



THE EFFECT OF TRAINING PROCESS ON EMPLOYEE PERFORMANCE: THE CASE OF ADDIS INTERNATIONAL BANK S.C

By : Tihut Alemayehu

ID: SGS/0607/2015A

Advisor :

Shoa Jemal (Asst. Prof.)

**St. Mary's University
June, 2024**

Addis Ababa, Ethiopia

ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTERS OF HUMAN RESOURCE MANAGEMENT

**THE EFFECT OF TRAINING PROCESS ON EMPLOYEE
PERFORMANCE: THE CASE OF ADDIS INTERNATIONAL
BANK S.C**

BY: Tihut Alemayehu
ID: SGS/0607/2015A

APPROVED BY BOARD OF EXAMINERS

----- Dean, Graduate Studies	----- Signature & Date
----- Advisor	----- Signature & Date
----- External Examiner	----- Signature & Date
----- Internal Examiner	----- Signature & Date

ACKNOWLEDGEMENTS

I would like to take this opportunity to acknowledge the help and encouragement of all who have supported and assisted me during this thesis work. Without their guidance and advice, I would have never been able to accomplish the work of this thesis.

First and foremost, I would like to thank God Almighty for giving me the strength, knowledge, ability and opportunity to undertake this research study and to persevere and complete it satisfactorily. Without His blessings, this achievement would not have been possible.

I would like to thank my advisor Shoa Jemal (Asst. Prof.) whose help, suggestions, invaluable guidance and encouragement helped me throughout the dissertation process, this thesis would not have been possible and I would be grateful to the assistance.

I would like to forward my honest appreciation to the representative and senior officers at Addis International Bank, Head office & outlet branches located in Addis Ababa. My sincere and heartfelt gratitude also goes to all staffs from top to bottom level working at different responsibility in Addis International Bank who are voluntarily filled the questionnaire, and without them this paper would not have come to life.

Last but not the least; I would like to thank to my friend and family members, my sister, brother & father who motivated and helped me morally and financially. I am also greatly indebted to all of the staffs of St. Mary University, and my classmates who helped me in advising, communicating, and delivering all the necessary information.

Contents

CHAPTER-ONE	1
INTRODUCTION	1
1.1 Background of the study	1
1.2 Problem of the Statement	3
1.3 Basic Research Questions	5
1.4 Objective of the study	5
1.4.1 General Objective of the study	5
1.4.2 Specific Objectives of the study	5
1.5 Significance of the Study	5
1.6 Scope of the study	6
1.7 Limitation of the study	6
1.8 Definition of Key Term	6
1.9 Organization of the Study	7
CHAPTER-TWO	8
REVIEW OF RELATED LITERATURE	8
2.1 Theoretical Literature	8
2.1.1 Human Resource Development	8
2.1.2 Concept and Definition of Training	8
2.1.2.1 Training	8
2.1.2.2 The Training processes	9
2.1.2.3 Methods of training	10
2.1.3 Effect of training on employee performance	11
2.1.4 The contribution of training for employee's performance	12
2.1.5 The relationship between training and employee performance	13
2.1.6 Benefits of Training	14
2.1.7 Employee performance	15
2.2 Empirical Review	16
2.3 Conceptual Framework	19
2.4 Research Hypothesis	19
CHAPTER-THREE	21
RESEARCH DESIGN AND METHODOLOGY	21

3.1	Research Design	21
3.2	Research Approach	21
3.3	Data types and sources	21
3.3.1	Primary Data Source:	21
3.3.2	Secondary Data Source:	21
3.4	Target population	21
3.5	Sample size & Sampling	22
3.6	Data collection Tools/ Instrument	22
3.7	Data Collection Procedure	22
3.8	Measurement Reliability	23
3.9	Method of Data Analysis.....	24
3.10	Ethical Considerations:	24
CHAPTER-FOUR.....		25
RESULT AND DISCUSSION.....		25
3.1	Response rate.....	25
3.2	Demographic Characteristics of Respondents.....	25
3.3	Descriptive Data Analysis.....	28
3.3.1	Linkage of Training Need Assessment with Employee performance in the Organ.....	28
3.3.2	Linkage Training Program Design with Employee performance	31
4.3.3	Linkage of Training Program Delivery/ Implementation with Employee performance	33
4.3.4	Linkage of Training Program Evaluation with Employee performance	35
4.3.5	Linkage of Training programs with the Employee Performance in the Organization ...	37
4.4	Inferential Statistics.....	40
4.5	Regression Analyses	42
4.5.1	Multiple Regression	42
CHAPTER-FIVE		46
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		46
4.1	Summary of Major Findings	46
4.2	Conclusions	48
4.3	Recommendations	49
References		51
Appendix		58

List of Figures

<i>Figure: 2.1 Model of Training Process by Armstrong</i>	<i>10</i>
<i>Figure: 2.2 Conceptual Framework of the Study</i>	<i>18</i>
<i>Table 4.1: Demographic characteristics of the sampled respondents</i>	<i>25</i>
<i>Table 4.2: Effect of Training Need Assessment on Employee performance</i>	<i>30</i>
<i>Table 4.3: Effect of Training Program Design on Employee performance</i>	<i>32</i>
<i>Table 4.4: Effect of Training Program Delivery/ Implementation on employee performance</i>	<i>34</i>
<i>Table 4.5: Effect of Training Program Evaluation on Employee performance</i>	<i>36</i>
<i>Table 4.6: Linkage of Training programs with Employee performance of the Organization ...</i>	<i>39</i>
<i>Table 4.7: Analysis model summary of R and R²</i>	<i>41</i>

ACRONYM

ASTD:	American Society for Training & Development
ATD:	Association for Talent Development
CBE:	Commercial Bank of Ethiopia
CEO:	Chief Executive Officer
DVD:	Digital Versatile Disc
HR:	Human Resource
HRD:	Human Resource Development
HRM:	Human Resource Management
SKAC:	Skills, Knowledge, Ability, and Competence
SPSS:	Statistical Package for the Social Science
TNA:	Training Need Assessment

ABSTRACT

Training is a critical process, which seeks to improve the performance of workers in the organization. The study focused on the Effect of Training Process on Employee Performance: the case of Addis International Bank s.c The overall objective of the study is to assess the effect of Employee Training on Employee Performance: the case of Addis International Bank s.c The study used explanatory research type and descriptive research design and also adopted quantitative & qualitative approach and used both primary and secondary data sources. The primary data collected from Addis International Bank Staffs through a questionnaire for 150 employees which are selected using purposive sampling technique. The collected data were analyzed by using statistical tools (SPSS-Version 20). Both descriptive and inferential statistics were used for the data analysis. The descriptive statistics such as frequency, percent, mean and standard deviation were used for describing the demographic characteristics of respondents and the dependent and independent variables. The inferential statistics like Pearson correlation coefficient(r) and multiple linear regressions were used to determine if there is relationship existed between independent and dependent variables. The findings of the study indicated that training design and evaluation of trainings were not fully implemented in the organization. The findings indicated that training was positively correlated and claimed statistically significant relationship with employees' performance. The study concluded that training has positive effect on employees' performance. From the Beta coefficient results, the researcher found that, training evaluation contributed the highest variation for the current employees' performance while training design contributed the least variation. Generally, the study recommended that training has to be strategic and systematic in order to achieve organizations desire and objective.

