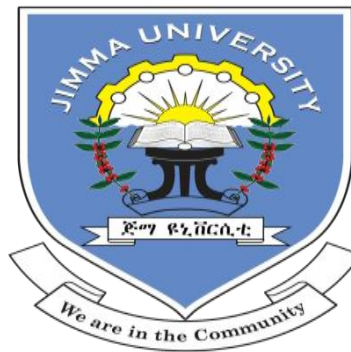


**THE EFFECT OF TRAINING & DEVELOPMENT ON
EMPLOYEES PERFORMANCE: *IN THE CASE OF JIMMA
UNIVERSITY***

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

**BY:
MELAKU HABTAMU BEKELE**



**JIMMA UNIVERSITY
COLLEGE OF BUSINESS & ECONOMICS
MPM PROGRAM**

JULY, 2021

JIMMA, ETHIOPIA

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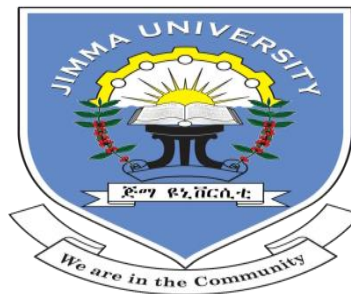
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Under the Guidance of

Main Advisor: Hagos Birhane (PhD Fellow)

And

Co advisor: Kedir Abraham (MBA)



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MPM PROGRAM

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Certificate

This is to certify that the thesis entitles “*The Effect of Training and Development on Employees Performance: A Study on Jimma University Employees*”, submitted to Jimma University for the award of the Degree of Master of Public Management (MPM) and is a record of bonafide research work carried out by Mr. *Melaku Habtamu Bekele*, 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 or diploma.

Main Adviser’s Name

Date

Signature

Co-Advisor’s Name

Date

Signature

Declaration

I hereby declare that this thesis entitled “*The Effect of Training and Development on Employees Performance: a Study on Jimma University*”, has been carried out by me under the guidance and supervision of Mr. Hagos Birhane (PhD Fellow) and Mr. Kedir Abraham (MBA).

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

Researcher’s Name

Date

Signature

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Abbreviations

ANOVA -	Analysis of Variance
EP -	Employees' Performance
HRD -	Human Resource Development
HRDP -	Human Resource Development Planning
HRTDP -	Human Resource Training and Development policy
SD -	Standard Deviation
SPSS -	Statistical Package for Social Science
T and D -	Training and Development
TNA -	Training Need Assessment
WDP-	Workforce Development Policy

Abstract

The study focused on the effect of training and development on employees' performance at Jimma University. The overall objective of the study is to determine the effect of training and development on employees' performance. The study adopted mixed approach and used both primary and secondary data sources. The primary data collected from Jimma University through self-administered questionnaire for 383 selected experts and middle level managers through simple random sampling technique and semi-structured interview question employed for human resource director and training coordinator through interview. The collected data were analyzed by using statistical tools (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(r) and simple linear regression were used to determine if there is relationship existed between independent and dependent variables (training development and employees' performance. 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. The findings of the study indicated that there was effective training and development practices of the study' consequently the result disclosed the given training and development processes have been systematic. Hence, the researcher recommended that the top Management and other training coordinators should pay attention to the employees training and developments and evaluate the results periodically and evaluate training program based on the objectives of the training.

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

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In a today's changing global context, both individual and collective skills are the most important assets for organizations, and determine their productivity, competitiveness and ability to adapt and be proactive when faced with an uncertain environment (Pilar Pineda, 2010). As Armstrong (2006) stated, if a training strategy formulated and carried out properly, it would be a crucial device for generating new skills and changing inappropriate skill in people.

According to Beardwell, Holden and Claydon (2004) training, development and skills are key aspects of economic life, hence training offers the hope of increased competitiveness through raising skill levels, productivity and 'value added' at the level of the firm and the national economy. Raymond et al., (2011) also clearly stated training as one of the crucial human resource practices and are a process whereby people acquire capabilities to aid in the achievement of organizational goals. As stated by Alexandros and John (2007), it is evident that there is a strong linkage between HRM practices and organizational performance. However, Guest (1997) recognized that training and development, as a unique practice, affects the quality of the HR outcome of skills and ability, but behavioral and attitudinal change and thus higher performance will be achieved by the contribution of the implementation of other practices as well.

According to Elnaga and Imran (2013) tries to state training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job-related area. Training is considered as the sort of investment by the organization to achieve competitive advantage.

Moreover, in training and development activities, the ability to recognize the systems and subsystems of an organization is an important element. Training and Development exists to

promote individual and organizational excellence by providing opportunities to develop workplace skills. The design and implementation of effective training interventions cannot be accomplished without identifying the various processes operating within the system (Laird, 2003). Thus, training is the fundamental area of human resource, which is referred to as a course of diet and exercise for developing the employees' affective, cognitive and psychomotor skills that assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013). Furthermore, Devi & Shaik (2012) explained that training holds the key to unlock the potential growth and development opportunities to achieve a competitive advantage. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness. The effectiveness and success of an organization therefore, lays the people who perform and work within the organization. It follows that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge.

According to Ampomah (2015), training and development describes the formal, ongoing efforts that are made within groups to enhance the overall performance and self-fulfillment of their employees thru a ramification of tutorial strategies and packages. In the contemporary workplace, these efforts have taken on a huge variety of programs from instruction in rather precise activity capabilities to lengthy-time period expert development.

So that Jimma University, the national pioneer in community-based education, where education and research are strongly interlinked with the community to address its socio-economic problems. Due to this training of employees in continues form improves the quality of services provided to customers of the university and quality system in the training process must be adopted, which is reflected in the performance of employees of the organization. Therefore, this particular study titled with "The Effect of training & development on employee's performance: in the case of Jimma University" will try to focus on the effect of training on employees' performance in the staff Jimma University employees.

1.2 Statement of the Problem

This study begins from the understanding of the need to effectively administer the effect of training and development on employees' performance. Training is an organized process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job (Elnaga & Imran, 2013). Thus, it is obviously known that in the rapidly growing technology and competitive world, human resources are the most important in order for the organization to survive. They are determinants of development, productivity and competitiveness of the organization. Even if, Machineries, materials and money cannot be manipulated and properly utilized without skilled and trained manpower, person's knowledge and skill do not exist forever unless it is refreshed and developed through training (Sitzman, 2008). Therefore, training and development plays a crucial role to improve the performance of employees.

According to Gordon (1992), as mentioned in Olubukunola (2015) training and development is a type of activity that's deliberate systematically and it results improved stage of abilities, expertise and competency which might be necessary to perform paintings effectively and efficaciously. Similarly, based on the view of Vemic, (2007) training and development of employees is a non-stop process that is the best meaningful and logical technique inside the circumstance of information obsolescence, dynamic modifications and increasing want for consistent product and carrier innovations. Moreover, Training and development are fundamental strategic equipment for powerful character and the agency's performance; as a result, organizations are spending cash on it with self-belief that it'll earn them an aggressive benefit in the global of enterprise. Therefore, training and development want to inspire creativity ensure inventiveness and form the whole organizational know-how that provides the organization with distinctiveness and differentiates it from others. Hence, the organization must become aware of the sort of skills, attitudes, behavior, knowledge, concepts and running abilities to be developed through training and development.

Training and development is some of the maximum crucial human useful resource practices and one of the most closely researched topics. Most of those researches are for the personal zone and organizations which can be earnings oriented. This makes the have a look at could be very applicable as it objectives the public zone. Some groups specific dissatisfaction with their productiveness after subjecting their employees through adequate training and development

programs. However, most developing international locations public sectors are terrible at imposing suitable training and development; consequently, the groups have been located to be unproductive because of negative overall performance of employees. On the other hand, in line with the preliminary survey carried out by means of the researcher, Jimma University have a training and development coverage but it has not as expected and all-rounder. Because, training and development policy is a set of recommendations and necessities reflecting the business enterprise's values and lifestyle, and is based on a hard and fast of standards to which the businesses adhere in its average management and development of the paintings force.

The HRM practice of the Jimma University will be governed by the general provisions specified in Federal Civil Servants Proclamation no. 1064/2010 and related directives. The researcher had also an opportunity to see that most of training programs has not as expected and all-rounder because, who need to be trained, the alignment of the training with the organization's strategy and its objective, who will conduct the training? How will the knowledge and skills learned transferred to the job? How will the training be monitored and evaluated? Lack of evaluation may be the most series problem in most training and development efforts at the Jimma University.

Finally, attempts will be made to consolidate facts from different literatures to narrow the gap that exists concerning the research.

1.3 Research Questions

- What is the training and development practiced at Jimma University?
- What are the effects of training and development need assessment, method and design on employee performance?
- What are the effects of training and development implementation and evaluation on employee performance?

1.4 Research Objectives

1.4.1 General Objective

The overall objective of the study is to determine the effect of training and development on employees' performance in Jimma University.

1.4.2 Specific Objectives

- To examine the training and development practice at Jimma University.
- To investigate the effect of training and development need assessment, method and design on employee performance
- To examine the effect of training and development implementation and evaluation on employee performance

1.5 Scope of the study

The study was conducted at Jimma University. Jimma University is one of the federal organizations located in Jimma. The reason behind selecting the above organization is due to the fact that many public service organizations can be represented at the national level. Moreover, the organization has proximity to the researcher's residence to gather data related to the study. Obviously, there are many human resources Practice which affect the performance of employees in an organization such as Performance appraisal, motivation, reward etc. However, while conducting the study at Jimma University, the study was focused only on the effect of training and development on employees' performance. Methodologically this study used cross-sectional survey. Hence, data was collected from the sample respondents selected through simple random sampling technique at the same time at one point in time and the respondents involved in this study was 383 employees selected randomly at the University.

1.6 Significance of the study

There is a need for development of skills, knowledge, and capability of employees' job performance in an organization. This need becomes very crucial for the accomplishment of the desired objectives of the organization and development of the performance deficiency of employees in the organization. It is also hoped that the findings will be yield empirical results that would be useful to the human resource analysts, Consultants, who utilize the public sector human resources statistics to evaluate employee performance. The study also serves as a secondary source for those who want to make further study. Government officers and policy makers would also find the results of the research as a useful device to understand the problems facing employees' performance to raise training and development strategies and how to

overcome them. This research is essential for any organization as a document to enhance performance of employees and specifically for Jimma University.

1.7. Limitation of the study

The willingness of the respondents was the major limitations to the study as some of the employees felt uncomfortable and others were simply not bothered; and the other limitation include the absence and inaccessibility of information during gathering of the data. Regarding to the willingness of the respondents the researcher assured that the respondents' confidentiality was maintained such information only used for the research purpose. So these studies cover only the effect of training and development on employees' performance of Jimma University staff, its findings cannot generalize other university or private sector organization.

1.8. Organization of the paper

This research paper will consists of five chapters. The first chapter deal with introduction, the second unit will cover review of related literature. The third unit concerned with research design and methodology. The fourth unit focuses on results and discussion. The fifth chapter will be the closing chapter, devoted to summary, conclusion and recommendation.

1.9. Operational Terms

Training: is the act of increasing the knowledge and skills of an employee for doing a particular job. It is a short-term educational process and utilizing a systematic and organized procedure by which employees learn technical knowledge and skills for a definite purpose.

