

The Effect of Training on Employee Performance in Some Selected
Public Organizations, Kaffa Zone.

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

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CERTIFICATION

This is to certify officially state that the thesis entitled “ The effect of training on employee performance: A case study on some selected public organizations of Kaffa Zone” is the original work carried out by Assegid Alemu Busho under our guidance and supervision.

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

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DECLARATION

I, Assegid Alemu, here declare that this research entitled “ *The effect of training on employee performance: A case study on some selected public organizations of Kaffa Zone*” is submitted by me in partial fulfillment for the requirements MBA (Master of Business Administration) at Jimma university. It is my original work and has been carried out by me under the guidance and supervision of Mr. Wubishet Mengesha and Ms. Tsigereda Aboye. All sources and materials in this thesis have been accordingly acknowledged.

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Abstract

Employees are major assets of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. The objective of the study was to assess the actual training practice of the public organizations and its effect in performance of employees in some selected public organizations of Kaffa zone. Besides this the study revealed the effect of training on employee performance in a comparative manner by categorizing the organizations based on the level of training they provide to their employees. The research is a case study in the form of cross sectional design in which primary data will be collected across a study population. The target population of the study was 488 public organization employees having the educational level of diploma and above from Zonal and Woredas of the organizations. The total sample size of 220 employees was taken, of which 118 sample from the organizations better in providing training and the remaining 102 sample from the organizations poor in providing training. The sampling techniques used were stratified sampling proportionate and simple random sampling as it enables to take sufficient sample from each strata. The study used questionnaire and interview as a tool to gather the data. Data analysis was done using both descriptive and inferential. Frequency, percentage, mean and standard deviation was investigated from descriptive part: correlation particularly pearson correlation, ANOVA and regression analysis was carried out to investigate the relationship and effect between the study variables. The findings showed that training has strong positive correlation with employee performance, training has moderate correlation with job satisfaction and low positive correlation with employee motivation in public organizations of Kaffa zone. In conclusion training affects employee performance positively in some selected public organizations of Kaffa zone.

Key words: *Employee, Employee motivation, Job satisfaction, Performance, Public organizations*

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LIST OF ACRONYMS

ANOVA: Analysis of variance

CBT: Computer Based Training

Df: Degree of freedom

ECHP: European Community Household Panel

HR: Human Resource

HRD: Human Resource Management

KZFED: Kaffa Zone Finance &Economic Development

KZPSHRD: Kaffa Zone Public Service and Human Resource Department

OJT: On the Job Training

SNNPRS: Southern Nations Nationalities Peoples Regional State

SPSS: Statistical Package for the Social Sciences

TNA: Training need assessment

VIF : Variance inflation factor

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Human resource is the major asset of any organization. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique asset through effective training becomes imperative in order to maximize the job performance. Also position them to take on the challenges of the today's competitive business climate. Public sector efficiency and effectiveness have always been important issues for many countries.

The management of human resources in Africa in general is rather challenging as most organizations have difficulties finding proper human resources. This may partly be a result of the different kinds of problems, for example, political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, diseases and famine known to prevail in the African business context (Kamoche, 2002).

The role of public sector is very crucial for the socio-economic development of developing country like Ethiopia. In Ethiopia, the technological improvement, economic prosperity, and social change are possible only through an efficient and effective system of public sector institutions. Public sector has been a labor intensive activity. It mostly renders services of various sorts to the community. Public organization is controlled by the government and it is paid by the taxes. It provides a vital service for the country and it is non-profit organization. Public sector efficiency and effectiveness have always been important issues for many countries. The main objective of public sector organizations is to increase service quality to customer approach and to provide social benefits based on limited budgets. For non-profit oriented organizations like the public sector, knowledge sharing can help to increase continuous performance, service delivery, and also customer and staff satisfaction (Ismail and Zawiyah, 2009).

Training is a systematic development of the knowledge, skills and behavior required by employees to do adequately on confirmed task or job (Shaheen, Naqvi & Khan, 2013) or simply learning that is provided in order to improve performance on the present job (Amin et al., 2013). On the other hand (Elnaga and Imra, 2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. (Elnaga and Imra, 2013) further argue that in order to prepare their workers to do their job as desired, organizations provides training so as to optimize their employee's potential. They note that most of the firms, by applying long term

planning, invest in building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future.

The effect of training on employee and organizational performance may be both direct and indirect. (Sahinidis, 2008) notes that directly the role of training programs is seen as a measure of improving employee capabilities and organizational capabilities i.e. when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. While indirectly they highlight that as companies train their employees so as to enable them to handle both current and future issues, the training can lead to high levels of motivation and commitment by the employees, who actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization.

On the other hand job satisfaction is viewed as the extent to which people like or dislike their jobs (Adesola, et.al, 2013). There are different aspects of job satisfaction, e.g. satisfaction with achievement, pay, job security or work itself (Burgar, 2011). (Adesola et al. 2013) posit that job satisfaction is considered a strong predictor of overall individual well-being while (Rizwan et al.,2012) explains that employee satisfaction relays on interpersonal skills, work place, pay, promotions, trainings and relations with co-workers. They continue that these factors bring positive feelings about that job ensuing from assessment of its uniqueness. Hence an employee among a high job satisfaction holds encouraging feelings about the work which enhances individual and organizational performance.

Employee performance is the outcome or contribution of employees to make them attain goals (Herbert, et.al, 2000).(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. Employee Performance is the measure of output vis-a-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others (Saeed&Asghar, 2012).

Regarding the relationship between training and employee performance most prior studies investigated that there exist a positive correlation. Some of them are (Appiah, 2012) finds that training enhances knowledge, skills, attributes and competencies and ultimately worker performance and productivity in organization. (Bhat, 2013) observed the measurement level of performance after being trained. It also evaluated the impact of training on employee performance on their jobs. Keeping these objectives in view, this study presumed that training was positively related to job performance of employees. Several measures of performance were analyzed including

compensation, performance appraisal, and organizational commitment which apparently increased the employee performance. According to (Longenecker, 2010), there was a positive relationship between training programs and employee motivation which make the employees more involved in their jobs and subsequently results in better performance and productivity both for the employees as well as for the organizations.

In the case area, the implementation of human resource management practices including like training has got a little concern in public organizations. There are some organizations that equip their employees to some extent based on the concern of the government and also there is also some public organizations that don't recognize the importance of training employee. Most of the trainings are unplanned and unsystematic and the effect on the employee and organizational performance is not that much evaluated at the end. Therefore, based on the above background this study assessed the effect of training in public organization of the case area by skimming the actual training practice of the selected Kaffa zone public organizations and its effectiveness in improving the performance of employees. It is an explanatory study categorizing the organizations based on their concern in providing training for their employees. Finally training as part of human resource development showing its significance in a scientific way is the ultimate goal.

1.2. Statement of the Problem

Public sector is the major service delivering sector to the society in the area they are established, but most of the time the low performance of the organizations poor service delivery is frequently reviewed during their performance review meetings. To this end there might be various factors contributing to low performance in public organization, but this study will assess the effect of training on the performance of employees. Past researches (Angela, 2014);(Nurshrat, 2011);and (Appiah,2012) proved a positive link between training and employee performance, as training brings benefits for the employee along with for the firm by positively impacting employee performance through the enhancement of employee's competencies and behavior.

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development issues in developing countries (Debrah & Ofori, 2006) and increasing concerns from organizational customers towards low quality services in the public sector. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found. The existing studies in this relation (Harvey, 2002; Harvey, Matt & Milord, 2002; Jackson, 2002; Kamoche, 2002) have taken a general human resource management (HRM) focus creating a gap on issues such as the effect of training on employee performance.

Recent studies of training and development practice in Ethiopia public organizations show that they do not give much attention to the training and development of employees and the effectiveness of the program. Rather the practice shows that more attention has been paid to the preparation of documentation and written programs than to the actual management (Bahiru, 2011).

The scholars (Nushrat,2018) conducted his study on banking sector of Bangladesh, (Appiah,2012) conducted his study on banking sector of Ghana, (Angela,2014) conducted on UN support office. Similarly the others (Jagero, Komba, and Mlingi, 2012) have focused on established commercial institutions (Wachira, 2013) Barclays Bank of Kenya, (Otuko, Chege and Douglas, 2013) attempted to highlight the effect of training on employee performance mostly in commercial organizations. In my study my intention in minimizing this gap in the literature and thereby establish the basis to proper training management and to fill these gaps in some selected public organizations of Kaffa Zone.

1.3. Basic Research Questions

The study was guided by the following research questions;

- 1) What looks like training practice in some selected public organizations of Kaffa zone?
- 2) What is the effect of training on employee performance in some selected public organizations of Kaffa zone?
- 3) What is the role of training on employee motivation in some selected public organizations of Kaffa zone?
- 4) What is the role of training on employee job satisfaction in some selected public organizations of Kaffa zone?

1.4.Objective of the research

1.4.1.General objective

The main objective of this study was to assess the effect of training on employee performance in some selected public organizations of Kaffa Zone.

1.4.2. Specific objectives

- To assess the training practice in some selected public organizations.
- To determine how training contribute to the employee performance in some selected public organizations.
- To find out the effect of training on employee motivation in some selected public organizations.
- To assess the effect of training on employee job satisfaction in some selected public organizations.

1.5. Significance of the Study

The significance of this study is that it will help the public sector organizations in understanding the importance of employee training in relation to the organizational performance and the other related variables to be the part of this study, after all it will aid management of organizations to introduce modern schemes for training, to be able to meet the challenges of change in the future. It will help to know about the aspect that trainings play a vital role in developing employee's working performance and it will also help in perceptive the relation between the employee's performance and employee training. The study is also helpful for policy makers in providing the indication about the impact of training in enhancing organizational performance. In this research, it will be expected that it will also help identify the lapses in the employee performance due to the lack of adequate training. The findings of this research will provide concrete data for government that enables to focus on employee development for organizational productivity. Furthermore the upcoming researchers can also use this research by incorporating other variables in human resource development and organizational effectiveness not only at public sector but also in the private and non government organizations.

1.6. Scope of the Study

Scope of the study is delimited to Kaffa Zone at some selected zonal and woreda public organizations. Based on the data available in Kaffa zone public service and human resource development department the public organizations are stratified and evaluated and ranked with the activity of capacity building like training the employees. Accordingly from 22 public organizations 10 are poor and the remaining 12 are better concerned in training their employees. Using this strata proportional amount of sample employees was taken from Zone and Woreda using stratified and simple random sampling technique for the study in order to obtain the middling finding that symbolize the whole situation on the study topic. Mainly the study investigated the correlation of training with the variables namely, employee performance, employee motivation and employee job satisfaction. The time horizon of the study was from March, 2019 G.C. to June, 2019 G.C.

1.7.Organization of the study

The study is organized into five chapters. Chapter one introduced the study by giving the background information, the research problem, objectives, and significance of the study. Chapter two deals with the review of relevant literature on the research problem. Chapter three discussed the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the data collection techniques.

Chapter four presented the findings on the effect of training on employee performance in some selected public organizations of Kaffa Zone. It also lay out the researcher analysis on the responses to the effect of training on employee motivation, employee job satisfaction and collectively to employees performance.

Chapter five presents the discussion, conclusions that were drawn from the research findings and recommendations to enhance organizational effectiveness through training, and to ensure a stable and committed human resource.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1.Theoretical literature review

Concepts and Definitions

Well trained employees are key to a business success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the “cream of the crop” that often has the strongest stake in an organization’s future. According to (Dessler, 2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go through training and development. This is why training of newly employed starts with organizational orientation. (Cole,2004) postulates that human resources are the most dynamic of all the organization’s resources and therefore they need considerable attention from the organization’s management, if the it human resource are to realize their full potential in their work. Training and development activities just as most other activities in an organization depended on the policies and strategies of the organization..

Definitions of training

According to (Mathis, 2008) training is the process whereby people acquire capabilities to perform jobs. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few.

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). This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. These two definitions explained above are more or less similar except that the Glueck give emphasis for the design and implementation of the training. (Chandan,1995) also defined training as a short term process of utilizing systematic and organized procedures by which non-managerial personnel learn technical knowledge and skill for a definite purpose. Generally speaking, most organizations have long recognized the importance of training to its development. Helping employees to become effective in their job is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees performance to achieve organizational aims and objectives; employees have

motivational need for development, recognition status, and achievements that can should be meet through job satisfaction. Hence the initiative for providing this help must come from the employers (Tyson and York, 2000).

(DeCenzo& Robbins, 2000), explain training as a “learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job”. This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

Training therefore needs to be seen by managements of every organization as a long term investment in its human resource.

