



ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES

IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE: A  
CASE STUDY OF FEDERAL AUDITOR GENERAL

BY  
ZEWDITU GEBRE

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(ID: SGS/0202/2008A)

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IMPACT OF TRAINING ON EMPLOYEE PERFORMANCE: A CASE  
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By

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ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES  
FACULTY OF BUSINESS

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### **DECLARATION**

I hereby declare the thesis entitled Impact of Training on Employee performance a case study of Office of federal Auditor General is done with my own effort. I have produced it independently except for the guidance and suggestions of my research advisor. I assure that this study has not been submitted for any scholarly award in this or any other university.

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Name of the student

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Signature

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Date

## LETTER OF CERTIFICATION

This is to certify that Zewditu Gebre has carried out this project work on the topic Impact of Training on Employee performance a case study of Office of Federal Auditor General under my supervision. This work is original and suitable for the submission in partial fulfillment of the requirement for the award of Master of Business Administration.

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Advisor

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Signature

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Date

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# CHAPTER ONE: INTRODUCTION

## 1.1. Background of the Study

The success of any private and public sectors organizations is dependent on its knowledgeable, skilled as well as experienced workforce. Human capital can be regarded as the prime asset of an organization and businesses need to invest in that asset to ensure their survival and growth. The right employee training, development and education at the right time, provides big payoffs for the organization in increase productivity, knowledge, loyalty and contribution (Heathfield 2012). According to Elnaga & Imran (2013) Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job.

The ergonomics of the work environment, state of the art equipment as well as quality raw materials can make production possible, but it is the human resources that actually make production happen (Asare-Bediako 2008). Human resources are a crucial but expensive resource and therefore in order to sustain economic and effective performance of this resource, it is important to optimize their contribution to the achievement of the aims and objectives of the organization through training and development.

Training is a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities. The purpose of training in the work situation is to develop the abilities of individual and to satisfy the current and future need of the organization (Beardwell 1993).

Thus, it is obviously known that in the rapidly growing technology and competitive world, human resources 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). Due to fast pace of global and technological development, firms are now facing new changes as well as challenges for productivity and survival. Technology advancement has molded the need of capabilities and competencies required to perform a particular task. To cope up with these challenges, more improved and effective training is required by all business organizations.

Development is a learning activity, which is concerned with career growth and future needs of an individual it is more focused on the organization future manpower requirements (Milkovich 1991).

Training and development is a type of activity which is planned systematically and it results in enhanced level of skills, knowledge and competency that are necessary to perform work effectively and efficiently (Gordon 1992). Organizational efficiency is concerned with how organizations can increase output with a minimum cost implication.

Employee performance is normally looked at in terms of outcomes employees contribute to their assigned tasks. However, it can also be looked at in terms of behavior (Armstrong, 2010). Employee performance is measured against the performance standards set by the organization. There are a number of measures that can be taken into consideration when measuring performance for example, using productivity, efficiency, effectiveness, and quality and profitability measures. Employees are the sources and assets of an organization if they are skilled and trained, will perform better than those who are untrained.

Neely et al. (1994) refer to effectiveness as the extent to which customer requirements are met and to efficiency as a measure of how economically the firm's resources are utilized when providing a given level of customer satisfaction.

Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing organizational performance through increase in individual employee contribution (Cooke 2000). In every organization there are some expectations from the employees with respect to their performance.

Training and development will definitely cause an increase in the employees performance. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita 2000). As Mwita (2000) explains that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goals.

According to Sheri-Lynne & Parbudyal (2007) organizational efficiency means the ability of an organization to meet goals, maintain its place in the industry amidst competition and also increase in profitability. Hales (1986) stated that many organizations meet their needs for training in an ad hoc and haphazard way. To make

training and development useful, it should be well planned and systematically implemented.

It is worth noting that Ethiopia has a huge public sector, employing the highest number of human resources with varied skills. The role of public sector is very crucial for the socioeconomic development of developing country like Ethiopia. In Ethiopia, the technological improvement, economic prosperity, and social change are possible only through an efficient and effective system of public sector institutions. Public sector efficiency and effectiveness have always been important issues for many countries. The main objective of public sector organizations is to increase service quality to customer approach and to provide social benefits based on limited budgets.

For non-profit oriented organizations like the public sector, knowledge sharing can help to increase continuous performance, service delivery, and also customer and staff satisfaction (Ismail and Zawiyah 2009).

Since knowledge is a central source of government services, effective knowledge sharing among employees is a significant management challenge for providing excellent service to the public at all levels. Without the requisite knowledge and skills public officials may not be able to perform their responsibilities and duties effectively, efficiently and with high standards of performance (Ismail and Zawiyah 2009).

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

## **1.2 Background of the Organization**

Office of the Federal Auditor General (OFAG) is one of the Public Sector organization in Ethiopia which is located its head office in Addis Ababa around Flaming. The office of the federal audit general conducted the audit of the chartered organization, it was established in 1937 to provide essential service to public, through its chartered organizations audit department. According to Proclamation No 68 1997 article (4) the office endeavors to attain the following objectives.

- ✚ Strengthen an audit system required for a reliable information necessary for the proper management and administration of the plan and budget of the federal Government;
- ✚ Ascertain that all receivable money and property of the federal Government are collected, preserved and used properly, in accordance with laws and regulations of the federal Government, and report same to the council;
- ✚ Undertaking financial Audit and performance Audit of the offices and organizations of the federal Government;
- ✚ Make effort, in co-operation with concerned organs, to promote and strengthen accounting and Auditing Professions;
- ✚ Give Professional assistance and advice to regional and federal civil servant and organizations engaged in accounting and audit professional
- ✚ Draw up a standard of auditing by which accounts of the offices and organizations of the federal government shall be examined and follow up the implementation

Office of the Federal Auditor General give professional audit services for the public sectors include, Regulator Audit, Performance audit, IT audit, Environmental audit, Special audit and Audit quality services. Currently the total number of staffs reached 510.

Hence, the objective of this study was to identified the major factors affecting the effectiveness of the employee performance working in OFAG, through identifying the variables include training practice/Method, training need assessment and resource. Moreover, the study was focused on the impact of training on employees' performance in the stated organization.

### **1.3 Statement of the problem**

Training and development is the most important human resource practices and one of the most heavily researched topics. Most of these researches are for the private sector and companies which are profit oriented. This makes the study is very relevant as it targets the public sector. There are several studies that have been done in training and development but not in Office of the federal Audit General (OFAG).

Many research findings indicate that training has a positive impact on business outcome through increased productivity, improved management skill, reduced production cost easy access to profitability, and expanded market resulted from new idea from the training (Kessy and Temu, 2010).

According to Abeba et al (2015) studied the impact of training and development on employee's performance and effectiveness. A case study of district five administration office, bole sub city, Addis Ababa Ethiopia. From this study the most frequent methods of training facilitation were on job training (demonstration) and re-demonstration by trainees. They conclude that the method of training facilitation has a successful outputs and outcome which was observed in employee performance and organizational effectiveness

Tazebachew (2011) was conducted a study to determine the impact of training on worker performance in public sector organizations using Federal Democratic Republic of Ethiopia Ministry of Health. The objective of the study was to investigate the actual training practice and its effect in improving the performance of employees. The researcher key findings indicated that employees training positively and significantly correlate and influence employees work effectiveness, efficiency and commitment collectively employee performance

Sultana et.al. (2012) on their study on Training practices of Telecommunication Sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of literature review and questionnaire surveys, this paper explores that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

Likewise, Khan et al (2011) conduct a research study on similar issue, impact of training and development on organizational performance. The focus of the study was to understand the effect of training and development, on the Job training, training design and delivery style on organizational performance. Results show that training and development, on the job training, training design and delivery style have significant effect on organizational performance and all these have positively affect the organizational performance.

Currently many organizations in Ethiopia and indeed the Public sector engaged in staff training. However, for a certain condition staff training practice effect on employee's

performance appears little or negative. Understanding the effect of training practices on employee performance primarily helps to create competent and well performed work force. It will also enable the organization to design effective training system which is fit with the overall vision and mission.

Training will provide opportunities to the employees to make a better performance and outshine in the given work. To achieve exceptional service in OFAG there are several forms of short term training for employees at the organization ranging from levels to levels in a hierarchy that has been put in place and this include: Financial Audit Manual & Control of Resources Audit Training, Leadership Training, Supervision & Review Workshop Training, Report Writing Training, Fraud Audit Training, Tax Assessment Audit. Most of the training will be last three days up to three weeks OFAG (2015).

However, according to the preliminary survey conducted by the researcher, OFAG accurately points out areas where employees need support. However, the training and development practice is more or less unplanned and unsystematic due to budget constraint. Therefore, it's not effectively delivered. The absence of budget and proper planning may result in inconsistent training practices.

The researcher also observed and communicated with training and education directorate and had an opportunity to see that most of training programs are not effective. This is the result of OFAG's weakness in identifying problems that occur in each (specific) department or subgroup of employees (who work together on a certain task). Although OFAG pin points the problems that are common to most employees, it doesn't assess and give trainings for weakness within a department or specific group. Having these facts in mind, the researcher wanted to identify the impact of employee training and development toward enhancement of employee performance in OFAG by considering of training practices, training need assessment and resources availability.

Training practices have been widely studied in private organizations in previous researches. However, there have not been enough researches that work on the significance of trainings in government organizations. Training practices in OFAG were found to have some strengths and weaknesses. OFAG properly sets training goals and objectives, and gives trainings to achieve the intended goals. However, when setting out goals, it only considers weaknesses that are common to most employees. It doesn't devise a proper plan to effectively address the problems of each group of employees who work on specific departments. In other words, it lacks a proper training need assessment plan to support employees on their specific tasks which may not be common to the general population



(employees). This research primarily shows the relationship between training practices and employee performance. Based on the findings of this research, OFAG could get an insight as to how significant training practices are (when it comes to employee performances). If the training performance relationship is properly identified, it will help OFAG decide the amount of commitment and investment that needs to be made in training practices and need assessment methods. If OFAG doesn't work on training need assessment methods, it might not be able to grind out the maximum possible efficiency from its employees. Therefore, this research is necessary in a sense that it informs OFAG about the dependency relationship between training and performances; so that OFAG can decide on how invested it should be in training practices and methods.

#### **1.4 Research Questions**

At the end of the research, the following questions were answered

- ✚ What are the training practices and methods of the organization providing training to the employees?
- ✚ How is training and development need assessment determined in OFAG?
- ✚ What are the major factors that affecting Training and Development in OFAG?
- ✚ How does training and development contribute to employees' job performance in OFAG?

#### **1.5 Research Objective**

##### **1.5.1 General Objective**

The general objective of the study is to determine whether, training has an impact on employee's performance at Office of the Federal Auditor General

##### **1.5.2 Specific Objectives**

The Specific objectives of the study are quite clear from the topic. We have broken down our area of study into Three Specific objectives. The study is being conducted:

- ✚ To assess the training practice and method in OFAG
- ✚ To find out the determination of training need assessment of employee in OFAG.
- ✚ To assess factors affecting training and development in OFAG.

✚ To investigate the contribution of training and development on employee's performance in OFAG.

## **1.6 Research Hypothesis**

### **Hypothesis 1**

H0: Training and development practice and method of the organization do not have any impact on employee's performance.

H1: Training and development practices method of the organization has impact on employee's performance.

### **Hypothesis 2**

H0: Training and development need assessment of the organization do not have any impact on employee's performance.

H1: The training and development need assessments of the organization has impact on employee's performance.

### **Hypothesis 3**

H0: Resource availability do not have any impact on training and development on employee performance in OFAG.

H1: Resource availability has any impact on training and development on employee performance in OFAG.

## **1.7 Definition of terms**

**Training:-** 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

**Training practice :-** a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in an activity or range of activities (Wilson, 2004).

**Training need assessment :-** Training needs assessment is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems.

**Availability of resource:** - is the access to the right resources for a given project, at a given time with the necessary skill sets.

**Employee performance:** - the quality of accomplishing a given job with the standard of the job.

### **1.8 Significance of the study**

Commonly in organizations, training and development programs are considered as expense and employers hesitate to avail it. It could be an expense in short term but would be beneficial and productive for the futures. Employees are the assets of any organization so their training and development is necessary to meet the present and future needs of today's global environment. The significance of this study is that it will provide benefit to the organization in understanding importance of training and development for employee's performance.

