

***The Effect of Training and Development on Employees  
Performance: The Case of Agaro General Hospital***

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

By:

YASSIN AHMED ABAKOYAS



**JIMMA UNIVERSITY  
COLLAGE OF BUSINESS & ECONOMICS  
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JIMMA, ETHIOPIA**

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Performance: A Case of Agaro General Hospital*

By:

**YASSIN AHMED ABAKOYAS**

Under the Guidance of

Dr. SHIMELIS ZEWUDE

And

Mrs. NECHITU LAGASE (MBA)



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## CERTIFICATE

This is to certify that the thesis entities “The Effect of Training and Development on Employees Performance: The Case of Agaro General Hospital”, Submitted to Jimma University for the award of the Degree of Master of Public Management (MPM) and is a record of valuable research work carried out by Ato Yassin Ahmed, under our guidance and supervision.

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

*Main Adviser’s Name*

*Date*

*Signature*

*Dr. Shimelis Zawude*

*June, 04, 2021*

\_\_\_\_\_

*Co-Advisor’s Name*

*Date*

*Signature*

*Mrs. Nachitu Legesse*

*June, 04, 2021*

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## DECLARATION

I hereby declare that this thesis entitled “the effect of training and development on employee’s performance in Agaro General Hospital” has been carried out by me under the guidance and supervision of Dr. Shimelis Zewude (PhD) and Mrs. Nechitu Legesse (MBA).

The thesis is original and has not been submitted for the award of degree or diploma in any university or institutions.

Researcher’s Name

Date

Signature

Yassin Ahmed Abakoyas,

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## **ABSTRACT**

*This study is about the effect of training and development on employee performance. The main objective of training and development is to improve employee knowledge and the skills for their better performance. The employee performance was measured in terms of the improvement in motivation and Job Satisfaction. The study was done based on primary and secondary data sources. The research design was in the form of **explanatory design** and data collected was based on people's attitudes, opinions, or any of the variety of education or social issues. There was no sampling technique used. As the number of total populations is too small, all 261 employees were taken as a sample size. The composition of the participants 98(39.2%) respondents are females and 152(60.8) are males. This implies as majority of the respondents are male. A self-administered structured questionnaire was designed to collect the relevant information from the respondents. The survey questionnaire was 30-items developed to assess Training and Development with respect to Employees Performance. The data collected from the target population were analyzed using SPSS version 25. The total number of questionnaires distributed was 261 out of which 250 (95.78% return rate) were properly filled and returned and finally used for analysis purpose. The data was analyzed using quantitative and qualitative statistics. At the end, the finding of the research recommends the Agaro general hospital shall conduct frequent trainings to make sure its employees for better serving the interest of the customers. The results also suggest that the method of training shall be trainee centered than trainer centered for the senior employees.*

**Key Words:** Training and development, Employee Performance, Agaro

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## TABLE OF CONTENTS

<b>CERTIFICATE</b> .....	<b>i</b>
<b>DECLARATION</b> .....	<b>ii</b>
<b>ABSTRACT</b> .....	<b>iii</b>
<b>ACKNOWLEDGEMENTS</b> .....	<b>iv</b>
<b>TABLE OF CONTENTS</b> .....	<b>v</b>
<b>LIST OF TABLES</b> .....	<b>viii</b>
<b>LIST OF FIGURES</b> .....	<b>ix</b>
Figure: 2. 1. Conceptual Frameworks.....	20 ....ix
Figure 4.1.Histogram of normality test.....	33 .....ix
Figure 4. 2. P-P of normality test.....	34 .....ix
<b>ACRONYMS</b> .....	<b>x</b>
<b>CHAPTER ONE</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
1.1. Background of the study.....	1
1.2. Statement of the Problem.....	3
1.3. Research Questions .....	4
1.4. Objective of the Study .....	4
1.4.1. General Objective .....	4
1.4.2. Specific Objectives .....	4
1.5. Significance of the Study .....	5
1.6. Scope of the Study .....	5
1.7. Limitations of the Study.....	6
1.8. Organization of the Study .....	6
<b>CHAPTER TWO</b> .....	<b>7</b>
<b>REVIEW OF RELATED LITERATURE</b> .....	<b>7</b>

2.1. Theoretical Frameworks .....	7
2.1.1. The Meaning of Training .....	8
2.1.2. Theoretical Foundation .....	8
2.1.3. Training and Development .....	9
2.1.4. Relationship between Training and Development and Employee Performance .....	10
2.1.5. Organization’s Need for Training (Performance) .....	11
2.1.6. Benefits of Training and Development .....	12
2.2. Training and Development Methods.....	13
2.2.1. Job Rotation and Transfers .....	13
2.2.2. Coaching and/or Mentoring .....	14
2.2.3. Orientation .....	14
2.2.4. Conference .....	14
2.2.5. Formal Training Courses and Development Programs .....	15
2.3. Employee Performance .....	15
2.3.1. Performance: .....	16
2.3.2. Effects of Training on Performance .....	17
2.4. Conceptual Frameworks .....	19
Figure: 2. 1. Conceptual Frameworks .....	19
<b>CHAPTER THREE .....</b>	<b>20</b>
<b>RESEARCH DESIGN AND METHODS .....</b>	<b>20</b>
3.1. Research Design.....	20
3.2. Sample.....	20
3.2.1. Target Population.....	20
3.2.3. Sample Size.....	21
Table 3. 1 Sample size .....	21
3.3. Data Collection Instruments .....	21
3.4. Validity and Reliability .....	21
Table 3. 2: Reliability Statistics .....	22
3.5. Data Analysis .....	22
3.6. Ethical Consideration.....	22
<b>CHAPTER FOUR.....</b>	<b>23</b>



<b>DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....</b>	<b>23</b>
4.1. Descriptive Analysis .....	23
4. 1. 1. Demographic Description of Respondents .....	23
Table 4.1.demographic characteristics of respondents .....	24
Table 4.2.Frequency of staff training.....	25
Table 4. 3. Did you receive any staff training in the last 12 months?.....	25
4.1.2. Descriptive Analysis of Variables .....	26
Table 4.4. Respondents response on Training and Development Trends. ....	27
Table 4.5. Respondents response on Job Orientation Trends .....	28
Table 4.6. Respondents response on coaching and mentoring Trends.....	28
Table 4.7. Respondents response on job rotation and transfer Trends.....	29
Table 4.8. Respondents response on conference providing Trends .....	29
Table 4.9. Respondents response on employee performance Trends .....	30
4.2. Inferential Analysis.....	30
4.2.1. Correlation Analysis .....	30
Table 4. 10. Pearson correlation coefficient .....	31
4.2. 2. Regression Analysis Assumption Tests .....	31
Figure 4.1.Histogram of normality test.....	32
Figure 4. 2. P-P of normality test.....	33
Table 4.11.Collinearity Statistics.....	34
4.3. Multiple Linear Regression Analysis.....	34
Table 4.12. Model Summary .....	35
Table 4. 13.ANOVA.....	35
Table 4. 14. Regression Coefficients .....	36
<b>CHAPTER FIVE .....</b>	<b>38</b>
<b>SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS ...</b>	<b>38</b>
5.1. Summary of Major Findings .....	38

5.2. Conclusions.....	39
5.3. Recommendations.....	40
<b>References.....</b>	<b>41</b>
<b>Appendix.....</b>	<b>45</b>

### LIST OF TABLES

Table 3. 1. Sample size.....	20
Table 3. 2. Reliability Statistics.....	21
Table 4.1.Demographic characteristics of respondents .....	24
Table 4.2.Frequency of staff training .....	25
Table 4. 3. Did you receive any staff training in the last 12 months? .....	25
Table 4.4. Respondents response on Training and Development Trends. ....	27
Table 4.5. Respondents response on Job Orientation Trends.....	28
Table 4.6. Respondents response on coaching and mentoring Trends.....	28
Table 4.7. Respondents response on job rotation and transfer Trends .....	29
Table 4.8. Respondents response on conference providing Trends .....	29
Table 4.9. Respondents response on employee performance Trends.....	30
Table 4. 10. Pearson correlation coefficient.....	31
Table 4.11.Collinearity Statistics.....	34
Table 4.12. Model Summary .....	35
Table 4. 13.ANOVA.....	35
Table 4. 14. Regression Coefficients.....	36

## LIST OF FIGURES

<b>Figure: 2. 1. Conceptual Frameworks.....</b>	<b>20</b>
<b>Figure 4.1.Histogram of normality test.....</b>	<b>33</b>
<b>Figure 4. 2. P-P of normality test.....</b>	<b>34</b>

## **ACRONYMS**

**HRD** = Human Resource Development

**HRM** = Human Resource Management

**NEA** = National Education Association

**SPSS** = Statistical Package for Social Science

**VIF**= Variance Inflation Factors

# CHAPTER ONE

## INTRODUCTION

This chapter deals with the background of the study, statement of the problem, objectives, significance, delimitation, scope and organization of the study.