(Cole, 2004), argued that, human resources are the most dynamic resource of the all the resources at the disposal of the organization and thus, the human resource needs to be given considerable attention from managements to enable this resource realize their full potential in their work. For this reason managements must address motivation, leadership, communication, work restructuring, payment systems and training and development. He further provided some definitions that are worth noting:

- Education – usually intended to mean basic instruction in knowledge and skills designed to enable people to make the most of life in general; it is personal and broadly based.
- Training – implies preparation for an occupation or specific skills. It therefore narrower in conception than either education or development; it is job oriented than personal
- Development – this usually suggests a much broader view of knowledge and skill acquisition than training; it is less job –oriented than career –oriented; it is concerned more with employee potential than immediate skill; it sees employee as adaptable resource.
- Learning – this process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all of the above three terms.
- Competence- this refers primarily to a person’s ability to demonstrate to others that they can perform a task, process or function to a predetermined standard; its all about putting learning into practice.

Finally (Ivancevich,2010), says “training is an attempt to improve current or future performance of an employee and it is important for both new and current employees.

TRAINING: Any learning activity which is directed towards the acquisitions of specific knowledge and skills for the purposes of an occupation or task. The focus of training is the job / task; the acquisition or learning of specific competencies.

PERFORMANCE: This is about employee effort. Employee performance is measured in terms of input-output relationship. It is the measure of the efficiency with which inputs or resources are utilized to create outputs. Performance is employee productivity.

COMPETENCY: A competency is not a physical resource. It is an innate or acquired characteristic of a person which facilitates effective or superior performance. It may be a motive, value, knowledge, skill, attribute or personality trait which a person possesses. There are three (3) types namely; (a) Technical competencies, (b) Personality competencies and (c) Managerial competencies.

- **Technical competencies** are job knowledge or job skills. They are knowledge or skills that relate to a particular job or profession. Because they are specific to a job or position, technical competencies differ from job to job.
- **Personality competencies** refer to knowledge, skill, traits or attributes that relate to an individual's personality. Personality competencies cut across jobs. A personality competency that may be required for success in one job may also be required for success in a whole lot of other jobs.
- **Managerial competencies** refer to knowledge or skills in the key functions of management. Management functions in this research refer to the following: Decision making, Organizing, Communication, motivating and controlling.

Organization's Need for Training

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and programmes that would bring out of their need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, (Asare- Bediako,2008). For this reason organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Human Resource Management and Training

For any company to operate successfully, it must have materials, money, supplies, equipment, ideas regarding the good or services to offer the individuals who may utilize it outputs and lastly people, which is the human resource, to run the company. The proper management of individuals at work is Human

Resource Management, and it has developed to be a main activity in many organizations and is the concentration for a wide - ranging deliberation concerning the nature of the contemporary business relationships. One of the major components in the coordination and management of work in an organization is the management of human resource. (Shen, 2004) referred to Human Resource Management as including all of management activities and decision, that influence the relationship between an organization and its employees which are the HR. Generally, management settles on essential choices day after day that influence this relationship. (Shen, 2004).

(McDowall et al.,2010) argues that the acknowledgment of the importance of training as of late has been intensely influenced by the intensification of rivalry and the relative achievement of organizations, as investment in employees' development is extensively emphasized. They further argued that innovative improvements and hierarchical change have progressively driven a few businesses to the realization that achievements depend on the skills and abilities of their workers, and this implies significant and persistent investment in training and development. (Beardwell & Holden, 1993), viewed that Human Resource Management concept for example, responsibility to the organization and the growth in the quality development have driven senior management groups to understand the increased importance of training, employee development and long - term education. A concept of this nature requires not only careful planning, but a more emphasis on employee development. To (Krietner, 1995), no matter how carefully employees are screened, typically, a gap remains between what the employee does know and how they should know it. An organization therefore, desiring to gain the competitive edge in its departments, will need extensive labor and effective training of its human resource.

Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable.

(Asare-Bediako, Ivancevich and Beardwell and Holden) all agree that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies.

Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance.

This does not however mean that training is the solution to all performance problems in an organization. Thus (Asare-Bediako, 2008) provides a performance (mathematical) model that must be considered:

Performance = (ability) x (motivation)

Training process

Training in an organization generally involves a systematic approach, followed by a sequence of activities ;

Identifying training needs

This analysis is necessary to determine the training needs of the employees or a specific job. What are the practical needs? Why an employee needs training? Every training begins with the need analysis, and establishing a need analysis is and should always be the first step in the training process. (Infande, 2015). There are four procedures that managers can use to determine the training needs of employees in their organizations

1. Job requirements analysis. The skills and knowledge specified in the appropriate job description are examined. The employees without the skills needed are candidates for a training program.
2. Organizational analysis. The effectiveness and successes of an organization are analyzed to determine where differences exist. For instance, members of a department with a high turnover rate or a low performance record might require additional training.
3. Performance appraisals. Here, each employees work is measured against objectives established for his or her job.
4. Human resource survey. Managers as well as non-managers are expected to describe what problems they are experiencing at their workplaces and, what actions they believe can be taken to solve the problems. Immediately the training needs are identified, the human resource department must initiate the appropriate training effort, to close the gap between expected and actual results. This may also depend on circumstances like; developing a training plan, designing a training lesson, selecting trainer and preparing the trainers.

Training plans and Implementation.

This area of the training process emphasizes on the techniques and methods by which training is carried out. The objectives of training, budgets and the duration are allocated.

Training Evaluation and feedback

Often, this turns to be the most critical part of the training process, focusing on the results achieved after training. The main idea is to analyze the effects of training and determine whether the set goals have been achieved. Reactions such as the participant's feedback, trainer's feedback, learning behavior and results of the training are being measured. To measure the impact of training four levels of evaluation, and each of which is a prerequisite for the next level:

- Reaction and planned action. These are measured reaction or evaluation of how the employees felt concerning the learning experience.

- Learning and confidence evaluation. Here is the measurement of the increase in knowledge - before and after training.
- Behavioral impact. This is the degree of applied learning back at work – are the members really doing anything diverse after the training program than before?
- Results. It's important to know what results were achieved, in relation to the previous training objectives that were being set. For instance, has there being any decline in the number of customer's complaints? Reactions, behavior and learning are of great importance, but if the training program cannot produce measurable performance – related results, then it has not achieved its goals accordingly.

Methods of Training

A variety of training methods are used in different organizations today, to train different individuals. The most popular training and development method used by organizations can be classified as either On-the-job training and Off-the-job training.

On-the-job training

As the name goes, on-the-job training (OTJ) is a method of giving training to employees when they are at work at their working environment. The purpose of this training is to make the employees get familiar with the normal working circumstance, i.e. during the training time frame, the workers will get the direct involvement of using machinery, equipment, devices, materials, and so forth. Additionally, it helps the employees to figure out how to confront the difficulties that may occur during the execution of the job. The main idea of this training is learning by doing where the supervisor or the more experienced employees show the training how to perform out a specific task. The learners take after the directions of the supervisor and perform out the task. This method is highly used by companies to train current and future workers, due to its simplicity. On-the-job training includes apprenticeship, coaching, internship, job rotation, job instruction and few others.

Off-the-job training

Off-the-job training is another method of training, which is organized at a site, far from the original work environment for a specific period. The purpose of this method of training at a place other than the job area is to give a peaceful domain to the employees where they can focus just on learning. Learning material is provided to the trainees, for a complete theoretical knowledge. The trainees can express their perspectives and opinions during these training sessions. Additionally, they can investigate new and innovative ideas. Case studies, conferences, audiovisuals, seminars, simulations, role play and lectures are some basic systems that the employee needs to experience during, off-the-

job training. This is one of the costly training methods. It includes choice of the place of training, arrangement of facilities for the employees, hiring experts to impart the training.

Table 1: A clear comparison chart key differences between on and off-the-job-training

Comparison basis	On-the-job training	Off-the-Job Training
Meaning	A form of training provided at the workplace during performance the actual job.	A form of training outside the actual location
Approach	Practical	Theoretical
Active participation	Yes	No
Location	At the workplace	Out of the work place
Principle	Learning by performing	Learning by acquiring knowledge
Work disruption	No, because trainees produce the products during learning.	Yes, because training is first provided and then later followed by performance.
Conducted by	Experienced employees	Professionals or experts.
Cost	Inexpensive	Expensive
Suitable for	Manufacturing firms	Non-manufacturing firms

Source: Surbhi's Article October 26, 2015.

Benefits of Training and Development

(Mullins, 2007) gives the purpose of training and development – to improve knowledge and skills and to change trainees attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programmes:

- i. Increase in the confidence and commitment of staff.
- ii. It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This more so in organization where pay increases and promotion are based on the results of performance appraisals.
- iii. With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities.
- iv. Training and development improves the availability, quality and skills of staff.

Factors Affecting Training

There are various factors influencing training extending from environment, supervisors, lecturers, content of the training and how it is being done. These variables can be expounded and better understood by discussing them below:

Individual Factors

At whatever point people are included in some sort of activity, or practice, they generally influence the environment or process they are experiencing. The same is the situation with employee training. As it is a process of transferring skills and technology from the expert to the new learner. The main parties are obviously workers themselves seeking training and the trainer or member of the staff delivering the training. Authorities organizing training and giving assets to it can be considered a third party, as they oversee the prearrangement and post quality evaluation of training (Birdi, 2005).

Human Resource Policy

This has been illustrated by Haywood and based on the designed policy by human resource for training programs. As indicated by him an excessive number of training programs affects the main aim of training, which is skill development, and conduct change.

Organizational factors

Everything tends to be affected by its surrounding and environment, so too with training organizers. Birdi claimed that the absence of managerial support could restrain the impact of creative training. In conducive environment affects training effectiveness. (Birdi, 2005.)

Other Factor

To Fischer and Ronald open mindedness is additionally a factor in training effectively. It has been claimed that training will be as much effective as the learners and the instructors are open minded (Fischer 2011). Driskell stated that the kind of training conducted, training content and training expertise equally affect the results of training. Achievement depends on the way training has been conducted by the trainer and its content (Driskell, 2011).

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

task is identical in both training and transfer, trainees are simply practicing the final task during training and there should be high positive transfer.

The other theory is the principles theory which suggests that training should focus on the general principles necessary to learn a task so that the learner can apply them to solve problems in the transfer environment (Spitzer, 1984). This theory suggests that it is possible to design training environments without too much concern about their similarity to the transfer situation, so long as it is possible to utilize underlying principles. Even if these and other theories helped to see the relationship between training and performance the researcher has considered the social identity theory which relates training and development with performance of employee by disregarding employee development.

Training and Motivation

According to (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 Rhode, 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 favourable 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.

Motivation and Performance

Motivation may be viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed (Kreitner, 2006). Hence when employees are motivated, they perform their duties with full honour and dedication, they become fully loyal with (Asim,2013).

(Otuko et.al, 2013) posit that the effectiveness of skilled employees can be limited if they are not motivated to perform their jobs. In fact they premise that the form and structure of an organization can affect employee motivational levels in several ways which are linked to performance e.g. organizations can implement merit pay or incentive compensation systems that provide rewards to employees for meeting specific goals; likewise protection of employees from arbitrary treatment, perhaps via a formal grievance procedure, may also motivate them to work harder because they expect their effort to be fairly rewarded.

According to (Newstrom,2002), motivation results from a person's attitudes towards a specific situation. Motivation therefore is a product of underlying attitudes and specific situational factors at a certain point in time. If a procedure is arbitrarily changed but attitudes and the prevailing situation remain the same, motivation may change and produce different results.

Motivation also requires discovering and understanding employee drives and needs, since it originates within an individual. Positive acts performed for the organization need to be reinforced. A managers' job is to identify employee's drives and needs and to channel their behaviour, to motivate them towards task performance. Results are seen when motivated employees are provided with the opportunity to be well trained and the necessary resources are provided.

Measuring Motivation among Employees

According to (Saeed, 2012) there are two types of motivation i.e. extrinsic motivation and intrinsic motivation both of which affect individual performance. Rewards in the form of compensation, bonuses affect extrinsic motivation while verbal appreciation affects intrinsic motivation.

Training Programs and Job Satisfaction

In recent years job satisfaction has received a great deal of attention from economists and policymakers. Traditionally, economists had distrusted the use of subjective and attitudinal variables, but early papers established that job satisfaction was related to a number of objective job features and was able to predict consequences such as absenteeism and quits.

The Effects of Training on Job Satisfaction

One exception is (Siebern,2005) who after analysing 13 countries in the European Community Household Panel (ECHP, 1994-2001) found that job satisfaction tended to be higher where there was access to workplace training. The relationship between skill acquisition and job satisfaction is not straightforward. First, there is the distinction between general and specific skills. The portability of general skills may raise job satisfaction as it is easier to move to other jobs where satisfaction is higher. In contrast, specific skills bind the worker to the firm and may reduce satisfaction by creating a barrier to exit as workers will lose a portion of the return on such skills if they move. This leads on to the question of the matching of individual skills and levels of education with job requirements. If workers are mismatched in terms of skill and education requirements, this may lower job satisfaction, as evidenced in the earlier literature.