Key words: *Training, Employees' Performance, Training Need Assessment, Training Implementation, Training Evaluation, and Training Design*

CHAPTER-ONE

INTRODUCTION

1.1 Background of the study

We are living in a global village. The world is becoming smaller and our business is becoming larger as the result of globalization. In this regard the companies must be competitive to face the challenges of the globalization. The competitive advantages of the firm depend on the knowledge and skills possessed by the employees (Drucker, 1999). Trainings become one of the necessary functions in most organizations, because they lead to high performance in the same field and are important part of human resource department; it has a significant effect on the success of an organization through improving employee performance (Mozael, 2015). There is significant positive relationship exists between employee training and the employee productivity (Naveed, 2014). Current organizations are facing extensive competition, continuously changing technological and business environment. Globalization and ever-changing customer needs have added up more challenges on business organizations. In order to meet these challenges, the industries are seeking to reach its targeted profit level by ensuring proper training for employees. Employees are most precious asset for any company as they can build up or destroy reputation of company and they can affect profitability (Elnaga & Imran, 2013).

Training is more present-day oriented that focus on individuals' current jobs, specific skills and abilities to immediately perform their jobs while development enhances behaviors, attitudes and improves employee performance in an organization. Training is seen as a useful means of coping with changes fostered by technological innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. Thus, training practices can be the main factor for the success of a firm, which justifies their evaluation through research. Several advantages can be achieved through training, including the enhancement of job satisfaction among employees, in addition to commitment and collective empowerment (Voegtlin et al, 2015; Ajibade & Ayinla 2014; Sung & Choi, 2014).

The drivers behind training, education, and staff development programs have amplified over recent years thanks to the fast pace of knowledge creation, the fierce global competition, and economic uncertainty. Such inevitable global phenomena require modern organizations that want to stay competitive to increasingly rely on the quality of their human capital. Having a high-performing staff that is technically savvy and motivated and that makes use of the latest

knowledge has become critical to succeeding in the market place. Although staff development and training are not new to organizations, such initiatives have become much more prominent since the 1980s with the expansion of the Japanese total quality management approach to many firms worldwide. Companies such as Motorola, Honda, and Toyota created learning centers and processes, such as “improvement groups,” that took staff training and development to a new strategic level and helped prepare the organization to succeed in an evolving business reality. Today, employee education and training have established themselves as a key organizational resource for meeting complex business challenges, and CEOs are ready to increase their investment in such programs despite the current economic conditions (O’Connell, 2013). According to a 2012 report by the American Society for Training & Development (ASTD; now called the Association for Talent Development, or ATD), in the United States in 2011, organizations spent more than \$ 156 billion on learning and development; what translates to \$ 1,182 per learner. Fifty six percent of this expenditure (\$ 87.5 billion) was spent internally, while the rest was dedicated to tuition reimbursement (14%) and external learning activities (30%).

Human Resource Management has played a significant role in the economic development of most developed countries like Britain, America and Japan. In a developing country like Ethiopia, with its rich natural resources and financial support, one can also experience such economic success if the appropriate attention is given to the development and training of her human resources. Every aspect and activity in an organization involves people. For instance, a manager will not be successful if he has subordinates who are not well equipped with skills, knowledge, ability, and competence (SKAC). The management of human resources in Africa in general and Ethiopia in particular is rather challenging as most organizations have difficulties finding proper human resources. This may partly be a result of the different kinds of problems, for example, political instability, corruption, bureaucracy, poor infrastructure, low levels of education and purchasing power, diseases and famine known to prevail in the African business context (Kamoche 2002, 994 – 995). Despite the increase in the research papers investigating the impact of training on the performance of employees, few studies have tackled the issue at the private banking sector in Ethiopia, which are special organizations, thus the objective of this study is to show the impact of training and development on employees’ performance. Training includes but not limited to software training, management training whereas development focuses primarily on the activities that improve employee skills for future endeavors.

Addis International bank is a privately owned banking company that is committed to its mandate of providing efficient, reliable and quality financial services to companies involved in business making and to the individual members of the societies. The company strives to be recognized and to earn respect as a company that delivers high quality unrivalled services to its customers. The company therefore considers employees as its most valuable asset, because they share in the responsibility of fulfilling that mission. In terms of the critical skills required by most companies, there is a significant shortage of finance professionals at different level of responsibilities in the study area Addis Ababa. This shortage threatens to obstruct service delivery unless improved delivery systems are instituted. The success of any business depends on the quality of its human capital and, while it is recognized that training plays an important role, there are still concerns as to which kinds of training and skills acquisition bring economic success. More importantly such training has to be quantifiable. Training should assist individual performance to impact positively on organizational productivity both in the short term and in the future.

1.2 Problem of the Statement

Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving performance which helps the organizational growth. One of the primary objectives of human resource management is the creation of conditions whereby the latent potential of employees will be realized and their commitment to the success of the organization secured (Chang, 1994). Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning (Cole, 2002).