Development: is the growth of employees in all aspects associated with the overall growth of employees and it is a long-term perspective and career centered in nature.

Employee performance: is a job-related activity expected of a worker and how well those activities were executed.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter examines previous literature related to the effect of training and development on employees' performance. In this section the researcher reviewed different sources of literature related to concepts on the effect of training and development on employees' performance. The review raises basic issues like, the concepts and definition of training and development, training and development philosophy, training and development policy, benefits of training and development, training design, training and process, the relationship of training and employee's performance and finally the conceptual framework of the effect of training and development on employees' performance.

2.1 The concepts and definition of Training and Development

Training & Development had been described in numerous approaches through specific authors. The major concept that every one of them highlighted in their research is the group of workers functionality enhancement.

Training is a planned effort to permit personnel to learn task related expertise, abilities, and conduct. Development includes obtaining information, competencies, and behavior that enhance employees' capacity to meet the challenges of an expansion of recent or existing jobs, inclusive of the patron and patron demands of those jobs. Development packages frequently recognition on getting ready employees for management duty (Noe, 2011).

Training and development is described as a manner of systematically developing paintings associated know-how and information in people for the reason of improving overall performance (Richard, Swanson Elwood- and Holton III, 2008). Training is the manner through which abilities are evolved, facts is furnished, and attributes are nurtured, to be able to help those who, paintings in businesses to end up more effective and green of their work. Training helps the organization to meet its purposes and desires, at the same time as contributing to the general development of employees. Training is important to help people qualify for a process, do the activity, or strengthen, however it's also essential for reinforcing and transforming the job, so that

the activity certainly adds value to the organization. Training allows studying; however mastering is not only a formal pastime designed and encouraged by way of specially prepared running shoes to generate unique overall performance developments. Learning is also a more universal hobby, designed to boom capability and is facilitated formally and informally with the aid of many forms of humans at specific tiers of the business enterprise. Training has to usually hold forth the promise of maximizing mastering (Richard, Swanson, Elwood and Holton III, 2008).

According to Mahapatro (2010) training is an organized interest for growing the information and abilities of the human beings for a precise cause. It includes systematic techniques for transferring technical knowhow to the personnel for you to boom their expertise and capabilities for doing particular jobs with talent. In other phrases, the trainees accumulate technical know-how, abilities and problem-solving capability through present process the training software. Mahapatro (2010) stated that training refers to the teaching, getting to know activities carried on for the number one cause of assisting to the individuals of an organization to acquire and respond the expertise, abilities, and competencies and attitudes wished through that corporation. It is the act of increasing the information and ability of a worker for doing a specific job.

Training and development constitute an ongoing system in any business enterprise. ‘Training is the formal and systematic modification of conduct through getting to know which happens because of training, development and planned revel in (Armstrong, 2001).

According to Dessler (2008) even if employees are carefully decided on, it does no longer assure nevertheless for the full proper for the employees’ overall performance. This is because whilst the capacity of an employee to perform is one component, appearing is another and therefore a worker with an excessive potential to perform may not nevertheless perform his activity if he does not undergo education and development. This is why training for newly hired begins with organizational orientation. Cole (2004) postulates that human assets are the most dynamic of all of the agency’s sources and consequently they want significant attention from the employer’s management, if the human aids are to realize their full capability in their paintings. Training and development sports simply as maximum different activities in an agency depend upon rules and techniques of the organization.

Training is the systematic development of the know-how, abilities and attitudes required by means of a man or woman to perform thoroughly a given mission or process (Armstrong, 2001).

The term “training” shows the manner concerned in enhancing the aptitudes, abilities and competencies of the personnel to be performed unique jobs (Aswathappa, 2000). Training allows in updating antique capabilities and developing new ones. Successful candidates placed on the jobs want training to carry out their duties efficaciously. The foremost goal of training is to make sure the provision of a skilled and willing team of workers to the employer (Kulkarni, 2013). In addition to that, there are four other goals: Individual, Organizational, Functional, and Social. Training goals inform the trainee that what's expected out of him on the stop of the training software (Karthik, 2012).

Training goals are of fantastic importance from some of stakeholder perspectives; trainer, trainee, clothier, evaluator. According to Dessler (2005) defines training as strategies used to provide personnel' skill, they need to perform their jobs. Therefore, education implies preparing an employee for a career or specific competencies. In this situation, it must be slender in its focus and be for the process, rather than individually oriented. Training is commonly provided to adults and is aimed at producing a development in overall performance at paintings, by means of addressing weaknesses in know-how, abilities, or attitudes. It has a tendency to be greater almost centered and might take region in a variety of environments and worried with the acquisition of understanding, skills and attitudes.

According to Kulkarni (2013) personnel development packages are designed to fulfill specific objectives, which make a contribution to both employees and organizational effectiveness. These include reviewing organizational objectives, comparing the enterprise's contemporary management resources, determining individual needs, designing and imposing development applications and evaluating the effectiveness of those programs and measuring the impact of education at the contributors' fine of work life. Mathis and Jackson (1997) have defined that, there is the lifestyles of distinction among training and development. Training is a studying technique whereby people collect abilities and information to useful resource within the achievement of goals. Training provides worker with specific identifiable expertise and skill to be used on their present job. On the opposite they also explained development as being huge in scope and focusing on individual gaining new knowledge and abilities useful for gift and destiny jobs. Development is different from training in that it's far regularly the result of enjoy and the maturity that comes with and it makes a specialty of much less tangible factors of performance such as attitudes and values. Whereas education focuses on studying unique behaviors and

actions, reveal strategies and strategies. It is a brief term and its effectiveness is matured through performance value determinations, fee advantage evaluation, passing check or certification. Development specializes in know-how facts ideas and context, increase judgments, extend capacities for assignments, and long term in period. Its effectiveness measured certified people to be had when wanted: merchandising from inside feasible HR-primarily based competitive gain (Mathis and Jackson, 1997).

Training is described as a short-term process utilizing a systematic and organized procedure with the aid of which non-managerial personnel examine technical information and capabilities for a precise motive (Samson and Timothy, 2014). The term development on this context refers widely to the nature and course of exchange prompted in personnel as a result of educational and training programs and It is managerial in nature and is a career focused.

Table 1 Training vs. Development

Training	Development
Training means learning skills and knowledge for doing a particular job. It increases job skills	Development means the growth of an employee in all respects. It shapes attitude
The term “Training” is generally used to denote imparting specific skills among operative workers and employees.	The term “development” is associated with the overall growth of the executives.
Training is concerned with maintaining, and Improving current job performances. Thus, it has a short-term perspective.	Executive development seeks to develop competencies and skills for future performances. Thus, it has a long-term perspective.
Training is job centered in nature	Development is career centered in nature.
The role of trainer or supervisor is very important in training	All development is “self-development”. The executive has to be internal motivated for Self-development.

Source: Samson and Timothy (2014)

2.2 Training and Development Philosophy

The training philosophy must describe the overall considerations and beliefs of the organization towards knowledge acquisition and the sensible utilization of all knowledge media available. The scope and general practices should be presented in concise statements by the training systems unit and should be agreed upon by the executives of the organization. According to, Ghosh & Kumar (2003), some of the main statements of any training philosophy would include the following.

Training is the responsibility of the organization and of every employee of the organization, training system is as much a part of the organization's operation as any man, machine, or method. A training system must be implemented through the active involvement of the managers and they will be responsible for its continuation. A training system must provide training opportunities for all employees. A training system must offer a wide variety of courses and subject matter and have reasonable, logical beginning point for each employee to enter in to the system. The training system must not be limited in the use of any source of knowledge or information. The acquisition of knowledge by every employee must be a continuing process. The true measurement of any knowledge is the performance of the employee in utilizing this knowledge on the job. The organization must recognize the achievement of each and every employee. The training system must not in any way be involved in the use of pressure or forced participation. It must be voluntary.

2.3 Training and Development Policy

Policies are formulated to offer courses to motion and to set limits to decision making; what need to be completed in positive situations and how precise requirements and issues have to be treated, (Armstrong & Stephens, 2005). In human resource management practice, there must to guidelines on training and development, recruitment and selection and earnings administration and repayment; just to say a few. Such organizational rules (human resource rules) are both formally expressed in manuals or informally as have grown from customs and conventional practices through the years. However, to avoid ambiguity, it's miles very vital that each one main coverage statements are officially expressed in manuals. This makes it possible and less complicated for managers, supervisors, union/affiliation executives to familiarize themselves with relevant rules and how they ought to be interpreted. Again, there may be the need for senior

control to speak regulations in the event that they have now not been written. The attend time taken that might be used on greater urgent issues and the confusion that incorporates oral traditions might be averted with a formally expressed regulations in a manual.

Human resource development policy (HRDP) can be defined broadly as the policies or administrative regulations that governments and firms implement to improve the employees' performance. As such, HRDP can be distinguished from more socially oriented terms such as workforce development policy (WDP), which have very diffuse outcomes. It is also distinguished from narrow terms such as human resource development or strategic human resource development, which are specifically used to encompass corporate policies designed to govern employment condition in a specific firm (Willey, 2014, P: 459).

2.4 Benefits of training and Development

According to Mahapatro (2010) employee training and development projects can remodel companies by means of supplying extra abilities for your personnel no longer most effective increase safety and productiveness however also training results in better job satisfaction, which shows up in higher organizational overall performance. Valuable education also includes situational training that provides employees the ability sets that permit them to make timely, knowledgeable decisions that benefit each the consumer and the enterprise.

The most important advantage of personnel training is to beautify and enhance knowledge, skills, and attitudes so one can better personnel' performance. According to Cole (2002), referred to in Mozael (2015), the inspiration stone for human sources control is education as it can be of gigantic benefit to the people in addition to agency, within the short and long term. Some of the advantages from personnel training are: firstly, complements and increases the pleasant and capability of personnel towards paintings related duties, and in the end achieve exchange control for example, increasing new abilities and data which lead to better knowledge amongst employees. Secondly, training program provides the possibility for personnel to upgrade their career, along with better protection and protection on the place of work that could lead to decreased employee turnover. Thirdly, one in every of blessings of education is the reduced fee and time due to the fact a properly-skilled employee will be capable of acquire duties inside a shorter time period and with minimal fee. Finally, training allows employees to decorate their morale and encourage them to carry out their duties easily.

According to Athar & Shah (2015) said that education has important function inside the fulfillment of organizational intention by integrating the interest of the organization and the group of workers. The personnel are the assets and the maximum vital sources for businesses so that businesses that provides education to their employee's growth their productivity. Therefore, the training and development is a crucial characteristic for the survival of any agency. According to Kum, Cowden & Karodia (2014) once more stated that effective worker education leads to an increase in pleasant of goods and provider due to probably fewer mistakes. Consequently, accuracy, effectiveness, accurate paintings, safety practices and accurate customer support may be predicted. The researchers concluded of their have a look at powerful personnel education cause and growth in exceptional because of potentially with fewer mistake. Moreover, effective development application lets in for the employer to preserve workforces that can properly update employees who may additionally leave the employer or who are moved to other areas.