Therefore, the study will have a practical significance to the OFAG.

### **1.9 Scope of the Study**

This study was carried out to evaluate the impact training has on employee's performance on office of federal Auditor general . The samples were selected from the organization different audit department. Additionally, the research used two variables training Practices , training need assessment and factor affecting Training and development to evaluate the impact of training on employee's performance.

### **1.10 Organization of the Thesis**

The study is organized into five chapters. Chapter one introduced the study by giving the background information, Statement of the problem, research objective, and significance of the study, scope and limitation of the study. Chapter two is deals with the review of relevant literature on the research problem. Chapter three is discussed the research methodology research approach, research design, variables, data sources, data collection methods, population, sampling and data analysis. Chapter four include result and discussion and Chapter five presents the conclusions that were draw from the research findings and recommendation.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter discusses Human Resource Management (HRM), what is Training and Development, Human Resource Training and Development, Benefit of training and development, Systematic Approach to Training and Development, Training and Development Policy, Training Needs Assessment, Training and Development Methods, Training Evaluation Model, Problems of Training and Development Implementation, Impact of Training and Development on Employee Performance, Relationship between Training & Development & Employee Performance, Employee Performance, Conceptual Framework.

### **2.2 Theoretical Literature Review**

#### **2.2.1 Human Resource Management (HRM)**

Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization. Traditionally, human resource concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others (Armstrong 1996). It is obvious that for any enterprise to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the enterprise (Afshan et al. 2012).

HRM functions have been differently classified by different researchers despite the fact that they all serve the same purpose of making available effective human resources. The basic functions are human resource planning, organizing, staffing, leading, and controlling. According to Briscoe's (1995) core HRM functions namely staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety.

From the above functions of HRM training and development is the most significant one to the effective use of human resources. Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are however a very crucial and expensive resource to every organization. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will

also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers (Nelson et al 2012).

### **2.2.2 What is Training and Development?**

In the field of human resource management, training and development is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings. Training and development programs always gives employees chance to learn something new. Training and development are often used to close the gap between current performances and expected future performance.

Training is a planned effort to enable employees to learn job related knowledge, skills, and behaviour. In this context, training involves designing and supporting learning activities that result in a desired level of performance. In contrast, development typically refers to long-term growth and learning, directing attention more on what an individual may need to know or do at some future time. Development is preparing individual through learning and education for the future needs of an organization.

Armstrong (2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager. Development is a long term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose while training focuses more on current job duties or responsibilities, development points to future job responsibilities. However, sometimes these terms have been used interchangeably or have been denoted by the single term performance consulting, which emphasizes either the product of training and development or how individuals perform as a result of what they have learned (Robinson and Robinson 1996).

Training minimizes the difference between current performance of employees and the performance desired (Elnaga & Imran 2013). Developing forward in tasks and enhancing skills of employees could be listed as expected outcomes of ideal training program (Chidambaram & Ramachandran 2012). Training and development helps in improving old skills and enhancing the current skills of employees (Kulkarni 2013).

Training is the organized way in which organizations provide development and enhance quality of new and existing employees. Armstrong (2001) defined training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience.

Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to longterm professional development. In recent years, training and development has emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. More and more companies of all sizes have embraced "continual learning" and other aspects of training and development as a means of promoting employee growth and acquiring a highly skilled work force.

For the most part, the terms "training" and "development" are used together to describe the overall improvement and education of an organization's employees. However, while closely related, there are important differences between the terms that center on the scope of the application. In general, training programs have very specific and quantifiable goals, like operating a particular piece of machinery, understanding a specific process, or performing certain procedures with great precision. Developmental programs, on the other hand, concentrate on broader skills that are applicable to a wider variety of situations, such as decision making, leadership skills, and goal setting (Jacob and Ronal 1995).

### **2.2.3 Human Resource Training and Development**

Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They added that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training. Therefore, in an organization, the management of human resources means that they must be recruited, compensated, appraised, trained, and developed (Mathis and Jackson 2008).

According to Abbas and Yaqoob (2009) pointed out that renewing knowledge is an imperative for the organization, and not an option. They also suggest that training of employees is a continuous procedure which is the only meaningful and logical approach in the condition of knowledge obsolescence, dynamic changes and increasing need for constant product and service innovations.

One of a manager's most important jobs is to manage the employee development of an employee which includes his/her personal growth and career development (Linda Maund 2001). In previous business environments, career planning was handled in the main by the organization which employed an individual, who was likely to be in that organization's employment for life. However, nowadays the work environment is rapidly changing with increasing work mobility bringing about alternatives and potential for almost any worker (Linda Maund 2001).

In general, organizations should manage their work force effectively and efficiently and they should also give greater attention for the training and development of employees to meet the goal of the organizations and to achieve the best result.

#### **2.2.4 Benefit of Training and Development**

In the changing environment especially in the technology, there would be the need for organizations to come up with the right employee training and development provide big payoffs for the employer in increased productivity, knowledge, loyalty, and contribution to general growth of the firm.

Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Harrison 2000). Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance.

Training is the formal and systematic modification of behaviour through learning which occurs as a result of education, development and planned experience (Armstrong 2001). Furthermore, it helps employees to identify organization goals and mission, helps not only managing change but also developing positive culture in the organization, which in turn may lead to providing higher level of service to stakeholders (Armstrong 2001). The investment in employee learning is a way of creating a primary internal market, and policies aimed at upgrading skill reduce an organization's dependency on external source of skill (Bratton and Gold 2007).

Training of employees is necessary to increase the productivity and economic growth. High returns on investment can be getting through high level of education, training and development. As the technologies changes the employee's skills should be changed as

computerization has made more important than manual skills (Anam 2013). For this reason, organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

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

Efficiency is the amount of resources used to achieve a goal. It is based on how much raw materials, money, etc. is necessary for producing a volume of output. It is calculated as the amount of resources used to produce a product or service. It is concerned with 'doing things right'. Whereas Effectiveness is the degree to which the employee achieves a stated goal. It means that the employee successes in accomplishing what he/she tries to do. It is concerned with 'doing things right' and relates to the output of the job and what the employee actually achieves.

The main purpose of training and development is to eliminate performance discrepancies. Generally Training and development ensures increased productivity. According to Cole (2002) training can achieve:

- ✚ High morale; employees who receive training have increased confidence and motivation.

- ✚ Lower cost of production; training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.

- ✚ Lower turnover; training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided.

- ✚ Change management; training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.



- ✚ Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.
- ✚ Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and
- ✚ Help to improve the availability and quality of staff.

### **2.2.5 Systematic Approach to Training and Development**

Adopting a systematic approach to training helps ensure that organizations are getting the most out of themselves and their employees. A systematic approach to training includes taking the time to analyze what results the organization needs from its employees, if employees are accomplishing those results, and what training and development approaches are needed by employees to better accomplish those results.

A systematic approach includes evaluating approaches before, during and after training to ensure whether employees truly benefited from the training in terms of enhanced results to the organization (McNamara 2008)

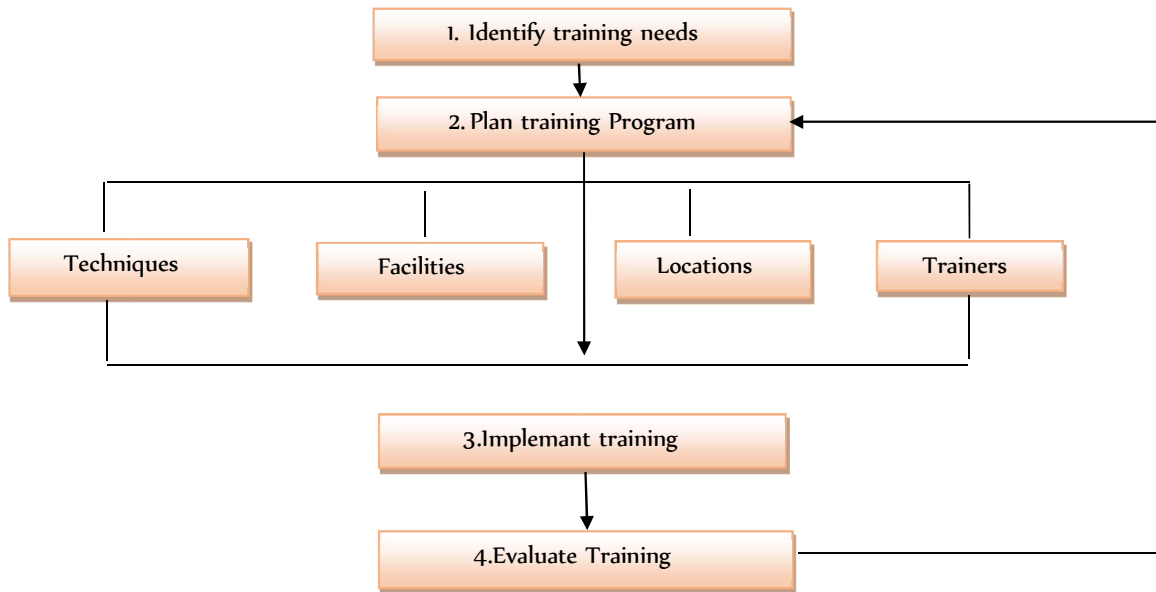
Effective training and development includes using sound principles of performance management and good, basic training techniques. A systems approach ensures a comprehensive training process that remains focused on the needs of the organization. The process typically includes the phases:

- ✚ Analyze the organization's needs and identify training goals which, when reached, will equip learners with knowledge and skills to meet the organization's needs. Usually this phase also includes identifying when training should occur and who should attend as learners.
- ✚ Design a training system that learners and trainers can implement to meet the learning goals; typically includes identifying learning objectives (which culminate in reaching the learning goals), needed facilities, necessary funding, course content, lessons and sequence of lessons.
- ✚ Develop a training "package" of resources and materials, including, e.g., developing audio-visuals, graphics, manuals, etc.
- ✚ Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling

facilities, taking attendance data, billing learners, etc. Evaluate training, including before, during and after implementation of training.

In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training analysis phase produces learning goals that are used by the next phase, training design.

Training design (often called instructional design) refers to the design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process (McNamara 2008).



**Figure 2.1: - The Training Cycle**

**Source:** - Michael Armstrong 2006, A Hand Book of Human Resource Management Practice

### **2.2.6 Training and Development Policy**

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with (Armstrong & Stephens 2005). Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as haven grown from customs and traditional practices over the years.

However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted.

A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2007) list the following as the essential components of a training and development policy.

- ✚ The view that continuous training (and retraining of employees) is the norm

- ✚ The assumption that training will be a life – long process (may as long as employee remains in the employment of the organization)

- ✚ Recognition of the need to update existing skills, replace redundant skills and train for new skills and

- ✚ The need for multi-skilling to cope with change. (In today's work labour market multiskilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees.

While policy formulation is an exercise meant for the attainment of organization's goals, it also serves the concurrently as a statement of the organization's corporate philosophy. Monappa & Saiyadain (2008) identified policy in three different contexts:

1. Those policies are the basic rules to govern the functioning of a department or unit so that in the implementation of the policy the desired objectives are met. This means the policy is a guide to decision making

2. Those policies that are used as control mechanisms in order to restrain managers from undesirable actions or from mishandling situation

3. Policy guidelines can be used to rationalize decision making whenever standard decisions are involving; i. e. those decisions that are repeated given the same situation.

It could be inferred from the above that, policies statements serve as guidelines to action and the establishment of equality or parity among employees of an organization.

Asare-Bediako (2008) defined policy as a guide to actions and decisions of organization members. Policies are thus directives that emanate from top management of the

organization and so provide the basis for the general of organization members. They tell employees how they should act in certain specific situations or circumstances.

Based on the above reasons every organization including Office of the Federal Auditor General should develop clear and systematic policy to control and create consistency, uniformity and fairness.