Previous studies are failure to identify the practices and effect of training on employee's performance in Addis International Banks at all levels of responsibilities. Most of the researchers focus on organizations top level managers neither lowers level nor middle level employees. Nowadays Addis International Bank & other companies working on similar tasks are providing quality services to their customers with investing high capital on new technologies of banking services development. But as the same time, they are not interested in investing capital on employee's training and development programs as required. Analyzing the Addis International bank context, human resource development has remained an area of least priority in this particular company. Training is not regarded as an investment in human resources. If there is a budget cut, training becomes the first victim. The training for the workers tends to be the area of

the least consideration. Some of the manager's viewed training is not necessary on the shop-floor-level, because they learn by doing. Most of the workers are self-trained. In some organizations there are provisions for on-the-job training, but it is irregular. Majority of training provided to the employees is a short-term type of less than two weeks duration. A few firms have offered mid-term on-the-job training of more than 2 weeks in the sector. Employees opined that short-term training does not keep much significance in skill enhancement. Majority of business organization executives are giving less attention for employee empowerment concept. Those who reported to be aware of the benefit & do their effort on improving the effectiveness do not have a clear comprehensive plan to act in broader. Employee satisfaction with the existing training opportunity is low. Low productivity, old technique, low effort at HRD, less quality, weak managerial competencies and weak information system are internal challenges to the company.

Currently many organizations in Ethiopia invest considerable amount of resource to train their people. The organization is expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it. According to (Malik, et al,2011), organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce.

The trend of the company showed that currently the company's productivity and profitability are not satisfactory as compared to its peers; this is because of mainly a decline in the service quality delivered from the previous two consecutive years; because of this, a preliminary gap assessment has been conducted by the researcher and certain gaps were revealed by comparing the performance of junior employees and the performance of senior employees. Thus, the preliminary research results based on interview of company owners, managers and supervisors shows that: the senior employee's performance are better than the junior employees. The main reason for such performance gaps was the senior employees were well trained by the company and they developed basic skills through effective training and development program, whereas the junior employees are not well trained and as a result, their productivity become lower as compared to the previous ones.

There are several studies that have been done in training but have focused on other organizations and departments. There is no in-depth study conduct on the impact staff training on the employee

performance at Addis International bank. This study will contribute in minimizing this gap in the literature and thereby establish the basis to understanding of some aspects of the impact of employee training on employee performance in Addis International Bank.

1.3 Basic Research Questions

1. What is the existing practice on the relationship of training and employee performance at Addis International Bank?
2. How training affects employee performance in the context of Addis International Bank?
3. What type of training process implemented at the bank?

1.4 Objective of the study

1.4.1 General Objective of the study

The general objective of the study is to examine the Effect of Training Process on Employee Performance at Addis International Bank

1.4.2 Specific Objectives of the study

The research has the following objectives:

- i. To identify the existing practice of Training programs in the company.
- ii. To identify whether training have an effect on employee performance of Addis International bank
- iii. To identify the different methods of training that affects the employees' performance in Addis International Bank

1.5 Significance of the Study

The result of the study is believed to contribute the management of company to have clear information about how much the training program benefits the organization and employees and which areas of the program need correction and also what kinds of appropriate mechanisms have to be devised to benefit employees from the programme. It will also aid the management of Addis International Bank to introduced modern schemes for training program to meet the challenges from its competitor in the bank sector in particular and financial industry in general. It will also be an important reference and a starting point for other fellow researchers interested to conduct further studies in the company since it is among the few in its kind in Addis International Bank context. Finally, the study would further serve as a reference guide for the

banks & other financial organizations in developing appropriate training content and methodologies to improve employees' performance.

1.6 Scope of the study

The study also focuses only on the analysis of the effect of training on employee performance at the study company Addis International Bank by focusing at its few branches located in Addis Ababa and the head office. The survey's respondent will only be bank professionals working on selected branches & the head office of Addis International Bank S.C. This research utilizes cross sectional study that all relevant data will be collected at a single point in time & the overall study carried out from January until June 2024.

1.7 Limitation of the study

The main constraints facing the researcher are time and resource limitations. The other problem was unwillingness of some respondents to give valuable and reliable information. These limitations prohibit the researcher from reviewing adequate published and documented data regarding practices of training in the organization and its effect on employee productivity. The study is limited to Addis International Bank's context the results of the study cannot be generalized to all the banking industry in the country. Cultural and professional factors may have also influenced the respondents when responding to the survey. The busy schedule of these respondents also makes the collection of information a difficult one.

1.8 Definition of Key Term

Training is the learning process that is the indispensable part of human resource development. Abbas Z. (2014)

Development: It is focused on turning out human resource that is needed for effective performance in the organization (Drucker, 1999).

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong 2000).

Training Need Assessment: is the process of evaluating the organization, individual employees, & an employee tasks to determine what kinds of training, (Noe, H.B., Gerhart, & Wright, 2008).

Training Design: is a process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training Delivery: is a multitude of methods of training that is used to train employees. (Decenzo & Robbins, 2010).

Training Evaluation: is a way to evaluate the effectiveness of a training program based on cognitive, Skill-Based, affective and result outcomes (Noe, H.B., Gerhart, & Wright, 2008).

1.9 Organization of the Study

This study is structured into five chapters; Chapter One gives a brief introduction to the subject of the study. It is mainly focused on the explanation of the effect of training on employee productivity by taking the experience of different banks. The background, problem of the statement, objective, significance, scope, and definition of key terms are included under this chapter. Chapter two is where an in-depth theoretical & empirical review on the title will be made, The Third chapter presents the methodology will be used for conducting this research; the fourth chapter presents results and discussion and finally the fifth chapter presents conclusion & recommendations.

CHAPTER-TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Literature

2.1.1 Human Resource Development

Human Resource Development involves the development & management of the human resources needed by an organization and also being certain that human resource is acquired and maintained for purposes of promoting the organization's vision, strategy and objectives. In other words, HR focuses on securing, maintaining, and utilizing an effective work force, which organizations require for both their short- and long-term survival in the market. In order for HR to achieve its organizational objectives, managers should perform a number of basic functions which represent what is often referred to as the management process. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling. In relation to the above and a focus in this study are Briscoe's (1995, 19) core HRM functions namely staffing, training and development, performance appraisal, compensation and benefits, and finally union and employee relations and health and safety.

2.1.2 Concept and Definition of Training

2.1.2.1 Training

Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. Training could be given through different methods such as on the coaching and mentoring, peers' cooperation and participation by the subordinates. This team work enables employees to actively participate on the job and produces better performance, hence improving organizational performance. Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992). Training refers to a planned intervention aimed at enhancing the elements of individual job performance. It is all about improving the skills that seems to be necessary for the achievement of organizational goals.

Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan training programs for its employees to enhance their abilities and competencies that are needed at the workplace, (Jie and Roger, 2005). Training not only

develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner (David, 2006). Moreover, it also enables employees to deal with the customer in an effective manner and respond to their complaints in timely manner (Hollenbeck, Derue and Guzzo, 2004).

