

**Effect of Training and Development on Employees’
Performance: The Case of Chemonics International Inc. -
USAID Global Health Supply Chain - Procurement and
Supply Management Project in Ethiopia**

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

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ABSTRACT

The study is conducted to assess the effect of training and development on employees' performance: the case of Chemonics International Inc., USAID Global Health Supply Chain - Procurement and Supply Management project in Ethiopia. The study adopted mixed approach and used both primary and secondary data sources. The primary data collected from GHSC - PSM Ethiopia through self-administered questionnaire for 50 participants of the different job positions of the organization using simple random sampling method and interview question employed for human resource specialist through interview. The collected data were analyzed by using Software Package for Social Sciences (SPSS-Version 20). Both descriptive and inferential statistics were used for the data analysis. The descriptive statistics such as frequency, percent, mean and standard deviation were used for describing the demographic characteristics of respondents and the dependent and independent variables. The inferential statistics like Pearson correlation coefficient and simple linear regression were used to determine if there is relationship existed between independent and dependent variables, training and development, and employees' performance respectively. The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employees' performance. The study concluded that training and development have positive effect on employees' performance. There was no sound training and development design process consequently, the result disclosed training and development processes are not fully adhered. Hence, the researcher recommended that GHSC - PSM Ethiopia should work more on the design of training and development practices upholding existing better need assessment and delivery style practices.

Key words: Training and Development, Need Assessment, Design, Delivery style, Employees' Performance

DECLARATION

I declare that the research report entitled “*Effect of Training and Development on Employees’ Performance: The Case of Chemonics International Inc.-USAID Global Health Supply Chain - Procurement and Supply Management Project in Ethiopia*” submitted to Research and Postgraduate Studies’ Office of Business and Economics College is original and it has not been submitted previously in part or full to any university.

Researcher’s Name

Date

Signature

Abebe Mulugeta Kelemu

CERTIFICATE

We certify that the Research report entitled “*Effect of Training and Development on Employees’ Performance: The Case of Chemonics International Inc. - USAID Global Health Supply Chain - Procurement and Supply Management Project in Ethiopia*”, was done by Mr. Abebe Mulugeta Kelemu for the partial fulfilment of Masters of Degree under our supervision.

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LIST OF ACRONYMS AND ABBREVIATIONS

ANOVA	Analysis of Variance
GHSC-PSM Ethiopia	Global Health Supply Chain Program-Procurement and Supply Management Project in Ethiopia
HR	Human Resource
HRD	Human Resource Development
HRM	Human Resource Management
INGO	International Non-Governmental Organization
KPI	Knowledge Performance Indicators
KSA	Knowledge, Skills and Abilities
SD	Standard Deviation
SPSS	Statistical Package for Social Science
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

This chapter deals with the background of the study, company profile, statement of the problem, basic research questions, objective of the study, significance of the study, scope of the study, limitation of the study and organization of the study.

1.1. Background of the Study

Due to fast pacing global and technological development, the firms are now facing new changes as well as challenges. Technological advancements have molded the need of capabilities and competencies required to perform a particular task. Thus, to cope with these challenges, more improved and effective training and development programs are required by all corporates. Effective training and development programs help in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time (Wei-Tai, 2006; Amir Elnaga1 & Amen Imran, 2013).

The companies aimed at gaining the competitive advantage realized the importance of training and development in improving the employee's performance. Past researches provide the evidence regarding the positive affect of training and development programs on both employee and organizational performance. On one hand previous work in the field proved that effective training and development programs leads to superior employee performance and return on investment while the other researches mentioned the positive role of training and development in attaining the supreme levels of employee retention (Colarelli & Montei, 1996; Becker, 1993; & Amen Imran, 2013).

Amongst the important function of human resource management, one of the crucial functions is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level (Elena P. 2000). More the developed employees, more they are satisfied with their job, hence increasing the firm productivity and profitability. (Champathes, 2006).

According to Farooq. M, & Aslam. M. K (2011), managers are trying their level best to develop the employee's capabilities, ultimately creating good working environment within the organization. For the sake of capacity building managers are involved in developing the effective training programs for their employees to equip them with the desired knowledge, skills and abilities to achieve organizational goals. This struggle by the top management not only improves the employee performance but also creates positive image of the firm worldwide (Jia-Fang, 2010). Effective training and development programs help employees to get acquaintance with the desired new technological advancement, also gaining full command on the competencies and skills required to perform at a particular job and to reduce on the job errors and mistakes (Robert, 2006).

According to Vemic (2007) as stated in Alemayehu (2017) training should not be undertaken for its own sake. It must be geared to the objectives of a particular organization. It is essential to know what the present skills are and based on the agreed objectives, what training is required to meet the objectives. Hence, planned and systematic training and development programs have a lot of importance for employees as well as for the organization.

The goal of employee training and development is to increase the capabilities and potential of employees in carrying out their duties. Effective training program contribute significantly to the

improvement of organization's competitiveness, productivity, sustainability and the quality of products, reduce the need for close supervision, increased moral and adaptability to new methods (Cowling and Mailer, 1998:61; Graham and Bennet, 1998: 283; Pont, 1991:1) as cited by (Alemayehu, 2017).

Despite the large number of researches on the relationship between training and development and employee performance, there appears to be a gap concerning the study of effect of training on employee performance related to International Non-Governmental Organizations (INGOs) operating in Ethiopia particularly. Hence, this study is undertaken to close the gap by investigating issues through the support of relevant literature, adding more knowledge into the relationship of training and development effectiveness and superior employee performance and finally providing suggestions to the organization in the process of enabling employees to perform day to day job effectively.

Therefore, the purpose of this study is to investigate the effect of training and development (need assessment, design and delivery style) on employee performance at Chemonics International Inc., USAID Global Health Supply Chain Program - Procurement and Supply Management Project in Ethiopia (GHSC-PSM Ethiopia) and to provide possible suggestions to the organization.

1.2. Background of the Organization

Chemonics International Inc. is a Non-Profit International Organization works in nearly 70 countries around the globe. It has head quarter in USA and with decades of experience operating in the most complex social and political environments in the world. Chemonics International Inc. is serving on wide range of practices ranging from agriculture and private sector development to

health and education and cut across regional business units. Chemonics International, Who We Are. Accessed 25 September 2019 <https://www.chemonics.com>.

One of the biggest projects implemented by Chemonics International Inc. is Global Health Supply Chain Program-Procurement and Supply Management (GHSC-PSM) project funded by the United States Agency for International Development (USAID), the largest global aid in its history, procuring health commodities and provide technical assistance worth of about \$9.5 billion in 36 countries around the world over project life of 5 years.

GHSC-PSM Ethiopia is working to ensure the availability of high-quality health commodities through commodity procurement and logistics, systems strengthening technical assistance, and global and local collaboration. Special emphasis is given to key health priorities of the Ethiopian Government in improving maternal and newborn care, improving child health, and reversing prevalence rates of HIV/AIDS, tuberculosis, and malaria.

GHSC-PSM Ethiopia is also working on improving pharmacy services through policy, legislative, and operational level interventions to ensure appropriate use of medicines, and transparency and accountability in pharmaceuticals management service at delivery points. GHSC-PSM Ethiopia has currently employed 182 long term staff and equipped with qualified human resources. USAID Global Health Supply Chain Program, Ethiopia. Accessed 25 September 2019 <https://www.ghsupplychain.org/country-profile/ethiopia>.

1.3. Statement of the Problem

Employees' training and development is a strategic determination to improve job-related knowledge, skill, ability and behavior that are crucial for efficient performance hence, capable of enhancing organizational effectiveness. Training and development increases employees'

efficiencies, innovation, invention, capacity to accept new technologies and techniques. It is also very important to note that organizations must be able to identify the needs for training and development and select techniques suitable for those needs, plan how to implement them and thereafter evaluate outcome (Falola, et al, 2014).

According to Jaoude (2015) organizations providing effective training have been able to realize three times increasing profits compared to competitors. Training and development require a mixture of alignment and planning. This involves developing and designing training in a manner that meets organization objectives. Now a day's several trainings are available to employees inside the organization in order to increase their productivity and to motivate employees.

Moreover, despite its significance, training and development programs have not been systematically implemented. Most of the training and development programs have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives. Various training and development programs were offered in organization were very ineffective in the sense that they were very theoretical and too broad and were not directed towards achieving any specific objectives. The training and development programs were not also responsive to the needs of the employees as the gaps have not been identified, and there was also no coordination among the different stakeholders within these organizations. (Healy, 2001).

There is still limited literature on human resource development issues in developing countries despite the increasing effects on training of organizational employees by organizations (Debrah & Ofori 2006, 440) and increasing concerns from organizational customers towards low quality services as cited by Aidah Nassazi (2013).

GHSC-PSM Ethiopia is availing many training and development programs to enhance its employees' performance. The program includes on-the-job training (staff exchange program)

with other Country Field Offices, corporate training in US, conference training in various hosting institutions, university education in correspondence programs and web-based learning platform like degreeed, LinkedIn and other short-term trainings based on staff requests provided.

Training and development programs and funds allotted are observed not appropriately used or not identify employees' needs, or not suitable techniques used, or no plans to implement and evaluate outcome. Thus, the student researcher wanted to assess training and development practices of GHSC-PSM Ethiopia based on an existing framework on the relationship between training and development variables (need assessment, design and delivery style), and employee performance proposed by Bassam Mohsin Mozael (2015).

As far as to the student researcher knowledge and document inspection, there are no studies done on effects of training and development on employees' performance with particular reference to International Non-Governmental Organization (INGO) sector operating in Ethiopia hence, this study contributes in minimizing the gap in the literature and thereby establish the basis of understanding of some aspects of training and development in the sector in Ethiopia.