### **2.2.7 Training 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.

### **2.2.8 Training Needs Assessment**

A training need is a gap between “what is” and “what ought to be” regarding training and development activities. Training needs assessment is used for identifying gaps and to provide information for a decision on whether the gaps could be addressed through training. The assessment is part of a planning process focusing on identifying and solving performance problems. These performance problems may be related to knowledge, skills and attitudes. Training needs assessment (TNA) is usually related to organizational and individual performance. A needs assessment means that the individual assessed has a defined job performance or that an organization has defined objectives and goals. A Training Needs Assessment (TNA) is used to assess an organization’s training needs. The root of the TNA is the gap analysis. This is an assessment of the gap between the knowledge, skills and attitudes that the people in the organization currently possess and the knowledge, skills and attitudes that they require to meet the organization’s objectives (Bartram, Sharon & Gibson, Brenda 1997). In order to fully understand all training requirements one should:

- ✚ Identify what you want to achieve by implementing a training program.
- ✚ Ensure your objectives are SMART - Specific, Measurable, Achievable, Realistic and Time-bound.
- ✚ Involve staff - ask what training they feel they require, and explain the benefits of training.

✚ Carry out a full audit of the skills you already have in your business. Some staff could have interests and qualifications that you didn't know about and that they aren't currently using.

Once it can be established which skills are missing, it can be identified what training is required to fill that gap. It is important to note that training should be applicable to the job, relevant to the person carrying out the job and tied to business objectives

It is important to note that employees can require training for a variety of reasons, which usually fall into two categories:

1. Training to fill a "performance gap" as identified during the performance management process
2. Training to fill a "growth gap", that is, to be promoted or be able to fill another open position in the organization.

## **2.2.9 Designing of Training Program**

Each training and development program is designed in accordance to the needs and requirements of the organizations as well as the individuals. The feasibility of transforming objectives into outcomes depends mainly on the following factors. These include, levels of participants, their ability levels, categories and backgrounds. The duration of the training period varies with the skills and knowledge that are to be acquired. The appropriate training methodology is decided on various factors like the nature of the topic, time, participants and availability of faculty resources. Budget provisions play an important role in designing training programmes. The programmes, faculty resources, methodology etc. are all decided according to funds available in the budget. According to Dahiya & Jha (2011) Effective training design considers learning concepts, legal issues, and different approaches to training.

### **2.2.10 Training Methods**

The program of training and development helps the employee to adjust to rapid changes in job requirements and keeps them updated to new technologies and methods. Beardwell and Holden (1993) pin point that a careful use of training methods can be very cost effective investment in the sense of using appropriate methods. Further they state that, if an increase in the training methods is not appropriate, trainees may end up not benefiting from the exercise.

According to Dessler (2008) training and development must consist of five steps:

Step 1: Needs analysis: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

Step 2: Instruction design: Here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.

Step 3: Validation: (optional) this stage validates step 2 in which there is testing of the training programme on a small representative audience.

Step 4: Implementation: This is where the training programme is actually put into action.

Step 5: Evaluation: Here management assesses success or failure of the programme.

Generally there are two broad types of training and development methods available to the public sector organizations: On-the-job and Off-the-job training methods. What method should be used for the organization is determined by the individual circumstances and other factors like, 'who', 'what' and why of your training and development program.

### **On the job Training Method**

On-the-Job methods refer to the methods that are applied in the work place, while the staff is actually working so as to acquire specific skill. This method is required to improve the staff that had inadequate academic qualification for his job performance. It is also regarded as training within the organization policy. It is also regarded as training within the organization policy.

Armstrong (1995) argued that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. Different organizations are motivated to take on different training methods for a number of reasons for example;

- ✚ Depending on the organization's strategy, goals and resources available,

- ✚ Depending on the needs identified at the time, and

- ✚ The target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

Some of on-the-job training Method includes orientation, job rotations, transfers, coaching and/or mentoring.

### ***Orientation***

This training and development method involves getting new employees familiarized and trained on the new job within an organization. Orientation is done through oral communication, arranging work place visit, documents referral including manual, policies, rules history of the organization, etc.

To get new employees off to a good start, a formal orientation program is a must. One way to take off the new employee is to assign them a supporter (Mondy 2010). Formal orientation programs are effective in retaining and motivating employees, reducing turnover, and increasing productivity. In addition, to helping new employees assimilate rapidly into the culture of the employing organization.

### ***Job rotation and transfers***

According to Obisi (2011) job rotation method of training is intended to provide the trainees with a variety of work experience by moving them from one job or from one unit to the other thereby enabling them to acquire greater job knowledge and experience with which to handle greater responsibilities in the future. By rotating the trainees from one departmental job or assignment to the other, the method enables the trainers to have a better appreciation of inter departmental problem either as they relate to the job or the employees in the various departments.

### ***Mentoring***

Mentoring refers to programs in which companies select mentors also called advisers, counselors, and role models for trainees or let trainees choose their own. When trainees have questions or need help, they turn to their mentors, who are experienced workers or managers with strong communication skills. Mentors offer advice not only on how to perform specific tasks, but also on how to succeed in the company, how the company's corporate culture and politics work, and how to handle delicate or sensitive situations. Furthermore, mentors provide feedback and suggestions to assist trainees in improving inadequate work.

### **Off-the-job training methods**

Off-the-Job methods are used away from the actual work places for a particular period. The reason behind imparting at a place other than the job location is to provide a stress

free environment to the employee where they can concentrate only on learning, however the costs of off-the-job training are higher than on the job training. Off-the-job training methods also permits the use of a greater variety of training techniques, these includes conferences, role playing, and many more as explained below;

### **Simulation techniques**

According to Mark A. Griffin (2000) simulation techniques are used largely in developing executive talents. The use of simulation techniques for developing executives' talent has become known recently, and this is traced to the fact that neither the conventional on-the-job nor the off-the-job methods are enough in develop the capabilities needed in managers. Lang (1992) observed that most of the managers do not undertake programmed or routine jobs like the lower level employees.

More specific skills are needed by managers to specialized, skilled analytical, diagnostic, problem solving skills, human relations skill, interpersonal skills as well as sound decisions making skills. Hence, Situations involving the use of each of the skills might be simulated and managers put-through these situations as a process of developing these needed capacities in them.

### **Case Studies method**

Case studies method of training has continued to record significant popularity as a method whose focus is geared towards challenges and problems that opposes executives in their day to day business. Cases are arranged to carry out the reality in the day to day business world by describing actual business situations. Sometimes, typical business situations can be simulated and presented in a case form. Usually, the cases would contain background information about the company, its products, its finances as well as its organizational structure (Robert and Benn 1969).

The trainees are presented with the cases and are requested to identify the major and minor problems of the case, to distinguish the salient facts from the case and suggest alternative solutions to the problems evaluate the alternative solutions and recommend the best course of action. The whole exercise is aimed at sharpening the participants' ability to correctly identify the key problem in any given problem situation to obtain and interpret fact and to be conscious of the many important variables upon which management decisions are based as well as improve their skills in diagnosing the relevant issues involved and in recommending the best solution possible for the given problem situation (Imanyi 2002).



### **Business Games method**

Business Game Method is used in training participants on handling situations or events that involve competition between two equally strong opposing groups. From time to time, executives do face zero-sum decision-situations where they have to bargain or struggle for competitively advantageous positions. For example, in collective bargaining or conflict resolution, each party contends for the optimum gains. In mergers, executives often face a bargaining situation where each party tries hard to have the best of the bargaining situation. The essence of this approach to developing executive is to enable them appreciate the fact that the conduct of a company's business quite often takes the form of a game of competition between many market participants and that, business thrives better depending on the tactical capability of its managers in decision making. Consequently, executive must not only have organizational ability, but also the alertness in thinking and the capability to perform effectively even under a stressful and competitive atmosphere (Mamoria 1995).

Critical Incidents allows trainees to develop the important skills and practical judgment in search of details that may be relevant to understand the problem and solution at hand. Using the critical method, the trainees are giving scanty but critical information relevant to the problem. It is therefore expected of the trainees to search for more information. In doing this, they must develop the ability to recognize what the problem is or what extra information is necessary for proper conceptualization of the problem and what other pertinent facts are needed to properly arrive at a good solution to the problem (Flynn et al. 1995).

### **Vestibule Training**

This method of training is where the worker is trained to use machine or perform a task similar to the ones in the real work situation. Under this method of training, the training program is conducted out of the job in an area separate from the work place under the supervision of a skilled instructor. After going through the vestibule training for a specified time period, the trainees are expected to apply their newly acquired skills when they are assigned to their real job.

### **Role playing**

In role playing, trainees assume various roles and play out that role within a group to learn and practice ways of handling different situations. A facilitator creates a scenario that is to be acted out by the participants and guided by the facilitator. While the

situation might be contrived, the interpersonal relations are genuine. Furthermore, participants receive immediate feedback from the facilitator and the scenario itself allowing better understanding of their own behavior.

### **2.2.11 Implementation of Training Programs**

Once the training programme has been designed, it needs to be implemented. The various areas that need to be taken into consideration regarding the implementation of training programs include, deciding the location and organization of training and other facilities. Scheduling the training program, conducting the program and monitoring of the progress of trainees are vital areas. It is the duty of the top management to frame the policies.

### **2.2.12 Training Evaluation Model**

The need to measure the effectiveness of training programs is as important as determining the need for training and the best program that fits such needs. According to Kirkpatrick (1998) there are Four-Level Training Evaluation Model which serves as a tool in analyzing the effectiveness of training. The four levels models are: Reaction, Learning, Behaviour, and Results.

#### ***Level 1: Reaction***

This level measures how the employee been train reacts to the empowerment program, their experience towards the program, instructor, the deliver style and the materials been used. The need to measure the reaction of training is important because it helps the organization in understanding how well the training is received, the strength and weaknesses of training and determining if it accommodates personal learning styles.

#### ***Level 2: Learning***

This level measures what the trainee has learnt, how much of knowledge and skills acquired through the training session. When planning training program a list of specific learning objectives to be achieved are to be put into consideration and it is important to measure what the trainees are learning, by this not only will it help in mapping out knowledge acquired but also as a guide for future training programs to be adopted.

#### ***Level 3: Behavior***

At this level, the employee's behavior is evaluated based on the training program received, by looking at how the skills and information gained is applied on the job through the employee behavior. Most time, the behavior can only change if the

conditions are favorable and when the behavior has not changed, it indicates that nothing has been learnt and training was ineffective.

#### ***Level 4: Results***

Analyses are evaluated based on the final result of training through the outcome the employee exhibit after the training. This is evaluated alongside the organizational goals and objectives such as employee retention, higher morale, higher quality rating, less customers complains and increased production.

#### **2.2.13 Problems of Training Implementation**

Human resources training and development activities in organizations can be influenced by different factors. HRTD efforts are subject to certain common mistakes and problems. Most of the problems were resulted from inadequate planning and lack of coordination of efforts. According to Mathis and Jackson (1997) 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. Some of the factors affecting that affecting training and development implementation are management capacity and attitude, 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 (Gomez, 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 human development process which are crucial in integrating the training & 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 Problems**

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).

#### **2.2.14 Impact of training on Employee performance**

In the real world, organizational growth and development is affected by a number of factors. In light with the present research during the development of organizations, employee training plays a vital role in improving performance as well as increasing productivity. This in turn leads to placing organizations in the better positions to face competition and stay at the top. Existing literature presents evidence of an existence of obvious Impact of training and development on employee performance.

Training has direct relationship with the employees' performance. As stated on Naveed, et al., (2014) training and development has positive effect on employee Performance. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Harrison 2000 & Guest 1997). Basically training is a formal & systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience (Armstrong 2000). According to Barzegar and Shahroz (2011) the most important impact of training on employees and organization performance is improve the quality and quantity of organization's output, increase in the organization's profitability, safeguarding the organization stability, minimizing the risk, decrease the organization cost and expenses, improving the management of the organization and establishing the organization as

national and international entities. Training must be related to the mission and performance goals of organization. Singh (2012) believed that training is important mean to improve the employees' productivity which ultimately affects the organization performance and effectiveness.

Training and development has been acknowledged to be a very important component of organizational performance. However, it is not an end goal rather training is characterized as a means to an end the end being productive, efficient work organizations, populated by informed workers who see themselves as significant stakeholders in their organizations' success (Byrne 1999).

Additionally, a significant relationship was found between the employees training and their resultant performance in accomplishing different tasks. It was found that those employees who have taken trainings were more capable in performing different task & vice versa. Training has direct relationship with the employees' performance. Basically training is a formal & systematic modification of behavior through learning which occurs as result of education, instruction, development and planned experience (Armstrong 2000).

#### **2.2.15 Relationship between Training & Development and Employee Performances**

Myles (2000) stated that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. Public service performance, i.e. the performance of workers and organizations in delivering public services, is a multi-faceted concept. It can be understood in an expansive or a narrower way.