2.1.2.2 The Training processes

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992). Pheesey (1971) defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals. A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge, McGhee et al (1996). An effective training program is built by following a systematic, step-by step process. The followings are the five necessary steps for creating an effective program

- **Assess Training Needs:** The first step in developing a training program is to identify and assess needs. Employee training needs may already be established in the organization's strategic, human resources or individual development plans. If you're building the training program from scratch (without predetermined objectives) you'll need to conduct training needs assessments.
- **Set Organizational Training Objectives:** The training needs assessments (organizational, task & individual) will identify any gaps in your current training initiatives and employee skill sets. These gaps should be analyzed and prioritized and turned into the organization's training objectives. The ultimate goal is to bridge the gap between current and desired performance through the development of a training program. At the employee level, the training should match the areas of improvement discovered through 360-degree evaluations.
- **Create Training Action Plan:** The next step is to create a comprehensive action plan that includes learning theories, instructional design, content, materials and any other training elements. Resources and training delivery methods should also be detailed. While developing the program, the level of training and participants learning styles need

to also be considered. Many companies pilot their initiatives and gather feedback to make adjustments before launching the program company-wide.

- **Evaluate & Revise Training:** As mentioned in the last segment, the training program should be continually monitored. At the end, the entire program should be evaluated to determine if it was successful and met training objectives. Feedback should be obtained from all stakeholders to determine program and instructor effectiveness and also knowledge or skill acquisition. Analyzing this feedback will allow the organization to identify any weaknesses in the program. At this point, the training program or action plan can be revised if objectives or expectations are not being met.



Armstrong, (2000)

Figure 2.1: Model of training process by Armstrong

2.1.2.3 Methods of training

According to (Olaniyan et al, 2008) the method of training can be classified into on-the-job training and off-the-job training methods. While new instructional methods are under continuous development, several training methods have proven highly effective and are widely used to support new employee, impart new skills, and improve existing skills.

- **On-the-job training:** Methods According to Greer (2003) under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines

and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

- **Coaching:** Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles (Dessler & Varkkey, 2010).
 - **Mentoring:** The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to- one interaction, like coaching (Dessler & Varkkey, 2010).
 - **Job Rotation:** In which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities (Dessler & Varkkey, 2010)
 - **Apprenticeship:** Is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training (Dessler & Varkkey, 2010).
- **Off-the-job Training Methods:** these are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression (Geer, 2003). Important methods include:
- **Classroom Lectures and Seminars:** Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these in house, through outside vendors, or both. (Decenzo & Robbins, 2010)
 - **Simulated training (Vestibule training):** is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees on the job. (Dessler & Varkkey, 2010)
 - **Multimedia Learning:** can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo & Robbins, 2010).

2.1.3 Effect of training on employee performance

Concerning the differences in employee performance before and after training several variables which have been used in this research include: quality/quantity of work, planning/ organizing,

initiative/ commitment, teamwork/ cooperation and communication (Paat and Rumokoy, 2015). The results of their study showed that quality/ quantity of work, planning/ organizing, initiative/ commitment, teamwork/ cooperation and communication have a significant difference in employee performance before and after training. The training program is one of the valuable systems as a way to improve employee performance. Therefore, management of Addis International Bank is recommended to increase the effectiveness of training and enhance the variety of the material and module that would be given in the training program ((Paat and Rumokoy, 2015). The study of (Nu'man, 2006) aimed to measure the relation of training to individuals' performance who work at the lower & Middle management level in the university and to compare point of views of upper management and individuals at the middle management with regard to the training process in terms of (defining the training needs, trainers' selection, designing of training courses and training process evaluation).

According to Mathis & Jackson (1997), training is a planned and systematic effort to modify or develop knowledge, skill, attitude through learning and experience, to achieve effective performance in an activity or range of activities. Its purpose, in the work situation, is to enable an individual to acquire abilities in order that he or she can perform adequately a given task or job and realize their potential. Buckley & Caple (2009) on the other hand argued, training is the process through which skills are developed, information is provided, and attributes are nurtured, in order to help individuals who, work in organizations to become more effective and efficient in their work. Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of Employees in the organization. There is a positive relationship between training practice and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Sri divya & Gomathi, 2015).

2.1.4 The contribution of training for employee's performance

Noe, (2001) says that organizations that embrace training practices are able to retain their customers, suppliers, employees, shareholders and other stakeholders in the long run as they are deemed more trustworthy and better custodians of the interests of the various stakeholders. This translates into better financial performance for the business. Myles (2002), states that a company that seeks to train its employees well and reward them for their performance has its employees in

turn are motivated and thus are more likely to engage in their work hence improving their performance and loyalty to their company. These same employees being the point of contact with customers will provide better service, leading to more repeat business and more referrals from the satisfied customers. The increase in sales through repeat business and referrals will translate into an increase in business profits thus improving shareholders' investment. The shareholders are therefore benefiting from the increased return on their investment and may choose to increase their investment into the business. This example illustrates the virtuous circle 'as described by Lisk (1996) where there is a reciprocal relationship between training and development and performance. Learner (1986), conducted an eleven-year study and found that organizations with cultures that emphasized training and development and ethical values in every area with regards to employees; customers and stakeholders, as well as leadership from managers, outperformed companies that did not have this cultural characteristic by a huge margin. Seligman (1978) stated that where values are clarified and shared, productivity and job satisfaction increase.

2.1.5 The relationship between training and employee performance

Training has traditionally been defined as the process by which individuals change their skills, knowledge, attitudes, and/or behavior (Robbins & DeCenzo 1998 as cited in Kennedy, 2009). In this context, training involves designing and supporting learning activities that result in a desired level of performance (Kennedy, 2009). Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. Effective trainings convey relevant and useful information that inform employees and develop skills and behaviors that can be transferred back to the workplace (Charnov, 2000). Training has been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is, the workforce capability enhancement (Imran & Tanveer. 2015). 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. It has been known by several names, including employee development, human resource development, and learning and development (Kennedy, 2009). In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives.

The performance of the workforce is the driving force behind the survival of any business firms. Further, they are of the view that well performing employees contribute to the efficiency and success of the organization. So, performance is crucial for organizations and making strategies to improve performance and measuring it time to time a basic step that is to be taken. Without desired performance results, it is of no use continuing to invest in processes and projects (Imran & Tanveer, 2015).