1.4. Basic Research Questions

The focus of this study is to evaluate the effect of training and development on employees' performance of GHJSC-PSM project in Ethiopia. And, answers are provided to the following questions:

- Does training need assessment have effect on employee's performance of Chemonics International Inc., GHSC-PSM project in Ethiopia?
- Does training design have a significant effect on the employee performance on Chemonics International Inc., GHSC-PSM project in Ethiopia?
- Is there a relationship between delivery style and employee performance of Chemonics International Inc., GHSC-PSM project in Ethiopia?

1.5. Objectives of the Study

1.5.1. General Objective

The main objective of the study is to investigate the effect of employee training and development on employee performance of Chemonics International Inc., USAID Global Health Supply Chain Program - Procurement and Supply Management Project in Ethiopia.

1.5.2. Specific Objectives

The specific objectives of this study are:

- To assess Chemonics International Inc's training and development need assessment on employee's performance of GHSC-PSM project in Ethiopia.
- To assess training and development design effectiveness on employee's performance.
- To explore training delivery effectiveness on employee's performance.

1.6. Significance of the Study

Training and development play crucial role in equipping employees with the appropriate skills, knowledge and abilities to perform assigned tasks towards success of organizational objectives at large.

It is also predicted that the study provides a theoretical contribution to the body of knowledge related to the practice of training and development and its effect on employee performance in INGO sector in Country, and particularly GHSC-PSM Ethiopia.

Finally, this research enhances the researcher's knowledge of how training and development affects employee performance and helps other researchers for doing further investigation.

1.7. Scope of the Study

The scope of the study focused on employee training and development of Chemonics International Inc., USAID Global Health Supply Chain Program - Procurement and Supply Management Project in Ethiopia. Hence, the study is delimited to the project's training needs, design of training, delivery style and evaluation of training on employee performance.

It is also intended to assess selected employees training practices from design of training and training delivery style angles. The sample respondents comprise from selected positions who are working on long term employment in GHSC-PSM Ethiopia.

1.8. Limitation of the study

This study was not totally free of limitation. Accordingly, apart from the various minor problems the researcher encountered, there are some problems which worth mentioning here.

Lack of willingness of respondents to fill out questionnaires with due care and return them on time was the major limitations to the study as some of the employees felt uncomfortable and others were simply not bothered, and time constraint in collecting the data was another limitation of this study.

Regarding to the willingness of the respondents the researcher assured the respondents' that confidentiality was duly maintained, and the information would be used for academic purpose only.

1.9. Organization of the Paper

This study is organized in to five chapters. The first chapter deals with background of the study, company profile, statement of the problem, basic research questions, general objective, specific objectives, significance of the study, scope and limitation of the study and organization of the paper.

Chapter two presents the review of relevant literature related to the research area of the effect of training and development on employee performance and theoretical foundations for the research.

The third chapter discusses the research methodology which contains research design, population and sampling design, data collection and its sources, study variables and measurement, data collection instruments, method of data analysis, validity and reliability tests, model specification and ethical considerations.

The fourth chapter of the thesis is the analysis and findings of the study. The data presented in this chapter are statistically treated in order to cover the relationship of the variables involved in the study. And, the last chapter is comprised of two sections, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF LITERATURES

2.1. Theoretical Literature

2.1.1. Human Resources Management

Human Resource Management (HRM) involves the management of the human resources needed by an organization and being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short and long-term survival in the market. Organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Training and development help the employees to update their knowledge, enhance their skills and ultimately improves their performance and productivity (Shavita, 2015).

2.1.2. Definition of Training and Development

Different authors defined the term training in different ways. However, the concept remains similar. Foot and Hook (2005) as stated in Alemayehu (2017) defined training as a planned process to modify attitudes, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. Its purpose is to develop the ability of the individual and satisfy the current and future needs of the organization.

For Dessler (2005) training is the method used to give new or present employees and the skills they need to perform their jobs. For Byer and Rue (2006) training is a learning process that involves the acquisition of knowledge, skills and abilities (KSA) necessary to successfully perform a job. Hence, from the above definitions, it is possible to say that, scholars agree on the point that training provides employees with specific, identifiable knowledge and skills for use on their present jobs.

Sometimes the word training is synonymous with development. But both training and development have similarities and differences. Regarding the similarity and differences of training and development, Decenzo and Robbins (1999) state that both are similar in the methods used to affect learning, improve employees and organizational competencies to cope up with the changing environment.

However, they are different in their time frame i.e. training is more present day oriented; its focus is on individual's current jobs, enhancing those specific skills and abilities to immediately perform their jobs. On the other hand, development is a long-term activity which focuses on future jobs requirements in the organizations. Adams and Griffin (2002) as cited in Alemayehu (2017) indicated the distinction between training and development as training is the acquisition of knowledge and skills, often manual for particular job, while development as improvement and growth of individual's faculties, attitudes insights and traits.

According to Pallavi (2013), training and development programs play a vital role in every organization. These programs improve employee performance at workplace, it updates employee knowledge and enhances their personal skills and it helps in avoiding managerial obsolescence. With the use of these programs, it is easier for the management to evaluate the job performance and accordingly take decisions like employee promotion, rewards, compensations, welfare facilities, etc. These training programs also help the managers in succession planning, employee retention and motivation. It creates efficient and effective employees in the Organization.

Training enhances the overall performance of an organization in various ways. The major areas where employees are normally trained in an organization are soft- skill development, personality development, interpersonal relationship, problem solving techniques, managerial and supervisory training program, quality improvement programs, technical processes, quality circle programs, Time management skills, employee efficiency development programs, violence prevention programs, regulatory compliances, goal setting and implementation of programs, workplace safety management, workplace communication, and so on. Training and development programs improve the quality of work-life by creating an employee supportive workplace.

To sum up the above-mentioned ideas, training provides employees with specific, identifiable knowledge and skills for use on their present jobs whereas development being broad in scope focuses on less tangible aspects of performance useful for both present and future jobs.

Bassam Mohsin Mozael (2015) claimed that training need, training design and job delivery style are three of the most significant factors in training and development studies as they contribute to increasing employee performance.

2.1.3. Needs Assessment

For training to be effective, it is important to not only distinguish the training needs of the individual/group but also how their needs fit the overall objectives of the organization. Many organizations invest considerable resources in training and development but never really examine how training and development can most effectively promote organizational objectives, or how developmental activities should be altered in the light of business plans (Beardwell et al. 2007).

McConnell (2003) as cited by Ayalew (2017) training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training.

McConnell (2014) supports a partnership approach between the employees and their companies in determining training needs, as well as the involvement of the employees in setting up training goals. By being involved, employees will not only support the training programs, but their morale will also be enhanced.

Firstly, the employee must carry out self-assessment, where he/she is expected to identify his/her opportunities and needs for improvement. The second step is a reality check where the employee identifies which needs can realistically be developed. The third step comprises goal setting. Here, the employee identifies goals and methods in order to determine the progress towards the goal.

The final step consists of action planning, where steps and timetables are identified in order to reach the desired level of development. During the self-assessment stage, employee behavior is expected to provide assessment information in order to identify the strengths, weaknesses, interests and values pertaining to the career of the individual.

During the reality check, the company communicates the performance evaluation, and where the employee fits in regarding the long-range plans of the company.

Company ensures that goals are specific, challenging and attainable. Subsequently, the company must make a commitment to assist the employee in reaching the goal. During the final stage, the company identifies the resources that the employee will need to reach the goal, including courses and work experience (Noe, Hollanbeck, Gerhart and Wright, 2013).

2.1.4. Training Design

Once training needs have been identified using the various analysis, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the gap between where an organization is with its employee capabilities and where it needs to be. Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Hollenbeck, Gerhart, & Wright, 2013) as cited (Seyfe, 2018).

In the development of organizations, training plays a vital role; improving performance as well as increasing productivity and eventually putting organizations in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and organizations that do not train employees. Training design refers to the degree to which the training has been designed and delivered in such a way that provides trainees the ability to transfer learning back to the job (Holton, 2000). Holton further argues that part of transfer design is the degree to which training instructions match job requirements. It is observed that investigation directed at building a contingency model of transfer-oriented training intervention design would provide information important for developing training environments more conducive to positive transfer in terms of productivity effectiveness.

The key activities involved in designing a training and development program are; setting objectives, selecting the trainer or vendor, developing lesson plan, selecting program methods and techniques, preparing materials and scheduling the program. In this process an organization may opt to buy or make the HRD program owner. In any case, prudent move should be made to optimize the use of the human resource in the organization from the program. Trainers should be selected either internally or externally (Dessler, 2005).

According to McKenna and Beech (2002:110) in their book “Human Resource Management-A Concise Analysis”, it is stated that one of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words, a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program, it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A training program is successful if the objectives are achieved.

There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs should not be more effective unless the purpose for which it was administered is known. Therefore, in planning training, it should go through these stages; develop a training plan, designing a training lesson, selecting the trainer and prepare the trainee. Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance (Zaccarelli, 1997).

2.1.5. Delivery Style

After the design stage is completed the next step will be implementation. Once training has been designed, the most important decisions to make how the training will be delivered. Nadler (2000) as cited in Nassazi (2017) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization to meet organization’s current and future objectives.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent return on investment. Organizations should identify

the training method that best fits their employees learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills (Gilley, Gilley, Quatro, & Dixton, 2015 as cited by Ayalew, 2017).

2.1.6. Types of Training

The following are the two main types of training provided in an organization:

A. On-the-Job Methods

Both the employee and the employer have to work together in order to determine what the employees do not know. They must also identify training method which exert an impact on the job, so that he/she can be trained in order to fill that particular gap. The employee should be granted the responsibility to make decisions regarding his/her training, while employers should provide their employees with opportunities to improve their foundational skills so as to enable them to cope with more complex situations. The American Society for Training and Development recommends a minimum of 40 hours of training a year for every employee (Kreitner and Kinicki, 2017).