2.5 Training program

According to Elnaga and Imran (2013) concluded that training program is the stimulant that employees require to improve their performance and abilities, which consequently boom organizational productivity. Therefore, training needs to be designed on the idea of agencies particular needs and goals. Effective training is the considerate intervention designed at education the gaining knowledge of important for upgraded employee overall performance. The studies affirmed the proposition that education has a wonderful impact on employee overall performance.

2.5.1 Designing effective training program

According to Wendy (2007), cited in Aberash Jenberu (2013), when training design to be effective, training needs to follow a systematic process as can be seen in the following figure 2.1

Assessing needs: identify the type of training needed; this may be through an organizational analysis, a person analysis or a task analysis.

Trainee acceptance: involves the employee accepting the need for training, and having the motivation and basic skills to be able to master the raining content.

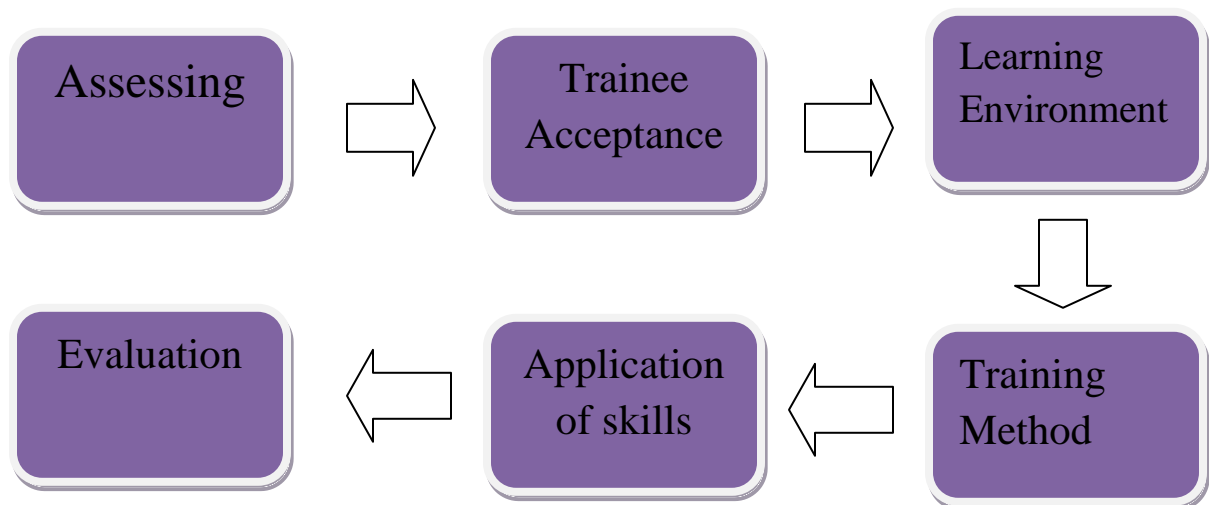
Learning environment: refers to identifying whether the factors are available to enable learning to occur. This will identify the learning aims and objectives to be achieved, the materials available, feedback, evaluation process and other administrative processes.

Training method: identify how the training will take place, such as on or off the job. The training method needs to be appropriate for the learning environment.

Application of new skills: ensures that trained employees are able to apply their new skills to the job and should involve self-management strategies and peer and management support.

Evaluation: determines whether training has achieved its objectives of changed behavior and improved performance.

Figure 1. Designing effective training program



Source:-Aberash, (2013) adopted from Wendy (2007)

2.6 Training and development process

Training needs analysis is sometimes assumed concerned only with defining the gap between what is happening and what should happen as argued by (Armstrong, 2000). This is what has to be filled by training: the difference between what people know and can do, and what they should know and be able to do.

2.6.1 Training needs assessment

Needs assessments consist of numerous components distinct authorizes argued that it's far essential to become aware of the group talents which are needed. These competencies may also include the needful know-how, abilities, behaviors, or attitudes important to improve

performance. Other talents can also be considered before training, which includes intention placing, planning, and problem solving. The skills evolved as a part of desires assessment may be carried out on either a character or team stage. According to Ellis (2005), noted by Fayeze (2012), researchers have diagnosed 5 classes of project-and crew-established abilities, three of that are taken into consideration essential: planning and assignment coordination, collaborative hassle solving, and communication. The consequences of the studies described above indicate that the fulfillment of any training application depends on the training want evaluation and how it'll be designed (Fayeze, 2012).

Training would be designed to help the employer accomplish its targets. Consequently, assessing organizational education wishes represents the diagnostic phase of setting training goals. The assessment section considers worker and organizational overall performance troubles to determine if training can help. When doing the training wishes evaluation, it is crucial to don't forget non-training factors which includes compensations, corporation shape, task layout, and bodily work settings. Mathis and Jackson (2004), further are aware that organizational analyses, task analyses and person analyses could be used to discover training needs. After education desires had been diagnosed using appropriate analyses, and then education objectives and priorities should be hooked up with the aid of identifying a skill hole or education need, that's the gap among in which an organization is with its employee capabilities and wherein it wishes to be. Training objectives and priorities are set to shut the space.

In general training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organizations' skill, knowledge and talent base. At the same time, it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya & Jha, 2011).

2.6.2 Training and Development Design

Once training objectives have been recognized, the subsequent stage is to broaden the training layout. Training need to be designed to cope with the assessed needs. Effective training and development design considers learning principles, legal issues, and one of a kind technique to training (Dahiya & Jha, 2011).

2.6.3 Training and Development Methods

According to Githinji (2014) on training and employee performance sharing that any method adopted should be feasibility and affordable, thus evaluated in terms of its practicality and cost effectiveness. In addition, the trainers should be competent and having vast number of years in practical training so as to share the content in a manner that would easily be digested by the trainees.

2.6.4 Training Delivery/Implementation

After the development of the training design, then begins the actual delivery of training. It is generally recommended that the training be pilot-tested or conducted on trial basis in order to ensure that the training meets the needs identified.

2.6.5 Evaluating Training and Development Program

This level compares the put up-training consequences to the objectives expected by means of managers, trainers and trainees. Often times, training is carried out with little notion of measuring and comparing it later to see how well it worked. Mathis and Jackson (2004) recommend that due to the fact training is each time-eating and high-priced, it's miles imperative that there is assessment after training.

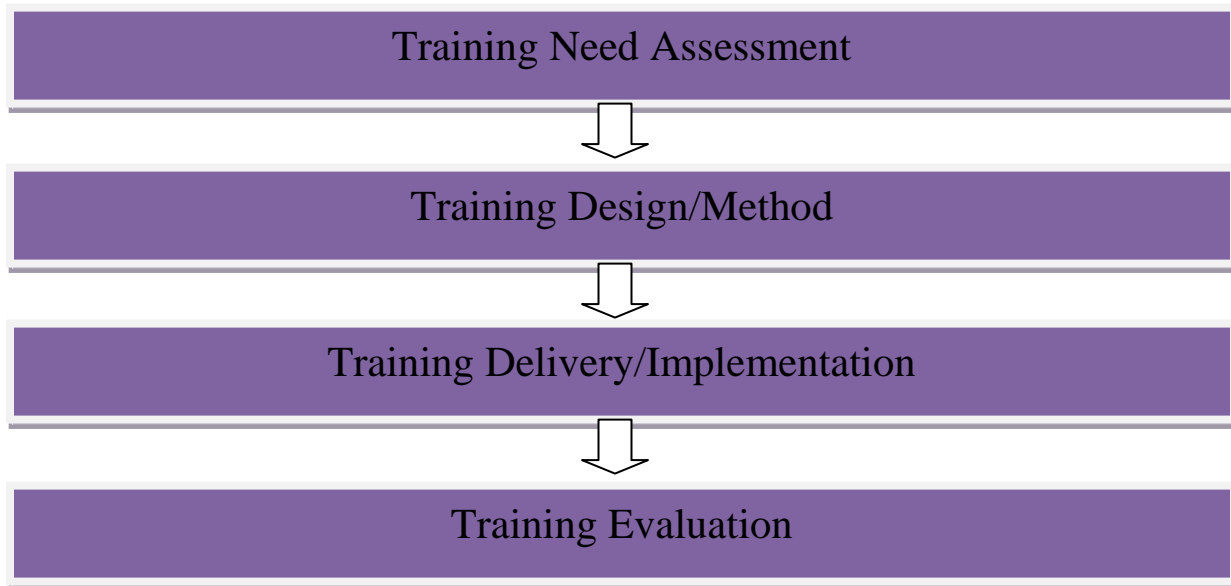
This is final step in the training and development process is the assessment of the complete training program. The assessment method is very crucial due to the fact; the education had at it set of a few targets to obtain and thus the evaluation system on the stop of the education application.

The evaluation gives an opportunity to take a look and make a fee-advantage evaluation of the training software. This is accomplished through evaluating the results of the education with the objective of the training and development program that have been set earlier than the commencement of this system. The standards used to assess training and development software depend upon the goals set (Mathis and Jackson, 2004). Ivancevich (2010) indicated that it is more effective to use a couple of criteria to evaluate training. There also are others who argue that a single criterion including the volume of transfer of the training to the job overall performance is sufficient or exceptional method to evaluation.

According to Mahapatro (2010) the evaluation and validation of any education manner is a very essential key element not to be unnoticed or treated lightly inside the development of any education and development method. Because of it will become the tool used to tell us if we reached our intended desires or targets. Training refers back to the teaching, learning sports carried on for the number one motive of assisting participants of an organization to gather and respond the know-how, capabilities, and abilities and attitudes wished by using that the employer. It is the act of increasing the expertise and skill of employees for doing a selected process. Evaluating training and development software isn't a one-time method. It is an ongoing at some stage in the whole degrees of training software. Evaluation is a procedure of obtaining information and the usage of it to make judgment and selections. Evaluation of the training program is carried out during the evaluation, design and implementation. It consists of determining player reaction to the education application, how a lot individuals learned and the way nicely the members switch the education again to the activity. The records accrued from the training evaluation is then included the following cycle of training wishes evaluation. Silberman (1990) also states that one can design his/her lively training program to offer for obtaining feedback and evaluation facts on an ongoing foundation in order that he/she will make adjustments in advance one time.

The implementation of training and development serves as transformation method. Untrained employees are converted in to successful workers and gift workers can be developed to count on new duties. To affirm this system's success, personnel managers more and more call for that training and development activities are evaluated systematically. Lack of evaluation can be the most collection trouble in maximum training and development efforts.

Figure 2. Model of Training Process



Source: Armstrong, (2000)

2.6.5.1 Stages of training and development program evaluation

It is important to evaluate training to be able to investigate its effectiveness in producing the getting to know output may be planned and to indicate wherein upgrades or modifications are required to make the training even extra effective (Armstrong; 2001), Yaacob Uloro cited in (2011). Hence, the evaluation of training and development need to be an inbuilt hobby that begins from the beginning. These are: -

Formative evaluation: this phase includes all the evaluation of the needs and justification for the training, adequacy of preparation of work, participates' background and appropriateness, the availability of the necessary resources for the training in both quality and quantity for the training and development.

Process evaluation: this is the evaluation of the training while it is in operation. This is mainly done by the form of daily review. It mostly focuses on whether daily activities are begun accomplished according to plan.

Summative evaluation: at the end of the training event the whole program is evaluated to find out if it has achieved its immediate objectives. Participants' opinions are gathered through employing different data collection approaches and instruments.