Training is one element of many corporations which is considered when looking to advance of people and to offer promotions. Although, many employees recognize the high value those in management place on training and development, some employees are still reluctant to be trained. Training and development offers more than just increased knowledge. It offers the adequate advantage of networking and drawing from others' experiences; therefore, it is not uncommon to hear excuses regarding why someone has not received training (Tanveer, 2015).

Myles (2000), states that a company that seeks to train and develop its employees well and rewarded them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders' investment. The shareholders are therefore benefiting from increased returns on their investment in the business. In addition, good financial performance also attracts new shareholders to the business. Suppliers will be eager to do business with the company due to its financial strength and its positive reputation. The company is therefore able to negotiate friendly purchase terms with suppliers.

2.1.6 Benefits of Training

According to Mahapatro (2010), as cited in Mitiku Emiru (2017) employee training initiatives can transform organizations by providing extra skills to employees not only increase safety and productivity but also training leads to higher job satisfaction, which shows up in better organizational performance. Valuable training also includes situational training that provides personnel the skill sets that allow them to make timely, knowledgeable decisions that benefit both the customer and the organization. Some of the benefits from employees training are:

- Enhances and increases the quality and ability of employees toward work related tasks, and eventually achieve change management - for instance, increasing new skills and information which lead to better understanding among employees.
- Provides the possibility for employees to upgrade their career, including enhanced safety and security at the workplace which could lead to reduced employee turnover.
- Reduced cost and time because a well-trained employee will be able to achieve tasks within a shorter period of time and with minimum cost.
- Helps employees to enhance their morale and motivate them to perform their tasks easily.

According to Amir and Amen, (2013), the general benefits received from employee training are: Increased innovation in strategies and products and reduced employee turnover, Increased capacity to adopt new technologies and methods, Resulting in financial gain, Increased efficiencies in processes, Increased motivation and Increased job satisfaction and morale.

Linkage of Strategic Objective and Training Strategic Objectives

Training Strategic Objective are broad and clearly defined statements of ‘end goals’ that an organization aspires to achieve within a defined long-term time frame. A strategic objective also describes what the organization will do to try to fulfill its mission (Uraidi & Kumar, 2016). It is important to align training programs and strategic objectives of the organization. By cascading the strategic vision and mission down to training goals employees are able to become real, tangible, and meaningful in relation to their own jobs and tasks. When training programs are designed and developed based on the strategic objective employees are able to better understand how they personally contribute to the achievement of strategic objectives. This is why every training program should be practical and relevant to the roles and responsibilities of employees, and directly assist them in achieving their performance goals.

2.1.7 Employee performance

Employees Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness, (Hameed & Waheed, 2011). Employee training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner. Employees’ performance depends on many factors like job satisfaction, knowledge, commitment and the management view but the most important factor of employee performance is training and

development. As Kenney et al (1992) cited in Mekdes, (2015) stated that employees' performance is measured against the performance standards set by the organization. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior. Employee performance is important for the company to make every effort to help low performers. Performance is classified into five elements: Planning, monitoring, developing, rating and rewarding. In the planning stage, Planning means setting goals, developing strategies, and outlining tasks and schedules to accomplish the goals. Monitoring is the phase in which the goals are looked at to see how well one is doing to meet them. Monitoring means, it is continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals.

Employee perception

Ole Kinisa & Gipson (2019) defined training as an indicator of better skills, knowledge, capacities, and viewpoints among employees, which results in effective worker performance. Nenty et al. (2015) discovered that the greater their view of teaching as a vocation, the higher their attitude toward their training perception and teaching in general. Ngwenya et al. (2007) stated that skilled personnel are an advantage to the company. The researcher also suggested that organizational efficiency would be boosted through training and development, as well as the advancement of employee careers and possibilities to advance within the organization. Liang et al. (2014) discovered that supervisor' attitudes toward employees getting managerial ability training, both during and after the training, clearly indicate employees' general work attitudes.

2.2 Empirical Review

Most of the time organizational success relied on the skills and abilities of its employees, and this means that organizational success depends to an extent on considerable and continuous investment in training and development. This would ensure an adequate supply of staff that is technically and socially competent. According to Tahir et al. (2014), it is important for organization to get skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task so that training and development would provide opportunities to the employees to make a better career life and get better position in organization. In doing so, organizations efficiency would be increased. The researchers also tried to give emphasis on training since employees are the resources and assets

of an organization if they are skilled and trained, they would perform better than those who are unskilled and untrained.

(Bhattarai, 2019) ‘Training and Development and Its Effect on Employee Performance in Nepal Rastra Bank’ the study aimed to investigate the effect of training and development on employee performance. The questionnaire was formed based on empirical literature. The research engaged convenience sampling technique for selecting the respondents. The independent variable that has been used in this research is training plan, training design, training method and training evaluation. The dependent variable has been used in this research is employee performance which includes communication, employee commitment and time management. A quantitative research approach of the data collection was adopted using a Likert-Scale questionnaire and the number of respondents is 100 employees at Nepal Rastra Bank. The result shows that all independent variables have significant relationship on employee performance except training design with communication and time management.

Rafikul (2005) in his study of staff training he noted that in order to meet the organization’s goals. It is important to evaluate the performance of employees and for this evaluation of effective staff training system should be maintained. Some use rating systems, others check boxes next to questions that apply to the employee. These systems allow you to easily monitor real-time employee productivity and generate an in-depth evaluation. To be clear, there are many different methods available. However, no matter what method a business uses, there are some universal topics to consider (Redshaw, 2008).

A study conducted by Kasau (2014) to assess the relationship between training and performance showed that employees should be trained to equip with positive attitudes towards work and training should also be done with an objective of building the “how” to deliver quality services to the customers. For the employees to perform well, they should be trained and then positioned for any personal growth opportunities available in the company. Falola et al., (2014) also argued as training is important for the survival of any organization. It is also imperative for effective performance of employees, enhancement of employees’ ability to adapt to the changing and challenging business environment and technology for better performance, increase employee’s knowledge to develop creative and problem-solving skills.

Mesfin Sileshi (2015), the effect of training on employees' performance. The objective of this study is to examine the effect of training on employee's performance. Moreover, sub goals are developed to facilitate a clear achievement of the purpose of the study. In addition, the findings reported in this study suggest that training have an impact on the performance of employees with regard to their jobs. This result is broadly consistent with prior management literature on training and the other previous research Francklin dong kum (2014) the impact of training and development on employees' performance. Tazebachew (2011) also 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 by collecting data through interview and questionnaire augmented by different literatures found in the organization. The researcher key findings indicated that employees training positively and significantly correlate and influence employees work effectiveness, efficiency and commitment collectively employee performance.