Training improves human performance on the job the employee is doing or is being hired to do. Also, it is given when new technology is introduced into the workplace. Management education normally takes place off the job, but a great deal of learning takes place on the job. According to Smit and de Cronje (2013), there have been several recent studies on managerial learning and skills development that result from on-the-job experience.

B. Off-the-Job Methods

Sensitivity training includes techniques such as laboratory and group training, communication workshops and outward board's trips. The purpose of sensitivity training is to make employees more aware of their own behavior and how their behavior is perceived by others. It also increases the participant's awareness and acceptance of the differences between them. In terms of this type of training, small groups of eight to fourteen individuals who are strangers to each other are usually grouped together and assisted by a trainer. During the discussion, employees discuss themselves, their feelings, and the group process (Grobler et al. 2016) as cited in (Alemayehu, 2017).

The most frequent changes derived from this training include a more favorable self-perception, reduced prejudice, improved scores on tests of interpersonal relations. Training and development programs in the view of Grobler (2016), training needs have to be determined first. In this regard, a basic "communication-linking process" between both parties is required. Training must be addressed in such a way that it covers the employees' performance- development needs and is in accordance with their job descriptions.

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

2.1.7. Importance of Training and Development

Employees who continuously upgrade their job skills will also improve their productivity. Developing employee skills not only plays a role in the workplace, but in the external world as well.

It contributes to the full personal development of each employee and the socio-economic development of the nation at large; therefore, happy employees are productive. Organizations tend to spend a lot of money on upgrading their plants and equipment, yet little on upgrading their human capital. Employees are an asset to the organization, but employers are more concerned about reaching deadlines and profit maximization. Prior studies have supported the notion that employee satisfaction is a critical driver/motivator of productivity (Brown et al. 2015).

In order to meet customer requirements, organizations attempt to increase their productivity by ensuring job satisfaction of their employees (Fisher, 2010).

Although the organization still achieves productivity, the focus should also be on the devotion, commitment and loyalty of employees. If employees do not receive ongoing training, up-to-date equipment will not be used optimally. The more skilled the workforce is, the easier it will be for the entire organization to adapt to changes that may arise in the domestic and global market place in the demand of its products and services (Nita, 2017).

2.1.8. Employee Development

Employees will continuously search for employers who will provide them with opportunities to develop transferable skills and limited opportunities for development: Most organizations have a

flat organizational structure. This means that there is little room for promotion. Employees and organizations need to embrace the idea that moving up is not the only way to be satisfied with one's work. An alternative is to create challenges for employees in their current positions or in a similar position (Cascio, 2015).

Certain jobs require training and certification in order for an employee to successfully execute the minimum job requirements related to that position. The proper documentation of employee development before or during the employee's completion of their job cannot only help follow and develop training, but also limit accountability in the case of human error on the part of these employees (Frost et al. 2013).

2.1.9. Relationship between Training and Development and Employee Performance

There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1992).

The information thus far reveals a seeming consensus in the belief that there is a positive relationship between training and development and employee performance. Thus, it impacts positively on employee's performance by generating benefits to both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies and behavior.

Training and development play a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top. This means that, there is a significant

relationship between organizations that train their employees and organizations that do not. According to Neo et al in his book *Human Resource Management: Gaining Competitive Advantage* in 2000, “he stated that only 16% of United States employees have ever received any form of training from their employers”. From the researcher’s point of view, there is a possibility that in about five or more years to come, the rapid development in technology can cause high unemployment rate because these forms of technology replace the unskilled labor in the United States. There is therefore the need for United States to put strategies and policies in place to ensure that its human resource is trained in order to meet the standards of the growing technology.

Every organization that is committed to generating profits for its owners and providing quality service for its customers and beneficiaries invest in the training of its employees (Evans & Lindsay 1999). According to Robert Simpson Managing director of Legna Construction Limited, a construction company located in the central region of Ghana which contributes substantially to the development of the country through its road’s construction and employment of the country’s human resource, training of the company’s human resource contributed to the company gaining substantial increase in revenue from 2005 – 2009. He attributed this to the skills and knowledge the employees gained through the training that helped them be more efficient thus reduced cost on the job thereby gaining more revenue. Evans and Lindsay (1999) also stated that Motorola & Texas Instruments provide at least 40 hours of training to every employee quarterly and this has positively impacted on the employee performance.

Companies committed to investment in their human resource generate long term and sustainable profitability for the company. In a study in America on the impact of human capital investments such as employer-provided training and development, Black and Lynch (1996) citing Bartel (1989) stated that “returns on training and development investments increase productivity by 16-19%”. This further reinforces the role of training and development on employees. Based on the attributes that are developed the employees implement them on their tasks and thus the company is able to improve thus generate the profits for the firm.

Also, because the attributes are imparted and developed through the systematic and planned training program, it becomes a part of the employees thus they are able to implement them on every task thus the increased profit leading to sustainable organization.

2.1.10. Effects of Training and Development on Employee Performance

According to Barzegar and Shahroz (2011), the most important impact of training on employees and organization performance is to improve the quality and quantity of organizations output, increase in the organizations profitability, safeguarding the organization stability, minimizing the risk, decrease the organization cost and expenses, improving the management of the organization and establishing the organization as national and international entities.

Ginsberg (1997) as cited by (Khan et al, 2011) stated that a significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task and vice versa.

As cited in Gunu et al. (2013) many organizations have over the years introduced good manpower. However, the efforts of such strategies in most cases have always been jeopardized in most organizations, as a result of some factors that impede against the achievement of their objectives. Some of the impeding factors include recruitment/selection problems, inefficient training and inadequate facilities, government policy, the economy and labor legislation (Nguyen, 2010).

Companies can reap the rewards of providing training for their employees because well-trained workers help increase productivity and profits. Investing in employee training should improve worker retention rates, customer satisfaction and creativity for new product ideas. Effective

training saves labor by reducing time spent on problem-solving and saves money in the long run by producing a better workforce.

If training and development aligned with the goals, mission and objective of the organization, and supported by both the employer and the employee, training, programs delivered the right way and at the right time provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit (Robbins et al., 2013).

2.1.11. Factors that Hinder Training and Development of Employees

Robbins et al. (2013) points out that many employers are opposed to training and development initiatives because they assume that the responsibility for training people to be workers fall on the school system, not on firms. In addition, they consider that it is the responsibility of the employees to learn how to do their job so that they are hired. Furthermore, they regard training and development programs as an expense which it is difficult to convince shareholders to approve.

Training will be worthless if the participants regard the training program as a mere event without any change to their behavior. Training is also likely to fail if participants are not held accountable for the results.

Generally, employees are not held accountable for the use of the contents of their course in the workplace. Unless they are held accountable, no change will occur in their behavior (Kleiman, 2017).

Feedback is a very important condition for the successful acquisition of skills. According to Kreitner and Kinicki (2007), there are a number of factors on the job that prevent transfer of

learning. Training and development can be done mentally, where the employees go over the events in their heads in order to be properly prepared for job to be done (Kreitner et al. 2007).

If learners see no value in applying new skills, believe no rewards will result from doing so and transfer of learning will not occur, and individuals have little or no freedom to change what they do because, the job tasks are too tightly controlled, then training can never be applied unless task controls are relaxed. Besides to that a learner's supervisor is not in favor of training, then there is little or no likelihood that a learner will be applying newly acquired skills. Unless a trainee returns to the project field only to find that fellow workers create new ideas with skepticism then training will not be imparted successfully (Kreitner et al. 2007).

Cascio (2015) counts other factors that affect training are adequate funding, less job security and limited opportunities for development. While the need for resources to provide employee training increases, funding may not be available. In fact, funding for training may be one of the first items to be eliminated in times of financial constraints.

2.1.12. Employee Performance

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Nassazi, 2017). 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 and highly motivated workers.

Employee performance is the important factor and the building block which increases the performance of overall organization. Employee performance depends on many factors like job

satisfaction, knowledge and management but the most important factor of employee performance is training and development (Fakharet al. 2018).

Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality, and profitability measures.

According to Hawthorne studies and many other researches works on productivity of worker highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs Landy, (1985).

Moreover, employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management found it easier to motivate high performers to attain firm targets. (Kinicki and Kreitner, 2007). The employee could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs.

Additionally, as noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This, therefore, implies that managers have to set the desired levels of performance for any periods in question. This can be done by, for example, setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner.

Performance management can focus on performance of the employees, a department, processes to build a product or service, etc.

2.2. Empirical Review

Research suggests that managers learn most from assignments that are very difficult and challenging (Grobler et al. 2016). Most learning takes place on the job but it will be more effective if managers provide the coaching, guidance and support people need.

In analyzing the responses obtained from the respondents on the impact of training methods on their skills, the findings showed that the majority of the respondents, 86.7%, believed that the training methods used during training had an impact on their skills. However, a small percentage (13.3) believed otherwise.

This result indicates that the training methods used during training in the case companies clearly focus on particular skills and, thus, skill development is emphasized (Aidah,2013).

The responses which were collected on the impact of training on the performance of the respondents from the case companies and the relationship are considered as relevant. The results clearly indicate that over 110 respondents representing a great percentage of 92.5% link training to their improved performance (Aidah, 2013). This result is in line with prior literature which presents that training impacts employee performance partly through improving employee skills which enables them to know and perform their jobs better (Wright &Geroy, 2001).