2.7 Problems of Training and Development Implementation

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

Management capacity and attitude: The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program’s one of the major factors that influences the process and expected results of the program. The knowledge and attitude of managements are crucial for the success and effectiveness of training and development program (Gumez, 1995). Therefore Managers ‘at all level of particularly top managements should provide real support for training and development of the employees in the organization’. In addition to managers should be committed to involve in the HRD processes which are crucial in integrating the training and development activities in the strategic process.

Availability of resources: The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Monday, 1990). Therefore, organizations that consider shortage of one or more of these resources would face the problem of training and development of its human resources.

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

are some of the common constraints that affect the effectiveness of training and development programs (Mathis & Jackson, 1997).

2.8 Training and development related employees' performance

According to Mathis & Jackson (1997), training is a deliberate and systematic attempt to alter or develop know-how, skill, mind-set thru learning and experience, to reap effective overall performance in a pastime or range of sports. Its purpose, within the work scenario, is to allow an character to gather skills in order that he or she can perform thoroughly a given assignment or task and realize their capability. Buckley & Caple (2009) then again argued, training is the method through which skills are developed, information is supplied, and attributes are nurtured, with the intention to help those who, work in agencies to turn out to be greater effective and efficient in their work.

Training facilitates the organization to fulfill its functions and dreams, while contributing to the overall development of Employees in the business enterprise. There is a positive dating between training and development and employee performance. Training creates blessings for the worker as well as the organization via positively influencing employee overall performance via the development of employee understanding, abilities, capacity, abilities and conduct (Sri Divya & Gomathi, 2015). Moreover, worker overall performance is an important constructing block of an organization and elements which lay the foundation for excessive performance need to be analyzed by way of the businesses. Since each organization can't development by means of one or two people' attempt, its miles collective attempt of all of the participants of the enterprise. Performance is a main multi-dimensional assemble aimed to achieve effects and has a robust hyperlink to strategic goals of an organization (Mwita, 2000). According to Amisano (2009), employee performance may be associated with several elements within the administrative center, along with overall job pride, understanding, and control. But there is a particular relationship between training and performance, as training applications can cope with several issues that relate to poor performance.

Satisfaction: Job satisfaction can come from feeling relaxed inside the organization, activity proficiency and even from the information that a worker can work difficult and get promoted. Training applications can make a contribution to all of these factors and lead to more satisfied personnel who perform at extraordinary tiers.

Knowledge: Training programs increase an employee's task knowledge. An increase in job understanding method that the employee will experience more cozy doing his task and will carry out at a excessive level.

Employee Commitment: is the feeling of loyalty that employees have toward the agency that they paintings for, which largely relies upon on the quantity to which they agree with inside the values and ambitions of the enterprise and feel personally involved within the venture of creating the agency a hit (Brum, 2007).

2.9 Employee performance

Employees Performance means employee productivity and output as a result of employee development. Employee overall performance will ultimately have an effect on the organizational effectiveness, (Hameed & Waheed, 2011). Employee training performs an important position as it enhances efficiency of an enterprise and enables personnel to boost their performance in an efficient way. There are many motives that create the obstacles to perform the venture, inclusive of enterprise way of life and politics. Some of the personnel lack competencies, competencies, knowledge and capabilities because of this they'll be failed to perform mission on well-timed foundation (Athar & Shah, 2015).

According to Zehra (2014) stated that an effective Human Resources Management gives risk personnel to make contributions efficaciously and productively to the general organization route and the accomplishment of the organization's desires and targets. In running life, the maximum crucial price is personnel. That is why Human Resources Management is the important thing component for fulfillment of a enterprise. Being a global and being a part of global competitive marketplace techniques pressure corporations to manage human factors more really for each level. As Mekdes, (2015) mentioned from Armstrong (2000), and Kenney et al, (1992), worker performance is the essential thing and the constructing block which will increase the performance of the overall organization.

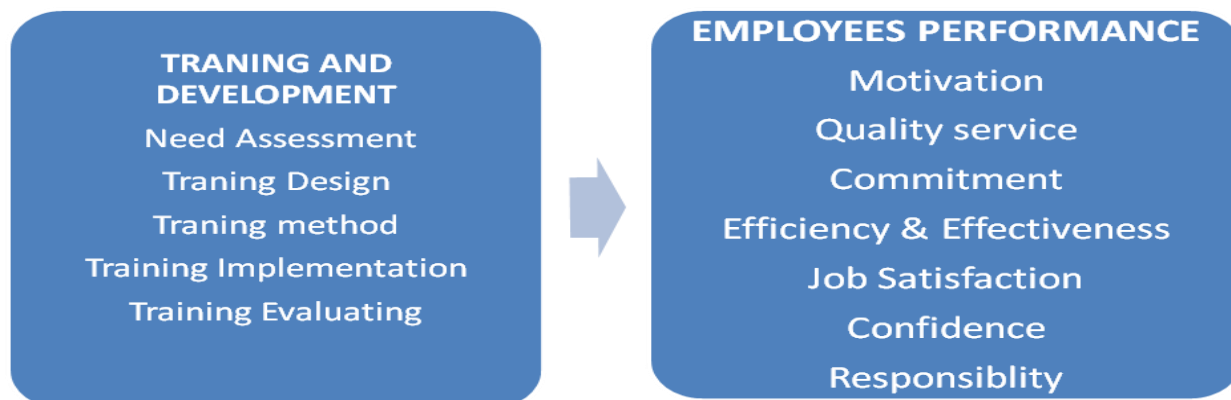
Employees' performance relies upon on many factors like activity pride, expertise, commitment and the control view but the maximum essential element of worker performance is training and development. As Kenney. Et al (1992) stated in Mekdes, (2015) stated that employees' performance is measured towards the overall performance standards set by the employer. Employee overall performance is generally checked out in phrases of outcomes. However, it can

additionally be checked out in phrases of conduct. There are some of measures that may be taken in to consideration when measuring overall performance as an example the usage of productiveness, efficiency, effectiveness, quality and profitability measures are as follows. Profitability is the capacity to earn income continuously over a period of time. It is expressed because the ratio of gross income to sales or return on capital employed. Efficiency is the capability to supply the favored consequences by the usage of as minimal sources as possible. Effectiveness is the ability of employees to satisfy the desired objectives or goal. Productivity is expressed as a ratio of output to that of input. Quality is the characteristic of services or products that bear an ability to fulfill the stated or implied wishes. (Kotler & Armstrong, 2002 mentioned on Mekdes, 2015) it's far an increasing number of achieving higher services and products at a regularly greater competitive fee

2.10 Conceptual framework

The proposed model as a devise in the light of literature review of past researchers conducted indifferent studies related to employees’ training and performance. The propose model is self-made and explains the relationship between employees training and employees’ performance. Employees’ performance is a dependent variable and Employees training and development is independent variable. To this end, this study would guide by the following conceptual framework, which used to explain the interrelationship between the variables. Consequently, the conceptual framework developed as of the review of related literature.

Figure 3. Conceptual framework



Source: adopted from Cathalina (2010)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter of the study describes the type and design of the research, population and sampling techniques used, instruments of data collection, procedure followed in order to collect the data, and methods used to analyze in the study effect of training and development on employee performance in case of Jimma University staff.

3.2. Research Design and Approach

The study also used explanatory and descriptive research design by explaining, understanding and predicting the relationship between variables. The research would employ mixed approach. Which is qualitative and quantitative approach. The qualitative data collection methods, involving one-to-one interviews with selected respondents were conducted.

3. 2 Data types and sources

3.2.1 Primary Data Source

The study was conducted based on the collection of both primary and secondary data. Primary data were collected through the use of well-structured questionnaire that contain relevant questions regarding training and development, and employees' performance at the organization. The questionnaire was used to allow the response of the respondents in a standard and direct way, unbiased approach and objective oriented questionnaire will be as a preferable data gathering tool for this research. The interview also conducted to gather information on the subject from human resource director of the organization to ascertain managements view on how; the Jimma University had current dealt with issues of training and development related to employees' performance.

3.2.2 Secondary Data Sources

The secondary source was included all relevant available data that had been prepared, collected, and analyzed by others which included other relevant researches, from journals, text books, reports and other source documents related to the study.

3.3 Instrument design/measurement

3.3.1 Questionnaire

To construct the questionnaire firstly, main areas of indicators were developed to measure the relationship between training and development with employee performance based on the research problems and objectives.

The questionnaire variables were measured using Likert scale with five response categories, (strongly disagrees, disagree, neutral, agree, and strongly agree). Permission for the survey will be granted by Jimma University. After getting permission, the questionnaire will be distributed to the respondents.

3.3.2 Interview

In addition to collecting data through questionnaire, qualitative data collection method is used. One-to-one interviews with selected respondents had been conducted. The interview also conducted to gather information on the subject from the management of the organization to ascertain management view on how to Jimma University has contemporary dealt with issues of training and development related to employees' performance. Semi-structured interview has held to obtain data for further clarity and credibility of the research. Before the administration of the interview, the researcher briefly explained the purpose of the interview to the participants and confidentiality of information that the information they provided. In this study interview was undertaken to get views and opinions about the practices of training and development. The purpose of interview is to triangulate and strengthen the information's obtained through questionnaires.

3.4 Sample design

Stratified sampling: If a population from which a sample is to be drawn does not constitute a homogeneous group, stratified sampling technique is generally applied in order to obtain a

representative sample. Under stratified sampling the population is divided into several sub populations that are individually more homogeneous than the total population (the different sub-populations are called ‘strata’) and then we select items from each stratum to constitute a sample. Since each stratum is more homogeneous than the total population, we are able to get more precise estimates for each stratum and by estimating more accurately each of the component parts; we get a better estimate of the whole. In brief, stratified sampling results in more reliable and detailed information.

3.4.1 Target Population

The preliminary survey undertaken by the researcher before the questionnaire distributed indicates that there are 8907 employees are working under different directorate. The target population was applied in each individual working in different directorates of the Jimma University. So the researcher had drawn from each colleges and directorate sampled respondent was selected.

3.4.2 Sample size

Sample size to be referred to the appropriate number of respondents chosen for the study, and it was extracted from the total population of employees working in the organization; considering the fact that studying a subset of the population would be manageable size relative to study the entire population due to time, cost and accessibility. Thus, the sample size was chosen so as to represent the whole population. In this study, the sample size was determined through the use of Yamane’s Statistical Formula and illustrated as follows:

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

Where n = sample size

N = population of the study

e = % level of significance or margin of tolerable error.