### 1.1. Background of the study

Human capital can be regarded as the prime asset of an organization and businesses need to invest in that asset to ensure their survival and growth. The organization should ensure that, it obtains and retains skilled, committed and well-motivated workforce it needs. This means taking steps to assess and satisfy future people needs and to enhance and develop the inherent capacities of people their contributions, potential and employability- by providing learning and continuous development opportunities. Dessler, G. (2008).

Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development. Training is therefore necessary to ensure an adequate supply of employees that are technically and socially competent for both departmental and management positions (Muchel 'le, 2007). According to Heathfield (2012), the right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution.

Human resource management is today considered as a strategic partner of the other functional areas of business organization, namely; marketing, finance, production, purchasing, management information systems and administration. The human resource of any organization is that which is expected to bring about the competitive difference, since the success or failure of an organization is dependent on the quality of this resource as well as its training and development. This is based on the notion that human resource is the competitive advantage of any business organization. Armstrong. ( 2001). strategies could all be copied by other competitive organizations; however, the innate quality,

innovativeness, knowledge, abilities and skills of the human resource cannot easily be copied.

This involves training and development of workforces and managers (Briscoe 1995: 83). Training and development are often used to close the gap between current performances and expected future performance. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall 2005). Amongst the functions activities of this function is the Identification of the needs for training and development and selecting methods

Effective staff development requires continuous collaboration between supervisors and their staff. Supervisors are responsible for guiding and supporting the professional development of their staff by offering or identifying learning and professional development opportunities and providing coaching and feedback. To support supervisors in providing such opportunities can enhance their staffs' work-related skills. Staffs also share the responsibility for their own professional development and are encouraged to speak with their supervisor about taking advantage of available resources for professional development. Debrah, Y. A. & Ofori, G (2006).

Both developing and developed countries have suffered from the ineffectiveness of their training programs. There is a significant body of literature which discusses the reasons why training programs in developing countries do not lead to the desired outcomes. Many studies argue that most of the training and development programs in developing countries have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives. Ahmad Al-Nuseirat and Mhamed. (February, 2014. ).

Agaro general Hospital is the largest public institution in the Agaro town in terms of capital, asset and number of employees. However, its mission couldn't be achieved with out of well skilled and qualified human resources. In order to have such kind of staff, the Hospital has been providing short- and long-term trainings. In this case, this study assessed how and in what condition the Agaro Hospital has been offering training to its employees. Largely, this study examined the effect of training and development

endeavors of the Agaro general Hospital on its employee's performance. Besides, this study inspected to what extent the trainings and development activities build employees to achieve organizational goal. Asare-Bediako, K. . (2008.).

## **1.2. Statement of the Problem**

According to Cole (2002), it is a well-known fact that training enhances skills, knowledge, abilities, competencies and ultimately employee performance in organizations. One of the purposes of human resource is to produce a talent that would be fit in the needs of the organization and be suitable to the human knowledge in their position. The idea of having the right people in the right position is possible through the integration of training and development. Similarly, to the current training and development issues, the effect of training and development on organizational performance is an unsettled issue and has been deliberated in many empirical studies such as discussed by, Noe, (2006).

(Biygantan2014) states that various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives. The implementation of training and development programs in developing countries including Ethiopian civil service have different problems. The problems are related to requirements to be fulfilled for the implementation of training and development programs (Harvey, 2002). Despite the increasing awareness by organizations on the effects of training on employees' performance, as to the knowledge of the researcher, there is still limited literature on human resource development issues in with specific reference to health institutions in the study area.

According to researcher's pre-survey, in Agaro General Hospital, there were little human resource development strategies in place for training of employees to improve their performance. Even, the existing training are not as much planned. Moreover, there is lack of interest on the side of trainee in training due to unplanned training program only proposed by the regional health bureau without the interest of the employees as well as lack of need assessment. Therefore, this study was conducted for contributing in

minimization of this practical gap and thereby for improving the basis of understanding in training and development aspects of human resource management in general and that of health service institutions in particular.

However, like any other government sector, Agaro General Hospital has been doing a lot in training and developing to its workforces' performance. Thus, this study is appraising the nature of trainings and development granted by the institution. Moreover, this research underline on the extent to which the training and development programs of the institution are effective, responsive to the needs and expectation of its staff, and how this affects staff performance. By doing this, the study was seeking to fill the information gap and to show if there is anything done by the institution to make adjustments on how and in what areas training can be need. This study, therefore, sets out to assess the role of training and development on the human resource performance.

### **1.3. Research Questions**

The research will answer the following key research questions

1. Do training and development programs take the level of employee performance in to consideration?
2. What is the effect on-job training on employee performance?
3. What is the effect of off –the- Job Training on employee performance?
4. What are the effects of job rotation and transfers on employee's performance in Agaro general Hospital?

### **1.4. Objective of the Study**

#### **1.4.1. General Objective**

The main objective of the research is to determine the effect of training and development on employee's performance of Agaro General Hospital.

#### **1.4.2. Specific Objectives**

- To determine the effect of Training design on employee performance.
- To assess the effect on- job and off- the -Job training on employee performance.



- To analyze the effects of job rotation and transfers on employee's performance in Agaro general Hospital.
- To examine the effect of coaching/mentoring of employees on their performances in Agaro General Hospital.

### **1.5. Significance of the Study**

Giving training cannot be the end goal of an organization, the training given and its effect should be assessed based on the change on the performance of the Organization. Based on this most of the study that made by Jimma University researchers are mainly focused on Jimma town and its surrounding. So, this study was covering such gaps by making such study out of the town. This study also serves to fill a gap between training plan that not based on need of trainees and the actual need of the Organization (Agaro general Hospital). Beside on this, it contributes time-being information to the organization (Agaro general Hospital) about the effect of its staff training and development programs and the staff management will be use the findings of this study to grasp the role of the trainings on its employee's performance.

### **1.6. Scope of the Study**

This study was focused on the effect of training and development on employee's job performance and of the Agaro General Hospital. Agaro general Hospital is one of the biggest public sectors that give health service for the four surrounding Woradas and Agaro town population.

Different training and development methods; Job rotation and transfers, coaching and/mentoring, role playing, orientation, conferences, formal training courses and development programs was included.

This study appraising only the performance of staffs employed in the Agaro General Hospital. Furthermore, this study is an explanatory study in which data was collected at one point in time.

### **1.7. Limitations of the Study**

The study could have been more robust if the methods of data collection included detailed interviews with key informants from the management, clinical and administrative staffs of the hospital. This could not be possible due to the inconveniences created by the Corona (Covid-19) pandemic during the data collection phase of this research.

### **1.8. Organization of the Study**

This study was composed of five chapters. The first chapter was introduction consisting of background of the study, statement of a problem, objectives and significance of the study, delimitation and limitation of the study. The second chapter focused on reviewing related literatures, Chapter three of this study was engrossed on research design and methods, specifically research design, sampling design, types and sources of data, data collection instruments, validity and reliability of data, data analysis methods. Chapter four is data presentation, analysis and interpretation in which the results and findings of the study was discussed in detail. The last chapter (chapter five) is the summary of major findings, conclusions and recommendations.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURE

This chapter examines previous literature related to the relationship between training and development, and employee performance among the customer care agents in public service. It reviews the past studies that help the researcher to understand and identify the problem being studied more appropriately.

