailed).

Source: Own Survey Result, 2019

4.3.1. Correlation Analysis between Training Need Assessment and Employee performance

Hypothesis: 1

H1: There is a positive relationship between training need assessment and employees' performance

H0: There is no a positive relationship between training need assessment and employees' performance.

The results in table 3.3.2 indicates that, there existing a positive and significant relationship between training need assessment and employee performance ($r = 0.325$, $p < 0.05$), therefore, as it is cited on (Alwadael, 2010) r value 0.325 indicates or conclude moderate association exist between training need assessment and employee performance.

The correlation coefficient of training need assessment and employee performance also shows positive and significant relationship since the r value 0.325, $P < 0.05$. Therefore training need assessment has a moderate association with employee performances.

4.3.2. Correlation Analysis between Training Design and Employee performance

Hypothesis: 2

H1: Training Design has a positive relationship and significant effect on employees' performance.

H0: Training Design has no a positive relationship and significant effect on employees' performance.

The result on the above table 3.3.2 shows that the training design of the college (r=.198[*] p<.005) has **low** positive relation but statistical significantly. This means the employees are given insufficient information on the objectives of the training course before their arrival for training, there is no clear view of training objectives in conducting training program in their college and the objectives of the training were achieved. This in turn will bring low increment in employees' performance.

Therefore, the null hypothesis (H0) is rejected.

4.3.3. Correlation Analysis between Training content and Employee performance

Hypothesis: 3

H1: Training content has a positive relationship and significant effect on employees' performance.

H0: Training content has no a positive relationship and significant effect on employees' performance.

As indicated in the above table 3.3.2 the correlation coefficient result of training content in Nedjo ATVET College is (r=.092, P>0.05). This implies the presence of **negligible** positive relationships between training content and employees' performance in the college which is statistically not significant.

Therefore, the null hypothesis (H0) is rejected.

4.3.4. Correlation Analysis between Selection of Trainer and Employee performance

Hypothesis: 4

H1: Selection of trainer has a positive relationship and significant effect on employees' performance.

H0: Selection of trainer has no a positive relationship and significant effect on employees' performance

From the above table 3.3.2 it can be seen that selection of trainer (r=.327, P<0.05) is positively correlated with employee performance. This implies the presence of a **moderate** positive relationship between selection of trainer and employees' performance and it is statistically significant. And change in selection of trainer given to employees has a corresponding effect on performance of employees.

Therefore, the null hypothesis (H0) is rejected

4.3.5. Correlation Analysis between learning styles and Employee performance

Hypothesis: 5

H1: Learning styles has a positive relationship and significant effect on employees' performance.

H0: Learning styles has no a positive relationship and significant effect on employees' performance

From the above table 3.3.2 it can be inferred that learning styles (r=.261, p>0.05) is positively correlated with employee performance.

This implies the presence of **low** relationships between learning styles and employees' performance in the college but it is statistically significant.

Therefore, the null hypothesis (H0) is rejected.

4.3.6. Correlation Analysis between Training Delivery and Employee performance

Hypothesis: 6

H1: Training delivery has a positive relationship and significant effect on employees' performance.

H0: Training delivery has no a positive relationship and significant effect on employees' performance

From the above table 3.3.2 it can be seen that selection of trainer (r=.173, $P<0.05$) is positively correlated with employee performance. This implies the existence of **low** relationships between training delivery and employees' performance and it is statistically **not** significant. The changes in training delivery given to employees have a corresponding effect on the performance of employees.

Therefore, the null hypothesis (H0) is rejected.

4.3.7. Correlation Analysis between Challenges of Training and Employee performance

Hypothesis: 7

H1: Challenges of training has a positive relationship and significant effect on employees' performance.

H0: Challenges of training has no a positive relationship and significant effect on employees' performance

As indicated in the above table 3.3.2 the correlation coefficient result of challenges of training in Nedjo ATVET College is (r=-.134, $P<0.05$). This implies there is **no positive** relationship between challenges of training and employees' performance in the college and it is statistically **not** significant.