The researcher was considered 5% level of significance or margin of tolerable error and the confidential level is 95%. By computing the sample size of the population using the above formula, the sample size to be included to the study was 383 employees.

$$n = \frac{8907}{1 + 8907(0.05^2)} = 383$$

3.4.3 Sampling Technique

The sample of the total population was stratified on the basis of colleges and each directorate. Hence, the sample size representing the number of staff who receives questionnaires divided into stratum. In respect of the selection of items, we can say that the usual method, for selection of items for the sample from each stratum, resorted to is that of simple random sampling. Systematic sampling can be used if it is considered more appropriate in certain situations.

$$nx = \frac{n(P)}{N}$$

Where nx is sample size in each level

n = total sample size of the study

P = population size of staff in each stratum

N = total population of the study

Table 2. Stratum representation of the sample size

No	Name of Colleges & Central Office	P	n	N	$nx = \frac{n(P)}{N}$	nx
1	Central Office Admin staff	2655	383	8907	$nx = \frac{383(2655)}{8907}$	114
2	College of Law & governance Admin & Academic staff	89	383	8907	$nx = \frac{383(89)}{8907}$	4
3	College of Social Science & humanities Admin & Academic staff	316	383	8907	$nx = \frac{383(316)}{8907}$	14
4	College of Education & behavioral Admin & Academic staff	117	383	8907	$nx = \frac{383(117)}{8907}$	5
5	JU Hospital & Medical center Admin & Academic	2759	383	8907	$nx = \frac{383(2759)}{8907}$	119

	staff					
6	College of Natural Science Admin & Academic staff	295	383	8907	$nx = \frac{383(295)}{8907}$	13
7	College of Business & economics Admin & Academic staff	200	383	8907	$nx = \frac{383(200)}{8907}$	8
8	College of Technology institute Admin & Academic staff	1718	383	8907	$nx = \frac{383(1718)}{8907}$	74
9	College of Agriculture & Veterinary Admin & Academic staff	758	383	8907	$nx = \frac{383(758)}{8907}$	32
	Total	8907	3447	80163	$nx = \frac{8907(3447)}{80163}$	383

Source: (Jimma University Human Resource Directorate, 2013 E.C)

3.5 Data Collection Method

The researcher was collected primary data for the study using questionnaire and interview methods. First the researcher asked permission from the Jimma University. Following this, respondents who were going to fill the questionnaire such as experts and middle level managers at the Jimma University was identified. Then, the respondents were informed about the purpose of the study and how to complete the questionnaire. In addition, during the administration of the questionnaire, a clarification for some questions was explained to the respondents so as to avoid doubts and confusions. Finally, the questionnaire was collected and the interviews were conducted following the consent of human resource director, middle level managers and training coordinators by using semi-structure interview also allow informants the freedom to express their views in their own terms. Semi-structure interviews can provide reliable, comparable qualitative data.

3.6 Data Analysis Method

In order to ensure completeness and logical consistency of responses, data editing was carried out by the researcher. Identified mistakes and data gaps were rectified as soon as possible. Once

editing was done; the data were analyzed using quantitative techniques. The quantitative data collected by using instruments were categorized through coding, tabulation, and by drawing statistical inferences and analyze by using statistical tools. The data which were collected by the researcher was analyzed with the help of the Statistical Package for Social Sciences (SPSS) version 20, and then the researcher generated descriptive statistics such as frequencies and percent and mean and standard deviation. The analysis of the study was also used inferential statistics like Pearson's correlation and multiple linear regressions are used to estimate the relationship between two or more independent variables and one dependent variable.

The Correlation analysis was employed to conduct analysis of the association between the two variables; training and development and employees' performance. The regression analysis was used to establish the effect of training and development related to Employees' Performance. The data was collected through interviews to supplement and strengthen the information obtained from questionnaire and open-ended questionnaires were analyzed qualitatively and logically interpreted by the researcher in a way to answer the statement of the problem.

3.7 Pilot Test

A pilot test was conducted to test and check the reliability of the items of the questionnaire and to make the necessary correction. In measuring reliability of data, the main criterion should be dependability or truth worthiness of the data. Construct internal consistency was checked through computing Cronbach's Coefficient alpha (Zikmund, Babin, Carr & Griffin (2009). Accordingly, the reviewed questionnaire was pre-tested using Cronbach's alpha reliability measurement scales on a sample of 38 randomly selected experts and managers the result was at Alpha value of 0.932. Cronbach alpha resulted 0.932 for a number of items 35, indicated that the survey instrument is reliable instrument. Based on the response of the pilot test the researcher also consult with experienced individuals to the validity and after getting comments the researcher corrected and adjusted the mistakes which were suggested by individuals. Finally, the researcher was distributed and administered the questionnaire to the selected sample respondents of the study.

3.8 Validity and Reliability analysis

According to common knowledge research principles an instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. To ensure

validity of the instrument, face, and content validity the questionnaire was given to professionals for judgment, appropriateness and over all evaluations. Reliability, on the other hand relates to the consistency of collected information. Cronbach’s alpha is a coefficient of reliability. It was first named by Lee Cronbach in 1951, as he had intended to continue with further coefficients. The measures can be viewed as an extension of the Kuder-Richardson Formula SPSS.20. Accordingly, reliability analysis was run to check the reliability of the instrument employed in this research, and the result presents as follows.

Table 3. Cronbach’s alpha, coefficient of reliability

Cronbach's Alpha	N of Items
.927	35

Source :-(survey data, 2021)

As shown in the above table (3), the reliability score for the data collection instrument for all 35 items is .927. In this regard, as noted by Zikmund, et al. (2009), noted, scales with a coefficient alpha greater than .80 are considered to have a very good reliability. Therefore, based on the above test results, this instrument scored acceptable Cronbach’s alpha and the instrument is found reliable. The results obtained in this study indicate the instrument has a very high level of validity as well as reliability.

3.9 Ethical consideration

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Although this research consisted of the analysis and review of scholarly literature, such as books and journal articles, every respondent involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations were at the base these researches are Fairness, openness of intents, discloser of methods, respect or the integrity of individuals, informed the willingness of on the part of the subjects to the participants to the research activity.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter shows results and interpretation of the collected data. It consists of two sections. The first section treats the characteristics of respondents in terms of sex, age, educational qualification, work experience and position of the respondents. The second section discusses the main part of the study, the analysis and interpretation of data those were collected through questionnaire and interview from human resource development director and other concerned groups about the practice of training and development at the organization.

Results are presented in respect of the effect of training and development on employees' performance, in the form of efficiency and effectiveness, commitment, responsibility, confidence and work satisfaction within the Jimma University context. On the other hand, to interpret the practice of training and development in the stated organization, the statistical tool used for the analysis and presentation of data in this study was the Statistical Package for the Social Sciences (SPSS) version 20. Descriptive and inferential analysis of the study was presented respectively. The data for this study was collected using a questionnaire and semi-structure interview schedule to identified sample respondents. The total of 383 questionnaires were circulated and 340 were collected that accounts 88.77% response rate, 43 of them were unfiled no questionnaires were discarded due to missing data. This response rate was very good to make conclusions on the effect of training and development on employees' performance. Accordingly, the analysis of this study is based on the number of questionnaires collected.

4.2 Reliability Analysis of Variables

Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. It was first named by Lee Cronbach in 1951, as he had intended to continue with further coefficients. Hence, according to Lombard (2010), Coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory

studies for some indices. By tracing this literature the researcher tested the reliability of the items which were developed for respondents.

Accordingly, the following tables show the Cronbach's alpha result of the questionnaires

Table 4. Reliability Analysis of Variables

No	Variables	Item number	Cronbach's alpha
1	Training Need assessment	4	0.958
2	Training and development design	4	0.934
3	Effectiveness of training and development method	3	0.755
4	Implementation of training and development	6	0.935
5	Evaluation of training and development program	6	0.923
6	Employee's performance	7	0.872

Source :- (survey data, 2021).

The results from analysis indicated that the Cronbach's Alpha value for Training need assessment is 0.958, For the second variable which is training and development design is 0.934, The third value for effectiveness of training and development method measured were 0.755. The fourth value for Implementation of training and development measured were 0.935. While evaluation of training and development program and employees performance measured 0.923 and 0.872 respectively. As shown in the above table (table 4), the reliability score for the individual subscales (Training and development subscales and employees' performance) ranges between 0.755 and 0.958. In this regard, as noted by Zikmund, et al. (2009), noted, scales with a coefficient alpha greater than 0.70 were considered to have a good reliability. Therefore, based on the above test results, both individual subscales of the instrument scored acceptable Cronbach's alpha and the scales are found reliable. The reliability score for the data collection instrument for all 35 items is 0.927.

4.3 Descriptive Statistics

Descriptive Statistics in the form of frequency and percent and mean and standard deviation for all variables and for the responses of all respondents were computed. Computed means signifies levels of agreeableness and disagreeableness of the respondents.

4.3.1 Demographic characteristics of the respondents

The first section of the questionnaire consists of five items about demographic characteristics of the respondents such as: gender group of respondents, age group of respondents, academic qualification of respondents, work experience of the respondents and position of the respondents to help the categorize employees because Jimma University has different group of employees. The following table summarized the data Pointed out certain of the respondents

Table 5. Demographic characteristics of the respondents

No	Items	N= 340	Frequency	Percent %
1	Gender group of the respondents	Male	236	69.4%
		Female	104	30.6%
2	Age of the respondents.	18-25	19	5.6%
		26-33	107	31.5%
		34-41	126	37.1%
		42-49	80	23.5%
		above 50	8	2.4%
3	Academic qualification of the respondents.	level 3-5	3	0.9%
		College diploma	61	17.9%
		BA degree	198	58.2%
		Master's degree and above	78	22.9%
4	Work experience of the respondents at the organization.	1-5 years	60	17.6%
		6-10 years	167	49.1%
		11-15 years	92	27.1%
		above 16 years	21	6.2%
5	Position of the respondents.	Managerial	38	11.2%
		None managerial	302	88.8%

Source: (survey data, 2021)

The researcher needed to know the general gender distribution of the respondent's to categorize the employees. As indicated from the above table (5) number 1 represents gender group of

respondents. Accordingly, 236(69.4 %) of the respondents' male and the remaining 104 (30.6%) were females. The data shows that the representation of female respondents were found to be less when compared to male respondents.

From the above table (5) number 2 age group of respondents as it is shown, respondents age composition in the range of 18-25 years are 19 (5.6%), respondents in the range of 26-33 years are 107 (31.5%), in the range of 34-41 years 126 (37.1%), in the range 42-49 years are 80 (23.5 %) and the age of above 50 years are 8 (2.4%). This indicates that the majority of the groups are within the age range of 26-33 years and 34-41 years are more than half of the age groups the others. So, the Majority of the respondents are young and at the productive age level, it needs more training and development.

In table (5) number 3 it can be seen that the educational level of respondents from level 3-5 or certificate complete to masters' degree and above. 198 (58.2%) of the respondents are BA degree, 78(22.9%) Master's degree and above, 61(17.9%) of the respondents are college diploma holder, 3 (0.9%) of the respondents had Level 3-5 or certificate. This shows that from respondents of Jimma University employees from the sample respondents are BA degree holder. Most of the respondents are aware to give adequate information and we can also see that most of the employees are BA degree holders and are professionals and are subject to take managerial trainings that were planned and systematic.

In table (5) number 4 it can be seen that respondents served for 1-5 years 60 (17.6%), 6-10 years representing 167(49.1%), 11-15 years 92 (27.1%), and above 16 years 21 (6.2%) of the respondents. Therefore, the majority of the work experience in the sample areas 6-10 year in the organization 167(49.1%) of the respondents from the sample. This means the organization has, a blend of experienced and young professionals who require constant refreshment training to update their skill and perform on the job.

In the above table (5), number 5 that depicts, 38 (11.2%) of the respondents are at the managerial level status whereas the majority 302 (88.8%) of them are experts as far as their current position is concerned. This disclosed the majority of the employees are experts.