### 2.1. Theoretical Frameworks

As Fitzgerald, (1992) defines that training as an achievement of the understanding and skill for present the tasks. Next K. (2002) describe training as a systematic method for learning and development to increase person, team and the organizational efficiency. It also supports the opinions of Fitzgerald, (1992) while (Aguinis, 2009) describes the significance of training by stating that it increases the employee's job performance and bring other positive changes such as acquisition of new talents. (Gansberghe, 2003) defines development as a long-term process designed for enhance the potential and the effective eness. Well trained employees are the key to a business' success. It has been shown that the most successful and productive employees are those who have received extensive training and development. These groups of employees can be described as the "cream of the crop" that often has the strongest stake in an organization's future.

According to (Degraft-Otoo July, 2012) on his thesis stated that and (Dessler, 2008), even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he/she does not go through training and development. This is why training of newly employed starts with organizational orientation.

Also in the same thesis, (Cole, 2004), postulates that human resources are the most dynamic of all the organization's resources and therefore they need considerable attention

from the organization's management, if the human resource is to realize their full potential in their work.

Training and development activities just as most other activities in an organization depended on the policies and strategies of the organization. An organization with a well-organized training would refer to it as "systematic training" which is why job descriptions are inevitable during the recruitment and selection process. Furthermore, in establishing what training and development needs an organization has must start with a job description and later performance appraisal. In part III (Protection of Employment) of the Labor Act 2003, Act 651 section 10 (Rights of a worker), it states that "the rights of a worker include the right to be trained and retrained for the development of his work and to receive information relevant to his work.

### **2.1.1. The Meaning of Training**

According to (Degraft-Otoo, July, 2012) on his thesis stated that, De Cenzo (2000) explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job". This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how they work, their relations and interactions with co-workers and supervisors.

Training thus consists of planned programs designed to improve performance at the individual, group or organizational levels, Cascio, (1992). With an improved performance on the part of the individual, group or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude and social behavior.

### **2.1.2. Theoretical Foundation**

As the literature suggests, the nature of the training in the public sector has changed over the recent decades. Traditionally, training will consider to be job-focused, limited to the technical skills and abilities needed by public employees to perform specific tasks. As such, it will differentiate from education, which will consider being broader in scope,

more oriented toward a range of future jobs and generally provided by institutions of higher learning. Traditionally, individuals obtained their education first and subsequently received training in the work environment. Recently, the distinction among training, education, and development has become blurred Van,(1993). As public organizations find themselves needing to help employees learn about new technologies and skills, training, in many instances, has begun to look like what has traditionally been called education. The on-going debate in academia over the content of the courses suggested in MBA and PhD programs is illustrative of the nature of these discussions.

### **2.1.3. Training and Development**

According to Amadi,(2014) on his research project stated, Armstrong,( 2001) defined that training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience. Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Staff development on the other hand is improvement of the employees ‘competences for future environmental demands and adaptability.(Beardwell Ian, 1997) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Organizations are offering a variety of training programs to meet their organizational needs. These include content on processes, procedures and business practices, managerial or supervisory training, interpersonal skills, compliance, sales, executive development, basic skills, new employee orientation, customer service and quality. It also he points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify amore directed expected approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject –specific knowledge rather than trying to build core learning abilities.

Development is a long-term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. According to (Campbel,1971) development implies an individual

growth and self-realization in a brand base. He suggests that he is more concerned with employee potential than immediate skills and views employees as adaptable resource aiming at personal growth and realization of potential of an employee. on the same research project, (Armstrong,2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager. Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development are also a means for employers to address the employees 'needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability,Jackson,(2008). Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning.

#### **2.1.4. Relationship between Training and Development and Employee Performance**

Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers.

The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholder's investment. the shareholders relationship between training and Development and Employee's Performance. (Myles 2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in change motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to better business and more referrals from the satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders 'investment.

### **2.1.5. Organization's Need for Training (Performance)**

According to (Degraft-Otoo, July, 2012) on his thesis stated that well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and program that would bring out of their desire efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, Asare-Bediako, (2008.). For this reason, organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training program that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance, A (Ibid). Performance of employees as said elsewhere thus is about employee output which is twofold; first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization (Ibid).

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

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

### **2.1.6. Benefits of Training and Development**

According to ( Nassazi, 2013a)stated that, The adoption of changing technology in this era of globalization and the emergence of new technologies, organizations are striving to survive, grow and operate profitably in a turbulent, even changing environment. They have to position themselves in order to keep abreast with the new technologies and business development globally. Employees need to be trained and developed regularly so as to deliver even when the external environment changes lead to obsolesce of the current technology in place with the organization. Nadler.Leonard,( 1984). Training eliminates job discrepancies. To be successful, organizations have to be responsive and fast to changing environment. They have to respond fast to changing consumer requirements and needs for quality, variety, customization, convenience and timeliness. There is need to ensure that there is synchronization and standardization in how things are carried out in organizations. According to Eunice Jane Amadi on his research project stated in (2014), (Beardwell Ian, 1997) human resource management has emerged as a set of prescriptions for managing people at work. The central claim is that by matching the size, skills of the workforce to productive requirements of the organization and by raising the quality of individual employee contribution to production, organizations can make significant improvements on their performance. The main purpose of training and development is to eliminate performance discrepancies whether current or anticipated. Training and development leads to increased employee motivation Seligman L( 1998).

The management can motivate people through such methods as pay, promotion, praise and training. (Gale T Bradley, 1994), states that motivating other people is about getting them to move in the direction you want them to go in order to achieve a result. Motivated people are those with clearly defined goals who take action that they expect will achieve those goals. Training and development also enhance competitive advantage of an organization. This is the essence of competitive strategy. It encompasses those capabilities, resources, relationships and decisions which permit an organization to



capitalize on opportunities in the market place and avoid threats to its desired position M. Armstrong (2005), many organizations have got to the point of recognizing that training and development is a strategic priority rather than a tactical response. A reason for training and development is to give the organization a competitive edge.

## **2.2. Training and Development Methods**

According to (Nassazi, 2013b) on his thesis stated that and Nadler.Leonard,( 1984) 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 so as to be able to meet organization's current and future objectives. There are broadly two different methods that organizations may choose from for training and developing skills of its employees. These are on-the-job training given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training. Examples of the on-the-job training include but are not limited to job rotations and transfers, coaching and/or mentoring.

On the other hand, off-the-job training examples include conferences, role playing, and many more as explained below in detail.(M. Armstrong, 1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (2) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

### **2.2.1. Job Rotation and Transfers**

Job rotation and transfers (McCourt, 2003) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one

branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates. The knowledge acquired by the selected employees for this method is beneficial to the organization as it may increase the competitive advantage of the organization.

### **2.2.2. Coaching and/or Mentoring**

According to Nassazi (2013b), stated in his thesis that, This involves having the more experienced employees coach the less experienced employees. Devanna (1984) argued that mentoring offers a wide range of advantages for development of the responsibility and relationship building. Torrington (2005), the practice is often applied to newly recruited graduates in the organization by being attached to mentor who might be their immediate managers or another senior manager. This however does not imply that older employees are excluded from this training and development method but it is mainly emphasized for the newly employed persons within the organization.

### **2.2.3. Orientation**

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

### **2.2.4. Conference**

As a training and development method involves presentations by more than one person to a wide audience. It is more cost effective as a group of employees are trained on a

particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading to under training other individuals.

### **2.2.5. Formal Training Courses and Development Programs**

These are a number of methods which may be used to develop the skills required within an organization. These course and programs are usually a set of defined and known programs where the contents, durations and all the details about the training are clear to both the organization and the personnel to be trained. Unlike informal trainings and programs, formal training and programs can be planned earlier and also plan for their evaluation. Employees may undertake these courses and programs while completely off work for a certain duration of time or alternatively be present for work on a part-time basis. These programs can be held within the organization (in-house) or off the job. Off the job is argued to be more effective since employees are away from work place and their concentration is fully at training. Depending on the knowledge needed, organization's structure and policies, the trainers too may be coming within the corporation or outside the organization.

## **2.3. Employee Performance**

Job satisfaction or employee satisfaction has been defined in many different ways. Some believe it is simply how content an individual is with his or her job, in other words, whether or not they like the job or individual aspects or facets of jobs, such as nature of work or supervision (Spector, 1997). Others believe it is not as simplistic as this definition suggests and instead that multidimensional psychological responses to one's job are involved (Hulin, & Judge, 2003). Researchers have also noted that job satisfaction measures vary in the extent to which they measure feelings about the job (affective job satisfaction) (Thompson & Phua, 2012) or cognitions about the job (cognitive job satisfaction), (Moorman, 1993).