Therefore, the alternative hypothesis (**H1**) is rejected.

4.3.8. Correlation Analysis between Evaluation of training program and Employee performance

Hypothesis: 8

H1: Evaluation of training program has a positive relationship and significant effect on employees' performance.

H0: Evaluation of training program has no a positive relationship and significant effect on employees' performance

From the above table 3.3.2 it can be seen that evaluation of training program (r=.314, p<0.05) is positively correlated with employee performance. This implies the existence of **moderate** relationships between evaluation of training program and employees' performance in the Nedjo ATVET College and it is statistically significant

Therefore, the null hypothesis (H0) is rejected

Thus, one can conclude from the correlation results that any corresponding changes in the independent variables such as relevant increase training need assessment, training design; training content, selection of trainer, training delivery, learning styles, and evaluation of training program would have a positive and moderate relative effect on the dependent variable or employees' performance. However, if the changes in the individual independent constructs are not in a positive manner, then its effect on the dependent variable would be negative.

4.4. Regression Analysis

4.4.1. Regression Assumptions Test

Before applying multiple linear regression analysis for testing the effect of training on employees' performance at Nedjo ATVET College, some tests were conducted in order to ensure the appropriateness of data to the assumption of regression analysis as follows.

4.4.1.1. Normality Test

In statistics, normality tests are used to determine if a data set is well-modeled by a normal distribution and to compute how likely it is for a random variable underlying the data set to be normally distributed. (wikipedia.org/wiki/)

Multiple linear regression analysis requires that the errors between observed and predicted values (i.e. the residuals of the regression) should be normally distributed.

This assumption can be checked by looking at a **bell shaped histogram**. So for this study, the dependent variable is normally distributed for each value of the independent variables as depicted in the figure below.

Histogram

Dependent Variable: EMPLOYEES PERFORMANCE

Mean = -1.02E-15
Std. Dev. = 0.964
N = 114
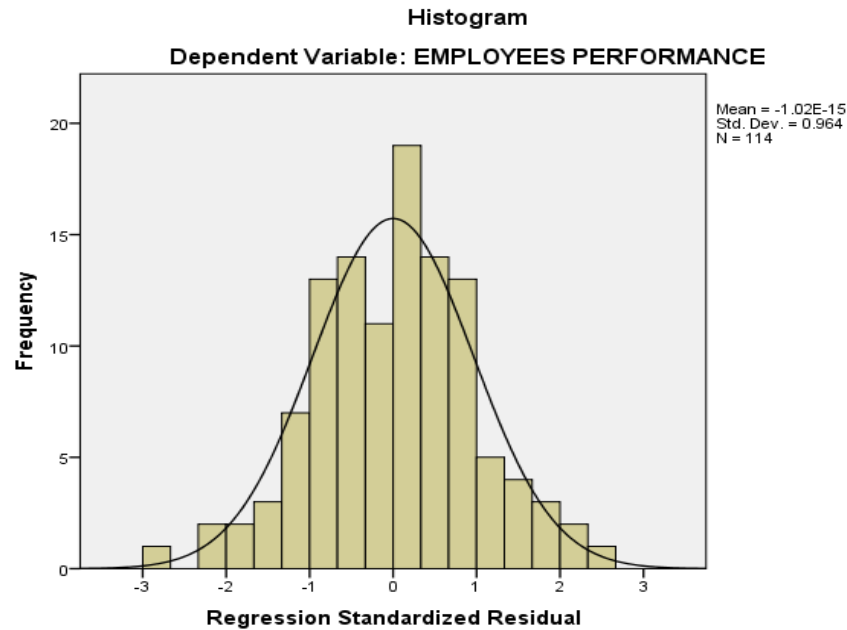
Source: Own survey result, 2019

Figure 4.4.1.1: Regression Model Assumption of Normality Test

4.4.1.2. Linearity Test

Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables. To determine whether the relationship between the dependent variable which is employee performance and the independent variable which includes training need assessment, training design, training content, selection of trainers, training delivery, learning styles, challenges of training and evaluation of training program is linear; plots of the regression residuals through SPSS software had been used. In case of linearity, **the residuals should have a straight line relationship with predicted dependent variable scores.**

As shown on figure **4.4.1.2** below, the change in the dependent variable is more of related to the change in the independent variables. Therefore, there is **no linearity problem** on the data for this study because the residual follow at straight line.