The expansive understanding includes factors internal to an organization such as job satisfaction, organizational citizenship behavior voluntarily helping others in the workplace (Organ 1988), and organizational commitment (the strength of a person's attachment to and involvement in an organization see (Grusky 1966).

All of these have in conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness. Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct

aimed to achieve results and has a strong link to strategic goals of an organization (Mwita 2000).

Therefore, impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano 2007).

Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Obisi (2001) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Taiwo (2001) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations.

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

### **Knowledge**

Training programs increase an employee's job knowledge. An increase in job knowledge means that the employee will feel more comfortable doing his job and will perform at a high level.

### **Satisfaction**

Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels.

### **Innovation**

Training employees about the organization, where each employee fits in the organization and how the organization fits into its overall industry creates innovation. In

other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term.

### **Career Orientation**

When training programs are offered as a method to progress in one's career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers.

### **Goal Orientation**

Effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an employee aware of her goals and how she will reach them.

#### **2.2.16 Employee Performance**

Employees are the building blocks of any organization. The most value adding possessions (assets) available to any firm, business, or organization are its workforce. Employee performance is normally looked at in terms of outcomes. Armstrong (2000) on the other hand indicated that performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance. Employee performance depends on many factors like job satisfaction, knowledge and management but the most important factor of employee performance is training and development (Fakhar UI Afaq, Anwar Khan, 2008). Employee performance involves all aspects which directly or indirectly affect and relate to the work of the employees. Performance means both behavior and results.

All the employees of an organization are working as a team, where employees work in accordance with their skills and competencies and in coordination with one another to accomplish organizational objectives (Muhammad 2009). Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations.

Employee performance is measured in terms of input-output relationship. It is the measure of the efficiency and effectiveness with which inputs or resources are utilized to create outputs. Efficiency and effectiveness-efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996).

Employee's performance is measured against the performance standards set by the organization. Job performance of an employee at place of work is also called as employee performance and it deals with the accomplishment of tasks which are given to workers by the top management. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita 2000). Better performance of a public sector organization simply means the capability of the organization to achieve desired results or output more efficiently and effectively. Poor performance of employees in the public sector organizations is due to factors such as the quality of supervision and the lack of training and development of employees (Muhammad 2009).

As the Mwita (2000) explained that performance is the key element to achieve the goals of the organization so to performance increase the effectiveness and efficiency of the organization which is helpful for the achievement of the organizational goal.

There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (Ahuja 1998) as briefly explained hereafter.

✚ Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002).

✚ Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible

✚ Effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996).

✚ Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual, organization and industry ✚ converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989).

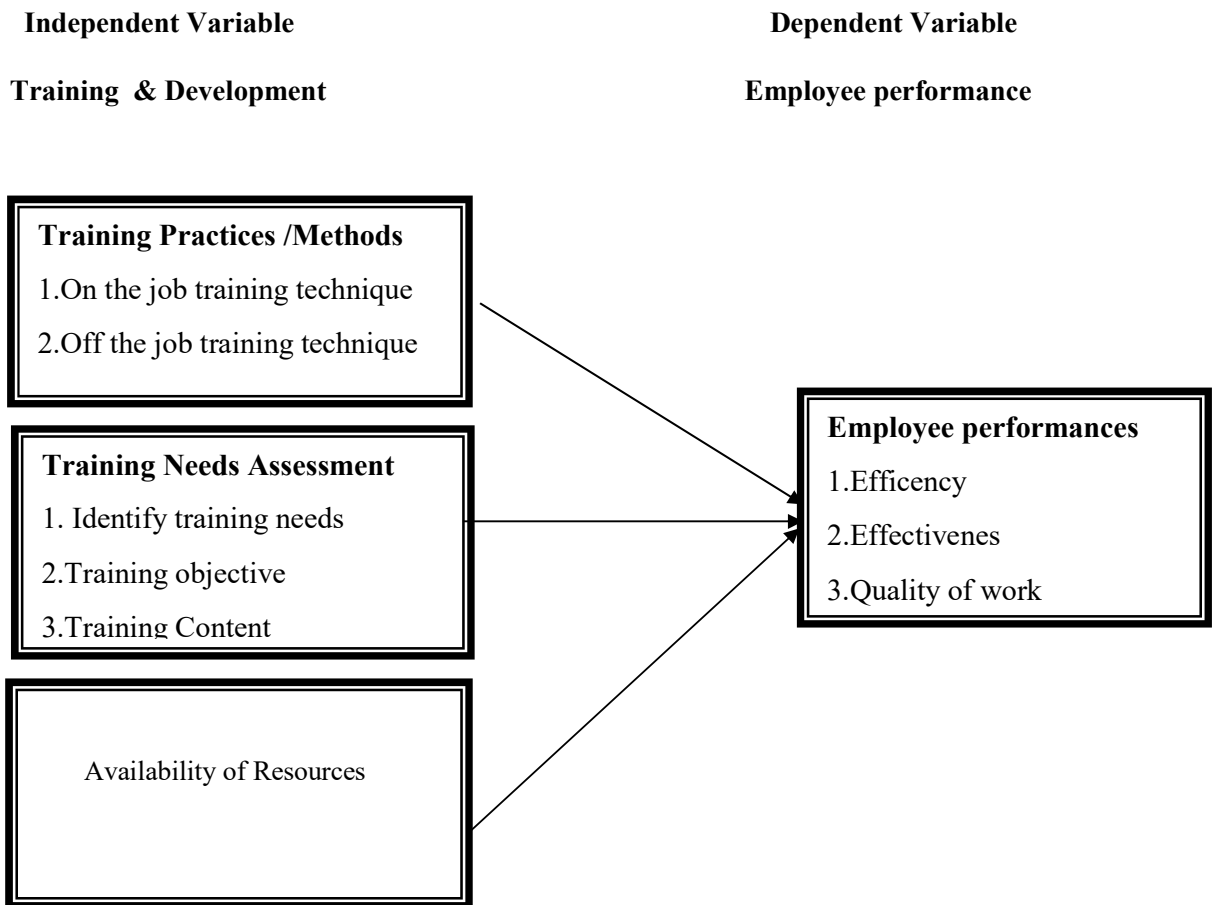
✚ Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).



### 2.2.17 Conceptual framework

The proposed model as a devise in the light of literature review of past researchers conducted in different studies related to employees' training and performance. Based on the conceptual framework, the earlier hypothesis was developed. The propose model is selfmade 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. and also it show us how training improve employees performance for the provision of timely, efficient, effective and quality of works. Consequently, the conceptual framework developed as of the review of related literature.

**Figure 2.2 Conceptual Framework Model**



## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.1 Introduction**

The focus of this chapter was on the research design and methodology applied in this research. The research population and sample, as well as the research method was explained under this chapter. The measuring instruments utilized in this research were discussed and the reliability and validity of these research measuring instruments. Generally, this part deals with the research methodology; sources of data, sample size and sampling techniques, instrument and procedure of data collection, and methods of data analysis that were employed to analyse the gathered data. Lastly, the ethical considerations pertaining to this research was also mentioned.

### **3.2 Research Approach and Design**

In this research a quantitative research approach was employed. Both qualitative and Quantitative methods involve the processes of collecting, analysing, interpreting, and writing the results of a study (Creswell, 2009). Quantitative approach helps researchers to test relationships between variables. The researcher has chosen quantitative approach to present data quantitatively and numerical data was collected and were analysed quantitatively using statistical tools.

Research design is a systematic process of identifying and formulating, by setting objective and method for collecting, editing and tabulating data to find solution. In any research undertaking, the methodology to be followed is determined by the nature of the problem statement or more specifically by the research objectives. As a result, either what is going on or why it is going on were addressed. Here in this case explanatory research design with survey was applied using quantitative method. The study were used explanatory design it is sometimes referred to analytical study. The main aim of explanatory research is to identify any casual links between factors or variables that pertain to the research problem. Such research is also very structured in nature. Explanatory research focus on answering why questions. Explanatory studies play an instrumental role in terms of identifying reasons behind a wide range of processes, as well as, assessing the impacts of changes on existing norms, processes etc. This type of studies is associated with greater levels of internal validity due to systematic selection of subjects Based on the research objective and basic questions explanatory research design were used to assess and determine whether training have impact on employee performance in office of the Federal Audit General.

### **3.3 Population and Sampling**

#### **3.3.1 Target population**

As stated on Neelam (2014) population means the totality of individuals from which some sample is drawn. The target population of this research is Auditors of OFAG who are working at different Audit Department with a size of 405 employees out of the total population and who have more than one year experience. The rationale of selecting these employees as a target population is because they have at least one time experience of Training and development.

#### **3.3.2 Sampling Technique**

The researcher used Stratified sampling technique, then followed by random sampling procedure to choose employees within the stratum from each department of the total population, and distribute questionnaire and collect the required information from the samples determined. This technique preferred to assist in minimizing bias when dealing with the population. With this technique, the sampling frame was organized into relatively homogeneous groups (strata) before selecting elements for the sample. According to Janet (2006), this step increases the probability that the final sample will be representative in terms of the stratified groups. The strata are the different audit departments in OFAG (Regulator Audit Department, Performance Audit Department, Environmental Audit Department, IT Audit Department). According to Catherine Dawson (2009), the correct sample size in a study is dependent on the nature of the population and the purpose of the study. Although there are no general rules, the sample size usually depends on the population to be sampled. The researcher used the audit department as a stratum. The estimated number of staffs was identified from each stratum. Then from each stratum respondents were selected.

#### **3.3.3 Sampling Size and Sample Procedure**

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:

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

Where n= Sample size N= population of the study e = % level of significance or margin of tolerable error.

$$n = 405 / 1 + 405 * (0.05)^2$$

$$n = 405 / 2.012$$

$$n = 210$$

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 will be 210 employees.

**Table 3.1 Proportionate Sampling Determination**

| No    | Department                     | Number of Staff | Sample Size          |
|-------|--------------------------------|-----------------|----------------------|
| 1     | Regulator Audit Department     | 175             | $[(175/405)*210]=91$ |
| 2     | Performance Audit Department   | 110             | $[(110/405)*210]=57$ |
| 3     | Environmental Audit Department | 70              | $[(70/405)*210]=36$  |
| 4     | IT Audit Department            | 50              | $[(50/405)*210]=23$  |
| Total |                                | 405             | 210                  |

### 3.4 Procedure of Data Collection

The study used only primary sources of data. Primary data is collected by using questionnaire. A questionnaire containing items that aims at addressing the objective of the study is used to establish the impact of Training on employee performance. The questionnaire was self-administered to the selected employees.

### 3.5 Method of data analysis

To present the association between the variables, the collected data was analysed using both descriptive statistics (frequency distribution, percentile, minimum, maximum, mean and standard deviation) and inferential statistics (correlation and regression analysis) was employed in this study by using SPSS version 20 (Statistical Package for Social Science) and Microsoft excel. This type of analysis is used for modeling and analyzing several variables. These variables were used in the form of dependent (effect) and independent (cause) variables. Training is the cause (independent) factor and the performance of employees is the effect (dependent) variable. Multiple regression analysis model as follows:

$$y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \dots + \beta_n X_n + \varepsilon$$

y = Dependent variable

X<sub>1</sub> = Independent variables

β<sub>1</sub> = Parameters

ε = Error

To analyse the raw data gathered through questionnaires quantitative methods of data analysis were employed. The collected raw data were organized and checked to identify the not properly responded questions. The collected data were tallied and grouped while tabulation were used to present the raw data. To undertake the quantitative analysis inferential statistical tools such as correlation, analysis of variance (ANOVA) and T-test were used to present the data.

The quantitative data gathered through questionnaire were coded, tabulated, organized and treated with statistical techniques for analysis and inference. While doing these all emphasis was given to satisfy the basic question raised and the objectives of the study.

### 3.6 Reliability and validity

Validity and reliability issues ask us to consider whether we are studying what we are studying and whether the measures we use are consistent. Saunders et.al. (2003) defined validity and reliability in this way, “validity is the extent to which data collection method or measure what they are intended to measure And reliability refers to the extent to which the data collection techniques or analysis procedures will yield consistent findings. 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.