From the Correlations made at Safari limited call center on the effect of training and development on employee performance, it can be seen that the correlation coefficient (r) equals

0.76, indicating a strong relationship between employee and training which is similar to our findings at probability of $p < 0.001$ which indicates that the coefficient is statistically significant. It can be concluded that there is evidence that training, and development has a direct relationship with employee performance with $r = 0.76$ and $p < 0.001$ (Eunice, 2014)

Majority of the respondents that is 72% indicated that indeed the training they have received so far is relevant to their current job. 21% felt that the training was not relevant while 7% were not sure of the relevance to current roles. An overwhelming majority of 261 respondents representing 77% feel motivated by the training activities at Safaricom Call Center and only 23% feel otherwise. This is significant because motivation generally seeks to boost employees' morale to work hard and thus increase productivity (Eunice, 2014).

On a research conducted at the Commercial bank of Ethiopia, the findings on the Effect of Training on Employee Performance are generally significant. Respondents' response shows that the job instructions prepared by the organization are clear and easy to apply, and they believe also that they receive enough guidance from their peer and supervisors.

In addition, respondents affirmed that job rotation has the power of enhancing the overall performance of employees in their organization (Asefa, 2016).

In addition to the effect of trainings in enhancing employee's quick and efficient accomplishment of tasks, the researcher organized data to what extent the trainings provided to them augmented their work motivation. Thus, the gathered revealed that the trainings amplified employees' motivation because 166 of them express their agreement. That means after taking training the employees' motivation to do their work, increase their skill and carry out their duties is amazing.

Moreover, majority of the employees acknowledged that their efficiency has improved after they took training compared to their performance before the training. Accordingly, 77.7 percent (219

out of 282) of the respondents affirmed that the training they got have been helping them perform their Bank related activities quickly and efficiently. The relationship between the independent variable training design and performance is statistically significant which is significantly correlated with performance at a significant level of $p < 0.01$ (Asefa, 2016)

According to Raymond, A Noe et al (2010) managers can identify training needs by considering organizational, personal and task analysis. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible.

The training delivery style is a very important part of training and development. In this study, it is found that 59.0% of respondents cited demonstration or onsite coaching the most frequent method of training facilitation techniques.

This find was in line with Braga found most of the research participants reported they were attended on job (demonstration) training, which help to transform it into practice (Braga, 1996).

Empirical research conducted by Sultana et al., (2012) studied the “training practices that are taking place in Pakistan’s telecommunication sector”. The impact of these training practices on employee performance was analyzed. His paper stressed on planed and systematic training design and its implementation, customized exclusively for performance enhancement and productivity improvement, in order to successfully attaining the training program’s objectives. It was observed by the researchers that mostly the organizations are dependent on ad hoc and disorganized path to meet the requirements of training whereas there are some organization set certain identified training need analysis and procedure, design the activities of training in rational and calculated manner and evaluates the results on cost-benefit analysis.

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance. Abdul Hameed & Aamer Waheed (2011) identified that the employees are key elements for an organization. Therefore, organizations are highly involved in employee training and development investing large amount of money. The paper also stated that employees' performance finally affects the organizational effectiveness. One of the research findings recognizes training and development is vital for employees' performance. Enhancing the effectiveness of employees' performance then results in improved the organization's overall effectiveness.

2.3. Conceptual Framework of the Study

Bassam (2015) in his framework (depicted in Figure-1) proposed that training and development (need assessment, design and delivery style) have an impact on employee development. With modification from Bassam (2015), this study came up with a conceptual framework which examine the relationship among the three research constructs; need assessment, design and delivery style, and employee performance.

So, the independent variables are need assessment, design and delivery style whereas the dependent variable is employee performance for this study.

In the literature review, it has been also observed that training and development has an impact on employee performance.

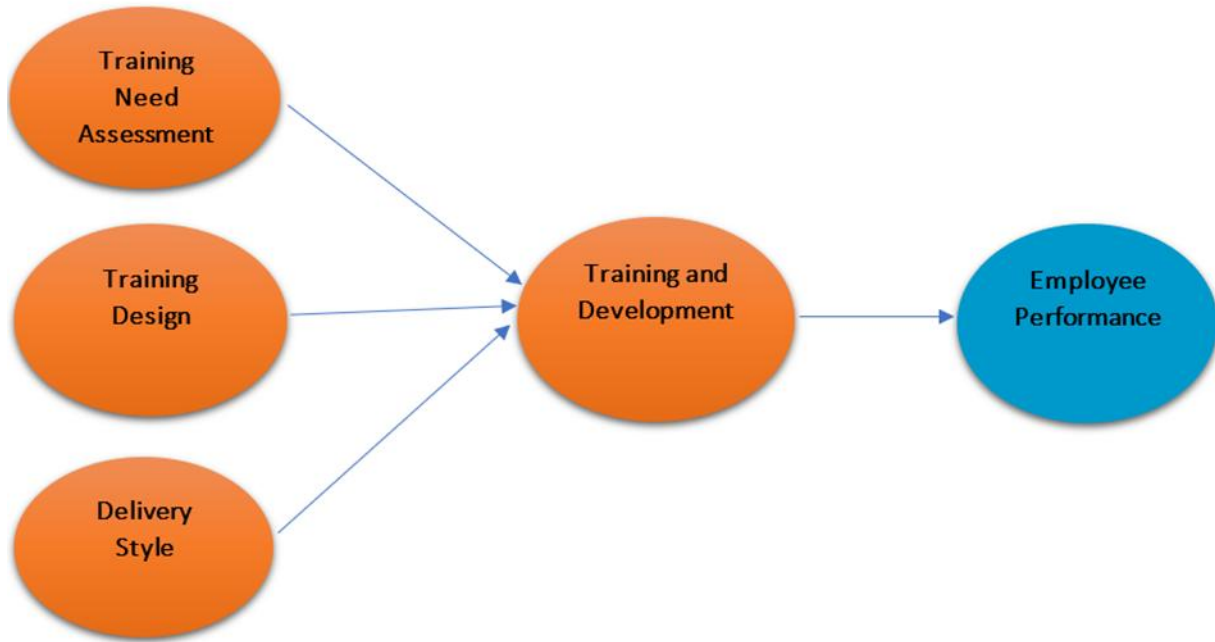


Figure1: Conceptual Framework Model Adapted

Source: International Journal of Scientific and Research Publications, Volume 5, Issue 2015,
Bassam Mohsin Mozael

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter describes the methodology to be used in this research. It describes the research approach, data collection methods, population and sample method, method of data analysis, validity and reliability of data collection instruments and ethical considerations.

3.1. Research Design

In order to achieve the study objectives, the researcher employed explanatory and quantitative research approach. Explanatory type was used to show the direction and level of relationship between the explanatory factors (need assessment, design and delivery style) and explained variable (employee performance). Quantitative research method was adopted to show the relationship among variables and to analyze using descriptive and inferential statistics that can minimize subjectivity relying on objective and figurative momentums.

The interview was also conducted with human resource specialist of the organization to gather information and to study how GHSC-PSM Ethiopia is dealing with issues of training and development related to employees' performance.

The study covers Chemonics International Inc., USAID Global Health Supply Chain Program - Procurement and Supply Management Project in Ethiopia.

3.2. Population and Sampling Design

The study is conducted at Chemonics International Inc., USAID Global Health Supply Chain Program - Procurement and Supply Management Project in Ethiopia office in Addis Ababa with a total of 182 staff who is considered as the population for this study. The study data is collected through cross sectional research design because it has entailed the collection of data at single point in time.

In relation with the sample size, the larger the sample size of a research, the more accurate the data generated. However, due to financial limitations and the nature of the population, sample determination method by Carvalho (1984) as cited by Elsabet (2016) is preferred to be used by the student researcher as a method to determine a sample size.

Table 1: Sample Size Determination

Population size	Small	Medium	Large
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3201-10,000	80	200	315

Source: Carvalho (1984) as cited on Elsabet (2016)

Based on this, the large sample size 50 taken as a sample size for the study and the questionnaires is distributed to them accordingly so as to guarantee representation of each organizational job positions.

The sampling design for this population is simple random sampling. In random sampling each individual in the population has an equal probability of being selected which is important for the external validity of the study (Creswell, 2009).

3.3. Data Collection and its Sources

Primary data source is used for the study and it is collected through structured questionnaire from the selected sample of respondents who are found in thirteen positions of GHSC-PSM Ethiopia, Addis Ababa. Here, random sampling is used from each position.

3.4. Study Variables and Measurement

The training and development is the independent variable and employee performance is the dependent variable. These two variables are chosen to see the relationship between these variables that is to see the impact of training and development on the employee performance. As shown on theoretical framework elements of training and development are training need assessment, training design and delivery style.

3.5. Data Collection Instruments

Two types of data were collected for this study. A structured questionnaire is one of the main tools for collecting data from respondents in the study. For the purpose of this study, a quantitative methodology having a close ended questionnaire is used as a measuring instrument. The questionnaire has two parts. Part I one contains background information of the respondents. In this part, the questions are designed to get information on the demographic characteristics of the respondents such as sex, age, academic qualification, years of experience and professional

positions held in the organization. Part II of sates and questions on training and development need assessment, design (objectives, training programs, opportunity of training) and delivery (training exercise, duration of training, employee motivation) were identified as independent variables whereas employee performance was taken as the dependent variables.

The questionnaires were developed using a five-point Likert scale ranging from 1 (strongly agree with the statement) to 5 (strongly disagree) for each of the statements. It comprises of statements and questions designed to examine the responds on how strongly subjects agree or disagree towards it. The questionnaire, which is equipped with full instructions, is then distributed among the existing randomly selected respondents.

The researcher was also collected primary data for the study using interview methods. Finally, the questionnaire was collected, and the interviews were conducted following the consent of human resource unit.

3.6. Method of Data Analysis

Data analysis is an application of reasoning to understand, clear and interpret the data or information that is collected through the questionnaire (Zikmund,2003). Gathered data is edited and cleaned for any inconsistency and omission. Then, the researcher keeps appropriate documentation of data sets.