Normal P-P Plot of Regression Standardized Residual

Dependent Variable: EMPLOYEES PERFORMANCE
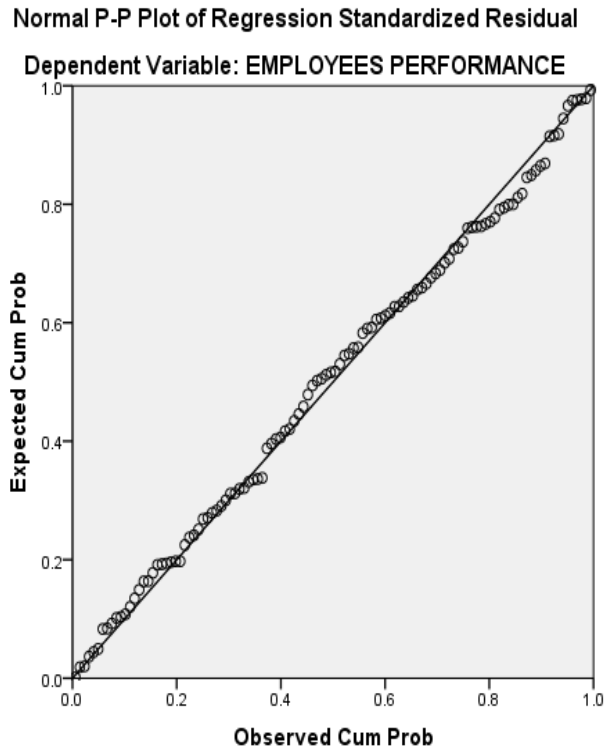
Source: Own survey result, 2019

Figure 4.4.1.2: Regression Model Assumption of Linearity Test

4.4.1.3. MulticollinearityTests

Multicollinearity can be checked by **correlation matrix** and **Variance Inflation Factors (**VIF). A correlation matrix is used to ensure the correlation between independent variables (explanatory variables) and dependent variable to identify the problem of multicollinearity. In other hands, correlation matrix computing a matrix of Pearson's bivariate correlations among all independent variables and the magnitude of the correlation coefficients.

As Hair et al. (2006) argued that correlation coefficient below **0.90 may not cause serious multicollinearity problem**. The result in table **4.4.1.3** below shows that, there is a correlation among the independent variables and the coefficient of correlation (r) ranged from **0.357** to **0.529** values. From those coefficients of correlations (r) the highest correlation is **0.529** and it is less than the stated standard by Hair et al. So, it can be concluded that there is **no multicollinearity** problem among the independent variables in the model based on the correlation matrix result.

In other hands, the **collinearity statistics** shows **Variance Inflation Factors** (VIFs) ranged from **1.050** to**1.832** and tolerance values ranged **0.546** to **0.952** as described in table 4.11 below.

Table 4.4.1.3: Pearson Correlation Matrix among Independent variables

Correlations

		TNA	TD	TC	ST	TDL	LS	CT	ETP
TNA	Pearson Correlation	1	.081	.131	.053	.016	.064	.162	.063
TD	Pearson Correlation	.081	1	.087	.029	.066	.172	.305	.111
TC	Pearson Correlation	.131	.087	1	.193	.131	.078	.224	.410
ST	Pearson Correlation	.053	.029	.193	1	.626	.272	.179	.268
TDL	Pearson Correlation	.016	.066	.131	.626	1	.207	.185	.197
LS	Pearson Correlation	.064	.172	.078	.272	.207	1	.047	.012
CT	Pearson Correlation	.162	.305	.224	.179	.185	.047	1	.026
EVTP	Pearson Correlation	.063	.111	.410	.268	.197	.012	.026	1

Correlation is significant at the 0.05 level (2-tailed).