According to Zikmund, Babin and Griffin (2010) scales with coefficient alpha between 0.8 and 0.95 are considered to have very good quality, scales with coefficient alpha between 0.7 and 0.8 are considered to have good reliability, and coefficient alpha between 0.6 and 0.7 indicates fair reliability. Therefore, the researcher used the above mentioned literature into consideration and tested the reliability of the items which were developed for respondents. And, as indicated in table 3.3 the reliability of the whole items is 0.778 which shows as the whole items were reliable and acceptable because as Zikmund, Babin and Griffin (2010) stated coefficients alpha between 0.7 and 0.8 are considered to have good reliability

**Table 3.2 Reliability Test statistics**

| Cronbach's alpha | Number of items |
|------------------|-----------------|
| 0.778            | 30              |

### **3.7 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 research are Fairness, openness of intents, disclosure 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 4: DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

This chapter deals with analysis, interpretation and discussion of the data collected through questionnaire and interview. Responses for measures on the questionnaire are summarized and presented by using tables.

These research questions were approached by using the questionnaire based on the Likert Scale, which studied the attitudes of the respondents and informants employees regarding Impact of Training and development on employee performance of OFAG. The questionnaire was distributed to a sample population of 210 people. Of those, the responses of 182 people were collected and used for data analysis purposes.

### 4.2. Respondents' Profile

In this part of the questionnaire the demographic information of the participant employees of OFAG is presented for analysis. The analysis tries to provide information related to age, gender, academic qualification, work experience, and position distributions of respondent employees

#### Gender and age distribution of respondents

**Table 4.1 Sex of the respondent by Age group**

| Employee sex | Employees Age |        |       |        | Total |
|--------------|---------------|--------|-------|--------|-------|
|              | Under 25      | 25- 35 | 35-50 | 50- 60 |       |
| Male         | 4%            | 11%    | 21%   | 5%     | 41%   |
| Female       | 7%            | 18%    | 26%   | 8%     | 59%   |
| Total        | 11%           | 29%    | 47%   | 13%    | 100%  |

*Source: own survey*

The majority of people in the sample population are females (59%), while men are 41%. This proportion contradicts the common trend in most organizations where men occupy the majority of positions. OFAG has the empowerment of women as one of its core principles. That's why women are given priority to get hired over the men. Even though, this proportion is calculated for the sample population, it was understood that the overall proportion is not that different from this one. The HR department has stated that women, indeed, assume the majority of positions in OFAG.

### Employees' level of Education

The majority of people in the sample population have bachelor's degree (63.73%), followed by people who have college diploma (24.72%). The remaining 11.53% have Masters or higher qualifications.

**Table 4.2 Employees' level of education**

| Academic Qualification | Frequency | Percent | Valid percent | Cumulative Percent |
|------------------------|-----------|---------|---------------|--------------------|
| College diploma        | 45        | 24.72   | 24.72         | 24.72              |
| Bachelor's degree      | 116       | 63.73   | 63.73         | 88.45              |
| Masters or above       | 21        | 11.53   | 11.53         | 100                |
| total                  | 182       | 100     | 100           |                    |

*Source: own survey*

### Employees' year of service

The most common year of experience is 5-10 years with a percentage of 31.32, followed by an experience of 2-5 years with a percentage of 24.18. people with 10-15 years of experience account for 18.13%. 15.38% of people have less two years of experience. People with more than 15 years of experience account for the remaining 10.99%

**Table 4.3 Employees' year of service**

| Years of experience | Frequency | Percent | Valid percent | Cumulative Percent |
|---------------------|-----------|---------|---------------|--------------------|
| Less than 2 years   | 28        | 15.38   | 15.38         | 15.38              |
| 2 - 5 years         | 44        | 24.18   | 24.18         | 39.56              |
| 5- 10 years         | 57        | 31.32   | 31.32         | 70.88              |
| 10-15years          | 33        | 18.13   | 18.13         | 89.01              |
| More than 15 years  | 20        | 10.99   | 10.99         | 100                |
| total               | 182       |         |               |                    |

*Source: own survey*



## Position distribution

**Table 4.4 Position distribution**

| Position       | Frequency | Percent | Valid percent | Cumulative Percent |
|----------------|-----------|---------|---------------|--------------------|
| Managerial     | 15        | 8.24    | 8.24          | 8.24               |
| Non Managerial | 167       | 91.76   | 91.76         | 100                |
| Total          | 182       | 100     | 100           |                    |

*Source: own survey*

### 4.3 Descriptive Statistics

In this section various statistical data analysis tools such as mean, standard deviation, frequency, percentile and t- test are used to analyze the collected data. The summary of descriptive statistics of all variables that are evaluated based on a 5-point Likert scale (“1” being “strongly disagreed” to “5” being “strongly agreed”). According to Zaidaton & Bagheri (2009) the mean score below 3.39 was considered as low, the mean score from 3.40 up to 3.79 was considered as moderate and mean score above 3.8 was considers as high as illustrated by Comparison bases of mean of score of five point Likert scale instrument

#### 4.3.1. The t-test

The t-test is utilized, and is shown in the table below. It is used to measure the likelihood of an overall positive or negative response from the entire population based on the given sample population. The initial hypothesis is considered to be neutral (value 3) where each person has neither a positive (agreeing) or a negative (disagreeing) stance on the question. It is important to analyze this, since regression and correlation analysis of the independent and dependent parameters are performed assuming that we correctly predict the perspective of employees in the entire population. The equation for the t\_test is given as follows

$$t - test = \frac{(Mean\ of\ sample - Mean\ of\ hypothesis) * sqrt(sample\ number - 1)}{Std\_dev}$$

mean of hypothesis is taken to be 3 (since “neutral” is given the value 3)

### 4.3.2 Training Practice

**Table: 4.5 Employees response to Training practices**

| No. | Questions  | N=186 | Frequency | Percent % | Mean | SD.  | Max | Min | t-test  |
|-----|--|-------|-----------|-----------|------|------|-----|-----|---------|
| 1.1 | There is a separate department responsible for manpower training in my organization  | SDA   | 2         | 1.1       | 4.34 | 0.92 | 5   | 1   | 19.62   |
|     |  | DA    | 11        | 6.05      |      |      |     |     |         |
|     |  | N     | 12        | 6.6       |      |      |     |     |         |
|     |  | A     | 55        | 30.25     |      |      |     |     |         |
|     |  | SA    | 102       | 56.1      |      |      |     |     |         |
| 1.2 | I think that my organization properly plan the training program with respect to policies and aims and planning interventions i.e. objective, location, level and techniques of the training.       | SDA   | 67        | 36.85     | 1.92 | 0.92 | 5   | 1   | -15.861 |
|     |  | DA    | 76        | 41.8      |      |      |     |     |         |
|     |  | N     | 28        | 15.4      |      |      |     |     |         |
|     |  | A     | 8         | 4.4       |      |      |     |     |         |
|     |  | SA    | 3         | 1.65      |      |      |     |     |         |
| 1.3 | The organization implement the training program based on the purpose of training and characteristics of employees jobs, needs, experience, level of knowledge, and skills and motivation to train. | SDA   | 1         | 0.55      | 1.02 | 1.02 | 5   | 1   | 11.829  |
|     |  | DA    | 32        | 17.6      |      |      |     |     |         |
|     |  | N     | 3         | 1.65      |      |      |     |     |         |
|     |  | A     | 96        | 52.8      |      |      |     |     |         |
|     |  | SA    | 50        | 27.5      |      |      |     |     |         |
| 1.4 | In my opinion, training practices at OFAG is planned and systematic  | SDA   | 15        | 8.25      | 2.87 | 1.27 | 5   | 1   | -1.3467 |
|     |  | DA    | 88        | 48.4      |      |      |     |     |         |
|     |  | N     | 10        | 5.5       |      |      |     |     |         |
|     |  | A     | 43        | 23.65     |      |      |     |     |         |
|     |  | SA    | 26        | 14.3      |      |      |     |     |         |
| 1.5 | Generally, the training practice of OFAG has helped me to Improve my performance since I joined the organization.  | SDA   | 0         | 0         | 4.55 | 0.73 | 5   | 1   | 28.761  |
|     |  | DA    | 5         | 2.75      |      |      |     |     |         |
|     |  | N     | 11        | 6.05      |      |      |     |     |         |
|     |  | A     | 44        | 24.2      |      |      |     |     |         |
|     |  | SA    | 122       | 67.1      |      |      |     |     |         |

*Source: own survey*

It has been found out that there is a separate department for manpower training in OFAG, with employees giving question #1 a mean score of 4.34. The majority of employees agree that proper planning is not conducted (mean score = 1.92). The implementation of the trainings is, somehow, based on the purpose of the trainings

(mean score = 3.89). Employees agree that trainings have helped improve performance whenever they're given (mean score = 4.55). OFAG's training practice planning is considered to be low (mean score = 2.87).

#### 4.3.3 Training Need Assessment

**Table: 4.6 Employees response to Training Need Assessment**

| No. | Questions  | N=186 | Frequency | Percent % | Mean | SD.  | Max | Min | t-test |
|-----|--|-------|-----------|-----------|------|------|-----|-----|--------|
| 2.1 | OFAG Training need assessment based on the organizational context such as policy, goal, roles and responsibilities.                      | SDA   | 128       | 70.4      | 2.11 | 0.88 | 5   | 1   | 23.215 |
|     |  | DA    | 2         | 1.1       |      |      |     |     |        |
|     |  | N     | 23        | 12.65     |      |      |     |     |        |
|     |  | A     | 26        | 14.3      |      |      |     |     |        |
|     |  | SA    | 3         | 1.65      |      |      |     |     |        |
| 2.2 | The organization TNA is done based on gap analysis skill, knowledge and efficiency   | SDA   | 32        | 17.6      | 2.4  | 1.08 | 5   | 1   | -7.496 |
|     |  | DA    | 87        | 47.85     |      |      |     |     |        |
|     |  | N     | 31        | 17.05     |      |      |     |     |        |
|     |  | A     | 22        | 12.1      |      |      |     |     |        |
|     |  | SA    | 10        | 5.5       |      |      |     |     |        |
| 2.3 | Employees attend the trainings that fit departments' needs with the alignment of the organization objective.                             | SDA   | 12        | 6.6       | 3.47 | 1.27 | 5   | 1   | 4.983  |
|     |  | DA    | 31        | 17.05     |      |      |     |     |        |
|     |  | N     | 55        | 30.25     |      |      |     |     |        |
|     |  | A     | 28        | 15.4      |      |      |     |     |        |
|     |  | SA    | 56        | 30.8      |      |      |     |     |        |
| 2.4 | The organization assesses the trainee's knowledge and the training Content before selecting the training program.                        | SDA   | 108       | 59.4      | 1.48 | 0.66 | 4   | 1   | -31.11 |
|     |  | DA    | 65        | 35.75     |      |      |     |     |        |
|     |  | N     | 5         | 2.75      |      |      |     |     |        |
|     |  | A     | 4         | 2.2       |      |      |     |     |        |
|     |  | SA    | 0         | 0         |      |      |     |     |        |
| 2.5 | In OFAG after the training need analysis employees are sponsored/will sponsor for further education development in the country or abroad | SDA   | 118       | 64.9      | 1.49 | 0.83 | 5   | 1   | -24.57 |
|     |  | DA    | 51        | 28.05     |      |      |     |     |        |
|     |  | N     | 4         | 2.2       |      |      |     |     |        |
|     |  | A     | 6         | 3.3       |      |      |     |     |        |
|     |  | SA    | 3         | 1.65      |      |      |     |     |        |

*Source: own survey*

Significant number of people disagree strongly on OFAG's T&D need assessment policy. Many employees do not agree that T&D need assessment is based on the gap analysis, skill, knowledge and efficiency (mean = 2.4, which is considered low). OFAG doesn't assess the trainee's knowledge and training content before selecting the training program (mean = 1.48, which is considered low). The T&D need assessment is not based on the organization's policies and goals (mean = 2.11,

which considered low). OFAG doesn't assess trainees' knowledge and skills before selecting the training program (mean = 1.48, which is considered low).