Employees' performance

The performances of public sector organizations rely on the performance of their employees. Employees performance is the degree to which they accomplish job requirements. All the employees of an organization are working as a team, where employees work in accordance with their skills and competencies and in coordination with one another to accomplish organizational objectives (Muhammad, 2009). Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individuals effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Better performance of a public sector organization simply means the capability of the organization to achieve desired results or output more efficiently and effectively. Performance is related to measurable accomplishment or results that primarily address community needs and problems. Poor performance of employees in the public sector organizations is due to factors such as the quality of supervision and the lack of training and development of employees (Muhammad, 2009).

The aim of training is to maximize employees learning of new skill, knowledge, attitudes and behaviors to cope with the demand of dynamic environments. These principles of employee training contribute to the overall organizational development which is a significant reason for organizations to encourage and promote this important human resource management functions (Hartelet *et al.*, 2007). It goes without saying therefore that the training of employees is an issue that has to be faced by every organization.

According to (Amisano, 2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

(Shaheen *et al.*, 2013) studied the impact that training of employees has on their performance and also the effect on organizational overall performance and the specific performance by the trained employees. The study also involved the mediating role existing between the training of the employees and performance of the organization.

2.2. Empirical literature review

Many studies are available on the subject, which seek to determine the effect of training on employee performance. Some are discussed hereafter:

The study conducted by (Nushrat, 2018) Global Journal of Economics and Business training and development is indispensable strategic tool for enhancing employee performance. This research aims to find out the “Effects of Training on Employee Performance in Banking sector, Tangail, Bangladesh”. On the role of training the study showed that general training enhances employee engagement, employee motivation and job satisfaction. The hypotheses showed that all these had significant effects on Employee Performance. That means, this research found that strong relationship exists between employee training and employees’ performance. The results reveal that the more the employee gets training, the more efficient their level of performance would be.

The other researcher (Angela, 2014) attempted to assess the effects of training on employee performance among the international civil servants. On the role of training on employee engagement the study showed that in general training enhances employee engagement in change processes. Secondly the study also showed that training enhances employee engagement in innovation. Thirdly, the study showed that training enhances better performance among employee and lastly the study showed that training enhances employee enthusiasm to work. The study concludes that training influences employee performance by positively influence employee engagement to change process; innovation; better performance and enhance enthusiasm to work.

According to (Aidah,2013) to evaluate the effects of training on employee performance, using the telecommunication industry in Uganda as case study. In order to understand the study aim, four goals were developed and these focused particularly on identifying the training programs’ existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The results obtained indicate that training have a clear effect on the performance of employees.

The study conducted by (European Journal of Business and Management,2013)with the aim of studying the effect of training on employee performance and to provide suggestion as to how firm can improve its employee performance through effective training programs. Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance.

The researcher (Appiah, 2012) conducted the study aiming to evaluate the impact of training on employee performance on their jobs. The finding of this study presumed that training is positively related to job performance of employees. Several measures of performance were analyzed including compensation, performance appraisal, and organizational commitment which apparently increased the employee performance.

According to the researcher (ERIC,2012),The purpose of the study was to investigate whether training and development would have an effect on the performance of employees with Accra Polytechnic as a case study. The study revealed that there were organizational issues such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development had positive impact on employees of the Polytechnic.

The other researcher (Longenecker, 2010), conducted his study aiming at investigating the effect of training on employee productivity. The findings revealed that there is positive relationship between training programs and employee motivation which make the employees more involved in their jobs and subsequently results in better performance and productivity both for the employees as well as for the organizations.

The study conducted by (Sahinidis,2007) which aimed to investigate the relationship between perceived employee training effectiveness and job satisfaction, motivation and commitment on employees and lower managers, on five large Greek organizations. The study indicated that indicating that there is a significant correlation between the employee perceived training effectiveness and their commitment, job satisfaction and motivation and high correlations were found between employee training effectiveness and job satisfaction, motivation and commitment.

The studies conducted by various researchers mentioned above showed that there is a strong positive relationship between training and employee performance in diverse sectors (Banks, UN support office, Telecommunication and Polytechnic institution). Therefore, effect of training on employee performance is not only significant but studies proved that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation.

2.3. Conceptual Framework

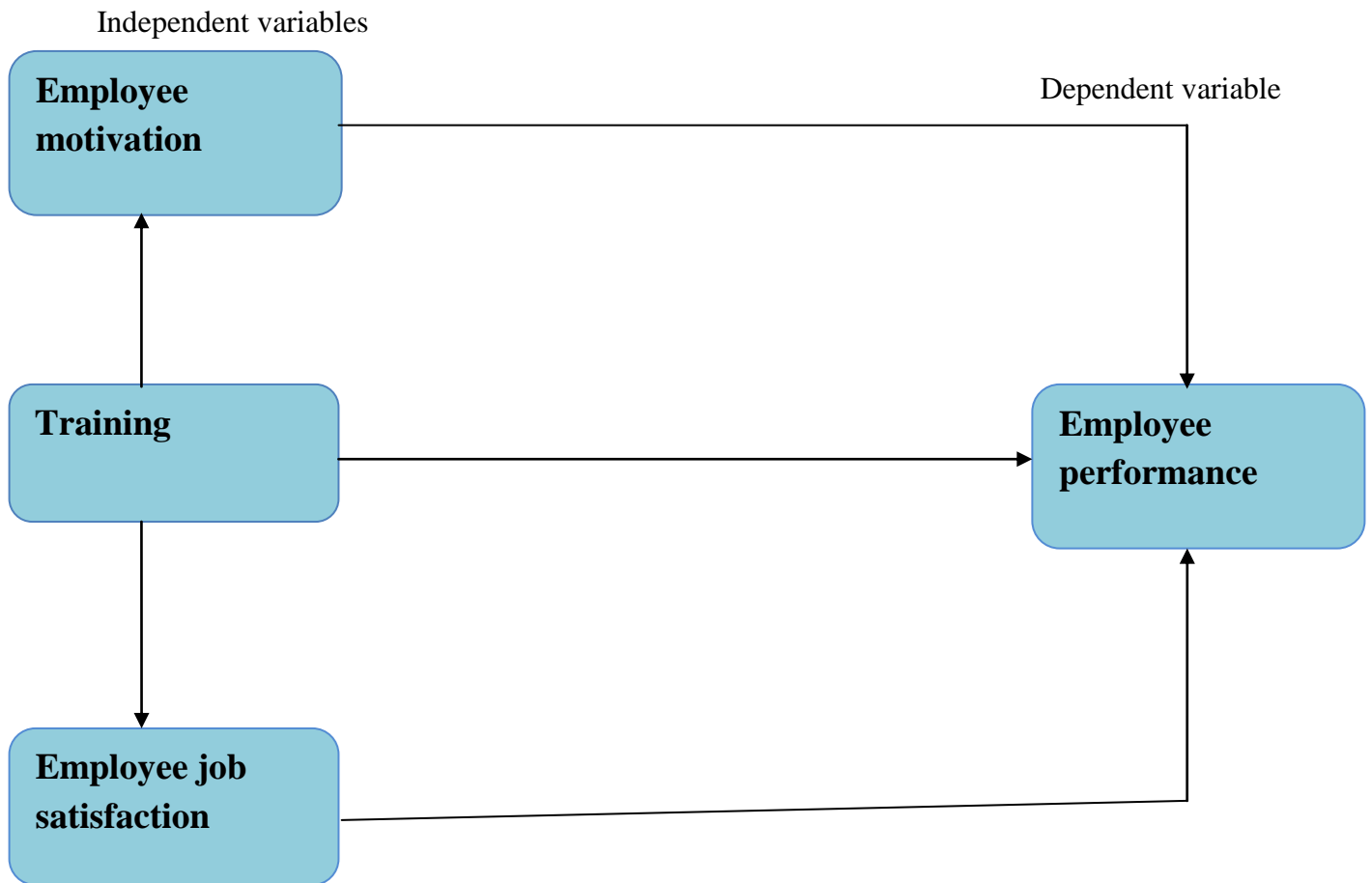


Fig 1: *Conceptual frame work of the study*

From the above empirical and theoretical literatures it can be summarized that training aligns employees to the organizational goals, employees recognizes their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job. Moreover to develop the desired knowledge, skills and abilities of the employees and to perform well on their job and organization requires effective training programs that may also effect employee motivation and commitment towards a specific organizational goal. Training is a motivational factor which enhances the knowledge of the employee towards the job as it enhances their motivation as it allows for their recognition within the organization. Most studies shown that training enhances employee performance by influencing job satisfaction.

In my study I have tried to assess the training practice of public organizations in some selected public organizations of Kaffa Zone particularly with the effect of training on employee performance. The other point investigated is the effect of training in motivating the employees towards the achievement of organizational goals and also the job satisfaction gained because of training was also investigated. Ultimately the overall effect of training on employee performance was also investigated.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Research Design

Both descriptive and explanatory research design was used in this study, in order to obtain information and then to describe the phenomenon with the purpose of providing clear information about training and to determine the causal relationship between dependent and independent variables (Saunders,2009). The research utilized by combining qualitative and quantitative methods for the sake of triangulation by using more than one method to collect data on the same topic. This is a way of assuring the validity of research through the use of a variety of methods to collect data on the same topic, which involves different types of samples as well as methods of data collection. However, the purpose of triangulation is not necessarily to cross-validate data but rather to capture different dimensions of the same phenomenon. At a qualitative level, 7 lengthy semi-structured interviews was carried out for organization heads. At a quantitative level a questionnaire was distributed to the target sample size to gather extensive data.

3.2. Population and Sampling Technique.

The target population of the study were the employees of some selected public organizations of Kaffa zone. The total number of the target population is 488 employees having the educational qualification of diploma and above, because mostly training is provided for professional positions. According to 2018 annual human resource statistics organized by Kafa zone public service and human resource department (HR).The public organizations were stratified based on the training practice i.e better training involved organizations (Kafa Zone Education department, Investment office, Trade & industry dev't department and Health department) The organizations poor in providing training employees (Kafa Zone Administration Office, Kafa Zone Security Department, Kafa Zone Justice Department ,Kafa Zone Workers And Social Affairs Office And Kafa Zone Council Office) and their respective woreda office. Stratified sampling with proportionate and random sampling was used to determine sample size in each stratum in a proportionate manner to the entire population then simple random sampling technique was used to reach the required respondent population.

3.3. Sample size and distribution

A sample size is sub set of the population drawn to represent the entire population or any combination of sampling units that does not include the entire set of sampling units that has been defined as the population (Garson, 2012). According to (Hussey, 1997) no survey can ever be deemed to be free from error or provide 100% surety and error limits of less than 5% and confidence levels of higher than 95% can be regarded as acceptable. Bearing this in mind, at a confidence level of 95%, the margin of error would be 5%. Formula for finite population: Following this the formula widely used in calculation of sample when population is finite i.e. countable. Using following formula sample size can be decided.

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

Where , n= sample size N = Size of population e= tolerable sampling error

n=? , N=488, e= 0.05

$$n = \frac{488}{1 + 488(0.05)^2}$$

$$n = 220$$

Sample size distribution

Table 2: Sample size distribution from better training experienced organizations.

No.	Name of organization	Population (N ₁)	Sample Size ($= \frac{N_1}{N} * n$)	Remark
1	Kafa Zone Health Department & Woreda Health Office Employees	98	45	Using proportionate sampling
2	Kafa Zone Education Department & Woreda Education Office Employees	114	51	
3	Kafa Zone Investment Office	6	3	
4	Kafa Zone Trade & Industry Department & Woreda Office Employees	42	19	
SubTotal		260	118	

Source: KZPSHRDD data,2018

Table 3: Sample size distribution from poor training experienced organizations.

No.	Name of organization	Population (N ₁)	Sample Size ($= N_1 / N * n$)	Remark
1	Kafa Zone Administration office & Woreda office employees	98	44	Using proportional sampling
2	Kafa Zone Security Department & Woreda Office Employees	31	14	
3	Kafa Zone Justice Department & Woreda Office Employees	48	22	
4	Kafa Zone Employees & Social affairs Office & Woreda Office Employees	13	5	
5	Kafa Zone Council Office & Woreda Office Employees	38	17	
Sub Total		228	102	
Total		488	220	

Source: KZPSHRDD data,2018

3.4. Source of Data and Data Collection Instruments

The source of data is primary data that was collected from respondents using the questionnaires and interview as a tool of data collection. Using both interview and questionnaire techniques of data collection the researcher and the recruited data collectors reached the sample respondents fully as much as possible.

3.5. Methods of data collection

The questionnaire was prepared in the form of 5-point Likert scale ranging from strongly agree to strongly disagree, the survey maker can get a holistic view of respondents opinions on each sections. The questionnaire has four sections section one is about training, section two is about the relationship between training and employee performance, section three is about the relationship between training and employee motivation and the forth section is about training and employee job satisfaction. Through data collectors the questionnaire was distributed and filled by the employees of the organizations by reaching them in face to face contact. Then, the respondents was made to fill the questionnaire and returned back after 1 day. The questionnaire included demographic, and educational background of the respondents in addition to the questions directly tagged to the study variables. At the zonal level heads of those organizations in the sample was interviewed by the researcher in the form of semi-structured interview using 7 similar questions for all using the audio recorder device.