Table 4.4.1.3 Collinearity Statistics

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Training Need Assessment	.952	1.050
Training Design	.855	1.170
Training Content	.751	1.332
Selection of Trainer	.546	1.832
Training Delivery	.594	1.683
Learning Styles	.864	1.158
Challenges of Training	.802	1.246
Evaluation of Training Program	.782	1.278

Source: Own survey result, 2019

As stated by Field (2005) the Variance Inflation Factors (VIF) of the linear regression indicated the degree that the variances in the regression estimates are increased due to multicollinearity and VIF values higher than 10.0 shows as there is multicollinearity problem.

In other hands, as stated by Pallant (2007) Tolerance is a statistical tool which indicates the variability of the specified independent variable from other independent variables in the model and it **has no** multicollinearity problem if the tolerance is greater than **0.10 values**. The results of Tolerance and VIF suggests that multicollinearity is not suspected amongst the independent variables because the values of Variance Inflation Factors (VIF) are below 10.0 while the tolerance values are above 0.10

Thus, from the examination of the information presented in all the three tests (normality, linearity and multicollinearity tests), the researcher concludes that there is no significant data problem that would lead to say the assumptions of multiple regressions have been violated.

4.4.2. Linear Regression Analysis

Linear regression analysis is used to measure the statistical significance of the effect of each individual independent variable on the dependent variable through F and P value. This measurement is made by inferring the value of R^2 to explain the magnitude of the effect of the independent variable on the dependent variable. Here below depicted and explained are the linear regression of various independent variables and dependent variable.

4.4.1.1. Effects of Training Need Assessment on Employee performance

Table: 4.4.1.1.1. ANOVA of TNA on Employee performance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	1.466	1	1.466	13.251	.000[b]
	Residual	12.393	112	.111		
	Total	13.859	113			

A. Dependent Variable: Employees Performance

B. Predictors: (Constant), Training Need Assessment

Based on the above table 4.4.1.1.1, the effect of training need assessment on employees' performance is significant (P<0.05). The F value, which is the ratio of variance between groups and within groups is well above 1 (if the F value is close to 1, it implies that the alternative hypothesis is accepted). As a result, the null hypothesis (H0) which states that training need assessment has no effect on employees' performance is rejected.

4.4.1.2. Effects of Training Design on Employee performance

Table: 4.4.1.2.2. ANOVA of Training Design on Employee performance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.546	1	.546	4.594	.034[b]
	Residual	13.313	112	.119		
	Total	13.859	113			

Based on the above table 4.4.1.2.2, the effect of training design on employees' performance is significant (P<0.05). F value, which is the ratio of variance between groups and variance within groups, is well above 1 (if F value is close to 1, it implies that the alternative hypothesis is accepted). As a result, the null hypothesis (Ho) which states that training design has no effect on employees' performance is rejected.

4.4.1.3. Effects of Training content on Employee performance

Table: 4.4.1.3.3. ANOVA of Training content on Employee performance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.116	1	.116	.947	.332[b]
1	Residual	13.743	112	.123		
	Total	13.859	113			

A. Dependent Variable: Employees Performance

B. Predictors: (Constant), Training Content

As table 4.4.1.3.3 shows that the effect of training content on employees' performance is not significant (P>0.05, F<1), which ultimately depicts that the null hypothesis (**H0**) which states that training content has no effect on employees' performance is accepted.

4.4.1.4. Effects of Selection of Trainer on Employees Performance

Table: 4.4.1.4.4. ANOVA of Selection of Trainer on Employees Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.484	1	1.484	13.427	.000[b]
	Residual	12.376	112	.110		
	Total	13.859	113			

A. Dependent Variable: Employees Performance

B. Predictors: (Constant), Selection of Trainer

It can be observed from the above table 4.4.1.4.4 that there is a significant relationship between selection of trainer and employees' performance ($P<0.05$, $F>1$). Hence, it is concluded that the null hypothesis (Ho) which states that selection of trainer has no effect on employees' performance is rejected.