According to Alemayehu Mulugeta (2017), study finding indicates that there was a highly significant linear correlation between the training and employee performance. This implies that the two pairs of variables are very closely related. This supports the argument by Miller et.al. (2002) indicated that there is a strong relationship between training and performance. They argue that employees who are skilled tend to be more productive than those who are not. Becker (2001) indicates that organizations should invest in their employees through training in order to boost their performance since this is the only way for organizations to improve on their portfolio. This indicates that the trainees will reach at the desired level of performance if the training is well designed and delivered. Additionally, the other finding of this study shows that delivery style also has a positive and significant relationship with employee performance. This study also confirmed by the study of (Naveed et al., 2014). This indicates that if employees are satisfied with the delivery style of the training program their performance will enhance. To deliver training in effective manner organization should understand adult learning principle, follow different and interesting learning style, and fulfill the needed material adequately. The objective of this study to examine the effect of training on employee production & through which the company maintain production efficiency.

2.3 Conceptual Framework

Luo (2000) stated that organizations face challenges with trainings as a result of four different factors. First, trainings that are conducted are not essentially tied to the technicality of the role. Second, prior needs assessments are rarely performed, despite suggestions to do so in most training guides. Third, training instructors and organizations rarely evaluate outcome(s) resulting from trainings. Evaluation, when one is done, is often focused on how trainees feel about the training and not what was learnt. In this study, a conceptual framework has been explained the relationship between training process and employees' performance. Employees' performance is a dependent variable and training strategy is independent variable. To this end, this study was guide by the following conceptual framework, which used to explain the interrelationship between the variables.

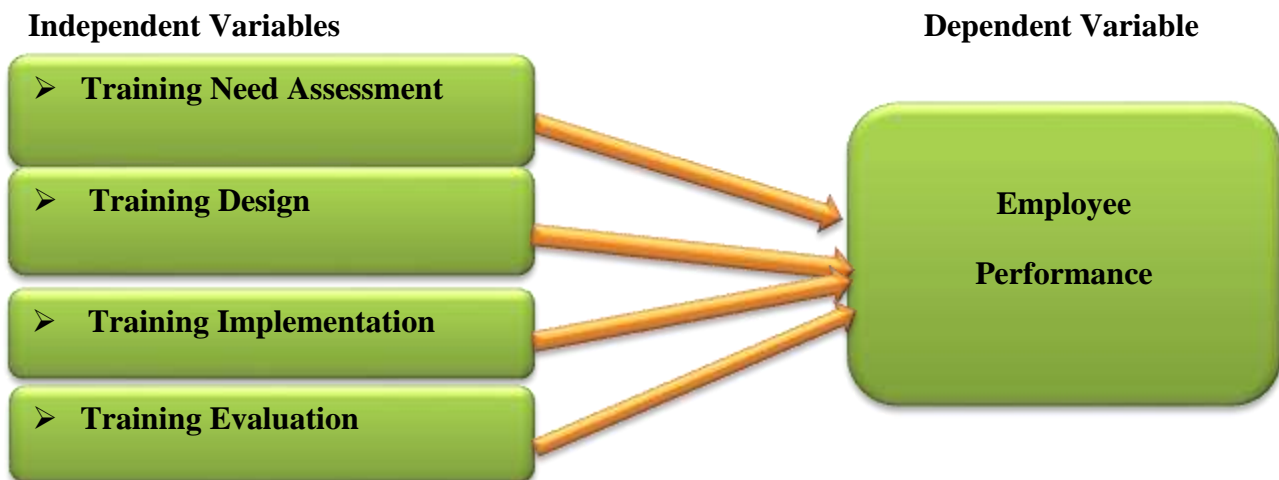


Figure 2.2: Conceptual framework of the study

2.4 Research Hypothesis

In order to meet the objectives of the study, the following research hypothesis has been tested.

Hypothesis 1 (H₁): There is significant relationship between training need assessment and employee performance

According to (Wagonhurst, 2002) concluded that conducting a systematic training need assessment is a crucial initial step to design a training program and can substantially influence the overall effectiveness of training programmers which also affected the performance of employees.

Hypothesis 2 (H₂): There is significant relationship between training design and employee performance

Once training objectives have been identified, the next stage is to develop the training design. Training must be designed to address the assessed needs. Effective training design considers learning concepts, legal issues, and different approaches to training (Dahiya&Jha, 2011).

Hypothesis 3 (H₃): There is significant relationship between training Implementation and employee performance

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

Hypothesis 4 (H₄): There is a significant relationship between evaluation of training and employee job performance.

Often times, training is conducted with little thought of measuring and evaluating it later to see how well it worked. Mathis and Jackson (2004) suggest that because training is both time-consuming and costly, it is imperative that there is evaluation after training. Timely training evaluation has a positive impact on job performances.

CHAPTER-THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

Research design deals with planning the strategy or overall design of the study. The research design enables the researcher to answer the basic research question. According to Saunders, Lewis and Thorn hill (2009) showed that the choice of research design depends on the objective of the study, the availability data source, the cost of obtaining the data and the availability of time. The purpose of this research is to examine the impact of training on employee's performance. Therefore, explanatory types and descriptive research design will be employed to describe about the training practice and use correlation research design to show relationship of independent variable training and dependent variable employee's performance

3.2 Research Approach

The research will employ mixed approach. The researcher will use a quantitative & qualitative approach in-order to obtain sufficient data. This study will utilize cross-sectional survey in which all relevant data will be collected at a single in time. The researcher will be used a Likert scale to measure the respondents' perception.

3.3 Data types and sources

3.3.1 Primary Data Source: The study will be conducted based on the collection of both primary and secondary data. Primary data will be collected through the use of well-structured questionnaire that contain relevant questions regarding training and development, and employees' performance at the organization. The questionnaire was used to allow the response of the respondents in a standard and direct way,

3.3.2 Secondary Data Source: On the other hand, data which will not be originally collected but obtained from published or unpublished sources are known as secondary data, this data gathered from journals, articles, company manuals and different kinds of books.

3.4 Target population

Population is defined as the entire group a researcher is interested in. Leedy (1997) defined that the population can be viewed as a group or individual or object that would illustrate common features that would be advantageous to the researcher's interest. The target population for the

study was Top level managers, Department managers, Branch managers, Bankers and training staffs in the human resource management department working in Addis International Bank which are 635 employees.