3.6. Research validity and reliability

To verify the validity of the questionnaire pilot questionnaire were prepared and administered to 5 respondents to ensure the objectivity and clarity of the items. The questionnaires were pre-tested and any suggestions for improvement encountered during the piloting process were incorporated in the final questionnaire. Final questionnaire were distributed to the respondents physically. This enhanced the speed of data collection to improve the response rate. To measure reliability of the data Cronbach's alpha was measured as it is the most common measure of internal consistency Hence, according to (Lombard, 2010), Coefficients of .90 or greater are nearly always acceptable, .80 or greater is acceptable in most situations, and .70 may be appropriate in some exploratory studies for some indices. By tracing this literature the reliability of the items which were developed for respondents. Therefore, as shown in table 4 below the reliability of the whole items is 0.831 which means the whole items were acceptable.

Table 4: Reliability Statistics

Cronbach's Alpha	N of Items
.831	4

Source: own survey data,2019

3.7.Data analysis methods

After collecting the data through above mentioned techniques, examining the collected data to detect errors and omissions and to correct these when possible data classifying and arranging in groups or classes on the basis of common characteristics was done. The collected data was coded, and categorized and made ready for feeding in to the spss. The empirical analysis of this research was employed by both descriptive and inferential analysis such as frequency, percentage mean and STD deviation correlation and regression analysis. According to (Sekeran, 2003), descriptive research design is type of design used to obtain information concerning the current status of the phenomena to describe "what exists" with respect to variables or conditions in a situation. The Statistical Package for Social Sciences (SPSS 20) computer software was used for analysis to generate data array that was used for subsequent analysis of the data and comparison that gave clear indication of responses frequencies. Pearson correlation particularly bivariate correlation was carried out to measure the strength of association between variables.

3.8.Model specification

Ordered logit model was used because the outcome or dependent variable (employee performance) is categorical and ordered in the form of disagree, neutral and agree. Regression analysis is helpful in predictive modeling technique which investigates the relationship between a dependent (target) namely employee performance and independent variables employee training, Employee motivation and Employee job satisfaction.

The logit model can be written as (Gelman and Hill, 2007): $\Pr(y_i = 1) = \text{Logit}^{-1}(X_i\beta)$

```
logit<-glm(y_bin~ x1 + x2 + x3, family=binomial(link="logit"), data=mydata)coef(logit)
```

Where;

y_bin- (outcome variable i.e

y- Employee performance

x1,x2&x3 -(predictor variables) i.e

x₁ . Employee training,

x₂-Employee motivation &

x₃-Employee job satisfaction

CHAPTER FOUR

RESULTS AND FINDINGS

Introduction

The study sought to find out the effect of training on employee performance in some selected public organization: Kaffa Zone as a case study. The findings are presented such that section 4.1 presents the demographic characteristics of respondents. Section 4.2 the findings on the training practice of public organizations, Section 4.3 the findings on the effect of training on employee performance. Section 4.4 the effect of training on employee motivation and section 4.5 the role of training on employee job satisfaction. Chapter 4.6 gives a summary of the chapter.

Two hundred twenty questionnaires were distributed to the respondents and two hundred eleven questionnaires were filled returned back to the researcher. This implies the response rate of 95.9% but 4.1% or 9 questionnaires were not returned back. In addition seven interview were conducted out of ten with the response rate of 70% using semi-structured interview from purposively selected organization heads and human resource management experts. According to (mugenda,2009) the response rate of 90% and above is excellent to draw a conclusion about the study population. The cumulative response rate is 94.5% which is excellent to comprehensively answer the research questions.

Response Rate

Table 5: Response rate

Data collection instrument	Sample size	Response	Percentage
Questionnaire	220	211	95.9%
Interview	10	7	70%
Total	230	218	94.5%

Source: Own survey data,2019

4.1 Demographics of the Respondents

4.1.1. Gender of respondents

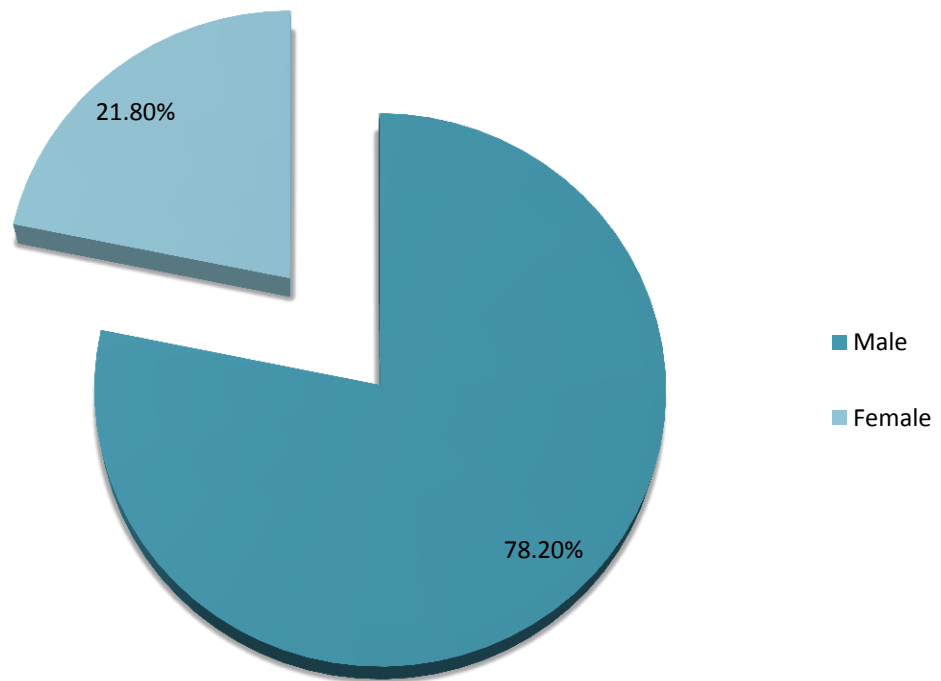


Figure 2: Gender composition of respondents

Source: Own survey data,2019

In figure 2 above presents the data on gender of respondents. The table shows that the male respondents formed majority of the target population with a total of 165 representing 78.2%, while 46 respondents were female representing 21.8%. This showed that majority of the employees in public organizations particularly the educated one's were males.

4.1.2. Educational background

Table 6: Educational background of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	24	11.4	11.4	11.4
	Degree	168	79.6	79.6	91.0
	MSC/MA	18	8.5	8.5	99.5
	Others	1	.5	.5	100.0
		211	100.0	100.0	

Source: Own survey data,2019

From the above table 6, it is can be seen that respondents hold a range of educational qualifications from Diploma to Masters Level. Majority of the sample group were first degree holders which accounted 168 of the respondents i.e 79.6 percent. 24 out of the total respondents were diploma holders which accounts 11.4 percent of the respondents and 18 were masters degree graduates that accounts 8.5 percent.

This indicate that employees of different educational qualifications are composed in public organization majority of the respondents are degree holders.

4.1.3. Respondents' marital status

Table 7: Marital status of respondents

	Frequency	Percent	Cumulative percent
Married	162	76.78	76.78
Single	46	21.80	98.58
Widowed	2	0.95	99.53
Divorced	1	0.47	100.00
Total	211	100.00	

Source: Own survey data,2019

The above table 7 shows the marital-status of respondents. Majority of the respondents were married which represents 76.78% or 162 of the total respondents. Whereas, the proportion of single shows 21.80% or 46 of the total respondents are single. 0.95% or 2 out of the total respondents are widowed and the remaining 0.47% or 1 respondent is divorced. It indicates that majority of the respondents are married.

4.1.4. Current job of respondents

Table 8: Current job of respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Expert	190	90.0	90.0	90.0
	Leader	2	.9	.9	91.0
	Supportive	19	9.0	9.0	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

Table 8, shows that 190 respondents or 90% of the total respondents are experts or employees on professional positions, 2 or 0.9% of the total respondent are on (leading) supervisory position. The remaining 19 respondents or 9% were the employees on the supportive positions. This indicated that the employees on professional positions were the major respondents in the study.

4.1.5. Years of service in public organization

Table 9: Respondents' years of service in the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1 to 5	44	20.9	20.9	20.9
	11 to 20	64	30.3	30.3	51.2
	Above 30	22	10.4	10.4	61.6
	6 to 10	34	16.1	16.1	77.7
	21 to 30	47	22.3	22.3	100.0
	Total	211	100.0	100.0	

Source: Source: Own survey data,2019

The respondents have served in public organizations from 1 to 30 years and above. This means the organizations have a blend of experienced and young professionals who require constant refresher training to update their skills and perform the job. It can be seen that respondents who have served for 1-5 years is 44 respondents representing 20.9% of the total and the employee from 6-10 years is 34 in number representing 16.1% of the total respondents. Whilst respondents who have served for 11-20 years had a frequency of 64 representing 30.33% of the total respondents. The respondents

served from 21-30 years constitutes 47 in number or 22.3% of the total respondents. The remaining respondents who have served between 30 years and above is 22 that accounts 10.43% of the total. The statistics showed that most of the employees in public sector are highly experienced and requiring much refresher training using the on the job training method.

4.2. Training practices and methods in public organizations

The other objective that the study is to point out the nature of the training practices and methods undertaken in some selected public organizations of Kaffa zone. The training practices and methods were therefore assessed using responses from questionnaires self-administered to the sample of employees.

4.2.1. Participation in training programs

Table 10: Since I joined public organization I did not participate in any form of training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	28	13.3	13.3	13.3
	Agree	12	5.7	5.7	19.0
	Neutral	61	28.9	28.9	47.9
	Disagree	81	38.4	38.4	86.3
	Strongly disagree	29	13.7	13.7	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

On the employees participation in any form of training since they joined public organization. As indicated in table 10, majority of respondents representing 52.1% disagreed and indicated that they were participated in the training programmes. 28.91% of the respondents were neutral and the remaining 19% respondents replied that they were not involved in any form of training that the organization has provided. Thus it is noted that, majority of the employees in public organizations are participated in training programs.

4.2.2. Utilization of trainees feedback

Table 11: The management makes use of the trainees feedback to improve the effectiveness of the training.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	21	10.0	10.0	10.0
	Agree	42	19.9	19.9	29.9
	Neutral	56	26.5	26.5	56.4
	Disagree	64	30.3	30.3	86.7
	Strongly disagree	28	13.3	13.3	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

For the statement whether the management makes use of the trainees feedback to improve the effectiveness of training 29.9 % of the total respondents were on agreement and confirmed that the management uses trainees feedback to improve the effectiveness of training. Likewise, 26.5% of the respondents are neutral and the remaining 43.6% of the respondents were on disagreement on the use of trainees feedback for further improvement.

From this it is concluded that the management has little attention to use the feedbacks of trainees to increase the effectiveness of training.

4.2.2. Requesting feedback from trainees

Table 12: The management request feedback from trainees before and after training.

		Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	22	10.4	10.4	10.4
	Agree	41	19.4	19.4	29.9
	Neutral	49	23.2	23.2	53.1
	Disagree	66	31.3	31.3	84.4
	Strongly disagree	33	15.6	15.6	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

As shown in the following table 12, above relating to requesting feedback from trainees during their training 29.8% of the respondents were on agreement that the management requested feedback from

trainees before and after training. There are also 23.2% respondents that are neutral. Majority of the respondents that constitute 46.9% are on disagreement and responded that the management didn't request feedback before and after training. To this end in public organizations collecting feedback trainees and evaluation of the training scheme for further improvement has got a little attention.

4.2.4. Employee involvement in designing training programs

Table 13: As an employee I was involved in the designing and development of training programs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	18	8.5	8.5	8.5
	Agree	56	26.5	26.5	35.1
	Neutral	49	23.2	23.2	58.3
	Disagree	61	28.9	28.9	87.2
	Strongly disagree	27	12.8	12.8	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

The other point that investigated was the involvement of employees in designing and development of training programs in public organizations. Hence, from the total respondents 35% were on agreement where as 23.2% were neutral and the remaining majority that accounts 41.7% of the respondents were on disagreement on the involvement of employees in designing and development of training programs. The finding showed that employees were not participated in designing and development of the training programs.

4.2.5. Performance appraisal as a basis for trainee selection.

Table 14: I think that the basis for the selection of trainees my organization used is Performance evaluation result.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	14	6.6	6.6	6.6
	Agree	30	14.2	14.2	20.9
	Neutral	35	16.6	16.6	37.4
	Disagree	77	36.5	36.5	73.9
	Strongly disagree	55	26.1	26.1	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

Based on the table 14 above, concerning the basis for the selection of trainees that the organization used, 20.8% of the respondents were on agreement on the use of performance evaluation result as a criteria to select the trainee. 16.6% of the total respondents were neutral on the issue. Majority 62.6% of respondents disagreed on the use of performance evaluation result as a criteria for trainee selection. Here it can be concluded that, performance evaluation result is not the criteria to select the trainee rather there are other criterion deployed.