4.4.1.5. Effects of Learning Styles on Employees Performance

Table: 4.4.1.5.5. ANOVA of Learning Styles on Employees Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.946	1	.946	8.204	.005[b]
	Residual	12.913	112	.115		
	Total	13.859	113			

A. Dependent Variable: Employees Performance

B. Predictors: (Constant), Learning Styles

Based on the above table 4.4.1.5.5, the effect of learning styles on employees' performance is not significant because ($P=0.05$). F value, which is the ratio of variance between groups and variance within groups, is well above 1 ($F>1$, it implies that the alternative hypothesis is accepted). As a result, the null hypothesis (Ho) which states that learning styles has no effect on employees' performance is rejected.

4.4.1.6. Effects of Training Delivery on Employees Performance

Table: 4.4.1.6.6. ANOVA of Training Delivery on Employees Performance

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	.416	1	.416	3.470	.065[b]
Residual	13.443	112	.120		
Total	13.859	113			

 A. Dependent Variable: Employees Performance

 B. Predictors: (Constant), Training Delivery

Based on the above table 4.4.1.6.6, the effect of training delivery on employees' performance is not significant since ($P>0.05$). F value, which is the ratio of variance between groups and variance within groups, is well above 1 ($F>1$, it implies that the alternative hypothesis is accepted). As a result, the null hypothesis (Ho) which states training delivery has no effect on employees' performance is rejected.

4.4.1.7. Effects of Challenges of Training on Employees Performance

Table: 4.4.1.7.7. ANOVA of Challenges of Training on Employees Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	.250	1	.250	2.056	.154[b]
1	Residual	13.609	112	.122		
	Total	13.859	113			

 A. Dependent Variable: Employees Performance

 B. Predictors: (Constant), Challenges of Training

Based on the above table 4.4.1.7.7, the effect of challenges of training on employees' performance is not significant since ($P>0.05$). F value, which is the ratio of variance between groups and variance within groups, is well above 1 ($F>1$, it implies that the alternative hypothesis is accepted).

As a result, the null hypothesis (Ho) which states challenge of training has no effect on employees' performance is rejected.

4.4.1.8. Effects of Evaluation of Training Program on Employees Performance

Table: 4.4.1.8.8. ANOVA of EVTP on Employees Performance

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1.366	1	1.366	12.250	.001[b]
	Residual	12.493	112	.112		
	Total	13.859	113			

A. Dependent Variable: Employees Performance

B. Predictors: (Constant), Evaluation Of Training Program

The above table **4.4.1.8.8** indicates that there is a significant effect of evaluation of training program on employees' performance because ($P<0.05$, $F>1$). Hence, it is concluded that the null hypothesis (H0) which states that evaluation of training program has no effect on employees' performance is rejected.

4.5. Multiple Linear Regression Analysis

Regression analysis is a systematic method that can be used to investigate the **effect** of **one** or **more predictor** variables on dependent variable. That is, it allows us to make statements about how well one or more independent variables will predict the value of a dependent variable.

Table 4.5.1 shows the independent variables have accounts for .373 (Adjusted R^2 is 0.325 with estimated standard deviation (.28772) of the variance in the dependent variable (employee Performance). This indicates that 37.3% of the variance in the dependent variable is explained by the independent variable in the model. The model also indicates that the remaining 62.7% of the variance can be explained by other variables out of this model and shows that further research is needed to identify the additional factors that affect the level of employees' performance in Nedjo ATVETC.

From table 4.5.2 F-ratio, which explains whether the results of regression model could have occurred by chance, the F value, is 7.803 at 0.000 significant levels which show that the model is good as its value is **less than 0.001**.

Table: 4.5.1. Multiple Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.611[a]	.373	.325	.28772

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	5.167	8	.646	**7.803**	**.000[b]**
	Residual	8.692	105	.083		
	Total	13.859	113			

a. Dependent Variable: Employees Performance

b. Predictors: (Constant), Evaluation of Training Program, Training Delivery, Challenges of Training, Training Need Assessment, Learning Styles, Training Design, Training Content & Selection of Trainer.