Quantitative data is handled by descriptive analysis to produce statistics as mean, mode and frequency of variables in summarizing training and development practices. Descriptive measure is computed for performance measures. These results provide us basic status of the variables to be investigated.

Inferential analysis is also conducted to seek association between the factors and performance challenges. Regression analysis is carried out to investigate the association of each independent variable with dependent variables and using the software SPSS (2020) for analysis accuracy. Finally, the results are presented by tables, graphs and narrations.

3.7. Validity and Reliability Tests

The major data collection instruments to be employed in this research project is questionnaire and interview which is checked for validity and reliability by testing the questionnaire first with selected sample respondents and then modifying the questionnaire and interview questions on the basis of feedbacks and then triangulation technique is employed.

3.8. Model Specification

There is a model associated with this thesis that reveals the degree of association either positive or negative in between the independent and dependent variables which is called correlational analysis and further analyzed through regression analysis. It is primarily strengthened by descriptive analysis on each of the parameters held. The paper is fully incorporating both the descriptive and inferential statistics by the help of SPSS (2020).

The regression Model: $P = \beta_0 + \beta_1Nd + \beta_2Ds + \beta_3Dl$

Where:

- P is the predicted dependent variable (Performance),
- a is the y-intercept or the constant term,
- β_s are the slopes(coefficients) for each independent variable,
- Nd for Training need, Ds is for Design and Dl is for Delivery.

3.9. Ethical Considerations

Participants of the study is informed about the objectives of the study emphasizing that the data is used only for the intended academic purpose. The data is collected using questionnaire technique and done with full consent of the participants.

A statement is included that clearly indicate their participation is only in voluntary basis and they are advised not to include their names and address on the questionnaire. Careful attention is given in respecting the rights, needs, and values of the participants and maintaining confidentiality of the data.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1. Introduction

Data analysis part of the study presents the analysis and findings in order to respond for the research questions raised in the study and discussion of the subject under consideration. To meet the broad research objective and to answer research questions, the researcher used the methodologies discussed in the preceding chapter. In this chapter the collected data were presented, and important findings were discussed.

For the purpose of this research, the researcher chooses quantitative research design performed on the basis of cross-sectional study allowing the researcher to compare many different variables at the same time. This chapter of the research study clarifies the completeness of the collected data and as it was analyzed thoroughly.

A total of 55 questionnaires were distributed. Of which, 50 are returned and completely filled questionnaires were edited for completeness and consistency. The response rate is 91 percent. This response rate was gained by extra efforts that were made via follow-up to remind the respondents to fill-in and return the questionnaires.

To simplify the data analysis, the raw data was first coded and entered into the computer for processing using statistical package for social studies (SPSS) using version 20 statistical software.

Descriptive statistics analysis such as percentages and frequencies were calculated to present the general information about respondents of GHSC-PSM Ethiopia. Reliability and Validity tests are done prior to the analysis.

4.2. Reliability and Validity

The basic difference between them is that they deal with different aspects of measurement. This difference can be summarized by two different sets of questions asked when applying the two criteria:

Reliability:

- a. Will the measure be employed repeatedly on the same individuals yield similar results? (stability)
- b. Will the measure employed by different investigators yield similar results? (equivalence)
- c. Will a set of different operational definitions of the same concept employed on the same individuals, using the same data-collecting technique, yield a highly correlated result?
Or, will all items of the measure be internally consistent? (homogeneity)

Validity:

- a. Does the measure employed really measure the theoretical concept(variable)?

The valuable opinion of employees is displayed below through various statistical tables and graphs that show their responses on the topic.

Reliability and Validity are important concepts in research as they are used for enhancing the accuracy of the assessment and evaluation of a research work. Before further analysis of the study, these concepts are measured for the qualification of the data.

Reliability refers to the property of a measurement instrument that causes it to give similar results for similar inputs.

Reliability test evaluates the stability of measures, internal consistency of measurement instruments. It is measured with Cronbach’s Alpha. A reliability coefficient of .70 or higher is considered "acceptable" in most social science research (Nunnally, 1978).

Reliability tests were conducted on all variables that were used in the study. In line with this understanding, the reliability statistics of overall variables under the study is found as 92.4 percent which is acceptable for further analysis of the data.

Table 2 Reliability Statistics

Cronbach's Alpha	N of Items
.924	29

Source: SPSS output (2020)

Validity means an instruments’ ability to measure what is meant to be measured or validity is the extent to which a test measures what it is supposed to measure. According to Malhotra (2010), there are three types of validity in a study: content validity, predictive validity, and construct validity.

The question to ask here is “how valid this test for the decision is that I need to make?”. So, the researcher relies on content validity through the review of literature and adapting instruments used in previous research.

4.3. Demographic Characteristics of the Respondents

The General Information of respondents considered in the study was the respondent’s gender, age academic qualification years of experience and job position held in the organization.

4.3.1 Respondents Gender

From the table 2 below, the higher percentage compositions were from male respondents which is (62%) while the females are (38%). This signifies that there are more males participating in this study.

Table 3. Gender of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Male	31	62.0	62.0	62.0
Valid Female	19	38.0	38.0	100.0
Total	50	100.0	100.0	

Source: SPSS output (2020)

4.3.2 Respondents Age

The greatest percentage goes to between 36 and 45 years of age groups which is (48%) and almost half of the total respondents are coming from this age group. 24% from the total are in between the age group of 26 and 35 and the least goes to the age group of above 56 (6%) as shown in table 4 below. As expected, a smaller number of old age employees are recruited and working in the organization.

Table 4. Age of Respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 18 up to 25	6	12.0	12.0	12.0
Valid 26-35 inclusive	12	24.0	24.0	36.0
Valid 36-45 inclusive	24	48.0	48.0	84.0
Valid 46 up to 55	5	10.0	10.0	94.0
Valid above 56	3	6.0	6.0	100.0
Total	50	100.0	100.0	

Source: SPSS output (2020)

4.3.3 Respondents Academic Qualification

When we see the qualification of participants, the highest percentage is BA/BSC which is (54%) and the remaining participants are MA/MSc holders (46%). This signifies all of the participants have got a minimum of bachelor's degree educational qualification in the organization as shown in the table 5.

Table 5. Qualification of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid BA/BSC	27	54.0	54.0	54.0
MA/MSc	23	46.0	46.0	100.0
Total	50	100.0	100.0	

Source: SPSS output (2020)

4.3.4 Respondents Experience

Table 6 shows the percentage of the work experience of respondents. Of the total participants (38%) have 6-10 years' experience, (30%) of them have 11-15 years and the least (12%) goes to over 16 years of experience.

Table 6. Experience of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 1 to 5 years	10	20.0	20.0	20.0
6 to 10 years	19	38.0	38.0	58.0
11 up to 15 years	15	30.0	30.0	88.0
above 16 years	6	12.0	12.0	100.0
Total	50	100.0	100.0	

Source: SPSS output

4.3.5 Respondents Job Position

As shown in the table 7 below, the highest number of participants with respect to job position is officers accounts (32%) followed by specialists (22%) and the least goes to the Assistant groups (8%). This result indicates that most of the respondents were qualified professionals so that they could easily understand and provide their opinion on research questionnaire.

Table 7. Job position of respondents

	Frequency	Percent	Valid Percent	Cumulative Percent
Assistant	4	8.0	8.0	8.0
Officer	16	32.0	32.0	40.0
Specialist	11	22.0	22.0	62.0
Coordinator	6	12.0	12.0	74.0
Manager	6	12.0	12.0	86.0
Advisor	5	10.0	10.0	96.0
Director	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Source: SPSS output (2020)

4.4. Descriptive Statistical Analysis of Training and Development and Employee Performance

The respondents were guided the following Likert scale approach listed on the tables below: - Strongly Disagree (SDA)=1, Disagree=2, Neutral=3, Agree= 4 and Strongly Agree (SA) =5. Each of the explanatory variables, need assessment, design and delivery style with its sub dimension or statement are examined. The responses of the explained (dependent) variable are also analyzed accordingly.

According to Zaidaton & Bagheri (2009) the mean score below 3.39 was considered as low; the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considers as high as illustrated by comparison bases of mean of score of five point. Likert scale instrument.

4.4.1 Training and Development Need Assessment

In the table 8 below, the highest mean 4.12 goes to both dimensions of selection for training and development is based on proper need assessment and the organization assesses the trainee's knowledge before selecting the training program indicating that the organization is in a better position in the indicated dimensions. The least mean score 2.84 is shown on the dimension of employees attend the trainings that fit departments' needs with the alignment of the organization objective indicating the organization is expected to cascade and suit more on organizational mission and objectives to training and development objectives.

Furthermore, the responses obtained from interview also supported by the opinion of human resource specialist in that content of the training is directly related to the need of the employees and the gaps found during the need assessment phase of the training. However, he also confirmed there no regular need gap assessment practice in their organization.