4.2.6. Planned and systematic nature of trainings

Table 15: In my opinion, training in public organization is planned and systematic.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	4.7	4.7	4.7
	Agree	53	25.1	25.1	29.9
	Neutral	67	31.8	31.8	61.6
	Disagree	50	23.7	23.7	85.3
	Strongly disagree	31	14.7	14.7	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

From the above table majority of the respondents that representing 38.4% disagreed for the planned and systematic nature of the trainings in public organizations. 31.8% of the respondents were neutral and the remaining 29.8% of the total respondents were on agreement that the trainings in public organizations were planned and systematic. In conclusion most of the trainings were sudden and unplanned trainings that brought from external bodies such as from overseas.

4.2.7. Satisfaction with the training program

Table 16: I am satisfied with the training program in public organizations.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	10	4.7	4.7	4.7
	Agree	40	19.0	19.0	23.7
	Neutral	87	41.2	41.2	64.9
	Disagree	52	24.6	24.6	89.6
	Strongly disagree	22	10.4	10.4	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

From the above table the employees were asked to what extent they are satisfied with the training programs in public organizations. To this end 23.7% indicated their agreement on the trainings give in public organizations where as 41.2% of the total respondents were neutral and majority respondents which accounted 35% disagreed and were not satisfied with the training programs in public organizations.

4.3. Training and employee performance

The creation and transfer of knowledge in an organization has become a critical factor in an organizations success and competitiveness. Many organizations are now concentrating their efforts on how knowledge, particularly tactic knowledge that exist in the organization, can be transferred across the organization. Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. Training is the means by which such skills; knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. In measuring the effect of training on employee performance, respondents were asked key questions and the findings are presented below.

4.3.1. Training to improve performance

Table 17: In my opinion, training has helped me to improve my performance

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	40	19.0	19.0	19.0
	Agree	82	38.9	38.9	57.8
	Neutral	49	23.2	23.2	81.0
	Disagree	31	14.7	14.7	95.7
	Strongly disagree	9	4.3	4.3	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

From the above table it can be summarized that 57.9% of respondents agree that training has helped them to improve performance. 23.7% were neutral on the issue. The remaining 19% were on disagreement on the effect of training in improving employee performance.

4.3.2. Training for work accuracy and precision

Table 18 I feel that training enables me to perform my work with greater accuracy and precision.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	27	12.8	12.8	12.8
	Agree	64	30.3	30.3	43.1
	Neutral	59	28.0	28.0	71.1
	Disagree	40	19.0	19.0	90.0
	Strongly disagree	21	10.0	10.0	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

In table 18, majority of the respondents representing 43.1% agreed and feel that training enable them to perform their work with greater accuracy and precision. 28% of the respondents were neutral and 29% of the respondents were on disagreement for the significance of training in performing their work with greater accuracy and precision. It can be summarized that training is helpful in accomplishing the work with greater accuracy and precision.

4.3.3. Satisfaction with the training condition and facility

Table 19: I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my performance.

		Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	7	3.3	3.3	3.3
	Agree	25	11.8	11.8	15.2
	Neutral	70	33.2	33.2	48.3
	Disagree	67	31.8	31.8	80.1
	Strongly disagree	42	19.9	19.9	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

Respondents were also asked to rate their satisfaction in the training conditions that includes the materials and facility of the training that the organization provided. Therefore, as indicated in table 19, 33.2% respondents were neutral and 15.1% of respondents were on agreement that they are satisfied with the training condition including the material and facility of the training that the organization provides to increase their work commitment. Where as, 51.7% of majority respondents were on disagreement on the training condition of the organization including training instruments. So it is noted that, the organizations still needs improvement in the training facilities including materials and different instruments to increase employees work commitment and to create conducive environment.

4.3.4. Training practice in bringing moral obligation to serve the society need

Table 20: Because of good training practice of public organizations, I feel I have a moral obligation to respond to the needs of the society.

		Frequen cy	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	12.3	12.3	12.3
	Agree	67	31.8	31.8	44.1
	Neutral	43	20.4	20.4	64.5
	Disagree	48	22.7	22.7	87.2
	Strongly disagree	27	12.8	12.8	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

In table 20 above pertaining to the training practice of public organizations, 44.1% respondents were on agreement and they feel they had a moral obligation to respond to the needs of the society due to

the training practice of public organizations. 20.4% respondents were neutral and the remaining 35.5% respondents disagreed on the issue. In conclusion however the majority responded in agreement the amount disagreed response has to be taken in consideration in improving the training practice in a way to benefit the society.

4.3.5. Effect of training in bringing sense of belongingness to organizational effectiveness

Table 21: I feel a strong sense of belongingness to the organizational effectiveness since it has a good training methods.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	12	5.7	5.7	5.7
	Agree	38	18.0	18.0	23.7
	Neutral	71	33.6	33.6	57.3
	Disagree	60	28.4	28.4	85.8
	Strongly disagree	30	14.2	14.2	100.0
	Total	211	100.0	100.0	

Source: Own survey data, 2019

The above table shows that 23.7% of respondents were on agreement with regard to strong sense of belonging to the organization effectiveness since the organization has a good training methods to acquire the needed skills and to become loyal for different activities. 33.6% of respondents were neutral. Whereas, majority of respondents i.e 42.6% disagreed on the issue. Hence, it can be concluded that because of the poor training methods deployed in public organizations to acquire the needed skills, employees had a weak sense of belonging to the organization effectiveness.

4.4. Training and employee motivation

The study then sought to find out the effect of employee training on the employee and organizational performance by influencing employee motivation. The study looked at how staff training has influenced staff motivation through setting of organization vision, motivation through leadership and motivation through work itself.

4.4.1. Training incline to organizational vision

Table 22: Training inclines staff to the organizational vision

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	49	23.2	23.2	23.2
	Agree	86	40.8	40.8	64.0
	Neutral	38	18.0	18.0	82.0
	Disagree	26	12.3	12.3	94.3
	Strongly disagree	12	5.7	5.7	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

Table 22, indicates that 64% of respondents were in agreement on staff training in public organization facilitates motivation by aligning employees to the organizational vision. 18% of the respondents were neutral on the issue and the remaining 18% disagree with the effect of training in inclining the staff to organizational vision. From the above data it can be concluded that training in public organization increases motivation positively by aligning employees to the organizational vision.

4.4.2. Supervisors training in treating subordinate with respect

Table 23: My supervisors have been trained on how to treat subordinates with respect

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	8	3.8	3.8	3.8
	Agree	37	17.5	17.5	21.3
	Neutral	62	29.4	29.4	50.7
	Disagree	65	30.8	30.8	81.5
	Strongly disagree	39	18.5	18.5	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

Table 23, indicates that. 21.3% of respondents were in agreement that training makes supervisors to treat employees with respect. 29.4% respondents were neutral and the majority 49.3% were in disagreement that supervisors are not trained how to treat the subordinates with respect.

4.4.3. The effect of training in making employees interested and passionate in their work

Table 24: I now find my work more interesting and passionate after being trained.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	7.6	7.6	7.6
	Agree	67	31.8	31.8	39.3
	Neutral	68	32.2	32.2	71.6
	Disagree	44	20.9	20.9	92.4
	Strongly disagree	16	7.6	7.6	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

In the above table, it is indicated that 39.4% respondents were on agreement that they find their work more interesting and passionate after being trained; whereas 32.2% were neutral and the remaining 28.5% respondents disagree on the effect of training in making the employees passionate and interesting at work. In conclusion training makes employees interesting and passionate in public organizations of Kaffa Zone.

4.5. Training and Employee Job Satisfaction

This section sought to find out the effect of employee training on the employee and organizational performance by influencing employee job satisfaction. The study looked at how training has influenced employee job satisfaction through work relationships; opportunities for pay and promotions and satisfaction with activities particularly in public organizations.

4.5.1. Effect of training in bringing good relationship with co-workers

Table 25: I now enjoy good relationships with my co-workers courtesy of staff training					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	35	16.6	16.6	16.6
	Agree	93	44.1	44.1	60.7
	Neutral	38	18.0	18.0	78.7
	Disagree	30	14.2	14.2	92.9
	Strongly disagree	15	7.1	7.1	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

In table 25, concerning staff training in bringing good relationship among co-workers, 60.7% of respondents showed their agreement that training builds positive staff relation. 18% were neutral and

the remaining 21.3% were in disagreement on the issue. In general the findings indicated that staff training enhances relationships at work and improves enjoyment of good relationship among staffs.

4.5.2. Effect of training in bringing good relationship with organization customers

Table 26: After my training at work, I now enjoy good relationships with the organization customers

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	39	18.5	18.5	18.5
	Agree	83	39.3	39.3	57.8
	Neutral	47	22.3	22.3	80.1
	Disagree	26	12.3	12.3	92.4
	Strongly disagree	16	7.6	7.6	100.0
	Total	211	100.0	100.0	

Source: Own survey data,2019

In table 26 above, on the relationship of the organization customers with that of the staff training 57.8% of respondents showed their agreement that training enjoys good relationships with the organization customers. 22.3% respondents were neutral. The rest 19.6% were on disagreement on the effect of training in improving relationship with customers. In general the findings indicated that staff training builds good relationships with the organization customers.

4.5.3. Effect of training in getting to better salary

Table 27: Employee trainings at my organization leads to better salaries

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	9.0	9.0	9.0
	Agree	26	12.3	12.3	21.3
	Neutral	47	22.3	22.3	43.6
	Disagree	77	36.5	36.5	80.1
	Strongly disagree	42	19.9	19.9	100.0
	Total	211	100.0	100.0	

Source: Own survey data.2019

Table 27 In public organizations 21.3% of the total respondents showed their agreement that training leads to better salaries. 22.3% respondents were neutral and majority of the respondents which accounted 56.4% indicated that training is not the lead factor to better salary. In conclusion employee training is not the factor for salary increment in public organizations of Kaffa Zone.

4.5.4. Effect of training in getting opportunities for promotion.

Table 28: Employee trainings offer opportunities for staff promotions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	16	7.6	7.6	7.6
	Agree	38	18.0	18.0	25.6
	Neutral	54	25.6	25.6	51.2
	Disagree	67	31.8	31.8	82.9
	Strongly disagree	36	17.1	17.1	100.0
	Total	211	100.0	100.0	

Source: Own survey data.2019

Regarding employee training in offering opportunities for staff promotion the statistics in table 28 showed that 25.6% of the total respondents showed their agreement that training leads to staff promotion in public organizations; whereas 25.6% respondents were neutral and the majority of the respondents which accounted 48.9% indicated that training is not lead factor for promotion. From this it is summarized that employee training is not the factor for promotion in public organizations of Kaffa Zone.

Mean and standard deviation of the variables

Table 29: Mean and STD. of the study variables

	N	Minimum	Maximum	Mean	Std. Deviation
Training	211	2.00	5.00	3.2464	.68725
Employee motivation	211	1.00	5.00	2.7962	.84582
Job satisfaction	211	1.00	5.00	2.8436	.93054
Employee performance	211	1.00	5.00	3.0569	.82611
Valid N (listwise)	211				

Source: Own survey data.2019

Interpretation: In table 29 above, descriptive analysis shows that, the cumulative mean of training is 3.2464 whereas, the cumulative mean of employee motivation is 2.7962. Again, the cumulative mean of employee job satisfaction is 2.8436, where the cumulative mean of employee performance is 3.0569. From the above descriptive analysis, it represents that the cumulative mean of each variable is around 3 which shows most of the responses were on neutral. Again, from the descriptive analysis of the data, it shows that standard deviation for each variable is less than 1. According to (Cohen,2003), for the normal distribution of data standard deviation must have a range of 0 to 1. As is evident that the standard deviations of variables fall within the range so the data can be considered normally distributed.

Correlation analysis

(Swetnam, 2009) describe correlation as an analyses used for the variables for the possible relationships without any manipulation, the mathematical correlations employed, it verified the amount of association between the two or more variables. When the correlation is 1 or -1, a perfectly linear positive or negative relationship exists; when the correlation is 0, there is no relationship between the two sets of data. (Coetzee, 2003) noted that when considering the correlation between the dependent variable (employee performance) and the independent variables (training, employee motivation and employee job satisfaction), the larger the magnitude of the correlation, the stronger the association. The standard correlation coefficient is (Pearson's r) which applies primarily to variables distributed more or less along interval or ratio scales of measurement.

Table 30:Correlations among variables

		Training	Employee motivation	Job satisfaction	Employee performance
Training	Pearson Correlation	1	.382**	.582**	.638**
	Sig. (2-tailed)		.000	.000	.000
	N	211	211	211	211
Employee motivation	Pearson Correlation	.382**	1	.564**	.548**
	Sig. (2-tailed)	.000		.000	.000
	N	211	211	211	211
Job satisfaction	Pearson Correlation	.582**	.564**	1	.625**
	Sig. (2-tailed)	.000	.000		.000
	N	211	211	211	211
Employee performance	Pearson Correlation	.638**	.548**	.625**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	211	211	211	211

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

Source: Own survey data,2019

Interpretation: The above table-30 exhibits the direction and strength among the dependent and independent variables. Pearson's correlation coefficient is a statistical measure of the strength of a *linear* relationship between paired data. In a sample it is denoted by r and is by design constrained as follows Furthermore:

- Positive values denote positive linear correlation;
- Negative values denote negative linear correlation;
- A value of 0 denotes no linear correlation;
- The closer the value is to 1 or -1, the stronger the linear correlation.