#### 4.3.4 Training method

**Table: 4.7 Employee response to Training Method**

| No. | Questions  | N=186 | Frequency | Percent % | Mean | SD.  | Max | Min | t-test |
|-----|--|-------|-----------|-----------|------|------|-----|-----|--------|
| 3.1 | Most of the time the organization gives to the employees on the job training like job rotation, learning by doing (coaching), job instruction etc.   | SDA   | 1         | 0.55      | 4.55 | 0.88 | 5   | 1   | 23.8   |
|     |  | DA    | 8         | 4.4       |      |      |     |     |        |
|     |  | N     | 18        | 9.9       |      |      |     |     |        |
|     |  | A     | 18        | 9.9       |      |      |     |     |        |
|     |  | SA    | 137       | 75.35     |      |      |     |     |        |
| 3.2 | Most of the time the organization use off the job training techniques like lecture, seminar, case study, group discussion etc.   | SDA   | 0         | 0         | 4.13 | 0.98 | 5   | 1   | 15.5   |
|     |  | DA    | 13        | 7.15      |      |      |     |     |        |
|     |  | N     | 38        | 20.9      |      |      |     |     |        |
|     |  | A     | 44        | 24.2      |      |      |     |     |        |
|     |  | SA    | 87        | 47.85     |      |      |     |     |        |
| 3.3 | On the job training technique of the organization affects my knowledge, skill, competency, experience, effectiveness, efficiency, commitment, self-confidence or in general my performance.  | SDA   | 109       | 59.95     | 1.5  | 0.74 | 5   | 1   | -27.4  |
|     |  | DA    | 63        | 34.65     |      |      |     |     |        |
|     |  | N     | 3         | 1.65      |      |      |     |     |        |
|     |  | A     | 6         | 3.3       |      |      |     |     |        |
|     |  | SA    | 1         | 0.55      |      |      |     |     |        |
| 3.4 | Off the job training technique of the organization affects my knowledge, skill, competency, experience, effectiveness, efficiency, commitment, self-confidence or in general my performance. | SDA   | 88        | 48.4      | 1.92 | 1.17 | 5   | 1   | -12.5  |
|     |  | DA    | 54        | 29.7      |      |      |     |     |        |
|     |  | N     | 18        | 9.9       |      |      |     |     |        |
|     |  | A     | 11        | 6.05      |      |      |     |     |        |
|     |  | SA    | 11        | 6.05      |      |      |     |     |        |
| 3.5 | Generally, The training techniques that the OFAG used helped me to enhance my job performance since I joined the organization  | SDA   | 2         | 1.1       | 4.14 | 0.95 | 5   | 1   | 16.2   |
|     |  | DA    | 12        | 6.6       |      |      |     |     |        |
|     |  | N     | 23        | 12.65     |      |      |     |     |        |
|     |  | A     | 67        | 36.85     |      |      |     |     |        |
|     |  | SA    | 78        | 42.9      |      |      |     |     |        |

*Source: own survey*

According to the sample population, both on-the-job training and off-the-job are provided with mean scores of 4.55 and 4.13 respectively, which are considered high. However, they are not well delivered. They are not effective enough to enhance the knowledge and skills of the employees (mean score of 1.5 and 1.92 which are considered low). Nevertheless, whenever they are given, they improved performances of employees (mean score = 4.14).

#### 4.3.5 Availability of Resource and Training

**Table: 4.8 Employees response to Availability of Resource and Training**

| No. | Questions   | N=186 | Frequency | Percent % | Mean | SD.  | Max | Min | t-test |
|-----|---|-------|-----------|-----------|------|------|-----|-----|--------|
| 4.1 | The organization put enough budgets for the training and development                        | SDA   | 121       | 66.55     | 1.62 | 1.07 | 5   | 1   | -17.44 |
|     |   | DA    | 34        | 18.7      |      |      |     |     |        |
|     |   | N     | 11        | 6.05      |      |      |     |     |        |
|     |   | A     | 8         | 4.4       |      |      |     |     |        |
|     |   | SA    | 8         | 4.4       |      |      |     |     |        |
| 4.2 | The organization has available resources for training and development.                      | SDA   | 87        | 47.85     | 2.16 | 1.45 | 5   | 1   | -7.772 |
|     |   | DA    | 44        | 24.2      |      |      |     |     |        |
|     |   | N     | 11        | 6.05      |      |      |     |     |        |
|     |   | A     | 14        | 7.7       |      |      |     |     |        |
|     |   | SA    | 26        | 14.3      |      |      |     |     |        |
| 4.3 | Top management is committed to facilitate trainings for the employees' at the organization. | SDA   | 19        | 10.45     | 3.48 | 1.4  | 5   | 1   | 4.671  |
|     |   | DA    | 38        | 20.9      |      |      |     |     |        |
|     |   | N     | 21        | 11.55     |      |      |     |     |        |
|     |   | A     | 44        | 24.2      |      |      |     |     |        |
|     |   | SA    | 60        | 33        |      |      |     |     |        |
| 4.4 | The training and development provided aligns with organization objectives.                  | SDA   | 28        | 15.4      | 3.36 | 1.42 | 5   | 1   | 3.401  |
|     |   | DA    | 33        | 18.15     |      |      |     |     |        |
|     |   | N     | 12        | 6.6       |      |      |     |     |        |
|     |   | A     | 64        | 35.2      |      |      |     |     |        |
|     |   | SA    | 45        | 24.75     |      |      |     |     |        |
| 4.5 | There is opportunity for career development after receiving trainings.                      | SDA   | 21        | 11.55     | 3.58 | 1.41 | 5   | 1   | 5.519  |
|     |   | DA    | 30        | 16.5      |      |      |     |     |        |
|     |   | N     | 20        | 11        |      |      |     |     |        |
|     |   | A     | 45        | 24.75     |      |      |     |     |        |
|     |   | SA    | 66        | 36.3      |      |      |     |     |        |

*Source: own survey*

As can be seen from the above table, the organization lacks adequate budget (according to the sample population) since mean score is 1.62, which is low. It also doesn't have the resources (mean score is 2.16) The top management has some commitment to trainings, but it is not sufficiently committed (mean score = 3.48, which is moderate), and there is no sufficient opportunity for career development (mean score = 3.36, which is moderate). There is a moderate opportunity for career development after receiving trainings (mean score = 3.58).

#### 4.3.6 Does Training Improve employee's performance

**Table: 4.9 Employees response to Training and development Improve employee's performance**

| No. | Questions   | N=186 | Frequency | Percent % | Mean | SD.  | Max | Min | t-test |
|-----|---|-------|-----------|-----------|------|------|-----|-----|--------|
| 5.1 | I can say that training practice of the organization helped me to perform and work effectively my regular activitie           | SDA   | 0         | 0         | 4.65 | 0.63 | 5   | 2   | 35.7   |
|     |   | DA    | 1         | 0.55      |      |      |     |     |        |
|     |   | N     | 12        | 6.6       |      |      |     |     |        |
|     |   | A     | 36        | 19.8      |      |      |     |     |        |
|     |   | SA    | 133       | 73.15     |      |      |     |     |        |
| 5.2 | The training practice of the organization helped me to perform my work quickly and efficiently.                               | SDA   | 4         | 2.2       | 4.55 | 0.86 | 5   | 1   | 24.38  |
|     |   | DA    | 6         | 3.3       |      |      |     |     |        |
|     |   | N     | 3         | 1.65      |      |      |     |     |        |
|     |   | A     | 41        | 22.55     |      |      |     |     |        |
|     |   | SA    | 128       | 70.4      |      |      |     |     |        |
| 5.3 | I feel that training practice of the organization enable me to perform mywork with greater accuracy and precisely.            | SDA   | 12        | 6.6       | 3.99 | 1.28 | 5   | 1   | 10.4   |
|     |   | DA    | 26        | 14.3      |      |      |     |     |        |
|     |   | N     | 1         | 0.55      |      |      |     |     |        |
|     |   | A     | 56        | 30.8      |      |      |     |     |        |
|     |   | SA    | 87        | 47.85     |      |      |     |     |        |
| 5.4 | After receiving the training my self confidence increase when I am doing my job.  | SDA   | 5         | 2.75      | 4.55 | 0.95 | 5   | 1   | 22.19  |
|     |   | DA    | 6         | 3.3       |      |      |     |     |        |
|     |   | N     | 11        | 6.05      |      |      |     |     |        |
|     |   | A     | 21        | 11.55     |      |      |     |     |        |
|     |   | SA    | 139       | 76.45     |      |      |     |     |        |
| 5.5 | Because of the good t raining practices of the organization, employees are committed for their work and for the organization. | SDA   | 20        | 11        | 3.36 | 1.37 | 5   | 1   | 3.508  |
|     |   | DA    | 43        | 23.65     |      |      |     |     |        |
|     |   | N     | 19        | 10.45     |      |      |     |     |        |
|     |   | A     | 52        | 28.6      |      |      |     |     |        |
|     |   | SA    | 48        | 26.4      |      |      |     |     |        |

*Source: own survey*

From the above table, it can be concluded that employees believe in the importance of training practices as they would help increase work efficiency (mean scores are 4.65 and 4.55, which are considered very high). They also said that their confidence level increased up on receiving a training (mean score is 4.55 which is considered high). Employees believe that trainings would help improve accuracy (mean score = 3.99) Most of them agree that training practices have direct positive influence on accuracy and precision of their work.

#### 4.3.7 Employee Performance

**Table: 4.10 Employees response to Employee Performance**

| No. | Questions   | N=186 | Frequency | Percent % | Mean | SD.  | Max | Min | t-test |
|-----|---|-------|-----------|-----------|------|------|-----|-----|--------|
| 6.1 | I am effectively use resources including time and materials to completes my job in specified time frame   | SDA   | 1         | 0.55      | 4.37 | 0.87 | 5   | 1   | 21.41  |
|     |   | DA    | 13        | 7.15      |      |      |     |     |        |
|     |   | N     | 2         | 1.1       |      |      |     |     |        |
|     |   | A     | 67        | 36.85     |      |      |     |     |        |
|     |   | SA    | 99        | 54.45     |      |      |     |     |        |
| 6.2 | I have the potential to work independent and Willingness to learn new challenges  | SDA   | 0         | 0         | 4.51 | 0.9  | 5   | 1   | 22.58  |
|     |   | DA    | 11        | 6.05      |      |      |     |     |        |
|     |   | N     | 18        | 9.9       |      |      |     |     |        |
|     |   | A     | 21        | 11.55     |      |      |     |     |        |
|     |   | SA    | 132       | 72.6      |      |      |     |     |        |
| 6.3 | I effectively work with other employees and I will assist others when they needed   | SDA   | 0         | 0         | 4.54 | 0.82 | 5   | 1   | 25.55  |
|     |   | DA    | 8         | 4.4       |      |      |     |     |        |
|     |   | N     | 14        | 7.7       |      |      |     |     |        |
|     |   | A     | 31        | 17.05     |      |      |     |     |        |
|     |   | SA    | 129       | 70.95     |      |      |     |     |        |
| 6.4 | I try my best to avoid lateness and absence from my job, if am late or absent I try to get permission from my supervisor  | SDA   | 3         | 1.65      | 4.57 | 0.87 | 5   | 1   | 24.49  |
|     |   | DA    | 2         | 1.1       |      |      |     |     |        |
|     |   | N     | 22        | 12.1      |      |      |     |     |        |
|     |   | A     | 16        | 8.8       |      |      |     |     |        |
|     |   | SA    | 139       | 76.45     |      |      |     |     |        |
| 6.5 | I have sufficient knowledge and skill and ability how to use written documents like working manual and also I have the potential to use of equipment /supplies appropriately. | SDA   | 4         | 2.2       | 4.18 | 0.93 | 5   | 1   | 17.06  |
|     |   | DA    | 6         | 3.3       |      |      |     |     |        |
|     |   | N     | 24        | 13.2      |      |      |     |     |        |
|     |   | A     | 67        | 36.85     |      |      |     |     |        |
|     |   | SA    | 81        | 44.55     |      |      |     |     |        |

*Source: own survey*

Employees have confidence on their skills and performances. Employees use the available resources very effectively. They claimed to be cooperative whenever their assistance is needed. They had positive responses about their work ethic, and are confident in their knowledge and required skills. All questions above have scores above 4.0, which is considered high.

#### 4.4 Dependency Relationships

To analyze dependency relationships, correlation and linear regression analysis are used. The three independent variables are training practice, training and development need assessment and availability of resources. The dependent variable is employee performance. A sample of 20 employees were interviewed about the quality of the aforementioned three independent factors (how well they were given) in the company. The employees were asked to give scores on a scale of 1 to 10. For example, for training practice, a score of 1 might indicate very poor training or no training at all. 10 implies a very well organized and well delivered training where employees have mastered the intended skills. The performance evaluations of the employees (in percentage) is collected.