4.4. Data analysis of the ‘assessment of the relationship between training and employees’ performance

In section two, questionnaire research related questions were covered such as: -about training need assessment with 4 questions, training and development design with 4 questions, effectiveness of training and development method with 3 questions, implementation of training and development with 6 questions, evaluation of training and development program with 6 questions and employee’s performance with 7 questions. Accordingly, the respondents were guided the following Likert scale approach listed from the table below: -Strongly Disagree (SDA)=1, Disagree (DA)=2, Neutral (N)=3, Agree (A)=4 and Strongly Agree (SA)=5.

4.4.1. Assessment of training and development need assessment

Table 6. Training Need Assessment

No.	Item	Mean	Std. Dev
1	Training need assessments are conducted properly	3.39	1.117
2	The selection for training is based on proper need assessment	3.43	1.136
3	The organization assesses the trainees’ knowledge before selecting the training program.	3.47	1.153
4	Employees attend the trainings that fit the departments' needs with the alignment of the organization objective	3.56	1.100
	Overall Training Need Assessment Score	3.46	1.126

Source: (survey data, 2021)

Training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organization’s employee’s skill, knowledge and talent base. At the same time, it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya Jha2 , 2011). Before designing training

program in the Jimma University need assessment should be important. From the above Table training need assessment was illustrated as follows.

From the above table (6) number 1 for the statement ‘training need assessments are conducted properly’ with (Mean= 3.39 and SD. =1.117). The majority 197(58%) of the respondents believe that training need assessments are conducted properly to identified employees’ training need. The interview result also shows that mostly the need assessments are conducted once a year from each department only the training need of the department generally.

In table (6) number 2 indicates that, the statement of, ‘the selection for training is based on proper need assessment’ with (Mean= 3.43 and SD. =1.136). The majority 207(60.8%) of the respondents believe that the selection for training is based on proper need assessment. The interview result also shows that mostly the selection for training is based on proper need assessment once a year from each department.

In table (6) number 3 for the statement ‘organization assesses the trainees’ skill and knowledge before selecting the training program’ with (Mean= 3.47 and SD. =1.153). Therefore, from the above responses the researcher believed that the majority of the respondents that is 212(62.4%) of the respondents believe that the organization assesses the trainees’ skill and knowledge before selecting the training program. The interview result also shows that mostly the selection for training is based on proper need assessment once a year from each department.

In table (6) number 4, for the statement ‘employees attend the trainings that fit the departments’ needs with the alignment of the organization objective’ with (Mean= 3.56 and SD. =1.100). Therefore, from the above responses the researcher believed that the majority of the respondents that is 220(64.7%) of the respondents believe that the employees attend the trainings that fit the departments’ needs with the alignment of the organization objective. Therefore, the better the organization does, the more its employees benefit from a stable job and career advancement opportunities.

Based on the result it is observed training need assessments are fully implemented in the University because the mean of the overall training need assessment is 3.46 and SD=1.126. As the result of researcher interview to the HRM director, most of the trainings given by the organization were massive and the training was aligned with need of the departments with the

objective of the organization. Aligning training to organizational needs has a positive effect on the organization.

Table 7. Training and development Design

No.	Item	Mean	Std. Dev
5	Training programs are designed based on need assessments	3.67	1.151
6	The objectives of trainings were coherent with the employees' trainings need.	3.70	1.151
7	Training programs are designed at the level of abilities and educational background of employees.	3.67	1.158
8	There is an opportunity for training and development	3.89	1.130
	Overall Training and development design score	3.73	1.147

Source: (survey data, 2021)

In table (7) number 5 for the statement, ‘training programs are designed based on need assessments,’ the response of the respondents indicates that, with (Mean= 3.67 and SD. =1.151). As the respondent’s response rate majority of 229(67.3%) of the respondents choose agree. The interview result also shows that mostly the training programs are designed based on need assessments.

In table (7) number 6 for the statement ‘the objectives of trainings were coherent with the employees’ trainings need’ with (Mean= 3.70 and SD. =1.151). According to the response rate that shows 237(69.7%) of the respondents agree. This implied that the objective of the training set by the organization is coherent with the need of the employees. Hence, getting employees exposed to relevant and consistent training can help companies improve performance and increase results in the workplace.

In table (7), number 7 for the statement ‘Training programs are designed at the level of abilities and educational background of employees’ with (Mean= 3.67 and SD. =1.158). According to the response rate that shows from the response the majority 237(69.7%) of the respondents choose agree. This implied that the designs of training programs are based on the ability and educational level of the employees.

In table (7) number 8 for the statement ‘There is an opportunity for training and development’ with (Mean= 3.89 and SD. =1.130). Therefore, the majority of 267(78.5%) of the respondents choose in the position of agree. Hence, Jimma University has adequate training opportunities for employees, in addition to the information gathered through questionnaire from employees; interview was conducted with HRM Director and training coordinator. They also agree with employees’ view there are training opportunity for staff in the university.

Additionally, in table (7) illustrated that Overall Training and development design score the mean and standard deviation of 3.73 and 1.147 respectively. Based on the result it is observed training and development design are not fully implemented in the University.

According to Kulkarni (2013) Employees Training and Development Programs are designed to meet specific objectives, which contribute both employees and organizational effectiveness. These include reviewing organizational objectives, evaluating the organization’s current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on the participants’ quality of work life. Training must be designed to address the assessed needs. Effective training design considers learning concepts, legal issues, and different approaches to training (Dahiya & Jha, 2011).

Table 8. Effectiveness of training and development method

No.	Item	Mean	Std. Dev
9	The training I have taken is relevant to my job.	3.84	1.076
10	The method of training used by the organization is relevant to the training objectives.	3.84	0.960
11	There are defined criteria for training and development at the organization.	3.88	0.931
	Overall effectiveness of Training and development Method score	3.85	0.989

Source :-(survey data, 2021)

From the above table (8) number 9 for the statement ‘The training I have taken is relevant to my job’ with (Mean= 3.84 and SD. =1.076). According to the respondent’s response 259(76.2%) respondents choose agree. Therefore, most of the respondents were agreed and as the interview result shows that some training offered based on the relevancy of the job but not enough. Therefore, there are skill gaps to be considered to compare the irrelevancy.

In the table (8) number 10 for the statement ‘the method of training used by the organization is relevant to the training objectives’ with (Mean= 3.84 and SD. =0.960). According to the rate of the response 252(74.2%) of the respondents confirmed agree. Therefore, most of the respondents were agreed and as the interview result shows that the relevancy of the method of training with the objective of training but not enough.

In the table (8) number 11 for the statement ‘there are defined criteria for training and development at the organization’ with (Mean= 3.88 and SD. =0.931). According to the respondent’s response rate, 277(81.5%) of the respondents choose agree. Therefore, most of the respondents were agreed and as the interview result shows that there are defined criteria for training and development at the organization but not enough.

Additionally, in table (8) illustrated that Overall effectiveness of Training and development method score the mean and standard deviation of 3.85 and 0.989 respectively. Therefore, this indicates that as the interview result support to the above response rate, the researcher asked about the policy of training and development as the human resource director there is clear training and development policy to govern how to administer during and after training specifically.

According to Elnaga and Imran (2013) concluded that training program is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of organizations specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance.

Table 9. Implementation of training and development

No.	Item	Mean	Std. Dev
12	There are clear directions provided during training.	3.94	1.011
13	The training and development provided aligns with organization objectives.	3.94	1.121
14	There is opportunity for career development after receiving trainings.	3.94	1.071
15	Top management is committed to facilitate trainings for the employees at the organization.	3.91	1.059
16	The organization put enough budgets for the training and development.	3.90	1.061

17	The organization has available resources for training and development.	3.91	1.087
	Overall Training and development implementation	3.92	1.068

Source :- (Survey data, 2021)

From the above table illustrated ‘the factors that affect the implementation of training and development program’. In table (9) number 12 for the statement, ‘There are clear directions provided during training’ indicates for the idea’ with (Mean= 3.94 and SD. =1.011). According to the respondent’s response rate that showed the majority of the respondents 260(76.5%) choose agree.

In table (9) number, 13 for the statement ‘The training and development provided aligns with organization objectives’ with (Mean= 3.94 and SD. =1.121). Therefore according to the response rate of the respondents 271(79.7%) of the respondents from the sample confirmed agree about the alignments of training with the organization objective.

In table (4.5) number 14 for the statement ‘There is opportunity for career development after receiving trainings’ with (Mean= 3.94 and SD. =1.071). Therefore, according to the response rate 266(78.2%) of the respondents from the sample choose agree about the opportunity for career development after receiving trainings.

In table (9) number 15 for the statement ‘The top management is committed to facilitate trainings for the employees' at the organization’ with (Mean= 3.91 and SD. =1.059). Therefore, according to the response rate 264(77.7%) of the respondents from the sample choose agree about the top management is committed to facilitate trainings for the employees at the organization.

In table (9) number 16 for the statement ‘The organization assign enough budgets for the training and development’ with (Mean= 3.90 and SD. =1.061). According to the response rate 258(75.9%) of the respondents confirmed agree. This implied that the organization has enough budgets for the training of employees. As the interview result the human resource director

confirmed the organization has adequate budget but the organization was not used the budget properly for the training purpose.

In table (9) number 17 for the statement ‘The organization has available resources for training and development’ with (Mean= 3.91 and SD. =1.087). According to the response rate 262(77.1%) of the respondents confirmed agree. This implied that the organization has available resources for training and development.

Additionally, in table (9) illustrated that Overall Training and development implementation score, the mean and standard deviation of 3.92 and 1.068 respectively.

Table 10. Evaluation of training and development program

No.	Item	Mean	Std. Dev
18	Trainings offered employees Skill, knowledge, attitude and creativity.	3.99	0.987
19	Trainings given to the employees to be satisfied to their job.	4.01	1.003
20	Training programs are evaluated during or at the end of the program	3.98	0.912
21	Employees are satisfied with the overall aspect of the training programs at the organization.	3.97	0.950
22	Employee training is considered as a crucial factor for improving individuals and organizational performance.	3.98	0.937
23	The effectiveness of training program is properly evaluated in terms of developments in employees' performance.	3.68	1.078
	Evaluation of Training and development Program score	3.93	0.977

Source :- (Survey data, 2021)

In table (10) number 18 for the statement 'Training offered employees skill, knowledge, attitude and creativity' with (Mean= 3.99 and SD. =0.987).According to the response rate the majority 293(86.2%) of the respondents confirmed agree.

In table (10) number 19 for the statement 'The trainings given to the employees to be satisfied to their job' with (Mean= 4.01 and SD. =1.003). Accordingly, the response rate result showed that 293(86.2%) of the respondents chose in the position of agree.

In above table (10) number 20 for the statement 'Training programs are evaluated during or at the end of the program' with (Mean= 3.98 and SD. =0.912). The result shown the majority, 278(81.8%) of the respondents choose in the position of agree. Therefore, as the interview result shows that the respondents reveal that training programs did not evaluate during or after the program.

In relation to table (10) number 21 for the statement, 'I am satisfied with the overall aspect the training programs at organization' with (Mean= 3.97 and SD. =0.950).The response rate shown that, 281(82.7%) of the respondents choose in the position of agree. Hence, respondents reveal that the minority of the respondents dissatisfied by the over all aspects of training programs in the organization.