3.5 Sample size & Sampling

Sample size determination is an important element in any research. Exact test to check whether sample size is adequate for the analysis can be carried out by using statistical methods such as significance tests. In order to reach at statistically valid conclusion, the researcher selected 150 sample of employee based on the following formula (Israel, 2013): the research sample size will be determined using Yamane Taro's, 1967: 886 sampling formula.

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

$$n = \frac{635}{1+635(0.07^2)}$$

$$n = 154 \approx 150$$

3.6 Data collection Tools/ Instrument

With regard to instrument for data collection, the researcher will employ questionnaires; the questionnaire will be preferred to other methods of data collection hoping that it may provide an opportunity for obtaining reliable and valid information from the respondents. According to (Sekaran, 2003), questionnaire is a popular method of collecting data because researchers can gather information fairly easily and questionnaire responses are easily coded. The items of the questionnaire will mainly be developed based on the research objectives and research questions, the questions rating will be done depending on the type of questions and choices given. Since the target respondent used English & Amharic language as a means of communication; the questionnaire will be constructed in English & Amharic language. The questionnaires for respondents were administered by direct contact.

3.7 Data Collection Procedure

For the primary data the researcher takes a responsibility to collect and obtain the relevant information at the target respondents. Secondary data sources will also carefully study and relevant information will be extracted. All selected sample population will be requested to participate in filling the questionnaire through email and telephone. The quantitative data procedure will be done through email and in person; it was collected back within fifteen days'

time. The researcher will try to clarify about the questionnaire to the participants by making calls. A day before the scheduled date for returning, the researcher will have sent a reminder to all participants for confirmation. Participants will be informed about the voluntary character of participation and the possibility to skip the question if they have no clear information about the issues to be raised by the researcher. The participants will be guaranteed anonymity. In addition to the oral briefing, participants will be obtained written information about the problem statement of the study.

3.8 Measurement Reliability

Validity & Reliability

The validity and reliability of the study will be considered. For the purpose of this research the researcher will be used different data collection techniques in order to ensure validity and reliability of data. The researcher personally conducts pilot test to evaluate the validity of data measuring instruments are accurate and the advisor will be involved in consulting and reviewing the validity of the questions used for questionnaire prepared. The literature review will also be used to ensure content validity. The respondents which will be selected for the questionnaire are also closely familiar with the areas to be studied. Also, triangulation method will be used in order to enhance the validity and reliability of data. Thus, data collection techniques such as questionnaire, observation will be used to fill the gaps of one technique with the others' strength.

Reliability estimates the consistency of the measurements or, more simply, the degree of uniformity of the results obtained from repeated measurements. For this purpose, the quality of data will be measured, evaluated, and guaranteed using appropriate techniques. According to Taber (2018), Reliability less than 0.6 is considered to be poor, those in the 0.7 range, acceptable, and those above 0.8 are good. Conduct Cronbach's Alpha using a statistical test which helps to examine the internal consistency of the attributes determined for each dimension.

No.	Variables	Cronbach's Alpha
1.	Training need assessment	0.86
2.	Training Design	0.83
3.	Training Delivery	0.785
4.	Training Evaluation	0.92
5.	Training Performance	0.901

3.9 Method of Data Analysis

The data will be analyzed using descriptive statistics. After gathering all the data from the instrument, the researcher will study the collected data and edit so that only the data relevant to the research questions and objectives will be retained. Data will be analyzed using descriptive statistics like mean and standard deviation, simple linear regression analysis will be used to link training to performance. The result was presented by use of tables and charts. Statistical Package for the Social Sciences (SPSS), Excel etc. tools are used for assessing the data. Whenever the function of data collection is completed the function of sorting, managing, arranging, ordering, analysis and interpretation of those data are done. Regression analysis helps to measure the cause-and-effect relationship between independent variable and dependent variables can be considered as useful statistical measure for prediction purpose.

3.10 Ethical Considerations:

In this study all participants and data collected remain anonymous. Moreover, the privacy of all respondents will be respected in the reporting of this research. The respondents are assured that their response will remain confidential and will not be exposed to other party. These responses are used for this research purpose only. To receive participants' informed consent a cover letter is attached to the questionnaire to explain the purpose of the study and the right to accept or refuse.

CHAPTER-FOUR

RESULT AND DISCUSSION

This chapter deals with presentations, discussions and interpretations of the data collected through questionnaire analysis and findings of the study as set out in the research methodology. Data will be collected from the professionals working as banker & manager who have a better understanding & experiences which including managers, department managers, senior & junior bankers working in Addis Ababa International Bank. The resulting data in the practice side were analyzed using descriptive statistics of percentage, frequency, mean and standard division and the challenge side of the data were analyzed using the Statistical Package for Social Sciences (SPSS) and the analysis is given below.

3.1 Response rate

Out of the 150 questionnaires distributed, only 80 were completed and retrieved successfully and from the collected questionnaires 70 were rejected as not completed and unreturned, or were not suitable for use in this study. Based on usable responses only, the response rate was 54%. This response rate was accepted, according to Kothari (2004) and Mugenda, (2003) argument that for generalization of findings to the whole population the least acceptable response rate should be 50% response rate is adequate.

3.2 Demographic Characteristics of Respondents

Table below presents the summary statistics for the socioeconomic characteristics of the respondents. With respect to research questions, it was found that the following figures depicted the personal profile of the respondents.

Table 4.1: Demographic characteristics of the sampled respondents

Description			Frequency	Percentage
1.	Gender	Male	44	55
		Female	36	45
2.	Age	Less than 25	10	12.5
		26 up to 35	63	78.75
		36 up to 45	7	8.75
		46 up to 55	0	0
		Above 56	0	0
3.	Job Position	Senior Manager	12	15

		Manager	4	5
		Officer	63	78.75
		Assistance	1	1.25
		Any other Specify	0	0
4.	Education Level	Post Graduate (Masters)	66	82.5
		Undergraduate (Degree)	3	3.75
		Diploma	7	8.75
		Certificate	4	5
		Any other.... Specify	0	0
5.	Total Service year in bank sectors?	2 Year & below	14	17.5
		3 up to 6 Years	56	70
		7 up to 10 Years	6	7.5
		11 up to 15 Years	1	1.25
		16 year & above	3	3.75
6.	Total experience in Addis Inter. bank?	2 Year & below	12	15
		3 up to 6 Years	59	73.75
		7 up to 10 Years	8	10
		11 up to 15 Years	0	0
		16 year & above	1	1.25

Source: Own survey, 2024

Based on the demographics of the participants, it appears that there is a significant gender disparity among respondents, with 44 (55%) identifying as male and only 36 (45%) as female. It is important to note that gender imbalances can greatly impact research findings, as both men and women have distinct perspectives and experiences. On the other hand, the result indicates females have a great role as professional's expert & decision makers in the financial sector responsibilities.