**Table: 4.11 Ratings given for the independent variables and the corresponding performances of employees**

| No | Training Practice | T&D Need assessment | Resource availability | Employee Performance |
|----|-------------------|---------------------|-----------------------|----------------------|
| 1  | 8                 | 8                   | 6                     | 95                   |
| 2  | 10                | 7                   | 8                     | 94                   |
| 3  | 8                 | 7                   | 4                     | 72.95                |
| 4  | 8                 | 8                   | 5                     | 87.32                |
| 5  | 6                 | 7                   | 5                     | 68.7                 |
| 6  | 9                 | 10                  | 7                     | 90                   |
| 7  | 6                 | 9                   | 7                     | 79.88                |
| 8  | 7                 | 9                   | 9                     | 92.55                |
| 9  | 7                 | 7                   | 3                     | 53                   |
| 10 | 1                 | 6                   | 5                     | 64.9                 |
| 11 | 10                | 8                   | 10                    | 96.43                |
| 12 | 9                 | 8                   | 8                     | 81                   |
| 13 | 9                 | 9                   | 7                     | 89.31                |
| 14 | 10                | 9                   | 8                     | 91.8                 |
| 15 | 9                 | 9                   | 9                     | 92                   |
| 16 | 7                 | 7                   | 8                     | 84.76                |
| 17 | 9                 | 10                  | 6                     | 93.67                |
| 18 | 10                | 6                   | 7                     | 90.54                |
| 19 | 1                 | 5                   | 2                     | 59.1                 |
| 20 | 8                 | 9                   | 6                     | 88.5                 |

*Source: own survey*



#### 4.5 Correlation Analysis

A Correlation analysis determines the relationship between two variables. It has a value range of (-1,1). The two variables have strong positive relationships if the given value approaches 1, and they have a strong negative relationship if the value approaches -1. 0 indicates that there is no significant relationship between the two parameters. The correlation coefficient table is provided below

**Table 4.12 Correlation coefficient**

| Training and Development                 | Employee job performance |
|--|--------------------------|
| Training practice                        | 0.73                     |
| Training and development need assessment | 0.62                     |
| Availability of resources                | 0.8                      |

*Source: own survey*

All correlation coefficients are greater than zero. This means that employee performance is positively related to all the three independent factors. Hence the performance of employees is the result of the combined effect of all the three variables plus other unaccounted factors. This means that the null hypothesis needs to be rejected for all the three independent variables. As can be seen from the table, availability of resources has the strongest relationship with performance than the other two. Second is training practice, and last one is T&D need assessment.

#### 4.6 Regression (ANOVA) Analysis

The independent variables are on the x-axis while dependent variables are on the y-axis. The greater the sum of the residuals, the less inaccurate the best fit line becomes in representing the given sample data. We declare our hypothesis before each calculation, and we try to decide if the null hypothesis should be rejected or not. As is the case with the correlation analysis, regression analysis tells us the extent and type of connection between the intended variables. Since the number of people for this analysis is 20, the degree of freedom will be calculated as  $20 - 1 = 19$  or  $20 - 1 - p = 19 - p$ . where p is the Df of the regression.

#### 4.6.1 Training practice

H0: There is no significant relationship between training practice and employee performance. H1: There is a positive relationship between employee performance and training practice.

A graph is plotted below. The linear regression analysis generates a best fit line that best describes the linear relationship between training practice and employee performance. Since we are trying to represent a scattered set of points with one single line, a significant amount of error is expected

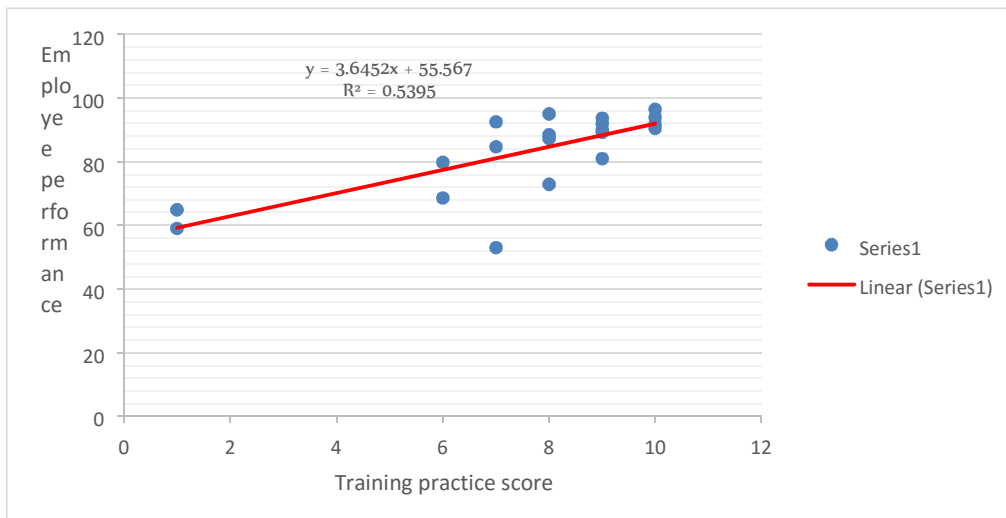


Figure 4.1 Training practice

Source: own survey

**Table 4.13 ANOVA Regression for Training Practices and Employee Performance**

| Model      | Sum of squares | DF | Mean Square | F     | Sig  |
|------------|----------------|----|-------------|-------|------|
| Regression | 1684.67        | 1  | 1684.67     | 21.09 | .000 |
| Residual   | 1438.24        | 18 | 79.9        |       |      |
| Total      | 3123.12        | 19 |             |       |      |

Source: own survey

- Dependent Variable: Employee Performance
- Predictors: (Constant) Training Practice/Method

The slope of the line is positive, implying that there is a positive relationship (as suggested by the correlation coefficient). The value of  $F = 21.09 > 1$  implies that

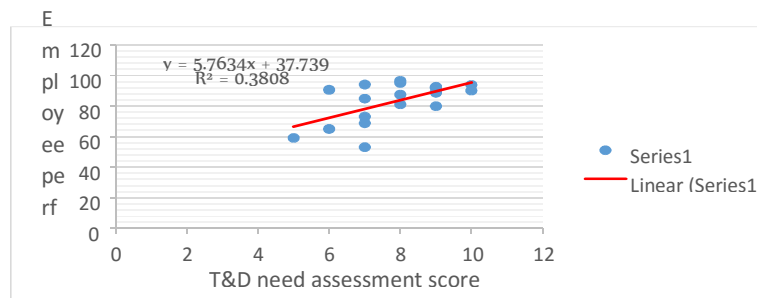
the given relationship provides enough support to **reject the null hypothesis**. Hence, we conclude that training practice has a positive influence on employee performance.

#### 4.6.2 Training Need Assessment

H0: There is no significant relationship between T&D need assessment and employee performance.

H1: There is a positive relationship between employee performance and T&D need assessment.

Most employees have given a score of 7 for T&D need assessment This means that most of them feel like T&D assessment is good but not great. The scattered points are shown below.



Source: own survey

Figure 4.2 Training need assessment

**Table 4.14 ANOVA Regression for Training and Development Need Assessment and Employee Performance**

| Model      | Sum of squares | DF | Mean Square | F     | Sig  |
|------------|----------------|----|-------------|-------|------|
| Regression | 1189.175       | 1  | 1189.175    | 11.07 | .000 |
| Residual   | 1933.942       | 18 | 107.44      |       |      |
| Total      | 3123.12        | 19 |             |       |      |

Source: own survey

a. Dependent Variable: Employee Performances

b. Predictors: (Constant) Training and Development Need Assessment

The slope of the line is positive, implying that there is a positive relationship (as suggested by the correlation coefficient). The value  $F = 11.07 > 1$  suggests that there is enough evidence to go along with the observed relationship. As a result, we can deduce that the connection between T&D need assessment and employee performance is positive. The null hypothesis is rejected.

### 4.6.3 Resources availability

H0: There is no significant relationship between availability of resources and employee performance.

H1: There is a positive relationship between employee performance and availability of resources.

The 20 employees gave the lowest average score for availability of resources.

Therefore, it can be seen in the below graph that there are more points in the region below  $x = 5$  than there were in the previous two cases.

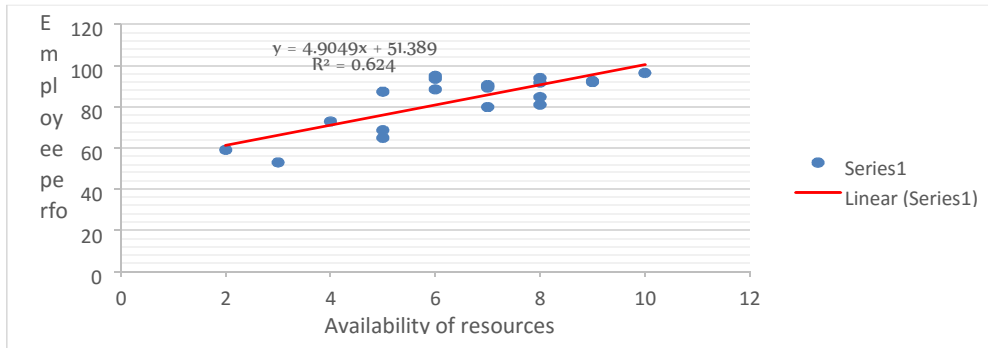


Figure 4.3 Resources availability

Source: own survey

**Table 4.15 ANOVA Regression for Training and Development Resources availability and Employee Performance**

| Model      | Sum of squares | DF | Mean Square | F     | Sig  |
|------------|----------------|----|-------------|-------|------|
| Regression | 1948.68        | 1  | 1948.68     | 29.87 | .000 |
| Residual   | 1174.44        | 18 | 65.25       |       |      |
| Total      | 3123.12        | 19 |             |       |      |

Source: own survey

a. Dependent Variable: Employee Performances

b. Predictors: (Constant) Resources availability

The slope of the line is positive, implying that there is a positive relationship (as suggested by the correlation coefficient). F value is greater than 1.  $R^2$  shows the strongest correlation with employee performance among the independent variables.

### 4.7 Multiple regression analysis

Multiple regression analysis establishes the combined relationship between the three independent variables and the one independent variable. Let training practice, T&D need assessment and availability of resources be represented by the variables X1, X2

and X3 respectively. Our goal is then to write the dependent variable Y as the linear combination of the other two. B0, B1, B2 and B3 are to be determined from the regression analysis.

$$Y = B_0 + B_1 \cdot X_1 + B_2 \cdot X_2 + B_3 \cdot X_3$$

B0 is the Y intercept constant.

**Table:4.16 ANOVA**

| Model      | Sum of squares | DF | Mean Square | F     | Sig  |
|------------|----------------|----|-------------|-------|------|
| Regression | 2335.57        | 3  | 778.52      | 15.82 | .000 |
| Residual   | 787.55         | 16 | 49.22       |       |      |
| Total      | 3123.12        | 19 |             |       |      |

*Source: own survey*

Since sig is almost zero, we can conclude that the constructed relationship is valid enough. This implies that at least one of the three independent variables influence the dependent variable. F value is well over 1, with a value of 15.82. DF of regression is 3 because we are considering the combined effect of the three independent variables.

**Table:4.17 Multiple Regression Coefficients**

| Model                     | B - Coefficients | Standard error | t-stat | p-value |
|---------------------------|------------------|----------------|--------|---------|
| y-intercept               | 37.06            | 9.44           | 3.93   | 0.0012  |
| Training Practice         | 1.63             | 0.84           | 1.93   | 0.07    |
| T&D need assessment       | 1.75             | 1.45           | 1.21   | 0.2     |
| Availability of resources | 3.07             | 1.02           | 3.02   | 0.008   |

*Source: own survey*

a. Dependent variable: employee performances

The coefficients of the independent variables are indicators of the strengths of influences each variable imposes on the dependent variable. The higher the coefficient, the more influential the variable becomes, and vice versa. Having that in mind, we can see that availability of resources has the greatest influence with a coefficient of 3.07. Next is T&D need assessment followed by training practice. T&D need assessment shows the highest p-value, but it's still considered valid even though it might not have been very reliable relationship.