Correlation is the an effect size and so we can verbally describe the strength of correlation using the guide that (Evans,1996) suggests for the absolute value of r:

- .00-.19 “very weak”
- .20-.39 “weak”
- .40-.59 “moderate”
- .60-.79 “strong”
- .80-1.0 “very strong”

The correlation analysis revealed that there exists a positive strong correlation between training and employee performance to the extent of 63.8% (.638**). Again, there exists a positive moderate correlation between employee motivation and employee performance to the extent of 54.8% (.548**) and employee job satisfaction is strongly correlated with employee performance to the extent of 62.5% (.625**).

The correlation analysis showed a positive and low degree of correlation between training and employee motivation to the extent of 38.2% (.382**) and again a positive moderate correlation between training and employee job satisfaction to the extent of 58.2% (.582). Therefore, it was found that the correlation between variables is significant at 1% level of significance for two tailed test.

In general, it was found that the there exist a positive strong correlation between training and employee performance in public organizations of Kaffa Zone.

ANOVA

Table 31: ANOVA of Training and Employee performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	58.784	3	19.595	47.982	.000
Within Groups	84.534	207	.408		
Total	143.318	210			

Source: Own survey data,2019

On the ANOVA in table 31 shows that training has significant effect on employee performance. This can be explained by the F value (47.982) and low p value (.000) which is less than 0.05. It shows that training has a significant influence on the outcome variable employee performance.

Table 32: ANOVA of Employee motivation and employee performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	48.474	4	12.119	26.321	.000
Within Groups	94.843	206	.460		
Total	143.318	210			

Source: Own survey data,2019

On the ANOVA in table 32 shows that the Employee motivation has significant effect on employee performance. This can be explained by the F value (26.321) and low p value (.000) which is less than 0.05. It shows that employee motivation has a significant influence on the outcome variable employee performance.

Table 33: ANOVA of Employee job satisfaction and employee performance

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	59.227	4	14.807	36.272	.000
Within Groups	84.091	206	.408		
Total	143.318	210			

Source: Own survey data,2019

On the ANOVA in table 33 shows that the Employee job satisfaction has significant effect on employee performance. This can be explained by the F value (36.272) and low p value (.000) which is less than 0.05. It shows that Job satisfaction has a significant influence on the outcome variable employee performance.

Table 34: Combined ANOVA of dependent variable and independent variables

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	78.624	3	26.208	83.858	.000 ^b
	Residual	64.693	207	.313		
	Total	143.318	210			

Source: Own survey data,2019

a. Dependent Variable: Employee performance

b. Predictors: (Constant), Job satisfaction, Employee motivation, Training

On the combined ANOVA in table 34 shows that the combined independent variables have significant effect on employee performance. This can be explained by the F value (83.858) and low p value (.000) which is less than 0.05. It shows that predictor variables (Training, Employee motivation & Job satisfaction) has a significant influence on the outcome variable employee performance.

Multicollinearity Test

Table 35: Coefficients^a

Model	Collinearity Statistics	
	Tolerance	VIF
1 Training	.657	1.521
Employee motivation	.677	1.477
Job satisfaction	.524	1.907

Source: Own survey data,2019

a. Dependent Variable: Employee performance

Multicollinearity is the degree of correlation between the independent variables (Ringim,et al.,2012). It can be explained by examining the variance inflation factor and tolerance test. According to (Hair et. al, 2012), it is suggested that if variance inflation factor exceeds 10 and the tolerance value is lower than .1, it indicate that the multicollinearity has potential problem. As implied in table 35 above the VIF result shows all independent variables is less than the maximum allowable result of 10 and the tolerance value of all independent variables is greater than 0.1. Thus, there is no collinearity problem among the independent variables or predictors. Or the independent variables similarity among each other is very low and it is right to take all of them to include in the model.

Regression analysis

Table 36: Case Processing Summary

		N	Marginal Percentage
Employee performance	1.00	4	1.9%
	2.00	48	22.7%
	3.00	97	46.0%
	4.00	56	26.5%
	5.00	6	2.8%
Training	2.00	24	11.4%
	3.00	117	55.5%
	4.00	64	30.3%
	5.00	6	2.8%
	1.00	5	2.4%
Employee motivation	2.00	81	38.4%
	3.00	82	38.9%
	4.00	38	18.0%
	5.00	5	2.4%
	1.00	9	4.3%
Job satisfaction	2.00	70	33.2%
	3.00	90	42.7%
	4.00	29	13.7%
	5.00	13	6.2%
	Valid		211
Missing		0	
Total		211	

Source: Own survey data,2019

Table 36: above shows the Case processing summary. SPSS clearly labels the variables (Training, Employee motivation, Job satisfaction and Employee performance) and their values for the variables included in to analyze the variables.

Table 36:Model Fitting Information

Model	-2 Log Likelihood	Chi-Square	df	Sig.
Intercept Only	334.538			
Final	147.399	187.139	11	.000

Link function: Logit.

According to (Hosmer and Lemeshow, 2000) Logistic Regression, like other statistical modelling techniques, has the goal of finding the best fitting model to describe the relationship between two variables. Table 36:above Model Fitting Information shows the values of the *-2 Log-Likelihood*

statistic calculated after fitting a model with the *intercept* only (i.e. a model that does not include any predictor variable) as well as the *final model*, which in other texts is known as the *saturated model* (to which all the predictors were fitted). The difference between the two *Log-Likelihoods* yields the Chi-Square statistics (McCullagh and Nelder, 1989), which is shown as 187.139. Looking up the Chi-Square value in statistics significance tables, constructed from 95% confidence level and 11 degrees of freedom (df), the model is shown to have significant difference between the final model, with all predictors included and that with only the intercept fitted. The statistically significant chi-square statistic ($p < .0005$) indicates that the final model gives a significant improvement over the baseline intercept-only model. This tells you that the model gives better predictions than if you just guessed based on the marginal probabilities for the outcome categories.

For goodness of fit high p-values indicate that the model fits well.

Table 37: Goodness-of-Fit

	Chi-Square	df	Sig.
Pearson	373.133	113	.000
Deviance	102.263	113	.756

Link function: Logit.

Source: Own survey data,2019

Table 38: Pseudo R-Square

Cox and Snell	.588
Nagelkerke	.644
McFadden	.363

Link function: Logit.

Source: Own survey data,2019

R-squared as the square of the correlation – The term “R-squared” is derived from this definition. R-squared is the square of the correlation between the model’s predicted values and the actual values. This correlation can range from -1 to 1, and so the square of the correlation then ranges from 0 to 1. The greater the magnitude of the correlation between the predicted values and the actual values, the greater the R-squared, regardless of whether the correlation is positive or negative. To evaluate the goodness-of-fit of logistic models, several pseudo R-squares have been developed. These are “pseudo” R-squares because they look like R-squared in the sense that they are on a similar scale, ranging from 0 to 1 (though some pseudo R-squares never achieve 0 or 1) with higher values indicating better model fit.

Based on the ordinal logistic regression output the three pseudo R-squared, Cox and snell (0.588), McFadden (0.363) and Nagelkerke (0.644) were high. Hence the model with three factor in logit link was a good model. According to the institute for digital and research and education, different

approaches lead to various calculations of psuedo R-squares with regressions of categorical outcome variable. According to (Menard, 2002). the R^2 is said to summarise the proportion of variance in the dependent variable associated with the independent variables. Larger R^2 values (i.e. closer to 1) indicate that more of the variation is explained by the model. However, in models with categorical dependent variables, computation of a single R^2 statistic, that has all the characteristic of an R^2 in a linear regression model, is not possible. Instead, SPSS computes a semblance of R^2 statistics for the ordinal logistic regression known as *Pseudo-R²*. SPSS includes computations of the *Pseudo-R²* according to Cox and Snell (1989), Nagelkerke (1991) and McFadden (1991). The statistic is based on the *Log-Likelihood* for the *final* model compared with the *Log-Likelihood* of the *baseline* model.

The results indicated a value of Nagelkerke R^2 indicates a strong relationship of 64.4% between the explanatory variables (Training, Employee motivation and Employee job satisfaction) and the prediction variable (Employee performance). This implies that 64.4% of the total variation in the dependent variable (Employee Performance in public organization of Kaffa Zone) was explained by the independent variables (Training, Employee motivation and Employee job satisfaction) in the model.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

Introduction

In this section, the researcher provides a discussion on the findings of the research as compared to the findings in the literature review, the summary of the study and recommendations for further improvement by identifying the measures to be taken in assessing the effect of training on employee performance. The research is concluded on the basis of the conclusions drawn from the research objectives.

5.1. Discussion

Based on the descriptive and inferential analysis outputs of the data collected using both self-administered questionnaire and semi structured interview the pertinent findings are summarized and presented in the following manner.

Regarding the response rate of the questionnaire distributed, two hundred twenty questionnaires were distributed to the respondents and two hundred eleven questionnaires were filled returned back to the researcher. This implies the response rate of 95.9% but 4.1% or 9 questionnaires were not returned back. In addition seven interview were conducted out of ten with the response rate of 70% using semi-structured interview from purposively selected organization heads and human resource management experts. According to (mugenda,2009) the response rate of 90% and above is excellent to draw a conclusion about the study population. The cumulative response rate of both questionnaire and interview amounted to 94.5% which is excellent to comprehensively answer the research questions.

Concerning the gender of respondents male respondents formed majority of the target population with a total of 165 representing 78.2%, while 46 respondents were female representing 21.8%. This showed that majority of the employees in public organizations particularly the educated one's were males. The respondents educational background hold a range of educational qualifications from Diploma to Masters Level. Majority of the sample group were first degree holders which accounted 168 of the respondents i.e 79.6 percent. 24 out of the total respondents were diploma holders which accounts 11.4 percent of the respondents and 18 were masters degree graduates that accounts 8.5 percent.

This indicate that employees of different educational qualifications are composed in public organization majority of the respondents are degree holders.

The marital status of respondents majority of the respondents were married which represents 76.78% or 162 of the total respondents. Whereas, the proportion of single shows 21.80% or 46 of the total respondents are single. 0.95% or 2 out of the total respondents are widowed and the remaining 0.47% or 1 respondent is divorced. It indicates that majority of the respondents are married.

On the current position that the respondents hold in their respective organization, 190 respondents or 90% of the total respondents are experts or employees on professional positions, 2 or 0.9% of the total respondent are on (leading) supervisory position. The remaining 19 respondents or 9% were the employees on the supportive positions. This indicated that the employees on professional positions were the major respondents in the study.

The respondents have served in public organizations from 1 to 30 years and above. It can be seen in detail that respondents who have served for 1-5 years is 44 respondents representing 20.9% of the total and the employee from 6-10 years is 34 in number representing 16.1% of the total respondents. Whilst respondents who have served for 11-20 years had a frequency of 64 representing 30.33% of the total respondents. The respondents served from 21-30 years constitutes 47 in number or 22.3% of the total respondents. The remaining respondents who have served between 30 years and above is 22 that accounts 10.43% of the total. The statistics showed that most of the employees in public sector are highly experienced and requiring much refresher training.

Training practices and methods in public organizations

The major objective of the study was to point out the nature of the training practices and methods undertaken in some selected public organizations of Kaffa zone. Accordingly, the training practices and methods were therefore assessed using responses from questionnaires self-administered interview conducted to the sample of employees .

On the point that employees participation in any form of training since they joined public organization. It is indicated that majority of respondents representing 52.1% disagreed and showed that they were participated in the training programmes. 28.91% of the respondents were neutral and the remaining 19% respondents replied that they were not involved in any form of training that the organization has provided. Thus it is noted that, majority of the employees in public organizations are participated in training programs. Using of the trainees feedback to improve the effectiveness of training majority of respondents that accounted 43.6% of the respondents disagreed that a little attention has been given in using the feedbacks collected from trainees for further improvement.

The involvement of employees in the designing and development of training programs in public organizations. Hence, from the total respondents 35% were on agreement whereas the remaining majority that accounted 41.7% of the respondents were on disagreement in their involvement in designing and development of training programs. This shows that most of the time employees were not the participants in the designing and development of the training programs in public

organizations. The other point is related to requesting feedback from trainees during their training the findings revealed that 29.8% of the respondents were on agreement that showed the management requested feedback from trainees before and after training but, majority of the respondents that constitute 46.9% are on disagreement and responded that the management didn't request feedback before and after training. To this end in public organizations of Kaffa Zone training evaluation has got a little attention.