Table 8. Need Assessment Dimensions

Description	Scale	Frequency	Percent	Valid Percent	Mean	SD.
Training need assessments are conducted properly.	SDA					
	Disagree	16	32.0	32.0		
	Neutral	24	48.0	48.0	2.88	0.718
	Agree	10	20.0	20.0		
The selection for training is based on proper need assessment	SA					
	SDA					
	Disagree					
	Neutral	11	22.0	22.0	4.12	0.746
The organization assesses the trainee's knowledge before selecting the training program.	Agree	22	44.0	44.0		
	SA	17	34.0	34.0		
	SDA					
	Disagree	1	2.0	2.0		0.799
	Neutral	10	20.0	20.0	4.12	
	Agree	21	42.0	42.0		
	SA	18	36.0	36.0		

Description	Scale	Frequency	Percent	Valid Percent	Mean	SD.
Employees attend the trainings that fit departments' needs with the alignment of the organization objective.	SDA	1	2.0	2.0	2.84	0.681
	Disagree	13	26.0	26.0		
	Valid Neutral	29	58.0	58.0		
	Agree	7	14.0	14.0		
The organization need assessment typically involves organizational analysis, person analysis, and task analysis.	SA				3.08	0.724
	SDA					
	Disagree	11	22.0	22.0		
	Valid Neutral	24	48.0	48.0		
The training gaps and contents of the training are done properly.	Agree	15	30.0	30.0	3.64	0.631
	SA					
	SDA					
	Disagree	2	4.0	4.0		
Employees participation in identifying training needs is remarkable.	Valid Neutral	16	32.0	32.0	3.06	0.682
	Agree	30	60.0	60.0		
	SA	2	4.0	4.0		
	SDA					
Employees participation in identifying training needs is remarkable.	Disagree	10	20.0	20.0	3.06	0.682
	Valid Neutral	27	54.0	54.0		
	Agree	13	26.0	26.0		
	SA					

Source: SPSS output (2020)

4.4.2 Training and Development Design

According to Kulkarni (2013) employees training and development programs are designed to meet specific objectives, which contribute both employees and organizational effectiveness. In relation with design assessment dimension depicted in table 9 below, the highest mean score is exhibited by the presence of an opportunity for training and development followed by training and development courses stimulated exchange of information and expression of ideas with 3.84 and 3.78 respectively. The least mean 3.06 result is responded on the dimension of objectives of trainings were coherent with employees' trainings need. Though availing training and development opportunities to employees should be encouraged more efforts should be exerted in reconciling employees need with training and development objectives. The interview result also

shows the design of the training is not driven by goal-set and by selecting the program methods which is appropriate to the target groups.

Table 9. Design Assessment Dimensions

Description	Scale	Frequency	Percent	Valid Percent	Mean	SD
Training programs are designed based on need assessments.	SDA	4	8.0	8.0	3.10	1.035
	Disagree	8	16.0	16.0		
	Neutral	21	42.0	42.0		
	Agree	13	26.0	26.0		
	SA	4	8.0	8.0		
The objectives of trainings were coherent with employees' trainings need.	SDA	3	6.0	6.0	3.06	0.818
	Disagree	6	12.0	12.0		
	Neutral	26	52.0	52.0		
	Agree	15	30.0	30.0		
	SA					
Training programs are designed at level of abilities and educational background of employees.	SDA				3.76	0.916
	Disagree	4	8.0	8.0		
	Neutral	16	32.0	32.0		
	Agree	18	36.0	36.0		
	SA	12	24.0	24.0		
There is an opportunity for training and development.	SDA				3.84	0.912
	Disagree	5	10.0	10.0		
	Neutral	10	20.0	20.0		
	Agree	23	46.0	46.0		
	SA	12	24.0	24.0		
I was given sufficient information on the objectives of the training course before my arrival.	SDA	3	6.0	6.0	3.22	1.036
	Disagree	9	18.0	18.0		
	Neutral	16	32.0	32.0		
	Agree	18	36.0	36.0		
	SA	4	8.0	8.0		
The training course encouraged exchange of information and expression of ideas successfully.	SDA				3.78	0.910
	Disagree	4	8.0	8.0		
	Neutral	15	30.0	30.0		
	Agree	19	38.0	38.0		
	SA	12	24.0	24.0		
The objectives of the training fulfilled my needs.	SDA	1	2.0	2.0	3.22	0.764
	Disagree	7	14.0	14.0		
	Neutral	22	44.0	44.0		
	Agree	20	40.0	40.0		
	SA					

Description	Scale	Frequency	Percent	Valid Percent	Mean	SD
The objectives of the training were achieved.	SDA	2	4.0	4.0	3.12	0.849
	Disagree	8	16.0	16.0		
	Neutral	23	46.0	46.0		
	Agree	16	32.0	32.0		
	SA	1	2.0	2.0		

Source: SPSS output (2020)

4.4.3 Training and Development Delivery Style

As shown in the table 10 below, the highest mean 3.84 with a standard deviation of 1.235 goes to the question of training program I received accommodates different learning styles.

It is followed by the training exercise best help trainees learn and apply different types of knowledge or skill, a mean of 3.76 with standard deviation of 0.847. The least mean goes to two dimensions, that first is consideration of respondents about training duration is appropriate to keep motivated for learning and the second is effectiveness of practical activities of the training and teaching methods 2.80. This shows that the mean score is below average and implied that employees were not feeling inspired on the time allotted for training and development program and effectiveness of practical activities of delivery method. The interview resulted also confirmed that the training and development delivery style has some appealing features in conformity with employees need. The mode of delivery is highly crucial from the perspective of the trainer approach to the trainees, the physical environment that the training is conducted and the practical life time experience that they share.

Table 10. Delivery Assessment Dimensions

Description	Scale	Frequency	Percent	Valid Percent	Mean	SD
The training exercise best help trainees learn and apply different types of knowledge or skill.	SDA				3.76	0.847
	Disagree	3	6.0	6.0		
	Neutral	16	32.0	32.0		
	Agree	21	42.0	42.0		
	SA	10	20.0	20.0		

Description	Scale	Frequency	Percent	Valid	Mean	SD			
I consider that duration of training is appropriate to keep me motivated for learning.	SDA	2	4.0	4.0	2.8	0.756			
	Disagree	14	28.0	28.0					
	Valid Neutral	26	52.0	52.0					
	Agree	8	16.0	16.0					
The trainer clearly described what to expect from the presentation.	SA	30	60.0	60.0	3	0.808			
	SDA						4	8.0	8.0
	Disagree						4	8.0	8.0
	Valid Neutral						30	60.0	60.0
The trainer defined unfamiliar technical terms.	Agree	12	24.0	24.0	3.48	1.015			
	SA	28	56.0	56.0					
	SDA						3	6.0	6.0
	Disagree						6	12.0	12.0
The trainer provided clear instructions for all activities.	Valid Neutral				9	18.0	18.0	3.64	1.12
	Agree	28	56.0	56.0					
	SA	4	8.0	8.0					
	SDA	1	2.0	2.0					
The practical activities of the training and teaching methods were effective.	Disagree	8	16.0	16.0	2.8	0.808			
	Valid Neutral	13	26.0	26.0					
	Agree	14	28.0	28.0					
	SA	14	28.0	28.0					
The training session is flexible and includes variety of energizers.	SDA	2	4.0	4.0	3.5	1.035			
	Disagree	16	32.0	32.0					
	Valid Neutral	15	30.0	30.0					
	Agree	17	34.0	34.0					
The training I took part uses different media (flipcharts; videos; etc.) in the training room.	SA	9	18.0	18.0	2.9	0.886			
	SDA	3	6.0	6.0					
	Disagree	13	26.0	26.0					
	Valid Neutral	20	40.0	40.0					
The training program I received accommodates different learning styles.	Agree	14	28.0	28.0	3.84	1.235			
	SA	16	32.0	32.0					
	SDA						6	12.0	12.0
	Disagree						6	12.0	12.0

Source: SPSS output (2020)

4.4.4 Employee Performance

Buckley & Caple (2009) stated, training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who, work in organizations to become more effective and efficient in their work. Training and development helps the organization to fulfill its purposes and goals, while contributing to the overall development of employees in the organization. There is a positive relationship between training and development and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Sri divya & Gomathi, 2015).

The dependent variable, performance is measured by five sub-dimensions. Among them the relative high score mean is trainings provided by the organization are important to render quality service 3.62 and the relative lower mean is because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste 3.32.

Additionally, the interview result also shows the organization has a plan to invest on training and development since it is believed that gaps can be easily filled by on the job and off the job training and it enhances the productivity of the employees and thereby improve organizational objectives.

Table 11. Performance Assessment Dimensions

Description	Scale	Frequency	Percent	Valid Percent	Mean	SD
	SDA					
Trainings provided by the organization are important to render quality service,	Disagree	3	6.0	6.0	3.62	0.725
	Valid Neutral	17	34.0	34.0		
	Agree	26	52.0	52.0		
	SA	4	8.0	8.0		
	SDA					
Trainings provided by the organization increase employees' commitment, job satisfaction and boost confidence.	Disagree	7	14.0	14.0	3.54	0.885
	Valid Neutral	15	30.0	30.0		
	Agree	22	44.0	44.0		
	SA	6	12.0	12.0		

Description	Scale	Frequency	Percent	Valid Percent	Mean	SD
Trainings provided by the organization increase employees' efficiency and effectiveness, and organizational objectives at large.	SDA	2	4.0	4.0	3.52	1.015
	Disagree	6	12.0	12.0		
	Valid Neutral	13	26.0	26.0		
	Agree	22	44.0	44.0		
	SA	7	14.0	14.0		
Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.	SDA	3	6.0	6.0	3.32	1.058
	Disagree	8	16.0	16.0		
	Valid Neutral	14	28.0	28.0		
	Agree	20	40.0	40.0		
	SA	5	10.0	10.0		
Whenever the performance evaluation report shows that the employee performs well, an employee is given the required training.	SDA	5	10.0	10.0	3.4	1.229
	Disagree	6	12.0	12.0		
	Valid Neutral	13	26.0	26.0		
	Agree	16	32.0	32.0		
	SA	10	20.0	20.0		

4.5. Correlation and Regression Analysis

The most commonly used techniques for investigating the relationship between two quantitative variables are correlation and linear regression.