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior. Kenney et al, (1992) stated that employee's performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures Ahuja, (1992) as briefly explained hereafter. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed Ahuja, (1992). Efficiency and Effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target J. A. F. Stoner, (1996). Productivity is expressed as a ratio of output to that of input J. A. F. Stoner, Freeman, E. & Gilbert, D. A., (1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed Lipsey, (1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs Kotler, (2002). It is increasingly achieving better products and services at a progressively more competitive price J. A. F. Stoner, (1996).

As noted by Daft, (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 they can do 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.

### **2.3.1. Performance:**

performance encompasses the actual output or results of an organization as measured against its intended outputs (or goals and objectives). According to Richard in Wikipedia (2008), organizational performance comprises three specific areas of firm outcomes: (i)

financial performance (profits, return on assets, return on investment, etc.) (ii) Product and market performance (sales, market share, etc.) and (iii) Shareholder return (total shareholder return, economic value added, etc.). The term Organizational effectiveness is broader. Most of the studies are concerned with organizational performance including strategic planners, operations, finance, legal, and organizational development ( Paul, nd). Many organizations in recent years have attempted to manage organizational performance using the balanced scorecard methodology where performance is tracked and measured in multiple dimensions such as ( Paul, nd; Wikipedia, 2008):

### **2.3.2. Effects of Training on Performance**

Satisfaction is an important goal for organizations to reach as it has been shown that profitability, productivity, employee retention, and customer satisfaction are linked to Employee Satisfaction. Satisfied, motivated employees will create higher customer satisfaction and in turn positively influence organizational performance. Past research that focused on employee satisfaction (Becker and Gerhart, 1996; Becker and Huselid, (1998); Wright and Boswell, 2002), as referred by Hooi Lai Wan (2007), established the link between human resource development and organizational performance. Other behavioral theories too suggest that the impact of human development management practices on performance is mediated by employee satisfaction, commitment and well-being Hooi Lai Wan, (2007).

According to (Nassazi, 2013b) stated in his thesis, In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. This therefore implies an existence of a significant difference between the organizations that train their employees and organizations that do not. Existing literature presents evidence of an existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular Purcell, (2003.) while others have extended to a general outlook of organizational performance Guest,( 1997). In one way or another, the two are

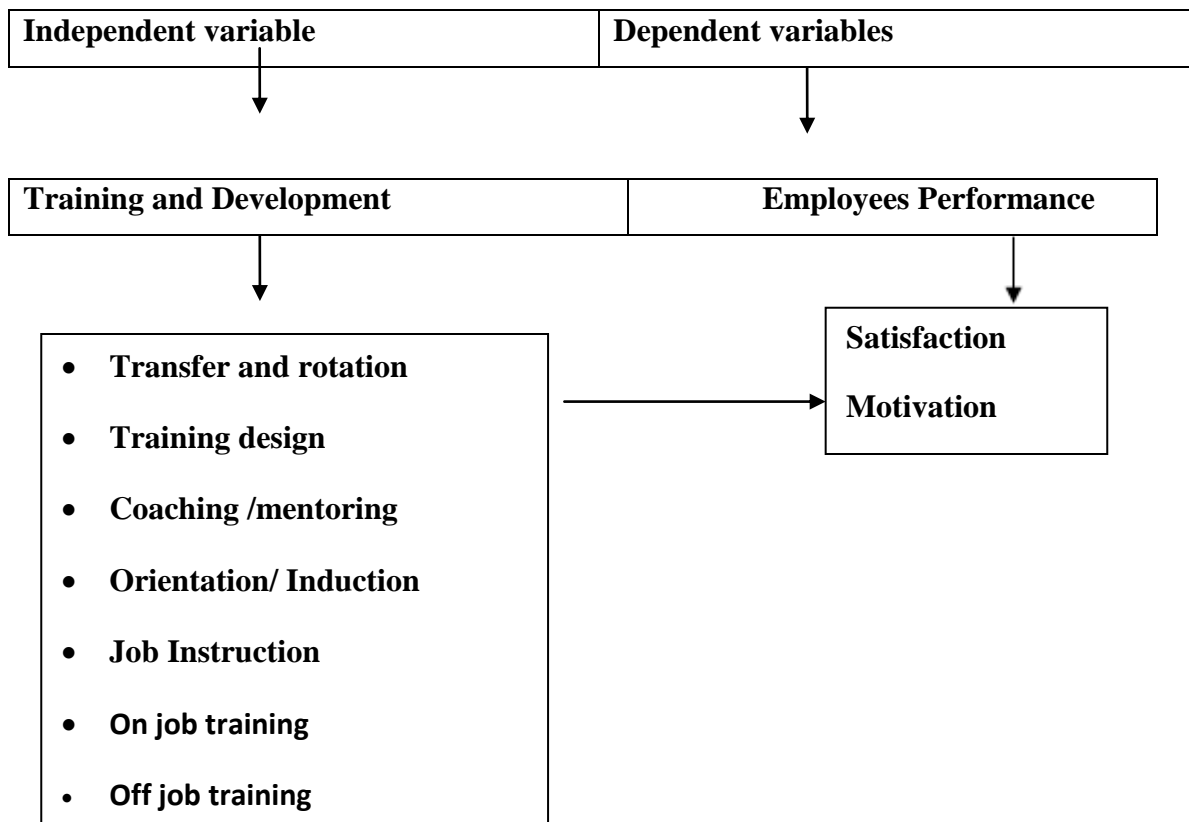
related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. In relation to the above, Wright,( 2001) note that employee competencies change through effective training programs. It therefore not only improves the overall performance of the employees to effectively perform their current jobs but also enhances the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers' attitude, through proper training interventions. According to Kenney et al, (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner, ( 1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer, (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance.

## 2.4. Conceptual Frameworks

The conceptual model formulates to show association of Training and development and organizations performance. In this study employees performance is dependent variable while 19 Training and development, namely; Training design, on the Job Training, off the Job Training and delivery Style are independent variable.

The conceptual framework specifies the vital process, which is valuable to display the path of the study. The research shows the relationship between the dependent and independent variaviles. The dependent variable in this research is the employee performance. In this paper, employee performance is a main interest in this study.

**Figure: 2. 1. Conceptual Frameworks**



Source: developed from literature reviews

# **CHAPTER THREE**

## **RESEARCH DESIGN AND METHODS**

This chapter basically describes how the study was carried out, the data collection methods used, its analysis and presentation. It is a very important chapter as it provides reasons to why a particular method of research, sampling, data collection and data analysis was choosing; it also gives the design of the study, population and its area of which the research was based. In short, this chapter is concerned with research designs, which are the design specifying methods and procedures for collecting and analyzing the collected data.

### **3.1. Research Design**

The research design was in the form of explanatory survey. This is an ideal methodology when collecting information about people's attitudes, opinions, or any of the variety of education or social issues Orodho, (2002). It is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals.

### **3.2. Sample**

A listing of all the departments workforce was obtained from the administration office from most senior grades to the least. A total survey population of different sections was used to get the number of respondents were questioned as shows below.

#### **3.2.1. Target Population**

The research was focused on Agaro General Hospital health professional and administrative staff. Accordingly, the total population would be 261 employees as a target of this study.

#### **3.2.2. Sampling**

There was no sampling technique used. Because of the totally different department employees of the Agaro General Hospital used.



### 3.2.3. Sample Size

As the number of total populations is too small all employees of the organization were taken as a sample size. Therefore, the total sample size would be 261 employees.

**Table 3. 1 Sample size**

<b>Position</b>	<b>Population /sample size</b>
<b>Administrative staff</b>	85
<b>Professionals: (all Health Workers)</b>	176
<b>Total</b>	261

### 3.3. Data Collection Instruments

The data collection method for this study was based on a primary and secondary data. The primary data were collected through a semi-structured questionnaire which was administered on a drop and pick bases. The questionnaire was consisting of open ended and closed questions. It was made up of two parts; Part I covering the general information about the respondents and the different trainings they have so far attended. Part II was sought to answer the research objective which was to find out the effect of training and development on employee performance while secondary data was collected from websites, books, bulletin, and researches.