In table (10) number 22 for the statement 'Employee's training is considered as a crucial factor for improving individuals and organizational performance' with (Mean= 3.98 and SD. =0.937).The response rate shown that majority 278(81.7%) of the respondents choose agree. Hence, as some on conclude that, employees did not believe the idea of employee training is considered as a crucial factor for improving individual and organizational performance in the organization.

In table (10) number 23 for the statement 'The effectiveness of training program is properly evaluated interns of developments in employees' performance' with (Mean= 3.68 and SD. =1.078). The data shown that majority, 226(66.4%) of the respondents choose in the position of agree, with the idea that the effectiveness of training program is properly evaluated in terms of developments in employees' performance because the effectiveness of training is not properly evaluated.

Additionally, in table (10) illustrated that ‘Evaluation of Training and development program score’, the mean and standard deviation of 3.93 and 0.977 respectively.

According to Mahapatro (2010) the evaluation and validation of any training process is very important key element not to be overlooked or treated lightly in the development of any training and development process. It is the act of increasing the knowledge and skill of employees for doing a particular job. Evaluating training and development program is not a one-time process. It is an ongoing throughout the entire stages of training program. Evaluation is a process of obtaining information and using it to make judgment and decisions. Evaluation of the training program is performed during the assessment, design and implementation. It includes determining participant reaction to the training program, how much participants learned and how well the participants transfer the training back to the job. The information gathered from the training evaluation is then included the next cycle of training needs assessment. Silberman (1990) also states that one can design his/her active training program to provide for obtaining feedback and evaluation data on an ongoing basis so that he/she can make adjustments earlier one time.

Table 11. Employees’ performance

No.	Item	Mean	Std. Dev
24	Trainings are important in improving the employees’ performance to give quality service	3.92	1.099
25	I am more committed toward my jobs after receiving trainings	3.81	1.312
26	I belief that employees' job satisfaction is increased Through trainings.	3.81	1.144
27	Job performance helps to enhancing the employees’ efficiency and effectiveness	3.99	1.070
28	Trainings increase employees’ confidence when performing work related tasks after receiving trainings	4.01	0.984

29	In my understanding trainings motivate employees to enhance their job performance.	3.91	1.309
30	I understand employees become more responsible after receiving trainings.	3.89	0.978
	Overall Employees' performance score	3.90	1.128

Source: - (Survey data, 2021)

In table (11) number 24 for the statement 'Trainings are important in improving the employees' performance to give quality service' with (Mean= 3.92 and SD. =1.099). This shows that the Majority, 275(80.9%) of the respondents choose agree. Hence, the majority of the respondents believe that training has positive effect on employees' performance to deliver quality service.

In table (11), number 25 for the statement 'I am more committed toward my jobs after receiving trainings' with (Mean= 3.81 and SD. =1.312). Therefore, according to the response rate 264(77.6%) of the respondents choose agree. This shows that most of the employees were committed after getting training.

In table (11) number 26 'I believe that employees' job satisfaction is increased through trainings' with (Mean= 3.81 and SD. =1.144). As shown in the response rate the majority 267(78.6%) of the respondents agree. Therefore, this indicates that the majority of the respondents believe that job satisfaction increases through trainings.

In table (11) number 27,' for the statement, 'Job performance helps to enhance the employees' efficiency and effectiveness' with (Mean= 3.99 and SD. =1.070). According to the response rate the majority, 277(81.5%) of the respondents choose agree. Therefore, according to the response rate someone believes that employee's job performance creates efficiency and effectiveness of the employees.

In table (11) number 28 for the statement 'Trainings increase employees' confidence when performing work related tasks' with (Mean= 4.01 and SD. =0.984). As the response rate shown the majority 282(82.9%) of the respondents preferred agree.

In table (11) number 29 for the statement, 'In my understanding trainings motivate employees to enhance their job performance' with (Mean= 3.91 and SD. =1.309). As the response rate showed the majority 275(80.9%) of the respondents choose agree. From the data the majority of the respondents believe that training motivates employees to enhance employees' job performance.

In relation to table (11) number 30, for the statement 'I understand employees become more responsible after receiving trainings' with (Mean= 3.89 and SD. =0.978). As the response rate shown 268(78.8%) of the respondents agree. Therefore most of the respondents agreed training increase the responsibility of the employees.

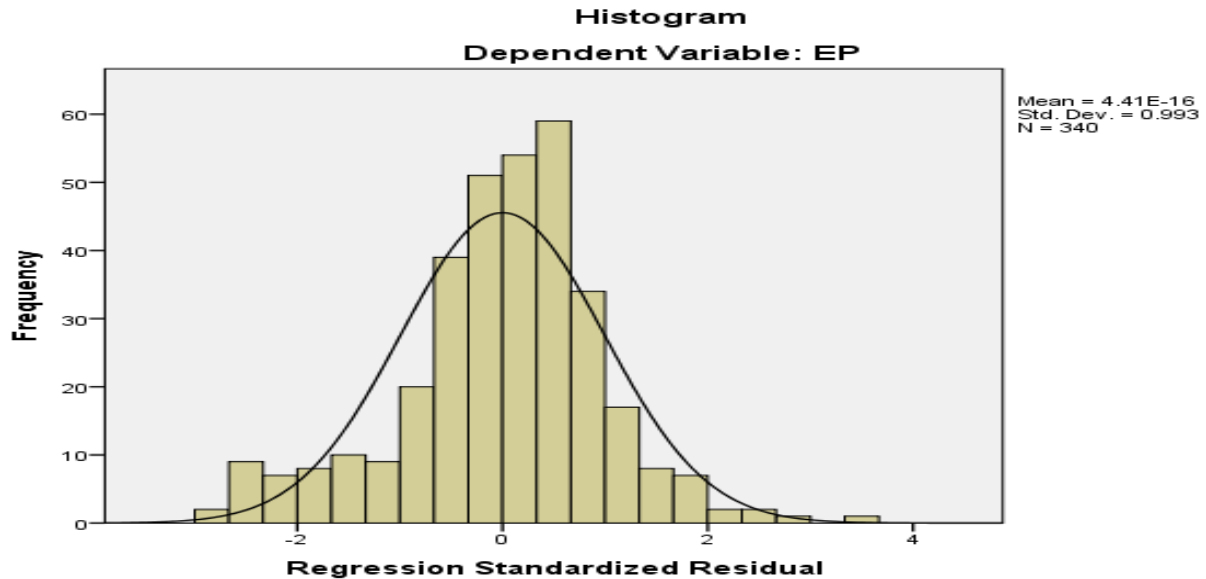
Additionally, in table (11) illustrated that 'Overall Employees' performance score', the mean and standard deviation of 3.90 and 1.128 respectively. That indicates the majority of the respondents were in the position of agree.

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 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).

4.5 Normality Test

Figure 4. Test of Normality

As an oval curve bends at zero, the normality of the data maintained. (Gravetter & Walnau 2007)



4.6 Collinearity Statistics

Table 12. Collinearity test

Collinearity Statistics

Model	Tolerance	VIF
Training Need assessment	.675	1.481
Training and development design	.616	1.622
Effectiveness of training and development method	.542	1.844
Implementation of training and development	.708	1.413
Evaluation of training and development program	.739	1.353

Source: - (Survey data, 2021)

Tolerance value above 0.1 and Variance Inflation factor (VIF) less than 10 in the correlation matrix. (Field 2009).Further, the researcher checked through Tolerance and VIF and the above table result indicated that there is a low level of Multi-collinearity between the variables since value less 5. (Cohen, West and Aiken, 2013).

4.7 Results of Inferential Statistics

4.7.1 Correlation analysis

The study is set to determine the relationship of employees training and Development on employees 'performance at the Jimma University. Pearson correlation was used to associate the independent variables (Training need assessment, Training and development design, Effectiveness of the training and development method, Implementation of training and development and Evaluation of training and development program) and dependent variable (employees 'performance). A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between variables, Pearson correlation coefficient reveal magnitude and direction of (either positive or negative) and the intensity of the relationship (-1 to +1) . In this section correlation analyses were done to establish whether relationship does exist between variables conceptualized in the framework. The result would enable the researcher used to determine the regression on the dependent variable .The researcher used one of the most commonly used types of correlation coefficient which is Pearson correlation coefficient methods because of the statistical accuracy that usually results from these methods. The strength of correlation would interpret through suggestion by Evans (1996) as shown in the following pattern. 0.00-0.19 very weak, 0.2-0.39 weak, 0.4-0.59 Moderate, 0.6-0.79 strong and 0.8-1.0 very strong.

4.7.2 The relationship between Training and development, and Employees performance

Table 13. The correlation analysis of overall training and development and overall employees' performance

Correlations			
		Overall Employee Performance	Overall Training and Development
Overall Employee Performance	Pearson Correlation	1	.671**
	Sig. (2-tailed)		.000
	N	340	340
Overall Training and Development	Pearson Correlation	.671**	1
	Sig. (2-tailed)	.000	
	N	340	340

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

Source: - (Survey data, 2021)

Over all training and developments was positively and highly correlated with over all employee performance ($r = 0.671$, $p < 0.001$). Accordingly, the result revealed that the relationship of training and development and employees' performance is significant and strong since p value is < 0.001 . This finding is in line with the study result of Hameed & Waheed, (2011) and Athar & Shah (2015), who found significant and strong association between training and development with employees' performance. In addition to this, the result is supported by literatures discussed in the literature review section and human resource theories.

4.7.3 Regression analysis

Regression is a measure of association between two quantitative variables. The following table below shows the regression analysis of the effect of training and development on employees' performance.

The beta value is a measure of how strongly predictor variable influences the criterion variable. So that the beta value of this study as indicated in table 14 below is 0.671 which indicates that a change of one standard deviation in the predictor variable that is training resulted in a change of

67.1% standard deviations in the criterion variable that employees' performance. Thus, there is a higher effect of training on employee performance. Since the higher the beta value the greater the impact of the predictor variable on the criterion variable. Moreover, when you have only one predictor variable in your model, then beta is equivalent to the correlation coefficient between the predictor and the criterion variable.

Table 14. Analysis model summary of Rand R2

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.671 ^a	.450	.408	4.59672
a. Predictors: (Constant), Overall Training and Development				

Source: - (Survey data, 2021)

From the above model summary table (14) it can be seen that R is 0.671 and R square is 0.450. This indicates about 45% of the variance is employees performance (dependent variable) can be explained by overall training and developments (independent variable), the remaining 55% of the variance is explained by other variables that are not included in the study.

Table 15. (ANOVA) T and D to as predictor to EP

ANOVA ^b						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	5439.751	24	226.656	10.727	.000 ^a
	Residual	6655.896	315	21.130		
	Total	12095.647	339			
a. Dependent Variable: Overall Employee Performance						
Predictors: (Constant), Overall Training and Development						

The F-test result in the ANOVA table (15) and the P Value, tests whether the overall regression model is good predictor and the probability of this result is occurred by chance or not.