Concerning the criteria for the selection of trainees that the organization used, 20.8% of the respondents were on agreement on the use of performance evaluation result as a criteria to select the trainee. Majority that accounts 62.6% of respondents disagreed on the use of performance evaluation result as a criteria for trainee selection. Here it can be noted that, respondents and generally employees were not clear about the criteria that public organizations used to select trainees and mainly performance evaluation result is not used as the basis for trainee selection. In addition to findings from the data collected from questionnaire the responses taken by interviewing the organization heads and human resource experts showed performance evaluation or employees performance appraisal result is not considered in selection of trainees.

Most of the time the trainings in public organizations were not planned and systematic according to the respondents that representing 38.4% disagreed for the planned and systematic nature of the organizations training programs. According to this finding trainings were sudden and unplanned that brought from external bodies such as from overseas there is always a program mismatch to deliver the training on time. This could have its own effect on the quality of training. This finding is supported by the interview responses collected, it revealed that most trainings in public organizations are sudden and provided by the will and initiation of the top leaders or the upper level organization particularly by regional and federal level.

To assess the extent of satisfaction the employees obtained from the training programs of public organizations the findings showed that 35% of the total respondents disagreed and were not satisfied with the training program of public organizations.

Effect of training and employee performance

The creation and transfer of knowledge in an organization has become a critical factor in an organizations success and competitiveness. Many organizations are now concentrating their efforts on how knowledge, particularly tactic knowledge that exist in the organization, can be transferred across the organization. Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. Training is the means by which such skills; knowledge and attitudes are impacted to employees to enhance efficiency and effectiveness. In measuring the effect

of training on employee performance, respondents were asked key questions and the findings are presented below.

Concerning on the effect of training on employee performance majority respondents that constitute 57.9% of respondents agreed that training has helped them to improve their performance with the respondents representing 43.1% were agreed and feel that training enabled them to perform their work with greater accuracy and precision. This finding is highly supported with the interview result showing that training is important to increase employee performance by equipping the employee with required knowledge and skill that enable them to perform their work accurately. Similarly the study conducted by (Angela,2014) in United Nations Support Office for the African Mission (UNSOA) in Somalia was consistent with my study that concludes that training influences employee performance by positively influence employee engagement to change process; innovation; better performance and enhance enthusiasm to work.

Respondents were also rated their satisfaction in the training conditions regarding the materials and facility of the training that the organization provided. Majority of respondents 51.7% respondents are on disagreement on the training condition of the organization including training instruments. So it is noted that, the organizations still needs improvement in the training facilities including materials and different instruments to increase employees work commitment and to create conducive environment.

Regarding a strong sense of belonging to the organization since the organization has a good training methods to acquire the needed skills and to become loyal for different activities majority of respondents i.e 42.6% disagreed on the issue. Hence, it can be concluded that employees had weak sense of belonging to the organization because the training methods used to acquire the needed skills are not appropriate. This finding is also supported by the interview analysis that the materials and facility provided in public organization trainings are less and the training methods are mostly lecture type that creates the trainees bored with the training and are not satisfied.

The finding of the study is consistent with other scholars such as the scholar (Nushrat,2018) conducted the study on the role of training the study in Banking sector showed that general training enhances employee engagement, employee motivation and job satisfaction. The findings showed that all these had significant effects on Employee Performance. That means, this research found that strong relationship exists between employee training and employees' performance. The results reveal that the more the employee gets training, the more efficient their level of performance would be.

Training and employee motivation

The study looked at how staff training has influenced staff motivation through setting of organization vision, motivation through leadership and motivation through work itself.

Employee training in public organization facilitates motivation by positively aligning employees to the organizational vision, the majority respondents i.e 64% were in agreement by making employees understand how their efforts contribute to the organizational vision. It can be concluded that training in public organization facilitates motivation positively by aligning employees to the organizational vision. The finding of this study is consistent with (Saeed & Asghar, 2012) that training is a motivational factor which enhances the knowledge of the employee towards the job. And again this finding is supported by (Asim, 2013) that there is both direct and indirect relationship between employee training and work performance. He notes that training helps to create good results at work. This in turn creates motivation in an employee. The motivation in turn stimulates the employee more to achieve better work performance. This is also supported by (Sahinidis and Bouris, 2008) who also argued that training practices used by organizations may have an effect, direct or indirect on both employee motivation, organizational commitment and performance.

On the point training makes supervisors treat employees with respect majority of respondents 49.3% were in disagreement that supervisors training and competency to treat subordinates with respect in public organization. As 39.4% of the total respondents agreed that after being trained employees find their work more interesting and passionate. In conclusion training effected employee motivation positively by aligning employees to the organizational vision. The interview findings supports the findings on the effect of training in motivating employees in public organizations by the considering the conceptual and actual practice of providing training with its effect in inclining the employee to the organizational goal achievement.

Employee training in public organization facilitates motivation by positively aligning employees to the organizational vision.. This is inline with (Elnaga and Imran, 2013) argument that when employees recognizes their organization interest in them through offering training programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job.

Training and Employee Job Satisfaction

The study looked at how training has influenced employee job satisfaction through work relationships; opportunities for pay and promotions and satisfaction with activities particularly in public organizations.

Concerning the relationship of the courtesy of co-workers with that of staff training 60.7% of respondents showed that staff training enhances relationships at work and improves enjoyment of relationship among staff members and influences job satisfaction positively. On the relationship

between the organization customers with that of staff training 57.8% of respondents showed their agreement that training enjoys good relationships with the organization customers. The finding is consistent with (Rizwan et al., 2012) arguments that employee satisfaction with the relationship with co-workers and customers bring positive feelings about that job ensuing from assessment of its uniqueness.

The effect of training on employee job satisfaction in getting better salary and promotion to the employee majority of the respondents which accounted 56.4% indicated that training doesn't lead to better salaries. To conclude that employee training is not the component for better salary in public organizations of Kaffa Zone, and majority respondents that accounted 48.9% indicated that training is not lead factor for promotion in public organization. The interview finding approved the analysis from the questionnaire training improves staff and customer relationship and this in turn increases the overall organizational performance. In the same manner the effect of training in getting salary increment and promotion, seven of the interviewed respondents replied that till now there is no promotion or salary increment gained due to the trainings provided in public organizations.

Correlation analysis exhibits the direction and strength among the dependent and independent variables. Pearson's correlation coefficient was used as a statistical measure of the strength of a linear relationship between paired data. In a sample it is denoted by r and is by design constrained as follows Furthermore: Positive values denote positive linear correlation; Negative values denote negative linear correlation; A value of 0 denotes no linear correlation; The closer the value is to 1 or -1 , the stronger the linear correlation.

The correlation analysis revealed that there exists a positive strong correlation between training and employee performance to the extent of 63.8% (.638**). Again, there exists a positive moderate correlation between employee motivation and employee performance to the extent of 54.8% (.548**) and employee job satisfaction is strongly correlated with employee performance to the extent of 62.5% (.625**).

The correlation analysis showed a positive and low degree of correlation between training and employee motivation to the extent of 38.2% (.382**) and again a positive moderate correlation between training and employee job satisfaction to the extent of 58.2% (.582). Therefore, it was found that the correlation between variables is significant at 1% level of significance for two tailed test.

In general, it was found that the there is a positive strong correlation between training and employee performance in public organizations of Kaffa Zone.

The combined ANOVA shows that the combined independent variables have significant effect on employee performance. This can be explained by the F value (83.858) and low p value (.000) which

is less than 0.05. It shows that predictor variables (Training, Employee motivation & Job satisfaction) has a significant influence on the outcome variable employee performance.

Multicollinearity was also tested whether there exist a collinearity problem between predictor variables. Multicollinearity is the degree of correlation between the predictor variables (Ringim,et al.,2012). It can be explained by examining the variance inflation factor and tolerance test. According to (Hair et. al, 2012), it is suggested that if variance inflation factor exceeds 10 and the tolerance value is lower than .1, it indicate that the multicollinearity has potential problem.

In this study the variance inflation factor (VIF) of predictor variables (Training, Employee motivation and Employee job satisfaction) are 1.521,1.477 and 1.907 respectively. Whereas the tolerance of these variables are 0.657,0.677 and 0.524 respectively. As implied above the VIF result shows all independent variables is less than the maximum allowable result of 10 and the tolerance value of all independent variables is greater than 0.1. Thus, there is no collinearity problem among the independent variables or predictors. Or the independent variables similarity among each other is very low and it is right to take all of them to include in the model.

The ordinal regression analysis result revealed that the difference between the two Log-Likelihoods yields the Chi-Square statistics (McCullagh and Nelder, 1989), which is shown as 187.139. Looking up the Chi-Square value in statistics significance tables, constructed from 95% confidence level and 11 degrees of freedom (df), the model is shown to have significant difference between the final model, with all predictors included and that with only the intercept fitted. According to (Hosmer and Lemeshow, 2000) Logistic Regression, like other statistical modeling techniques, has the goal of finding the best fitting model to describe the relationship between two variables. Model Fitting Information shows the values of the -2 Log-Likelihood statistic calculated after fitting a model with the intercept only (i.e. a model that does not include any predictor variable) as well as the final model, which in other texts is known as the saturated model (to which all the predictors were fitted). The statistically significant chi-square statistic ($p < .0005$) indicates that the final model gives a significant improvement over the baseline intercept-only model. This tells you that the model gives better predictions than if you just guessed based on the marginal probabilities for the outcome categories. For goodness of fit high p-values indicate that the model fits well.

R-squared as the square of the correlation – The term “R-squared” is derived from this definition. R-squared is the square of the correlation between the model’s predicted values and the actual values. This correlation can range from -1 to 1, and so the square of the correlation then ranges from 0 to 1. The greater the magnitude of the correlation between the predicted values and the actual values, the greater the R-squared, regardless of whether the correlation is positive or negative. To evaluate the goodness-of-fit of logistic models, several pseudo R-squares have been developed. These are “pseudo” R-squares because they look like R-squared in the sense that they

are on a similar scale, ranging from 0 to 1 (though some pseudo R-squares never achieve 0 or 1) with higher values indicating better model fit.

Based on the ordinal logistic regression output the three pseudo R-squared, Cox and snell (0.588), McFadden (0.363) and Nagelkerke (0.644) were high. Hence the model with three factor in logit link was a good model. According to the institute for digital and research and education, different approaches lead to various calculations of psueudo R-squares with regressions of categorical outcome variable. According to (Menard, 2002). the R2 is said to summarize the proportion of variance in the dependent variable associated with the independent variables. Larger R2 values (i.e. closer to 1) indicate that more of the variation is explained by the model. However, in models with categorical dependent variables, computation of a single R2 statistic, that has all the characteristic of an R2 in a linear regression model, is not possible. Instead, SPSS computes a semblance of R2 statistics for the ordinal logistic regression known as Pseudo-R2. SPSS includes computations of the Pseudo-R2 according to Cox and Snell (1989), Nagelkerke (1991) and McFadden (1991). The statistic is based on the Log-Likelihood for the final model compared with the Log-Likelihood of the baseline model.

The results indicated a value of Nagelkerke R2 indicates a strong relationship of 64.4% between the explanatory variables (Training, Employee motivation and Employee job satisfaction) and the prediction variable (Employee performance). This implies that 64.4% of the total variation in the dependent variable (Employee Performance in public organization of Kaffa Zone) was explained by the independent variables (Training, Employee motivation and Employee job satisfaction) in the model.

5.2. Conclusion

Training is considered as one of the core strategies of the organization for its effectiveness. The main objective of the study was to assess the actual training practice of the public organizations and its effect in performance of employees in some selected public organizations of Kaffa zone. The research is a case study in the form of cross sectional design in which primary data was collected across a study population. The target population of the study was 488 public organization employees having the educational level of diploma and above from Zonal and Woredas of the organizations. The total sample size of 220 employees was taken, of which 118 sample from the organizations better in providing training and the remaining 102 sample from the organizations poor in providing training this is done in order to get the average finding that enable to depict the situation clearly. The sampling techniques used were stratified sampling proportionate and simple random sampling as it enables to take sufficient sample from each strata. Data analysis was done using both descriptive and inferential. Mainly frequency and percentage were used to analyze from descriptive part: correlation particularly pearson correlation, ANOVA and ordinal logistic regression analysis was carried out to investigate strength and direction of relationship between the study variables.

The findings on descriptive analysis portrayed that the effect of training on employee performance the findings revealed that training has helped them to improve their performance the respondents and again it is affirmed that training enabled them to perform their work with greater accuracy and precision. Employee training in public organization facilitates motivation by positively aligning employees to the organizational vision by making employees understand how their efforts contribute to the organizational vision and after being trained employees find their work more interesting and passionate. In conclusion training effected employee motivation positively by aligning employees to the organizational vision.

Concerning the relationship of the courtesy of co-workers with that of staff training the study showed that staff training enhances relationships at work and improves enjoyment of relationship among staff members and enjoys good relationships with the organization customers ultimately influences job satisfaction positively.

The research affirmed the proposition that training has a positive impact on employee performance. In conclusion the study revealed that training positively influences employee performance by enhancing employee motivation and job satisfaction.