### 3.4. Validity and Reliability

Quality and significance of the research can be judged by logical tests including constructing validity and reliability. In this study questionnaires were formed and used on the basis of existing studies and literature to construct the relationship between the HR development variables (training and development, career development and organization development) with job satisfaction. This thesis work was conducted by using a structured procedure that confirms the reliability of the study. In this study an employee performance assessment model is prepared that is derived from the facts of books and scientific articles. Comprehensive questionnaires are developed for data collection and the way used to contact the respondents is stated. This procedural way to conduct the research confirms the reliability and validity of the study.

The Effect of Training and Development on Employees Performance Survey is a 30-items instrument developed to assess Training and Development with respect to Employees Performance. Moreover, seven demographic questions, which address job tenure, age, gender, employment type, and service year and level of education. Data from the pilot study were used to establish instrument reliability. Though the survey tools used are standard, the reliability of the final questionnaire when computed based on the pilot study and the main data, internal consistency of the four scales yield the coefficient of Cronbach alpha were found to be .933 for the training and development,

**Table 3. 2: Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.933	.960	30

### **3.5. Data Analysis**

The data was analyzed using quantitative statistics. After gathering all the data from the respondents, the researcher was reviewed the collected data and edited so that only the data relevant to the research questions and objectives was retained. Data was analyzed using SPSS. Quantitative statistics like mean and standard deviation, multiple linear regression analysis was used to link training and development to employee performance. The results were presented using tables and charts.

### **3.6. Ethical Consideration**

During the course of administering the questionnaires, names and any identifying remarks was not used. Because of the fact that the questionnaires were self-administered, the confidentiality of the respondents was kept secured and any data received for the study was kept at the hands of a researcher. The data was used based on the questionnaire of respondents rather than using a researcher opinion and input.

# **CHAPTER FOUR**

## **DATA PRESENTATION, ANALYSIS AND INTERPRETATION**

This section records data gathered and provides specific information about effects of training and development on employees' performance. This chapter presents, analyzes and interprets the data collected from the respondents. The data were gathered through questionnaires. The researcher dispatched 261 questionnaires for 261 targeted sample respondents. However, 250 respondents completed and returned the survey questionnaire making 95.78% return rate, 4 questionnaires were found to be incomplete and could not be used for the study, while 7 questionnaires were not returned. Since this is within the acceptable rate for a survey (Kothari, 2004), the data analysis was conducted.

The data collected from the target population were analyzed using SPSS version 25. The total number of questionnaires distributed was 261 out of which 250 were properly filled and returned and finally used for analysis purpose. Despite, the effort made by the researcher to produce the largest rate of return, some questionnaires were either discarded for incompleteness or not returned at all. The rate of return of questionnaire is computed as follows;

Thus, the information gained from 95% of the returned rate of questionnaires was used in analysis of the data. Both descriptive and inferential analyses were conducted.

### **4.1. Descriptive Analysis**

The descriptive statistics is used as a way to examine the mean, standard deviation, frequency and percentages which are not apparent in the raw data.

#### **4. 1. 1. Demographic Description of Respondents**

In this section, the personal and job-related profiles of the respondents are presented. The following table presents the employee sex, age group, educational level, work experience in the organization.

**Table 4.1. demographic characteristics of respondents**

	<b>Sex</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Female	98	39.2	39.2	39.2
	Male	152	60.8	60.8	100.0
	Total	250	100.0	100.0	
	<b>Educational Level</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Diploma	80	32.0	32.0	32.0
	Degree	165	66.0	66.0	98.0
	Masters	5	2.0	2.0	100.0
	Total	250	100.0	100.0	
	<b>Age</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	18-30	141	56.4	56.4	56.4
	31-40	87	34.8	34.8	91.2
	41-50	19	7.6	7.6	98.8
	51-60	3	1.2	1.2	100.0
	Total	250	100.0	100.0	
	<b>Experience in the organization</b>	<b>Frequency</b>	<b>Percent</b>	<b>Valid Percent</b>	<b>Cumulative Percent</b>
Valid	Below 1	18	7.2	7.2	7.2
	1-5	131	52.4	52.4	59.6
	6-10	78	31.2	31.2	90.8
	11-15	16	6.4	6.4	97.2
	above 15	7	2.8	2.8	100.0

**Source: Own survey Data, 2021**

The above table indicates as 98(39.2) respondents are female and 152(60.8) are males. This implies as majority of the respondents are male. 80(32%) of the respondents are diploma holders, 165(66%) are degree holders and only 5(2%) of the respondents are master's holders. This implies as majority of the respondents are degree holders. Also, the above table indicates 141(56.4%) are found in youth age group, followed by those

who found in 31-40(34.8%) and 41-50(7.6%). There are very few respondents whose ages are between, 51-60 (1.2%). From the above table we can understand as majority of the respondents are working in the organization between 1-5 years (52.45%). 78(31.2%) of the respondents are working for 6-10 years in the organization. 8(7.2%) respondents are working in the organization not more than one year.6.4% of the respondents are working in the organization for 11-15 years. A very few respondents (7%) are working for more than 15 years in the organization.

**Table 4.2.Frequency of staff training**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	None at all	52	20.8	20.8	20.8
	Rarely	90	36.0	36.0	56.8
	Once only	24	9.6	9.6	66.4
	Often	44	17.6	17.6	84.0
	Quite often	40	16.0	16.0	100.0
	Total	250	100.0	100.0	

**Table 4. 3. Did you receive any staff training in the last 12 months?**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	168	67.2	67.2	67.2
	No	82	32.8	32.8	100.0
	Total	250	100.0	100.0	

**Source: own survey data, 2021**

The above table shows majority of the respondents (36%) are trained rarely where as a very few respondents (9.6%) are trained once in a while. 52(20.8), 44(17.6%), 40(16%) respondents are trained not at all, often and quite often respectively. Only 168(67.2%) respondents received any staff training in the last 12 months.

#### **4.1.2. Descriptive Analysis of Variables**

In order to see the general perception of the respondents regarding the selected effect of training on employee performance in the subject organization, the researcher has summarized the measures with the respective means and standard deviations. Thus, the mean indicates to what extent the sample group averagely agrees or does not agree with the different statements. The lower the mean, the more the respondents disagree with the statements. The higher the mean, the more the respondents agree with the statement. On the other hand, standard deviation shows the variability of an observed response from a single sample (Marczyk, Dematteo and Festinger 2005). Mean and Standard Deviation are generally interpreted as follows: mean scored between values 1.0-2.4 is perceived as negative or low value, the scores from 2.5-3.4 are suggested as medium or moderate, whereas the mean scores between 3.5-5.0 are interpreted as positive or high value. The standard deviation indicates the degree of variation of responses from group of the respondents.

Based on the table 4.4 below respondents were forwarded their perception regarding the independent variable 'Training and Development' variable elements within the study. They were asked about "whether the organization have clear views of training and development, out of the 250-sample population majority of the respondents 101 agreed, 25 of them strongly agree, 51 of them neutral while the rest of the respondents were negatively responded with the mean and standard deviation of 3.17 (1.222). The analysis result shows that the hospital has a clear view and a seated objective of training and development. Regarding that training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees, 114 majority of the respondents agreed, 48 strongly agree, 46 kept quite while the rests felled under strongly disagree and disagree with mean and standard deviation value of 3.62 (1.089).

**Table 4.4. Respondents response on Training and Development Trends.**

<b>Training and Development</b>	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>	<b>Std. Deviation</b>
There is a clear view of training & development objective in conducting training program in the organization	35	38	51	101	25	3.17	1.222
Training objective helps participants to be focused on it	12	36	44	116	42	3.56	1.074
Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees	14	28	46	114	48	3.62	1.089
Validity of training objectives is able to link the training needs and training which is to be delivered	7	27	71	105	40	3.58	.976
Training objectives clarify for trainers and trainees precisely what their goals are in training	10	26	53	127	34	3.60	.982
There is expectation to be achieve at the end of the training	12	16	53	126	43	3.69	.989
<b>Total</b>	<b>18</b>	<b>34.</b> <b>2</b>	<b>63.</b> <b>6</b>	<b>137.</b> <b>8</b>	<b>46.</b> <b>4</b>	<b>4.24</b> <b>4</b>	<b>1.27</b>

Source: own survey data, 2021

Regarding to validity of training objectives, training objectives clarify for trainers and trainees precisely what their goals are in training and expectation to be achieve at the end of the training, majority of the respondents 114, 105, 127 and 126 agreed and 48, 40, 34 and 43 strongly agree while the remaining population either disagree or strongly disagree.