Table: 4.5.3. Multiple Regression Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	**Sig.**
	B	Std. Error	Beta		
(Constant)	**1.398**	.386		3.626	.000
Training Need Assessment	.216	.047	.364	4.594	.000
Training Design	.108	.051	.178	2.127	.036
Training Content	.040	.071	.050	.559	.577
Selection of Trainer	.188	.070	.281	2.684	.008
Learning Styles	.048	.043	.114	1.133	.260
Training Delivery	.129	.058	.184	2.215	.029
Challenges of Training	.119	.050	.205	2.371	.020
Evaluation of Training Program	.140	.051	.242	2.770	.007

A. Dependent Variable: Employees Performance

From the above table 4.5.3, we can easily compare the relative contribution of each of the different variables by taking the **beta value** under the standardized coefficients.

The higher the beta value, the strongest its contribution becomes. The factor which had the greatest effect on the overall employee performance in NATVETC from independent variables was training need assessment with (ß=**0.364**) followed by selection of trainers and evaluation of training program respectively. Accordingly, training need assessment with (Beta=0.364) makes the strongest unique contribution to explain the dependent variable. The result revealed that, a one unit increase in training need assessment would lead to 36.4 percent increase in the level of employees' performance.

Thus, there is a higher impact of training on employee performance. Since the higher the beta value the greater the impact of the predictor variable on the criterion variable

When we see the statistical significance of each variable from the above coefficients table 4.5.3, training need assessment (Sig.=.000), training design (Sig.=.036), selection of trainers (Sig.=.008), training delivery (Sig.=.029), challenges of training (Sig.=.020) and evaluation of training program (Sig.=.007) have a statistically significant contribution because P-value is

<0.05 for the prediction of the dependent variable while training content (Sig.=.577) and learning styles (Sig.=.260) indicate that they have statistically **less effect** to make any significant prediction.

CHAPTER FIVE

5. MAJOR FINDING, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This research had an aim of investigating the effect of selected factors which are training need assessment, design, content, selection of trainers, learning style, training delivery, challenges of training and evaluation of training program on employees' performance. This was done by investigating the relationship between each independent variables and employees' performance using correlation analysis and regression analysis to determine the extent of change in employees' job performance due to the selected factors. In addition, the research study examine how well the selected factors are being exercised how well employees are performing their job in the college by looking at their mean scores of the response of the participants which is summarized under the descriptive statistical analysis.

In this section, summary of major findings, conclusions inferred from the data analysis in chapter four, and suggested recommendations are illustrated in detail.

5.2. Summary of Findings

The result indicates that the proportion of males over female employees is high, and employees of Nedjo ATVET College are comparatively well educated. In addition, Nedjo ATVET College is in a good track to serve the society, because it has young work forces and can adjust themselves with the ever changing demand of the society as well as technology.

The study shows that **except** training content and learning styles, all independent variables are at good level in Nedjo ATVET College because majority of the respondents' level of agreement is high.

The study shows that Nedjo ATVET College has an excellent opportunity for its employees to get short and long training to improve their performance.

The specific analysis showed that most independent variables have effects on employees' performance.

5.2. Conclusion

This paper has discussed the effect of training on the employees' performance in Nedjo ATVET College. It assumes that training and employee performance have a positive & significant relationship. Based on the responses of the sample population and interpretations as well as findings discussed above, the researcher presented the following conclusions.

Training has a significant effect on employees' performance and benefits both the individual employees and the institution (Nedjo ATVET College) at large.

Based on the responses collected from employees of the college for this study, the researcher concluded that there is the effect of training need assessment, training design, training content, training selection, learning style, training delivery, challenges of training, and evaluation of training program on employee performance.

There is a causal relationship between training and employee performance. Training helps organizations in achieving their strategic objectives and gives organizations a competitive edge. In this context, appropriate attention has to be devoted for all the influencing dimensions that have a telling impact on training effectiveness.