Finally, we have

$$Y = 37.06 + 1.63 \cdot X_1 + 1.75 \cdot X_2 + 3.07 \cdot X_3$$

Where

X1 – Training practice/method

X2 – T&D need assessment

X3 – Availability of resource

## CHAPTER 5: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATION

Under this chapter summary of the major findings of the research questions, conclusions and recommendations are forwarded based on the results obtained which is or are being analyzed on chapter four of this study.

### 5.1 Summary

As described in chapter 4, the main goal of the research was to collect data, and analyze it in a way that shows the relationship between the three independent variables and the dependent variable. After carefully examining the data, a dependency relationship is established. Other objectives involve analysis of the strengths and weaknesses of the organization and determination of their effects on employee performances.

When it comes to training, it was understood that a separate department is allocated to take care of training. Most of the employees agree that the implementation of the training effectively addresses the needs of employees by targeting the areas they need support on. However, it lacks proper planning, example - poor location assignment. Overall, whenever it is given, the training program massively helped employees acquire the intended level of skills.

The organization tries to conduct T&D need assessment to support employees who need help in specific areas. However, the planning is not very effective, and it fails to address the proper needs of employees. It doesn't help them gain proper knowledge and doesn't encourage them to pursue further study.

Training and development budget was found to be very low, which inhibits the delivery of proper training and development. The management is not committed enough to enhance the efficiency of trainings. Nevertheless, most employees agreed that whenever the right training is provided, they almost always had improvements on their performances. All three independent variables were found to have a strong positive impact on the dependent variable. Both regression and correlation analysis results depict that whenever the three variables increase, so will the dependent variable, and vice versa. **The null hypothesis is, therefore, rejected for each of the three variables.** The extent to which the independent variables influence the dependent variable varies. It is presented below

**Table 5.1: According to the regression analysis**

| Independent variable      | Impact on employee performance |
|---------------------------|--------------------------------|
| Training practice/method  | Third highest                  |
| T&D need assessment       | Second highest                 |
| Availability of resources | Highest                        |

**Table 5.2: According to the correlation analysis**

| Independent variable      | Impact on employee performance |
|---------------------------|--------------------------------|
| Training practice/method  | Second highest                 |
| T&D need assessment       | Third highest                  |
| Availability of resources | Highest                        |

In both cases, availability of resources has the highest impact. This may have resulted from the fact that availability of resources affects training and development as well.

## 5.2 Conclusion

As it was shown from correlation and regression results, training has significant positive relation and positive significant effect on employees performance in OFAG. From the statistical analysis, the researcher found out that both training practice /method and training need assessment have a significant positive relationship with employees performance in the organization thus, we can conclude that a positive change in training practice /method and training need assessment brings an improvement on employees performance.

Additionally availability resources has a positive relationship and significant effect on employees performance. Based on the result we can infer that there is promising chance to alleviate the current employees performance because it has greater contribution than other internal factors in this study. Moreover, the overall bundles of determinant factors incorporated in this study have positive effect on employees performance. For that reason, some extent of the employees performance is explained by training practice/method , training need assessment and availability Resources.



Based on the above reason the null hypothesis is rejected in every case, implying that the prevailing theoretical assumption of the dependency relationships was justified by this research. An organization should have adequate budget, proper training and need assessment in order to enhance employee performance. Although this research was conducted to investigate the effects of the aforementioned three independent variables, it should be noted, it doesn't mean that they are the only factors affecting performance. There might be some other factors which are not considered in this research.

This research might not be perfectly accurate due to these two reasons

1. Sample population might not have given accurate responses.
2. The selected sample population may not reflect the opinion of the entire population.

Overall, the research has been a success in terms of meeting the intended goal.

### **5.3 Recommendation**

Based on employee responses and statistical analysis of the data, it can be concluded that the organization lacks adequate budget and proper planning. Allocating enough budget for training and development is crucial as it will help employees develop proper skills through the trainings. When there is insufficient budget, training and development programs become poorly conducted, and cannot fulfill their desired objective.

The strength of the organization is that training and development goal is well established in a sense that it accurately pinpoints areas that employees need support on. Ideally, the T&D implementation would greatly help employees. However, due to poor planning, training is not effectively delivered. It will be very helpful if OFAG could work on planning the trainings well to effectively implement the practices and reach at the ultimate objective.

Training need assessment is found to be a major weakness in OFAG. This means that employees are not being given trainings to master the skills which are needed to accomplish their task. Therefore, OFAG should be committed to identifying and solving problems that are specific to employees working in each department (not the entire employees).

OFAG should allocate enough budget, and work on planning to improve performance of its employees. It should pay particular attention to budgeting as it will also affect training, which in turn, affects performance.

Therefore, OFAG should emphasize on all three independent variables (Training practice, training need assessment, and availability of resources) in order to enhance the quality, efficiency and effectiveness of employees.

#### **5.4 Suggestion for Further Research**

The researcher was limited to three factors Training practice/method, T&D need assessment and Resources availability which affect employee performance but the future researchers may focus on different variables or combination of those variables included in this study. The study was conducted in OFAG limiting its scope. The future researches may examine the determinant factors on employees' job performance on other Public Sector organizations and may compare different Private sectors as well.

#### **5.5 Limitations of the Study**

The researcher anticipated to be limited by time as carried out the study. The time allocated may not been adequate. Due to time Constraints, the research is conducted his study only the training aspect. It would be good for the researcher to include the Auditing System and the Auditing Challenge in the organization. Additionally, there are other variables which can be considered for the study other than focusing on the three variables training and development practice and training need assessment such as like training design and training evaluation. method. Furthermore, the study covered only one Federal Public Service organization (OFAG) and its Audit Departments.

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## APPENDIX I

**ST.Mary's University**  
**School Of Graduate Studies**  
**Master of Business Administration Programme**

**Dear Sir/Madam**

This questionnaire is prepared to gather information on the Impact of training and development on employees' performance at Office of the Federal Auditor General (OFAG). The purpose of this study is to collect data for the evidence which would support to write a research paper for academic purpose. Here I kindly request you to attempt all the questions in the questionnaire to meet the aim of the study. Whatever information is provided will be treated with utmost confidentiality and strictly will be used for academic purpose only. There is no need to write your name.

Thank you in advance

Zewditu Geber, Tell: 0912-65-15-13, Email : [wongel2g@gmail.com](mailto:wongel2g@gmail.com)

If you have any question with regard to the questionnaire please contact me using the above mentioned address.

### **Part I**

#### **Personal information**

Please read each question carefully and tick mark (✓) in the box Corresponding to the response that most accurately represents your view.

##### **1. Gender**

Female ☐ Male ☐

##### **2. Age -----Years**

##### **3. Academic qualification**

Level 2-5 ☐ College diploma ☐ Bachelor degree ☐ Master or higher ☐

##### **4. Work Experience in the organization-----Years**

##### **5. Position**

Managerial ☐ Non managerial ☐

## Part II

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

### 1.Questionnaire :- Training Practice

| No  | Descriptions   | Liker Scale       |          |         |       |                |
|-----|--|-------------------|----------|---------|-------|----------------|
|     |  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1.1 | There is a separate department responsible for manpower training in my organization  |                   |          |         |       |                |
| 1.2 | I think that my organization properly plan the training program with respect to policies and aims and planning interventions i.e. objective, location, level and techniques of the training.       |                   |          |         |       |                |
| 1.3 | The organization implement the training program based on the purpose of training and characteristics of employees jobs, needs, experience, level of knowledge, and skills and motivation to train. |                   |          |         |       |                |
| 1.4 | In my opinion, training practices at OFAG is planned and systematic  |                   |          |         |       |                |
| 1.5 | Generally, the training practice of OFAG has helped me to Improve my performance since I joined the organization.  |                   |          |         |       |                |

## 2. Questionnaire:- Training Need Assessment

| No  | Descriptions   | Liker Scale       |          |         |       |                |
|-----|--|-------------------|----------|---------|-------|----------------|
|     |  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 2.1 | OFAG Training need assessment based on the organizational context such as policy, goal, roles and responsibilities.                      |                   |          |         |       |                |
| 2.2 | The organization TNA is done based on gap analysis: skill,knowledge and efficiency   |                   |          |         |       |                |
| 2.3 | Employees attend the trainings that fit departments' needs with the alignment of the organization objective.                             |                   |          |         |       |                |
| 2.4 | The organization assesses the trainee's knowledge and the training Content before selecting the training program.                        |                   |          |         |       |                |
| 2.5 | In OFAG after the training need analysis employees are sponsored/will sponsor for further education development in the country or abroad |                   |          |         |       |                |

### 3. Questionnaire :- Training Method

| No  | Descriptions  | <i>Liker Scale</i> |          |         |       |                |
|-----|---|--------------------|----------|---------|-------|----------------|
|     |   | Strongly Disagree  | Disagree | Neutral | Agree | Strongly Agree |
| 3.1 | Most of the time the organization gives to the employees on the job training like job rotation, learning by doing (coaching), job instruction etc.  |                    |          |         |       |                |
| 3.2 | Most of the time the organization use off the job training techniques like lecture, seminar, case study, group discussion etc.  |                    |          |         |       |                |
| 3.3 | On the job training technique of the organization affects my knowledge, skill, competency, experience, effectiveness, efficiency, commitment, self-confidence or in general my performance. |                    |          |         |       |                |
| 3.4 | Off the job training technique of the organization affects my knowledge, skill, competency, experience effectiveness, efficiency, commitment, self-confidence or in general my performance. |                    |          |         |       |                |
| 3.5 | Generally, The training techniques that the organization used helped me to enhance my job performance since I joined the bank.  |                    |          |         |       |                |

**4.Questionnaire :- Does Availability Resource Affecting Training**

| No  | Descriptions  | <i>Liker Scale</i> |          |         |       |                |
|-----|---|--------------------|----------|---------|-------|----------------|
|     |   | Strongly Disagree  | Disagree | Neutral | Agree | Strongly Agree |
| 4.1 | The organization put enough budgets for the training and development                        |                    |          |         |       |                |
| 4.2 | The organization has available resources for training and development.                      |                    |          |         |       |                |
| 4.3 | Top management is committed to facilitate trainings for the employees' at the organization. |                    |          |         |       |                |
| 4.4 | The training and development provided aligns with organization objectives.                  |                    |          |         |       |                |
| 4.5 | There is opportunity for career development after receiving trainings.                      |                    |          |         |       |                |

**5.Questionnaire:- Does training Improve employee's performance**

| No  | Descriptions  | <i>Liker Scale</i> |          |         |       |                |
|-----|---|--------------------|----------|---------|-------|----------------|
|     |   | Strongly Disagree  | Disagree | Neutral | Agree | Strongly Agree |
| 5.1 | I can say that training practice of the organization helped me to perform and work effectively my regular activitie |                    |          |         |       |                |
| 5.2 | The training practice of the organization helped me to perform my work quickly and efficiently.                     |                    |          |         |       |                |

|     |  |  |  |  |  |  |
|-----|--|--|--|--|--|--|
| 5.3 | I feel that training practice of the organization enable me to perform my work with greater accuracy and precisely.          |  |  |  |  |  |
| 5.4 | After receiving the training my self confidence increase when I am doing my job.   |  |  |  |  |  |
| 5.5 | Because of the good training practices of the organization, employees are committed for their work and for the organization. |  |  |  |  |  |

**6.Questionnaire:- Related to Employee Performance**

| No  | Descriptions  | <i>Liker Scale</i> |          |         |       |                |
|-----|---|--------------------|----------|---------|-------|----------------|
|     |   | Strongly Disagree  | Disagree | Neutral | Agree | Strongly Agree |
| 6.1 | I am effectively use resources including time and materials to completes my job in specified time frame   |                    |          |         |       |                |
| 6.2 | I have the potential to work independent and Willingness to learn new challenges  |                    |          |         |       |                |
| 6.3 | I effectively work with other employees and I will assist others when they needed   |                    |          |         |       |                |
| 6.4 | I try my best to avoid lateness and absence from my job, if am late or absent I try to get permission from my supervisor  |                    |          |         |       |                |
| 6.5 | I have sufficient knowledge and skill and ability how to use written documents like working manual and also I have the potential to use utilize of equipment /supplies appropriately. |                    |          |         |       |                |

1. On a scale of 1 to 10, rate the training that was given to you (taking into account both the number of distinct trainings and quality of trainings)?
2. On a scale of 1 to 10, rate the training need analysis the company performed to identify the areas you needed to train for?
3. on a scale of 1 to 10, rate the availability of resources for your work?