As of it indicated above the mean of objective of training and development were 4.244 and standard deviation of 1.27. According to Zaidaton & Bagheri (2009) and also as sighted on Mekides (2015), the mean score below 3.39 was considered as low, above 3.8 was considers as high as illustrated by Comparison bases of mean of score of five-point Likert scale instrument. Standing from above result shows the mean score 4.244 for objectives of training with standard deviation of 1.27. Since the mean of (the mean score was above 3.8 considered as high practice of Training and development. accordingly, the result implies that the training and development practices of the Hospital is very high.

**Table 4.5. Respondents response on Job Orientation Trends**

Job Orientation	SD	D	N	A	SA	Mean	Std. Deviation
Orientation training is well planned	18	24	66	93	49	3.52	1.127
The introduction training is conducted timely	19	25	79	96	31	3.38	1.070
Introduction training provides an excellent opportunity for newcomers to learn	10	27	57	111	45	3.62	1.028
Introduction training has sufficient duration.	13	26	74	109	28	3.45	.998
The instructions are clear and easy to apply	4	22	72	104	48	3.68	.937
<b>Total</b>	<b>12.8</b>	<b>24.8</b>	<b>69.6</b>	<b>102.6</b>	<b>40.2</b>	<b>3.53</b>	<b>1.032</b>

Source: own survey data, 2021

According to table 4.5, above, among the populations of the sample size 250 over 212 respondents showed either agree or strongly agree regarding the job orientation trends of the hospital which were with a mean value of 3.53 and standard deviation of 1.032 this implies that since mean score value of the findings. According to Zaidaton & Bagheri (2009) the mean score below was below 3.8 the result would be moderate. Accordingly, the Hospital proved orientation for the employees was taken as moderate.

**Table 4.6. Respondents response on coaching and mentoring Trends**

Coaching and mentoring	SD	D	N	A	SA	Mean	Std. Deviation
I received enough support and guidance that I need from my peers and supervisors to fulfill my potential	8	29	52	132	29	3.58	.950
Supervisors support the use of techniques learned in training that employees bring back to their jobs		8	22	47	134	3.70	.946
<b>Total</b>	<b>2.6</b>	<b>7.4</b>	<b>14.8</b>	<b>35.8</b>	<b>32.6</b>	<b>1.456</b>	<b>0.3792</b>

Source: own survey data, 2021



Table 4.6, above indicates the summary of descriptive statistics of all variables that are evaluated based on a 5-point scale with the mean score of 1.456 (0.3792) it implies that the trends of the hospital regarding coaching and mentoring was very low.

**Table 4.7. Respondents response on job rotation and transfer Trends**

Rotating and Transfer	SD	D	N	A	SA	Mean	Std. Deviation
Employees job rotation within the organization helps in increasing my overall performances	2	23	67	113	45	3.70	.896
Job rotation improve my moral and self-confidence off the job training	8	23	42	128	49	3.75	.980
<b>Total</b>	<b>2</b>	<b>9.2</b>	<b>21.8</b>	<b>48.2</b>	<b>18.8</b>	<b>1.49</b>	<b>0.3752</b>

Source: own survey data, 2021

The data depicted in the Table 4.7 above shows to what extent the hospital a trend of job transfer and rotation. According to the intended objectives the result shoed that the mean value of 1.49 and a standard deviation of 0.3752. Hence, the hospital has very low trends of job transfers and rotation.

**Table 4.8. Respondents response on conference providing Trends**

Conference	SD	D	N	A	SA	Mean	Std. Deviation
Con1 _Job instruction are well documented and case of access	13	19	55	128	35	3.61	.993
Con 2_The lecture training programs are designed at level of abilities and education of employee	12	16	59	128	35	3.63	.966
Con 3_The training I have taken is applicable for the job after the training	8	12	44	151	35	3.77	.864
Con 4_The training provided by the minister of health helped me to perform my work quickly and efficiently	8	28	75	102	37	3.53	.982
<b>Total</b>	<b>8.2</b>	<b>15</b>	<b>46.6</b>	<b>101.8</b>	<b>28.4</b>	<b>2.908</b>	<b>0.761</b>

Source: own survey data, 2021

The data in the Table 4.8 above shows to what extent the hospital a trend of conference conduct. According to the intended objectives the result shoed that the mean value of

2.908 and a standard deviation of 0.761. Hence, the hospital has very low trends of offering conference.

**Table 4.9. Respondents response on employee performance Trends**

Employee Performance	SD	D	N	A	SA	Mean	Std. Deviation
Because of the knowledge, skills and attitudes that received from the training. I can	8	14	60	132	36	3.70	.898
In my opinion training helps me to increase productivity	6	13	54	119	58	3.84	.922
The training I received helped me to enhance high customer services	8	19	57	120	46	3.71	.960
The training provided by my organization helped me to improve and job quality \$ quantity	8	14	65	132	31	3.66	.884
Training contributed effectiveness and efficiency in Agaro General Hospital	4	26	66	111	43	3.65	.937
In my opinion training helped me to reduce frequency of supervision	8	18	74	110	40	3.62	.946
I am confident that the training brings strong team work and it helped me to increase work	14	17	50	124	45	3.68	1.027
The training you received has no effect on your job performance	6	10	43	148	41	4.16	3.680
I feel that training helped my organization to ensure its success with customer's satisfaction	10	11	49	133	47	3.78	.936
I think that employees become more committed toward their jobs after getting on the job training	6	15	53	147	29	3.71	.839
EP12_ In my opinion employees become more responsible after on the job training	4	12	62	129	43	3.78	.843
<b>Total</b>	<b>16.4</b>	<b>33.8</b>	<b>126.6</b>	<b>281</b>	<b>91.8</b>	<b>3.258</b>	<b>2.5744</b>

Source: own survey data, 2021

The data in the Table 4.9 above shows to what extent the hospital employee's job performance are shoed. The mean value of 3.258 with standard deviation of 2.5744 showed that employee job performance was and the hospital has to do more in order to maximize staff's performance.

## 4.2. Inferential Analysis

### 4.2.1. Correlation Analysis

A correlation analysis is performed to determine if there are any relationships between the independent variables and the dependent variable. In order to interpret the result of

the correlation there are standards. According to Somekh and Lewin (2005) the criteria for evaluating the magnitude of a correlation is as follows: If the correlation coefficient (r) is 0.01-0.29, the strength of relationship is weak, when correlation coefficient (r) is 0.30-0.49, the relationship is moderate and when the correlation coefficient (r) is 0.50-1.0, the strength of relationship is strong.

**Table 4. 10. Pearson correlation coefficient**

<b>Correlation</b>					
<b>Pearson Correlation</b>	<b>Training</b>	<b>Induction</b>	<b>Instruction</b>	<b>Rotation</b>	<b>Performance</b>
<b>Training</b>	1				
<b>Induction</b>	.574**	1			
<b>Instruction</b>	.535**	.665**	1		
<b>Rotation</b>	.501**	.437**	.512**	1	
<b>Performance</b>	.577**	.602**	.582**	.564**	1

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

The above table shows the correlation coefficient of different independent variables with employee performance. All of the independent variables have strong correlation with the dependent variables. Off the job training has strong correlation with employee performance by having correlation coefficient (r) of 0.748, followed by training design (r) = 0.587, job instruction (r) = 0.578, orientation and induction (r) = 0.566 and job rotation and transfers (r) = 0.527 \*\*. Correlation is significant at the 0.01 level (2-tailed).