Based on the responses collected from respondents, it is possible to conclude that training delivered to employees in Nedjo ATVET College helped them to be effective and efficient; the data gathered from employees of the college indicated that training helps to boost their skills to carry out their tasks in a good manner. However, still few respondents disagreed that training made them effective and efficient, which means they didn't acknowledge any difference in carrying out their tasks before and after training.

The finding from Pearson correlation was used to show the correlation between the independent variable and dependent variable the result indicates that the two variables have significant relationships.

The regression analysis showed that there is a strong effect of training on employee performance in N ATVETC

5.3. Recommendation

❖ Organizational performance is significantly determined by training given to their employees or in other words, training is an important factor contributing to performance. Performance of an organization relies on the training, which in turn depends on the factors of training such as training need assessment, training design, training content, selection of trainers; learning styles, training delivery, challenges of training and evaluation of training should be given proper attention.

❖ It is recommendable for training providers of Nedjo ATVET College to give attention when selecting training content and learning styles. In order to make them effective there are elements which have to be considered.

❖ Training content should consider relevancy of the topic that the content organized and easy to follow, updated, designed at level of abilities and education of employees, defined clearly & should be relevant and fit with employees' respective ability.

❖ Nedjo ATVET College should keep on providing training for its employees in order to increase their job performance. Because there exists a strong relationships between training provided by the college and its employee performance.

❖ The training practice in Nedjo ATVET College should be kept under constant review. It is important to identify the effectiveness of the training practices of the college. It helps the organization to identify weather the employees are comfortable with their job at their work place and the organization they are working for which in turn helps the college to deliver service intended.

5.4. Suggestion for Future Research

The research only covered Nedjo ATVET College employees and did not include all ATVETs Colleges in the region/ country. A similar research can be conducted in other ATVETs College so as to have an overall picture of effects of training on employee performances in the ATVETs of Oromia Regional State/Ethiopia.

A comparative study can also be conducted in the future to compare training and its effects on productivity in the public sector and that of the private sector.

A study can also be done focusing on other government department's staff on how they handle staff training and its effects on performances.

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APPENDIX:

QUESTIONNAIRE

JIMMA UNIVERSITY

COLLEGE OF BUSINESS AND ECONOMICS

MBA PROGRAM, DEPARTMENT OF MANAGEMENT

Questionnaire for Nedjo ATVET College Employees

This questionnaire is designed to request information for purely academic purposes. This is to enable the researcher, **Adugna Mosisa** a final year student of Jimma University, College of Business and Economics to complete his thesis on the topic; **Effects of Training on Employee Performance : The case of Nedjo ATVET College;** in pursuance of Masters of business Administration (MBA)

 I would like to thank you in advance for your co-operation and for sacrificing your valuable time.

N.B:

 1**.** You don't need to write your name.

2. The researcher has scheduled to get the filled questionnaire back within two days.

3. All information given would be treated with utmost confidentiality.

Researcher: **Advisor**

ADUGNA MOSISA   MOKENNEN BOGALE (PhD).

                                                       July, 2020

                                                       JIMMA, ETHIOPIA.

DIRECTIONS: PLEASE SELECT THE OPTION THAT BEST DESCRIBES YOU BY PUTTING (√) MARK ONLY IN THE BOX.

Section I: BASIC DEMOGRAPHIC DATA (PLEASE TICK WHERE APPROPRIATE).

Q1. Your age

A.20-25   B. 25-30   C. Above 30

Q2. Your Sex

A.Male   B. Female   C. Others

Q3. Work Experience at NATVET College: - A. 1-5 years B. 6-10 years   C. 11-15 years

D. Above 16 years

Q4. Your Educational background

A. High school level   B. Certificate level   C. Diploma level /level IV

D. First degree   E. Masters Degree

Section II

Instructions: Please tick (√) the number that you feel most appropriate, using the scale from 1 to 5 (Where 1 = strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree 5=Strongly Agree).