In this regard, The F-test result is 10.727 with a significance of less than 0.05, this means, the probability of those results occurs by chance is <0.001 . Therefore, significant amount of employees performance is influenced by the University, training and development practice, which means independent variable (T and D) significantly predict the dependent variable (Employees performance) and it can be concluded as the overall regression model is significant, $F(24,315)=10.727, P<0.05, R^2=45\%$ (that is the regression model is a good to fit the data). Furthermore, the lower the standard error of the estimate and the higher F-value evidenced that the interdependence of the variables, that is training and developments and employees performances strong and significant. Therefore, influence, it may be concluded as T and D is influence over EP is significant, where, $P<0.001$. This implies that, the University effort to develop its manpower and intervention of training and development practices, affect employee's performance significantly. This result is also in line with the study finding of Kum, Cowden & Karodia (2014) and Elnaga and Imran (2013), who found that employees' performance is predicted by training and development, rendered by organizations.

4.7.4. Relationship between dependent and independent variables

Table 16 Multiple Regressions

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.538	1.645		6.543	.000
	Training need assessment	.303	.078	.216	3.898	.000
	Training and development design	.364	.082	.256	4.414	.000
	Effectiveness of training and development method	.699	.128	.285	5.464	.000
	Implementation of training and development	.153	.058	.143	2.648	.008
	Evaluation of training and	.307	.063	.256	4.845	.000

	development program					
a. Dependent Variable: Employees performance						

$$Y = \beta_0 + \beta_1 TNA + \beta_2 TDD + \beta_3 ETDM + \beta_4 ITD + \beta_5 ETDP + \epsilon_i$$

$$Y = 1.538 + .303TNA + .364TDD + .699ETDM + .153ITD + .307ETDP + \epsilon_i$$

Where, Y=Employees Performance

β_0 =constant term, represents the employees performance whenever independent variable is Zero, β_1 to β_5 coefficient of independent factors

TNA= Training Need Assessment

TDD= Training and Development Design

ETDM= Effectiveness of Training and Development Method

ITD= Implementation of Training and Development

ETDP=Evaluation of Training and Development Program

ϵ_i = error term

According to the regression equation established, taking all factors into account (Training Need Assessment, Training and Development Design, Effectiveness of Training and Development Method, Implementation of Training and Development and Evaluation of Training and Development Program) constant at zero, employee's performance in the study area will be 1.538. The data findings analyzed also showed that taking all other independent variables at zero, a unit increase in Training Need Assessment will improve to a 0.303 increase in employees performance, a unit increase in Training and Development Design will lead to a 0.364 increase in employees performance, a unit increase in Effectiveness of Training and Development Method will improve to a 0.699 increase in employees performance, a unit increase in Implementation of Training and Development will improve to a 0.153 increase in employee's performance and a unit increase in Evaluation of training and Development program will improve to a 0.307 increase in employee's performance.

The results indicate that the computed t-values of (t= 3.898) for Training Need Assessment; (t= -4.414) for Training and Development Design; (t= 5.464) for Effectiveness of Training and Development Method; (t= 2.648) for Implementation of Training and Development and (t= 4.845) for Evaluation of Training and Development Program on the degree of freedom (DF=5). This shows that there is a significant relationship between the dependent and independent variables. This is further reinforced by the p-value of = (.000) for Training Need Assessment; (.000) for Training and Development Design; (.000) for Effectiveness of Training and Development Method; (.008) for Implementation of Training and Development and (.000) for Evaluation of Training and Development Program are smaller than the significance level of 0.05. This indicates that there is a significant relationship between Training Need Assessment, Training and Development Design, Effectiveness of Training and Development Method, Implementation of Training and Development and Evaluation of Training and Development Program on employee's performance in Jimma University. In summary, this means as results of the regression equation above shows that for 1 unit change in the independent variables, employees performance is predicted to change by 1.538, given that all the other factors are held constant.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the findings as presented in chapter four, Conclusion and recommendations are based on the findings. Suggestions for further studies are also drawn.

5.2. Summary of the findings

According to Velada and Caetano (2007), the effect of training and development on employee's performance is not only significant but also increases job satisfaction and commitment towards the organization. This research had the objectives to find out how training and development has an effect on the performance of employees which increases their applicable knowledge and skills that leads to improve the organization performance. To achieve these objectives a sample of 383 employees were selected and questionnaire were administered. This was further supported with an interview of the employees' organization. From this study, the following particular findings are observed:

- From the study conducted it was found out that training of employees is one of the activities of the Training Directorate office of the Jimma University. The human resource division will work with managers to empower them to fill the identified knowledge. Managers will be responsible for setting training and development priorities and building learning in to their daily management practices.
- It was also gathered from the study that the one of the reason of training and development at the Jimma University is to achieve individual and organizational performance.
- Data was then presented and analyzed regarding the actual training programs on the ground for training and development at Jimma University. With regard to the delivery method of training used by the organization, majority of the respondents feel comfort and agreed that the organization training delivery method is convenient to get the necessary

knowledge and skills. According to Braga (1995) training delivery style is a very important part of training and development.

- Further the results also revealed that the organization is providing different training programs such as seminar, workshops etc. However the researcher confirms from the response of the respondents that the majority of the respondents are not sure whether the design of the training program is based on the job they are performing. According to Descenzo & Robbinses (2000) 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.
- Though one of the organization objectives is to build a strong sense of belonging. The finding of this research also indicated that, employees lack confidence to say I have strong sense of belonging to the organization because of the good training methods to acquire the needed skills and to become loyal for different activities.
- According to (Ospina and Watad, 1999). for the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the Organizational goals or objectives they need to acquire the relevant skills and knowledge however, the result indicated from the respondents even if there are some points that make employees committed to accomplish the organization objectives, majority of the respondents are not committed and unable to accomplish the organization objectives. Therefore, it becomes very important for organizations to determine the training and development needs of its employees, through its training need analysis and align such needs to the organizational overall needs and objectives in order to actualize the organizational vision and mission

5.3 Conclusions

The general objective of the study is to find out the effect of training and development on employees' performance at the Jimma University. In the meantime, the study raised basic research problems and addressed the specific objectives. The study concludes that training need assessment significantly influenced employee performance; this was associated to the fact that the company had regular skills set evaluation that bring out areas of deficiency that employees were to be trained on. Training Design significantly influenced employee performance since the

comfortable trainings for staff were in line with the training needs established and was according to organizational policies and procedures. Implementation of Training significantly influenced employee performance due to organization adopted the comfortable trainings for staff that was in line with the training needs. The study further established that Evaluation of training program significantly influenced employee performance since there was a well-organized orientation program for its entire new staff.

5.4 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.

- As indicated the powers and duties of the University recognized important of properly managing training and development practice. This is very important for the establishment competent and skillful employees. The training and development practice in Jimma University should be kept under constant review with appropriate assessment of the organization's need and identify the skill, knowledge, and educational background of the individuals, on the other hand, the organization creates appropriate training method for the employees based on the abilities and educational background of the employees.
- The training and development provided should be designed based on the need of the individuals, with the alignments of the goal of the organization and the selection for training should be based on the proper need assessment, this helps the organization to identify whether the employees are comfortable with their job and their work place and to check how the employees deliver quality service.
- Organizations should allocate sufficient amount of budget to train the employees of the organization. Since investment on employees, both in developing and maintaining the appropriate skills, knowledge creativity and ability of the employees are essential and meaning full.
- It should be learnt that training and development programs needed being evaluated before, after and during planning, acting and accomplishing the training and development programs, this can contribute to alterative obstacles if there are or could be, and improve certainties effectively and efficiently.

- The top management should pay attention to the employees training and developments and evaluate the results periodically and evaluate training program based on the objectives of the training.
- The organization Top level officials and decision makers should endeavor enabling training environment, favorable training and development policy that will give every employees opportunity to attend training, further more organizations are supposed to administered training and development package so as to enhance employees' job performance.
- Formulating clear and brilliant training and development policy and documentation criteria is crucial .This helps to measure results obtained from the training and development program in delivering, employees reaction ,learning , behavioral change and the result obtained through impact assessments

5.4 Further Research Directions

The study concluded noticeable relationship between employees training and development and employees performance. However, still many other variables that might be the role in particular so, it is going to very beneficial for the other researchers should they conduct research in this particular field in the future by including additional variables like employees' capacity, employees' involvement, employees inspiration, working condition, to training and development to create more convincing results that may increase the incredible importance of training and development. Further coming researchers are intensively stimulated to empirically assess more advanced models in diverse situations/frameworks.

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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 at Jimma University. 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.

I thank you very much in advance for participating in this survey and providing your thoughtful feedback. If you have any questions or comments please contact by the following address (Tel-0917103411), Email- melakuhabtamu2012@gmail.com.

Part I

Personal information

Please read each question carefully and tick in the box corresponding to the response that most accurately represents your view.

1. Sex: - Male Female
2. Age group: -18-25 26-33 34-41 42-49 above 50
3. Academic qualification: - Grade 4-12 Level 3-5 College diploma
BA Degree Master Degree and above
4. Work Experience at the organization: - 1 - 5 years 6- 10 years
11 –15years above 16 years
5. Position: -Managerial Non managerial (expert)

Part II

Keys: Strongly Agree (SA=5), Agree (A=4), Neutral (N= 3), Disagree (DA=2), Strongly Disagree (SDA=1).

Please insert a tick mark where you think is appropriate in the space provided in front of the statement

No	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
1	Training 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.					
2	Training and development design	SDA=1	DA=2	N=3	A=4	SA=5
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					
3	Effectiveness of training and development method	SDA=1	DA=2	N=3	A=4	SA=5
3.1	The training I have taken is relevant to my job.					

3.2	The method of training used by the organization is relevant to the training objectives.					
3.3	There are defined criteria for training and development at the organization.					
4	Implementation of training and development	SDA=1	DA=2	N=3	A=4	SA=5
4.1	There are clear directions provided during training.					
4.2	The training and development provided aligns with organization objectives.					
4.3	There is opportunity for career development after receiving trainings.					
4.4	Top management is committed to facilitate trainings for the employees at the organization.					
4.5	The organization put enough budgets for the training and development.					
4.6	The organization has available resources for training and development					
5	Evaluation of training and development program	SDA=1	DA=2	N=3	A=4	SA=5
5.1	Trainings offered employees skill, knowledge, attitude and creativity.					
5.2	Trainings given to the employees to be satisfied to their job.					
5.3	Training programs are evaluated during or at the end of the program					
5.4	Employees are satisfied with the overall aspect of the training programs at the organization.					
5.5	Employee training is considered as a crucial					

	factor for improving individuals and organizational performance at the organization.					
5.6	The effectiveness of training programs is properly evaluated in terms of developments in employees' performance.					
6	Employee's performance	SDA=1	DA=2	N=3	A=4	SA=5
6.1	Trainings are important in improving the employees' performance to give quality service.					
6.2	Employees become more committed toward their jobs after receiving trainings.					
6.3	Employees' job satisfaction is increased through trainings.					
6.4	Job performance helps to in enhancing the employees' efficiency and effectiveness.					
6.5	Trainings increase employee confidence when performing work related task after receiving trainings.					
6.6	Trainings motivate employees to enhance their job performance.					
6.7	Employees become more responsible after receiving trainings.					

APPENDIX II

INTERVIEW QUESTIONNAIRE

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 this research on academic purpose.

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

1. Did you believe training and development practice implemented properly?
2. What are the benefits of employees training to both the employee and the organization?
3. Has the university training and development policy?
4. What are the challenges associated with employees training and development at the university?
5. After training did the employees get career development opportunity?

Thank you