#### **4.2. 2. Regression Analysis Assumption Tests**

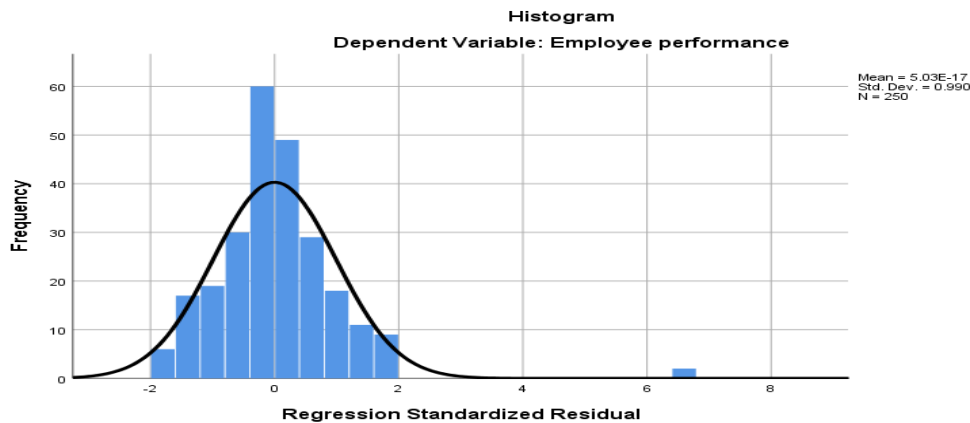
Before applying the multiple linear regression analysis to test the influence of independent variable on employee motivation and satisfaction, some tests were conducted in order to ensure the appropriateness of data analysis as follows:

##### **Normality Test**

The main assumption in normality is that the distribution in each item and in all linear combination of items is normally distributed (Hair, et.al, 2010).

The researcher used Histogram method of testing the normality of the data. Histogram is bell shaped which led to infer that the residuals (disturbance or errors) are normally

distributed. The residuals should be normally distributed about the predicted dependent variable score. As shown on figure below, dependent variable is normally distributed for each value of the independent variables.

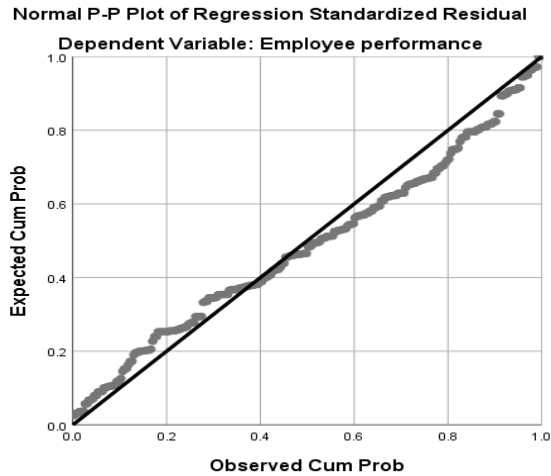


**Figure 4.3. Histogram of normality test**

### **Linearity Test**

Linearity refers to the degree to which the change in the dependent variable is related to the change in the independent variables. To determine whether the relationship between the independent variables and dependent variable is linear; Plots of the regression residuals through SPSS software had been used. In case of linearity, the residuals should have a straight-line relationship with predicted dependent variable scores.

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



*Figure 4. 4. P-P of normality test*

### **Multicollinearity Test**

Multicollinearity can be checked by correlation matrix and Variance Inflation Factors (VIF).

A correlation matrix is used to ensure the correlation between independent variables (Explanatory variables) and dependent variables to identify the problem of multicollinearity. on the other hands, correlation matrix computing a matrix of Pearson's bivariate correlations among all independent variables and magnitude of the correlation's coefficients. Whereas the Variance Inflation Factors (VIF) of the linear regression indicates the degree that the variances in the regression estimates are increased due to Multicollinearity. As Hair et, al. (2006) argued that correlation coefficient below 0.90 may not cause serious multi-collinearity problem. The result in table of correlation part shows that, there is a correlation among the independent variables and the coefficient of correlation (r) is ranged from 0.437 to 0.665 values. From those coefficients of correlation (r) the highest correlation is 0.665 and it is less than the stated standard by Hair et, al. So, it can be concluded that there is no multi-collinearity problem among the independent variables in the model based on the correlation matrix result.

On other hands, the collinearity statistics shows Variance Inflation Factors (VIF) ranged from 1.650 to 2.179 and tolerance values ranged from 0.459 to 0.606 as described in table below.

**Table 4.11. Collinearity Statistics**

Collinearity Statistics		
Variables	Tolerance	VIF
Training Design.	.550	1.819
Orientation & Induction.	.459	2.179
Job Instruction	.472	2.117
Job rotation & Transfers	.606	1.650
Off the job training	.480	2.081

As stated by Field (2005) the Variance Inflation Factors (VIF) of the Linear Regression indicated the degree that the variances in the regression estimates are increased due to multi-collinearity and VIF values higher than 10.0 shows as there is multi-collinearity problem. On the other hands, as stated by Pallant (2007), Tolerance is a statistical tool which indicates the variability of the specified independent variable from other independent variables in the model and it has no multi-collinearity problem if the tolerance is greater than 0.10 values. The results of tolerance and VIF suggests that multi-collinearity is not suspected amongst the independent variables, because the values of VIF are below 0.10 while the tolerance values are above 0.10.

### **4.3. Multiple Linear Regression Analysis**

As of the other statistical tool, the study applied the regression analysis to the study and investigated whether the constructed model is significant or not. In addition, the regression analysis tool in SPSS has calculated the ‘total explained variance’ of this model from the model summary table 4.8 below in the output of regression analysis, the regression equation has been composed and this equation indicates the mathematical relationship between the dependent variable (employee performance) and independent variables (training and development).

Up on the completion of the correlation analysis and different model tests (linearity, normality, multi-collinearity), Regression analysis was run to find any association between the independent variables and the dependent variable.

According to Hair.et.al. (2007) Multiple Regression Analysis is a form of general linear modeling and is an appropriate statistical technique when examining the relationship between a single dependent variable and several independent variables(predictors).

The table below shows, the R value obtained by regression was 0.784 and the R<sup>2</sup> Value is 0.607 which mean that 78.4% variations in employee motivation have been explained by the all-independent variables and 24.6% was due to other factors.

**Table 4.12. Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
<b>1</b>	<b>.784<sup>a</sup></b>	<b>.615</b>	<b>.607</b>	<b>5.99871</b>
a. Predictors: (Constant), Total off the job, rotation, Induction, Training, Instruction				
b. Dependent Variable: Employee performance				

The Analysis of Variance (ANOVA) results of regression between predictor variables and employee performance shows that, the probability value of 0.000 (p<0.05) indicates the relationship was highly significant in predicting how off job training, orientation and induction, training design and job rotation and transfers explain employee performance as shown on table below.

**Table 4. 13.ANOVA**

ANOVA						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	14025.308	5	2805.062	77.952	.000 <sup>b</sup>
	Residual	8780.228	244	35.985		
	Total	22805.536	249			
a. Dependent Variable: Employee performance						
b. Predictors: (Constant), Total off the job, rotation, Induction, Training, Instruction						

The P value can explain the variation in the dependent variable. That is when the P value is less than 0.05 the independent variables explaining the variation in the dependent variable. Whereas, when the P value is greater than 0.05 then, the independent variables do not explain the variation in the dependent variable.

To this effect, since P-value is 0.000(P <0.05).All independent variables explaining the variation in the dependent variable (employee performance).

**Table 4. 14. Regression Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	5.696	2.105		2.706	.007
	Training Design	.291	.097	.160	2.987	.003
	Orientation & Induction	.147	.161	.054	.915	.361
	Job instruction	.462	.219	.122	2.106	.036
	Job rotation and transfers	.424	.297	.073	1.428	.155
	Off job Training	2.046	.229	.511	8.917	.000
a. Dependent Variable: Employee performance						

The Beta Coefficient (B) result shows the strength of the effect of each independent variable to the Dependent variable (Employee performance) as shown on the above table. The mathematical model of multiple regressions below can be used to determine the quantitative association between the variables:

The Multiple Linear Regression Model,

$$Y = B_0 + B_1X_1 + B_2X_2 + B_3X_3 + B_4X_4 + B_5X_5 + e_1$$

Where;

Y= Dependent Variable,

B<sub>0</sub> = Constant

B<sub>n</sub>= Coefficient

X<sub>n</sub> = Represents the independent variables in the estimation model

X<sub>1</sub> = Training Design

X<sub>2</sub> = Orientation /Induction

X<sub>3</sub> = Job Instruction

X<sub>4</sub> = Job rotation and transfers

X<sub>5</sub> = Off job training

Y= Employee Performance



Based on the table above, training design, job instruction and off the job training have significant relation with employee performance where as orientation and induction and job rotation and transfers are insignificant. The Beta value of training design is  $(\beta)=0.160$ , which means that as training design increase by one percent (1%), employee performance increases by 16% keeping other factors constant. Also, the Beta value job instruction  $(\beta)$  is 0.122 which means that as job instruction increase by 1% employee performance increase by 12.2%. Additionally, the Beta  $(\beta)$  value of off job training is 0.511 which means that as off job training increase by 1% employee performance increase by 51.1% keeping other factors constant.