No	Questions or descriptions	SD=1	DA=2	Neu=3	A=4	SA=5
A	**TRAINING NEED ASSESSMENT**	SD=1	DA=2	Neu=3	A=4	SA=5
1	Training need assessments are conducted properly.					
2	The selection for training is based on proper need assessment.					
3	The organization assesses the trainee's knowledge before selecting the training program.					
4	Training need assessment process was participatory					
5	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.					
B	**TRAINING DESIGN**	SD=1	DA=2	Neu=3	A=4	SA=5
6	I was given sufficient information on the objectives of the training course before my arrival.					
7	There is a clear view of training objectives in conducting					

	training program in your college.					
8	The objectives of trainings were coherent with employees trainings need.					
9	Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees.					
10	There is expectation to be achieve at the end of the training					
11	The objectives of the training were achieved					
12	Training objectives clarify for trainers and trainees precisely what their goals are in training					
C	**TRAINING CONTENT**	SD=1	DA=2	Neu=3	A=4	SA=5
13	The topics covered were relevant to me.					
14	The content was organized and easy to follow					
15	I received updated training which is required for my position.					
16	The time allotted for the training was sufficient.					
17	I consider that the training programs are designed at level of abilities and education of employees.					
D	**SELECTION OF TRAINER**	SD=1	DA=2	Neu=3	A=4	SA=5
18	Trainers have sufficient knowledge.					
19	The trainer summarized the main points before finishing.					
20	The trainer used effective examples and illustrations.					
21	Trainers communicate well.					
22	Trainers are open, honest and fair to all.					
E	**LEARNING STYLES**	SD=1	DA=2	Neu=3	A=4	SA=5
23	The practical activities of the training and teaching methods were effective					
24	The training session is flexible and includes variety of energizers					
25	The training I took uses different media (flipcharts; videos; Music etc.) in the training room					

26	The training program I received accommodates different learning styles					
F	**TRAINING DELIVERY**	SD=1	DA=2	Neu=3	A=4	SA=5
27	The training exercise best help trainees learn and apply different types of knowledge or skill					
28	I consider that duration of training is appropriate to keep me motivated for learning					
29	The trainer clearly described what to expect from the presentation					
30	The trainer defined unfamiliar technical terms					
31	The trainer provided clear instructions for all activities					
G	**CHALLENGES OF TRAINING**	SD=1	DA=2	Neu=3	A=4	SA=5
32	Availability of trainers					
33	Availability of time					
34	Availability of materials					
35	Commitment of management to facilitate trainings.					
36	Financial problem					
H	**EVALUATION OF TRAINING PROGRAM**	SD=1	DA=2	Neu=3	A=4	SA=5
37	Trainings offered employees skill, knowledge, attitude and creativity.					
38	Trainings given to the employees to be satisfied to their job.					
39	Training programs are evaluated during or at the end of the program					
40	Employees are satisfied with the overall aspect of the training programs at the organization.					
41	The college follows employee's performance after training.					
42	The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.					
I	**EMPLOYEES PERFORMANCE**	SD=1	DA=2	Neu=3	A=4	SA=5
43	The training and development provided by Nedjo ATVET					

	College helped me to perform my work quickly and efficiently.					
44	Because of the knowledge, skills and attitude that I received from the training and development I can accomplish activities without waste.					
45	Training and developments are enabling me to perform my work with greater accuracy and precision.					
46	I carried out works in group after training because it enables me more effective than individually.					
47	Employee training offers me an opportunity to learn new skills					
48	After my training at work, I now enjoy good relationships with employees					
49	Training and development empower me to achieve a degree of independence associated with work rules					
50	After attending trainings and development programs, I have given opportunities to be assigned a variety of responsibilities					
51	Training and development enable me to use my skills and talents better					
52	The training and development I have taken in Nedjo ATVET College gave me the necessary skills to work in tasks in a motivated manner					
53	I now take personal responsibility for my job outcomes after being trained					
54	I now find my work more interesting and passionate after being trained					
55	Training has empowered me to carry out my duties without any difficulty.					

Thank You for Your Precious Time!