4.5.1 Correlation Analysis

Correlation quantifies the strength of the linear relationship between a pair of variables. To quantify the strength of the relationship, we can calculate the correlation coefficient. This is the product moment correlation coefficient (or Pearson correlation coefficient). The value of r always lies between -1 and $+1$. A value of the correlation coefficient close to $+1$ indicates a strong positive linear relationship (i.e. one variable increases with the other; a value close to -1 indicates a strong negative linear relationship (i.e. one variable decreases as the other increases; A value close to 0 indicates no linear relationship.

The coefficient of correlation indicates the strength and direction of relationship. The p-value also indicates the significance of the relationship. Pearson correlation was computed to check whether training and development variables have any relationship with performance.

Even though correlation coefficient is among positive, negative and zero, there are significant and insignificant correlations can be examined. This can be known by the use of P-value. If the P-value is less than 0.01, we can say the correlation is significant with 99% confidence and if the P-value is in between 0.01 and 0.05, we say there is significance with 95% confidence.

Therefore, the researcher examined the significant variables that have an impact on employees' performance as shown in the table below.

Table 12. Correlations Exhibited between the independent variables and Performance

		Need	Design	Delivery	Performance
Need	Pearson Correlation	1	.576**	.691**	.771**
	Sig. (2-tailed)		0	0	0
Design	Pearson Correlation	.576**	1	.618**	.639**
	Sig. (2-tailed)	0		0	0
Delivery	Pearson Correlation	.691**	.618**	1	.883**
	Sig. (2-tailed)	0	0		0
	N	50	50	50	50
Performance	Pearson Correlation	.771**	.639**	.883**	1
	Sig. (2-tailed)	0	0	0	
	N	50	50	50	50

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

Source: SPSS output (2020)

As depicted in the table 12 above, there is significant correlation (0.771**) between need assessment variable and employee performance which indicates a positive and significant correlation is found between the independent variable which is need assessment and the dependent variable (employee performance). Correlation is significant at the 0.01 level with 99% confidence. Similarly, the Design variable has also a 0.639** correlation with performance of employee. There is a significant and positive correlation in between the design variable and Employee performance. The other variable, Delivery has also a significant correlation (0.883**) with employee performance.

The highest correlation is found in between Delivery of the training and Employee Performance. Need assessment variable takes the second from the other independent variables and the relative lower correlation is exhibited in the Design variable.

The inter correlation relationship in between the independent variable themselves is also positive and significant with P-value of less than 1.

4.5.2 Regression Analysis

Regression is the determination of a statistical relationship between two or more variables. Regression analysis is conducted to know by how much the independent variable explains the dependent variable. Regression expresses the relationship in the form of an equation. The regression for this research was conducted between independent variables (Need Assessment, Design and delivery style) and Employee performance (dependent variable).

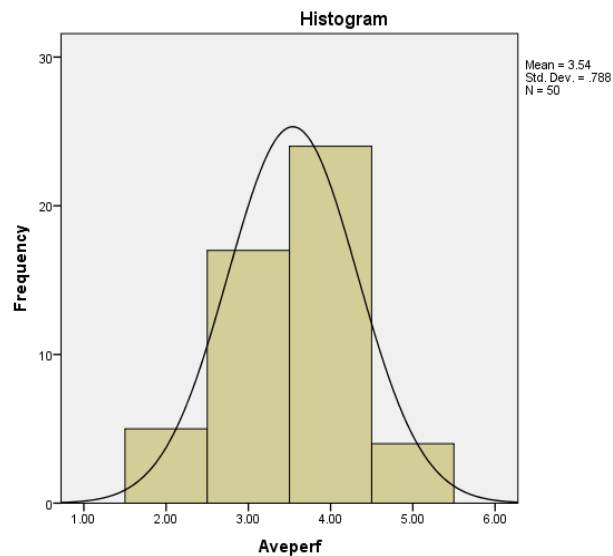
The Regression result between employee performance measures and explanatory variables, coefficients, standard errors, t-values, and p-values for explanatory variables, and R-squared, Adjusted R-squared, Standard Error of regression and F-statistic and number of observations included in the study are presented. Each explanatory variable has one coefficient. These coefficients give the estimated change in the dependent variable associated with a unit change in the independent variable.

Another useful quantity that can be obtained from the analysis of variance is the coefficient of determination (R^2). It is the proportion of the total variation in y accounted for by the regression model. Values of R^2 close to 1 imply that most of the variability in y is explained by the regression model.

Before regressing the data, normality and Multicollinearity tests are going to be checked for the regression as follows:

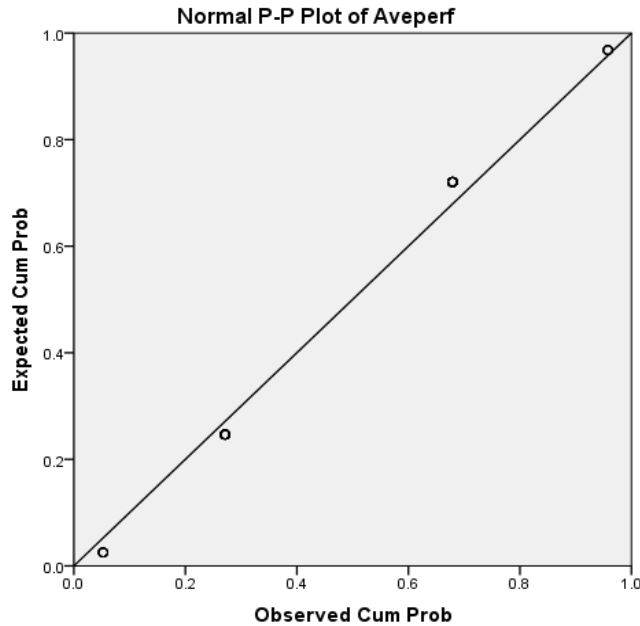
Normality of Residuals- This is to test the normal distribution of errors. The variances of the residuals are required to be constant and the residual has to be relatively uncorrelated with the linear combination of predictors.

This assumption can be tested by histogram and P-P test (Normality Probability Plot) and it needs to have points going in a straight diagonal line, bottom left to top right). Normality is assured if the histogram generated is normally distributed and the P-P plot follows the diagonal reference line.



Source: SPSS output (2020)

Figure 2: Histogram



Source: SPSS output (2020)

Figure 3: P-P plot

As shown in the figure 3 above, the histogram is not skewed to the left as well as to the right and the P-P plot points are going in a straight diagonal line which show evidence of normality of residuals.

Multicollinearity Test - Multicollinearity is when independent variables correlate with each other. Multicollinearity test of independent variables was conducted to check whether the assumptions for regression analysis are met or not.

Tolerance value and variance inflation factor (VIF) are used to test this assumption. Tolerance should be more than 0.2 and VIF (Variance Inflation Factor) should be less than 10(Myers, 1990).

Table 13. Collinearity Statistics

Model	Unstandardized Coefficients			Sig.	Collinearity Statistics	
	B	Std. Error	T		Tolerance	VIF
1 (Constant)	-.358	.509	-.703	.485		
Average need	.481	.141	3.418	.001	.694	1.441
Average design	.001	.141	.005	.996	.762	1.313
Average delivery	.703	.126	5.569	.000	.633	1.580

a. Dependent Variable: Average performance

Source: SPSS output (2020)

The value of tolerance for all independent variable is greater than 0.1 and all VIF is less than ten (VIF<10). The result in table-13 above shows that there is no Multicollinearity problem. Therefore, the assumption for regression analysis is satisfied.

The regression analysis between the independent variables- Need Assessment, Design of the training and Delivery style and dependent variable (Employee performance) is presented in the following model summary, ANOVA table and table of explanatory variables coefficients:

Table 14. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.823 ^a	.677	.656	.462

a. Predictors: (Constant), Average delivery, Average design, Average need

b. Dependent Variable: Average performance

Source: SPSS output (2020)

The model summary above shows that the independent variables- Need Assessment, Design of the training and Delivery style explains 67.7% of the dependent variable-Employee performance. In other words, 67.7% of the total variation of Employee performance is explained by the three explanatory variables. The rest 32.3 % is explained by other external variables which cannot be explained by the explanatory variables examined under this research.

The coefficient of determination (0.677) is a measure of goodness of fit for the estimated regression and it can be interpreted as the proportion of the variation in the dependent variable that can be explained by the estimated regression equation.

The fit of a multiple regression model can be judged through multiple correlation coefficients (R^2) or by the examination of residual, which is the proportion of variance in the dependent variable that can be explained by the independent variables (technically, it is the proportion of variation accounted for by the regression model above and beyond the mean).

Table 15. ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	20.608	3	6.869	32.203	.000 ^b
	Residual	9.812	46	.213		
	Total	30.420	49			

a. Dependent Variable: Average performance

b. Predictors: (Constant), Average delivery, Average design, Average need

Source: SPSS output (2020)

The Analysis of Variance table is used to summarize the computations associated with the F-test for significance. The overall significance of the model is measured by F-test. As clearly seen in the above ANOVA table, the F-value is 32.20 and P-value is below 0.01 indicates the researcher is 99 % confident on the overall significance of the model. The independent variables are statistically and significantly predict the dependent variable, $F(3, 50) = 32.20, p < .01$.

Table 16. Coefficients

Model		Unstandardized Coefficients			Sig.
		B	Std. Error	t	
1	(Constant)	-.358	.509	-.703	.485
	Average need (Nd)	.481	.141	3.418	.001
	Average design (Ds)	.001	.141	.005	.996
	Average delivery (Dl)	.703	.126	5.569	.000

a. Dependent Variable: Average performance

Source: SPSS output (2020)

Now, the regression equation can be constructed using the un-standardized coefficients and constant values found in the Coefficients table (Table 16) as follows:

$$Y(P) = -0.358 + 0.481(Nd) + 0.001(Ds) + 0.703(DI) + e$$

Where P is the employee performance;

Nd: is need assessment

Ds: is training Design

DI: is the delivery style and e is the error term.