## CHAPTER FIVE

### SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1. Summary of Major Findings

This study implies as majority of the respondents are male, degree holders, and found in youth age group, working in the organization between 1-5 years. Majority of the respondents are trained rarely where as a very few respondents are trained once in a while.

All of the independent variables have strong correlation with the dependent variables. Off the job training has strong correlation with employee performance by having correlation coefficient (r) of 0.748, followed by training design (r) = 0.587, job instruction (r) = 0.578, orientation and induction (r) = 0.566 and job rotation and transfers (r) = 0.527 \*\*. Correlation is significant at the 0.01 level (2-tailed).

Training design, job instruction and off the job training have significant relation with employee performance where as orientation and induction and job rotation and transfers are insignificant. The Beta value of training design is ( $\beta$ )= 0.160, which means that as training design increase by one percent (1%), employee performance increases by 16% keeping other factors constant. Also, the Beta value job instruction ( $\beta$ ) is 0.122 which means that as job instruction increase by 1% employee performance increase by 12.2%. Additionally, the Beta ( $\beta$ ) value of off job training is 0.511 which means that as off job training increase by 1% employee performance increase by 51.1% keeping other factors constant.

## 5.2. Conclusions

The purposes of the study were determining the effect of training and development on employee's performance in Agaro General Hospital with aims of how management personnel enhance the employee performance, practices of training and development that support in enhancing the employees' skills and employee's performance, practices of effects of coaching or mentoring, and identify the roles and trend of orientation and transfer on employee's performance of Agaro General Hospital.

The findings on the Effect of Training and development 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 overall performance of employees in their organization. Still, majority of the respondents acknowledged that their efficiency has improved after they took training.

- ✓ Regarding training and development, the mean score 4.244 for objectives of training with standard deviation of 1.27. Since the mean of (the mean score was above 3.8 considered as high practice of Training and development. Accordingly, the result implies that the training and development practice of the Hospital is very high.
- ✓ According to the mean score below was below 3.8 the result would be moderate. Accordingly, the Hospital proved orientation for the employees was taken as moderate that requires improvement and commitment.
- ✓ According to the finding of the study, the mean value of rotating and transfer were 1.49 and a standard deviation of 0.3752. Hence, this implies that the hospital has very low trends of job transfers and rotation. The findings regarding the coaching and mentoring showed from the result, the mean score of 1.456 (0.3792) it implies that the trends of the hospital regarding coaching and mentoring was very low

- ✓ According to the intended objectives the result showed that the mean value of 2.908 and a standard deviation of 0.761. Hence, the hospital has very low trends of offering conference.
- ✓ The cumulative results of the study showed that, to what extent the hospital employee's job performance are showed. The mean value of 3.258 with standard deviation of 2.5744 implies that that employee job performance was low and the hospital has to do more in order to maximize staff's performance.

### **5.3. Recommendations**

In light of the above conclusions and existing weakness in the training and development practice of Agaro Hospital, following are the recommendations:

According to the research findings, the researcher has produced the following possible recommendations. Around 93 (out of 250) of the respondents have attended either one or two training sessions. However, there is fast change of science and technology changes in this modern time. With the change of fast change of information, definitely customers demand also changes. Thus, the organization should update itself with the ongoing technological improvements to better satisfy its customers.

Consequently, the Organization shall conduct frequent trainings to make sure its employees are serving the interest of the customers.

- ✓ The Organization better to create rooms for employees to join training sessions and conference many times. And have to give room trainees to actively participate their views and experiences.
- ✓ That is, the method of training shall be trainee centered than trainer centered for the senior employees
- ✓ Has to evaluate the training manuals and made an assessment of the trainings conducted so far.

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**Appendix**  
**JIMMA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**MASTERS OF PUBLIC MANAGEMENT-MPM PROGRAM**  
**Questionnaire prepared for Agaro General Hospital workforces**

Dear respondents;

The purpose of this questionnaire is to collect data regarding the effectiveness of training on the employee's performance of the Agaro General Hospital. The researcher is conducting this study for partial fulfillment of degree in Masters of Public Management (MPM). Your genuine response for the following questions is very important for the successful completion of this study. The information you provided will be used only for academic purpose and will be kept highly confidential. I would like to thank you in advance for cooperation and for sacrificing your time on behalf of Jimma University.

If you have any query, you can contact me through the following addresses:

E-mail: [abakoyas2@gmail.com](mailto:abakoyas2@gmail.com) Phone no: 0917824014/0909462038

**Directions for filling the questionnaires**

Do not write your name, please put a tick mark (√) to your preferences.

**Part I: Background Information of the respondents**

1. Position: \_\_\_\_\_
2. Sex: Female  Male
3. Educational level: Diploma  Degree  Masters  PhD  Other (Specify)\_\_\_\_\_
4. Age group: 18-30  3-40  41-50  51-60  above 60
5. How long have you been working for your current organization?  
Below 1  1-5  6-10  11-15  Above 15
6. How often do you attend staff training funded by your employer?  
None at all  Rarely  Once in a while  Often  Quite often
7. Did you receive any staff training in the last 12 months? Yes  No

**Part II: questions related to training and development on employees' performance**

**Instruction: Please indicate the extent to which you either agree or disagree with the following statements by marking a tick mark  $\checkmark$  or  $\times$  in the appropriate column to the right side where**

**1= strongly disagree    2=Disagree    3=Neutral    4=Agree  
5=strongly agree**

No	Training Design	1	2	3	4	5
1	There is a clear view of training & development objectives in conducting training program in the organization.					
2	Training objectives helps participants to be focused on it.					
3	Training objectives is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees.					
4	Validity of training objectives is able to link the training needs and training which is to be delivered.					
5	Training objectives clarify for trainers and trainees precisely what their goals are in training.					
6	There is expectation to be achieve at the end of the training.					
<b>Orientation and Induction</b>						
1	Orientation training is well planned.					
2	The induction training is conducted timely.					
3	Induction training provides an excellent opportunity for New comers to learn.					
4	Induction training has sufficient duration.					
<b>Job Instruction</b>						
5	The instructions are clear and easy to apply.					
6	I received enough support and guidance that I need from my peers and supervisors to fulfill my potential					
7	Job instruction are well documented and ease of access					
<b>Job rotation and transfers</b>						
8	Employees job rotation within the organization helps in increasing my overall performance.					
9	Job rotation improve my moral and self confidence					
<b>Off the job training</b>						

10	The lecture training programs are designed at level of abilities and Education of employee					
11	The training I have taken is applicable for the job after the training.					
12	Supervisors support the use of techniques learned in training thatn Employees bring back to their jobs.					
<b>Effects of Training on Employee Performance</b>						
1	The training provided by the minister of health helped me to perform my work quickly and efficiently.					
2	Because of the knowledge, skills and attitudes that received from the training, I can accomplish activities effectively.					
3	In my opinion training helps me to increase productivity.					
4	The training I received helped me to enhance high customer services.					
5	The training provided by my organization helped me to improve my job quantity & quality.					
6	Training contributed effectiveness and efficiency in Agaro General Hospital.					
7	In my opinion training helped me to reduce frequency of supervision.					
8	I am confident that the training brings strong team work and it helped me to increase work efficiency					
9	The training you received has an effect on your job performance.					
10	I feel that training helped my organization to ensure its success with customer's satisfaction.					
11	I think that employees become more committed toward their jobs after getting on-the-job training.					
12	In my opinion employees become more responsible after on-the-job training.					