Based on the findings the collecting and using feedbacks from trainees has got a little attention by management of the respective organizations. And also the trainees were not participated in designing and development of training programs, this shows that most of the trainings were designed and implemented by the managers will and interest. There is also a gap on the use of performance

evaluation result as a criteria for trainee selection. Hence it is not clear about the criteria that public organizations used to select trainees. Besides this, most of the trainings in public organizations were not planned and systematic rather most trainings were sudden and unplanned trainings and that brought from external bodies such as from overseas, there is always a program mismatch to deliver the training on time. By the training programs of public organizations the trainees were not satisfied.

The effect of training on employee job satisfaction in getting better salary and promotion the finding indicated that training doesn't lead to better salaries and promotion in public organizations. The training conditions that includes the materials and facility of the training that the organization provide were not adequate and still needs improvement in the training facilities including materials and different instruments to increase employees work commitment and to create conducive environment.

The findings from descriptive analysis was verified by conducting correlation and regression analysis. Pearson correlation analysis result revealed that there exists a positive strong correlation between training and employee performance. Again, there exists a positive moderate correlation between employee motivation and employee performance and employee job satisfaction is strongly correlated with employee performance . There is also found that a positive and low degree of correlation between training and employee motivation and again a positive moderate correlation exist between training and employee job satisfaction . In general, there is a positive strong correlation between training and employee performance in public organizations of Kaffa Zone.

The regression result indicated there exist a strong relationship of between the explanatory variables (Training, Employee motivation and Employee job satisfaction) and the prediction variable (Employee performance). It is verified that 64.4% of the total variation in the dependent variable (Employee Performance in public organization of Kaffa Zone) was explained by the independent variables (Training, Employee motivation and Employee job satisfaction) included in the study.

5.3. Recommendations

Employees referred as the rare, non-imitable and valuable resource of the firm and the success or failure of any business mainly relies on its employees performance. Thus, organizations realizing the fact are willing to invest in training programs for the development of their employees. Effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and firm competency. It supports to fill the gap between what performance is required and what performance is happening, i.e. gap between desired performance and actual employee performance. Training need referred to any deficit in performance, which can be relieved by appropriate training. There are different methods of overcoming deficiencies in employee performance on job, and training is one of them. Particularly training develops skills, competency, and ability and ultimately improves employee performance and organizational productivity.

Training programs is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

It is an undeniable fact that in recent times many organizations have come to the realization of the importance of the role of training programs as it increases the organization staff efficiency, skills and productivity. Due to this fact, organizations must be cleared about the learning requirement of employees. Therefore, both managers and employees must collaborate effectively and communicate the requisite for performance

Based on the gaps examined in this study the following suggestions are forwarded:

The unplanned and unsystematic nature of trainings in public organization of Kaffa zone,

✦ Training policies of organizations further highlight the following to its employees: Training Policy, its Goals and Objectives. Once the need for a training strategy has been accepted, an organization must carefully create an overall training policy which will provide a framework for training and development activities. This policy must be fully documented and shared across In any organization including the public organizations, a written policy also helps to communicate key concerns to the whole workforce, integrating them into its efforts and empowering them in its implementation. A second key issue to remember when designing a training policy is that it should emphasize the goals and objectives of the training rather than the methods and procedures. The organization's approach to the training functions and provides guidance for the design and execution of training. It would further provide information to employees on training and development. The identification of priority areas in training and prioritize according to real felt needs since resources are scarce and It would communicate the organization's intentions

with respect to members' career development and give employees the opportunity to enhance their career prospects through training.

- The training programs of public organizations should be systematic must consist of the major procedures that starts from needs analysis to further identify the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified. The next step is instruction design the trainer decides on, compile and produce the training program content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on. The third step is validation ,however it is optional this stage validates the instruction design which there is testing of the training program on a small representative audience. The implementation stage is the core stage the training program is actually put into action. Then the final stage is the evaluation, here management assesses success or failure of the program.

- Feedbacks from employees on training should be collected before and after training like that of the organization received feedback during training. This will enable the organization to improve their current and future training programs and to gauge its effect ultimately that it will have an effect in improving the quality of training. Training Evaluation and feedback to be the most critical part of the training process, focusing on the results achieved after training. The main idea is to analyze the effects of training and determine whether the set goals have been achieved. Reactions such as the participant's feedback, trainer's feedback, learning behavior and results of the training are being measured. Generally evaluation of training should be conducted at the spot right after closing the training program by taking feedback from both trainer and trainees along with the evaluation conducted at workplaces. The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training program. This is done by comparing the results of the training with the objective of the training and development program that were set before the commencement of the program. Evaluation of training is the final step in the training process in any organization. Its function is to help to identify and rectify any errors made in the implementation of the training strategy. The success of the entire training process thus depends upon the development of the right kind of metrics and tools for measuring its effectiveness. Moreover, these metrics and tools need to be identified from the beginning, before HR and training professionals start to plan training inputs or activities. The failure to adopt a reliable review system has been reported as the most important reason for the cases of attrition occurring after employee training.

- ✦ The organization should give a chance for employees to participate in the designing and development of the organization training programs. This can help the organization to easily understand the need and want of employees regarding the training that the organization will deliver and give awareness for them about the types of training that will be provided. In every steps of designing training programs employees should participate and considered as the central. In trainee selection identifying training needs is necessary to determine the training needs of the employees or a specific job. What are the practical needs? Why an employee needs training? Every training begins with the need analysis, and establishing a need analysis is and should always be the first step in the training process. The participation of employee in the training programs makes the trainings achieve its intended goal easily and the expected outputs from training can be significantly harvested.
- ✦ One of the objective of performance appraisal is to identify training needs in any organization but the finding of this study revealed that the employee performance appraisal result was not used as a basis for trainee selection in public organizations of Kaffa Zone, so performance appraisal should be the prime criteria in selection of trainees as the main objective of training is to fill the performance deficiency of employees.
- ✦ As the employees in public organizations are adult professionals, the training facility should be flexible and technologically advanced learning environments that are safe, healthy, comfortable, aesthetically pleasing, and accessible. It must be able to accommodate the specific space and equipment needs of the training program. Large-size rooms designed for lecture style instruction and training. Auditorium may be equipped with partitions to create smaller training venues. To facilitate circulation and ease of access, locate auditoriums on the first floor of the building near major parking facilities.
- ✦ The ultimate goal of training is to increase the performance of employee and the organization as a whole. The trainings provided should lead to the increase in employee performance and this in turn should be connected in pay and promotion. After training it is expected that the employee performance will increase and this can be ensured in performance appraisals. Next to this pay increases and promotions should be provided according to the performance of employees.

Future research

This study directly focuses on the effect of training on employee performance particularly in some selected public organizations by incorporating the variables employee performance as dependent variable and employee training, employee motivation and employee job satisfaction as independent variables. For the upcoming researchers it can be further enhanced to explore that how training programs can be strategically designed and aligned with organizational goals to meet the desired performance. Future research might also be conducted to investigate the effect of employee training on employee performance in private organization employees.

Future research could also investigate factors that may mediate the relationship between training and employee performance.

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Appendix

Questionnaire for Employees of selected Kaffa Zone public organizations

Dear Respondents,

I am pleased to inform you that I am a graduate student at Jimma University pursuing a Master Degree in Business Administration (MBA). As partial fulfillment of the course, I am conducting a research assessment on the "The Effect of Training on Employee Performance in Some Selected Public Organizations, Kaffa Zone". The result of this study will provide the management of public organizations with information regarding employee training and its effect on employee performance.

This is an academic research and confidentiality is strictly emphasized. I would like to thank you in advance for your cooperation and for sacrificing your valuable time.

Yours Faithfully,

Assegid Alemu

N.B:

1. You do not need to write your name.
2. The student (researcher) has scheduled to get the filled questionnaire back after 1 day.
3. All information given would be treated with utmost confidentiality.

SECTION A

BASIC DEMOGRAPHIC DATA (PLEASE PUT Tick (✓) IN SIDE THE BOX(☐))

1. Sex

Male Female☐

2. Educational background of the respondent;

Diploma☐

First Degree☐Masters Degree☐

Other, please specify ☐ -----

3. Marital status

Married ☐Single☐

Widowed ☐Divorced☐

4. Please specify your current position in the organization _____

5. How long have you worked in public sector organization(s)?

1 -5 years ☐6 -10 years☐

11 -20 years ☐21-30 years☐

Above 30 years☐

The following set of statements describes your general feelings towards training andPerformance.

Please rate how much you agree with the following statements:-

Indicate your level of agreement to the following statements concerning training and employee performance in some selected Kaffa zone public organizations using scale of 1-5 where, **1 is strongly agree, 2 agree, 3 neutral, 4 Disagree and 5 strongly Disagree.**

Please**Tick(✓)** on one answer inside the box☐.

SECTION B: Questionnaire on training

Please indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly agree and 5 = strongly disagree.

No	Questions	<i>Strongly agree</i> (1)	<i>Agree</i> (2)	<i>Neutral</i> (3)	<i>Disagree</i> (4)	<i>Strongly disagree</i> (5)
1	Since I joined public organization I did not participate in any form of training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The management makes use of the trainees feedback to improve the effectiveness of the training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The management request feedback from trainees before and after training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	As an employee I was involved in the designing and development of training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	My organization is good in providing training program such as class room training, seminars, workshops etc frequently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Trainers who deliver the required training are competent enough.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I feel that my level of participation was high at the time of training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The delivery method that the organization used is convenient to get the necessary knowledge and skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	I think that the basis for the selection of trainees my organization used is Performance evaluation result.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	I think that the basis for the selection of trainees in my organization used is Seniority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I think that the basis for the selection of trainees in my organization is favourism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	In my opinion, training in public organization is planned and systematic.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	I am satisfied with the training program in public organizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION C: Influence of training on employee performance

Please indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly agree and 5 = strongly disagree.

No	Questions	<i>Strongly agree</i> (1)	<i>Agree</i> (2)	<i>Neutral</i> (3)	<i>Disagree</i> (4)	<i>Strongly disagree</i> (5)
1	In my opinion, training has helped me to improve my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	I can say that after training employees are working well their regular activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The training provided by the organization helped me to perform my work quickly and efficiently.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	I feel that training enables me to perform my work with greater accuracy and precision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Because of the good training practices of the organization, employees are committed for their work and for the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	I feel a strong sense of belongingness to the organizational effectiveness since it has a good training methods.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	Because of good training practice of public organizations, I feel I have a moral obligation to respond to the needs of the society.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION D: Training and Employee Motivation

Please indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly agree and 5 = strongly disagree.

No	Questions	<i>Strongly agree</i> (1)	<i>Agree</i> (2)	<i>Neutral</i> (3)	<i>Disagree</i> (4)	<i>Strongly disagree</i> (5)
	Motivation through recognitions					
1	After undergoing staff training, I now can work on important tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	My training within the organization now gives me the necessary skills to work in tasks from start to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	I now take personal responsibility for my job outcomes after being trained	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Motivation by organizational vision					
4	After attending trainings funded by the organization I can now understand how my efforts contribute to the organizational goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Employee trainings at my organization imparts skills on long term thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Training inclines staff to the organizational vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Motivation through leadership style					
7	My supervisors have been trained on how to treat subordinates with respect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The organization leadership are well trained on how to recognize staff suggestions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Motivation through work itself					
9	I now find my work more interesting and passionate after being trained.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Training has empowered me to carry out my dues without any difficulty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	I now complete my tasks within time after being trained on how to improve my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECTION E :Training and Employee Job Satisfaction

Please indicate the extent to which you agree with the following statements by using a scale of 1 to 5 where 1= strongly agree and 5 = strongly disagree.

No	Questions	<i>Strongly agree</i> (1)	<i>Agree</i> (2)	<i>Neutral</i> (3)	<i>Disagree</i> (4)	<i>Strongly disagree</i> (5)
	Satisfaction with work relationships					
1	I now enjoy good relationships with my co-workers courtesy of staff training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	Staff training at my work place has improved my relationship with my supervisors at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	After my training at work, I now enjoy good relationships with the organization customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	Staff training enable met to use my skills and talents better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	Employee training offers me an opportunity to learn new skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	Employee training at my organization offer support for additional training and education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	Employee trainings at my organization leads to better salaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	Employee trainings offer opportunities for staff promotions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	After attending staff trainings, staff at my organization are given opportunities to be assigned a variety of responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	Staff trainings at my organization empowers staff to achieving degree of independence associated with work roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adopted From (Angela,2014) With Amendments

Thank You

Interview questions

1. How do you see the training practice in your organization? Is it adequate and inline with the mission of the organization? _____

2. Is the training provided in your organization planned and the methods enabled the employees committed? _____

3. Is the training provided in public organizations useful for enhancing employees performance? _____

4. Do you think the trainings given by public organizations enabled the employee to perform their activities efficiently and effectively? _____

5. What are the criteria to select the trainee in your organization? Is it performance appraisal or other? _____

6. Do you think training increases employee job satisfaction in your organization? _____

7. Do you think employee trainings in your organization leads to better salaries and promotion? _____