Un-standardized coefficients indicate how much the dependent variable varies with an independent variable when all other independent variables are held constant -0.358 is the constant term, 0.481, 0.001 and 0.703 are coefficients of Need Assessment, Design of the training and Delivery style accordingly. Two of the independent variables: Need Assessment and Delivery style are positively and significantly affecting employee performance with a P-value of less than 0.01.

The strongest significance variable which has a coefficient of 0.703 with a 99 % confidence interval is Delivery style on employee performance. A unit change in Delivery style has an effect on a change of performance by 0.703. This suggests that Delivery style is a significant driver of employee performance.

The other independent variable: Need Assessment has also a positive influence with a 99% confidence interval on employee performance. It is statistically significant variable with a coefficient of 0.481 and its' p-value is less than 0.01. Design has no statistical significance as shown in the regression analysis.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter comprises the final conclusive part of the research findings in brief and further indicative recommendation for the management bodies and other researchers.

5.1. Summary

This study attempted to assess the effect of training and development on employee performance, the case of GHSC-PSM Ethiopia. From the analysis made the reason for the envisaged employee unexpected performance is poorly exercised employee training and development philosophy.

The study revealed that the organization has undertaken on proper need assessment, assessing the trainee's knowledge before selecting the training programs. In addition, there is an opportunity for training and development which stimulated exchange of information and expression. On the other hand, employees are not fully attending the training and development programs which fit departments needs cascaded from organizational objective. Further, strategies to fully support employee training needs assessment should be revised and crafted to support and enhance staff job executions. Similarly, organization lacks reconciling employees' training need with objectives of training. However, availing training and development opportunities to employees should be encouraged more efforts should be exerted in reconciling employees need with training and development objectives. The interview result also shows the design of the training is not driven by goal-set and by selecting the program methods which is appropriate to the target group.

The organization has good practice of frequently assessing training program consisting various learning styles useful for employees to learn and apply acquired knowledge and skills. But there are challenges which drawback the effectiveness of practical activities of the training and teaching methods and inappropriate training duration

Regarding the correlation among dependent and independent variables, it is fully explained that the dependent variable i.e. employee performance is directly and positively related with all three variables believed to cause increased employee performance in any organization theoretically.

The regression analysis also depicted significant and positive relationship among the dependent variable i.e. the employee performance and the three independent variables namely need assessment, design delivery style.

GHSC-PSM Ethiopia is expected to change this moderate feeling exposed by employees into strong one pushing these dimensions up to satisfy complaints or feedbacks.

5.2. Conclusion

The research paper was designed to work out the effect of training and development three important independent variables, which are need assessment, design and delivery style on the explained variable, employee performance at GHSC-PSM Ethiopia. Since there are no other similar studies done on effects of training and development on employees' performance in the organization, this research is much helpful to improve job-related knowledge and skills for efficient performance and enhancing organizational effectiveness.

Training and development gaps examined from the research are indicative points for further updating of the previous practice of training and development activities and management decisions for future adaptation strategies. 50 questionnaires were returned from respondents with

a response rate of 91%. Both descriptive and inferential statistics were conducted using SPSS version 20. The variables: need assessment, design and delivery style relationship with employee performance are investigated.

The finding of the study concludes that there is a positive and significant relationship between the training and development practices and employee performance. The other objective of the study was to identify the training and development aspect that has strong influence on employee performance. According to the research delivery style had excellent output on employees' performance as justified by strongest significance with a coefficient of 0.703 with a 99 % confidence. A unit change in delivery style influenced employee performance by 0.703. This suggests that delivery style is a significant driver of employee performance. Need assessment and delivery style are positively and significantly affecting employee performance with a P-value of less than 0.01. Need assessment has also a positive influence with a 99% confidence interval on employee performance. It is statistically significant variable with a coefficient of 0.481 and its' p-value is less than 0.01. Design has no statistical significance as shown in the regression analysis.

The findings show that, in general, training and developments was positively and highly correlated with over all employee performance and stronger relationship with employees' performance. The research affirmed the proposition that training, and development has a positive impact on employees' performance.

5.3. Recommendations

- Based on the conclusion drawn from the study and the established research problems and research objectives, the research required to forward realistic and applicable recommendations. Accordingly, the following recommendations were suggested by the researcher. The achievement of organizational strategic objectives is quite clearly related to the people who work in the organization. Their knowledge, skills, and motivation to learn are key to increased operational efficiency, to value donors' money and save more lives. Cascading the strategic vision and mission down to training and development goals,

employees are able to see them operationalized. They become real, they become tangible, and they become meaningful in relation to their own jobs and tasks. GHSC-PSM Ethiopia should work more on their employees to attend trainings that fit departments' needs with the alignment of the organization objective. This can be put in to practice using the following 7-step strategy i.e., define the future, find the gaps. set strategic training and development objectives, communicate training purpose and objectives, deliver the perfect training, support continuous learning in the workplace and measure.

- It's not enough to just to provide opportunities and organize training and development activities. It is also important to see what training activities have proven to be successful based on the training goals and objectives set during the design phase. The organization is advised to implement training and development activities in the field in whatever form the design phase stipulated.
- There are numerous methods and materials with the most effective training and development techniques available to equip employees to better do their jobs. Applying several methods (such as simulation employee training, coaching or mentoring, lectures, group discussion and activities, and role-playing) for each training and development activities may actually be the most effective way to help employees learn and retain information. This is simply acknowledging that one size doesn't fit all. GHSC-PSM Ethiopia should exert efforts on effective and practical activities of the training and teaching methods.
- The organization is also advised to examine the duration of training is appropriate to employees' motivation and thereby increase employee performance.

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APPENDIX I

JIMMA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT

This questionnaire is prepared to gather information on the effect of training and development on employees' performance: the case of Chemonics International Inc., USAID Global Health Supply Chain - Procurement and Supply Management project in Ethiopia. The purpose of this study is to collect data for the evidence which would support to write a research paper for academic purpose. Your input is very important to the researcher. Hence, you are kindly requested to fill this questionnaire to achieve the grand objective of the study. Your response will be kept highly confidential and used only for this research. Your **genuine** responses e helpful in the successful completion of the paper. Please give your responses to **all the questions**.

Directions for filling the questionnaire

- Do not write your name.
- Put the “✓” mark in the box provided for each question.

I thank you very much in advance for participating in this study.

AbebeMulugeta

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Part I

Background Information

Instruction:

Please read each question carefully and select the response that most accurately represents you.

- 1. Sex: - Male Female
- 2. Age group: - 18-25 26-35 36-45 46-55 above 56
- 3. Academic qualification: Diploma Degree Masters PhD
- 4. How long have you been working in GHSC-PSM Ethiopia: 1 - 5 years
6- 10 years 11 –15years above 16 years
- 5. Position category: Assistant Officer Specialist
Coordinator Manager Advisor
Senior Advisor Director

Part II

Instruction:

Please indicate the extent to which you either agree or disagree with the following statements on the appropriate column to the right side of the questions, where: 1= Strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

S. No.	Statements	1	2	3	4	5
1	Training and Development Need Assessment					
1.1	Training need assessments are conducted properly.					

1.2	The selection for training is based on proper need assessment.					
1.3	The organization assesses the trainee's knowledge before selecting the training program.					
1.4	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.					
1.5	The organization need assessment typically involves organizational analysis, person analysis, and task analysis.					
1.6	The training gaps and contents of the training are done properly.					
1.7	Employees participation in identifying training needs is remarkable.					
2	Training and Development Design					
2.1	Training programs are designed based on need assessments.					
2.2	The objectives of trainings were coherent with employees' trainings need.					
2.3	Training programs are designed at level of abilities and educational background of employees.					
2.4	There is an opportunity for training and development.					
2.5	I was given sufficient information on the objectives of the training course before my arrival.					
2.6	The training course encouraged exchange of information and expression of ideas successfully.					

2.7	The objectives of the training fulfilled my needs.					
2.8	The objectives of the training were achieved.					
3	Training and Development Delivery Style					
3.1	The training exercise best help trainees learn and apply different types of knowledge or skill.					
3.2	I consider that duration of training is appropriate to keep me motivated for learning.					
3.3	The trainer clearly described what to expect from the presentation.					
3.4	The trainer defined unfamiliar technical terms.					
3.5	The trainer provided clear instructions for all activities.					
3.6	The practical activities of the training and teaching methods were effective.					
3.7	The training session is flexible and includes variety of energizers.					
3.8	The training I took part uses different media (flipcharts; videos; etc.) in the training room.					
3.9	The training program I received accommodates different learning styles.					
4	Employees' Performance					
4.1	Trainings provided by the organization are important to render quality service,					

4.2	Trainings provided by the organization increase employees' commitment, job satisfaction and boost confidence.					
4.3	Trainings provided by the organization increase employees' efficiency and effectiveness, and organizational objectives at large.					
4.4	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.					
4.5	Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training.					

APPENDIX II

JIMMA UNIVERISTY

COLLEGE OF BUSINESS AND ECONOMICS

DEPARTMENT OF MANAGEMENT

INTERVIEW

Your input is very important to the research hence you are kindly requested to respond this interview to achieve the grand objective of the study. Your response will be kept highly confidential and used only for academic purpose.

I thank you very much in advance for participating in this study and providing your thought full feedback

1. Is there a regular practice of need assessment in the organization?
2. Would you please describe the effectiveness of training in the organization?
3. Would you tell us about the training and development design?
4. What did you say about the delivery style of the training?
5. Does the company evaluate the training output?
6. What is the company's plan on training and development?
7. Do you think that the training and development practice in the organization enhances the performance of employees? Please Discuss?
8. What it looks the training and development content?

I thank you again!