Additionally, the study took into account factors such as age, job position, education, & work experience, which could contribute to a more nuanced analysis of the data. In terms of age, the study reveals that all 63 (79%) of the sampled professionals have between 26–35 years age group and they are actively participated on the filling of questionnaire were categorized under this age groups. The respondents can be grouped into two major groups constituting 80% of them were the young experienced professionals in the age bracket of between 26-35; and a few of them

below 25 and above 45 (20%) young and adult professionals. This suggests that the age composition of the area plays a significant role in which young age groups who have better experience on the field & those who are recently graduated from universities in which fully equipped with the theoretical aspect of the profession.

When it comes to job position, the study planned to participate all level professionals from upper senior manager up to the lower-level assistance finance professionals. According to the result majority of the respondents belong to the officer level, which includes senior & junior level finance officers, 63 (79%), the rest 12 (15%), 4 (5%), 1 (1.3%), are senior managers, managers, and assistances, respectively. The result indicates that officers take most of the respondents sampled, which includes senior & junior officers and they have enough contact with the profession of all kind of banking practices.

In terms of education, the majority of the respondents held a Bachelor degree in different types of finance fields 38 (47.5%), followed by respondents having Master's Degree 31 (38.75%). Accounting, management, and business management are some of the disciplines that has been identified as crucial in delivering effective banking services, and a key component of this is having finance managers with the necessary knowledge and skills. The extensive education of higher and medium level education of the respondents is encouraging, as it increases the reliability of the information provided. And finally, most of the respondents have better understanding on the sectors for investigation.

In terms of experience, we have categorized the work experience in to total work experience in the banking sector and work experience in the specific bank of Addis International. Regarding to the total work experience majority 56 (70%) had worked between 3-6 years either as junior banker, senior banker, or managers, followed by 14 (17.5%) of the respondents worked below 2 years as a banker in banking sector. The remaining about 6 (7.5%), 3 (3.75%), and 1 (1.25%) of them have an experience of between 7-10, above 16, and 11-15 years either as senior banker, junior bankers, or managers respectively. Most of the sampled respondents have well theoretical as well as practical experience since they are fresh graduates from the universities in about the practice of finance as well as on the banking sector from different perspectives. These experiences of the respondents have a positive impact on both to filling realistic responses to share the real situation of the study area.

Beside these professional experiences working at Addis International Bank was the other parameters respondents tested to provide relevant information on the subject for the study. Accordingly, majority of the respondents have an experience lying between 3-6 years, 35 (43.75%), followed by 7-10 years, 32 (40%), and the rest are below 2 year, 12 (15%), above 16 year, 1 (1.25%) respectively. These level experiences indicate that most of the respondents have better experience at Addis International bank and have a positive impact on both to filling realistic responses to share the real situation of the study area.

3.3 Descriptive Data Analysis

Adopting the Scott criterion, the data represented by the Likert scale with values 1 (Strongly Disagree), 2 (Disagree), 3 (Neutral), 4 (Agree), and 5 (Strongly Agree) is analyzed using the mean value. As per the Scott criteria, mean values up to 2.8 are classified as disagree, mean values between 2.9 to 3.2 are categorized as neutral, and mean values above 3.2 are considered as agree (Scott, 1999).

No.	Mean value	Description
1.	1.00 – 1.80	Very low
2.	1.81 – 2.60	Low
3.	2.61 – 3.20	Medium
4.	3.21 – 4.20	High
5.	4.21 – 5.00	Very high

Source: Moidunny 2014

3.3.1 Linkage of Training Need Assessment with Employee performance in the Organization

According to Ellis (2005), cited by Fayeze (2012), researchers have identified five categories of task-and team-generic competencies, three of which are considered important: planning and task coordination, collaborative problem solving, and communication. The success of any training program depends on the training need assessment and how it was designed (Fayeze, 2012). The first step in developing a training program is to identify and assess needs. Training need assessments (TNAs) are a popular and valuable tool for the human resource development professional in determining an organization's employee's skill, knowledge and talent base. At the same time, it provides information on areas where training programs can be effectively implemented with greatest impact (Dahiya & Jha, 2011).

From the table no. 1 below, the 1st subject with the statement of ‘My organization analyzes the competencies and skills that are needed to be perform’ the respondents reacted differently 50 (62.5%) of the respondents selected agree and 8 (10%) of the respondents selected strongly agree. While 7 (8.75%) of the respondents remained neutral. The other 13 (16.25%) of the respondents answered disagree and 2 (2.5%) answered strongly disagree. Majority of the respondents agree & believe the organization analyzes the competencies and skills that are needed to be perform.

On the same table subject no.2, for the statement ‘My organization conducts a task analysis to identify the best way to perform’, 47 (58.75%) of the respondents selected agree and 8 (10%) of the respondents selected strongly agree. While 10 (12.5%) of the respondents remained neutral. The other 13 (16.25%) of the respondents answered disagree and 2 (2.5%) answered strongly disagree. Majority of the respondents agree & believe the organization conducts a task analysis to identify the best way to perform.

Subject no.3 of table-1, for the statement ‘My organization conducts the performance analysis to identify what skill deficiency is to be fixed by training’, 43 (53.75%) of the respondents selected agree and 2 (2.5%) of the respondents selected strongly agree. While 24 (30%) of the respondents remained neutral. No respondents answered disagree and 10 (12.5%) answered disagree and 1 (1.25%) answered strongly disagree. Majority of the respondents agree & believe the organization conducts the performance analysis to identify what skill deficiency is to be fixed by training.

Subject no.4 of table-1, for the statement ‘My organization provides the training program as the interest and need of me as an employee’, 42 (52.5%) of the respondents selected agree and 5 (6.25%) of the respondents selected strongly agree. While 17 (22.5%) of the respondents remained neutral. 13 (16.25%) answered disagree and 2 (2.5%) respondents answered strongly disagree. Majority of the respondents agree & believe the organization provides the training program as the interest and need of me as an employee.

The last and subject no.5 of table-1, for the statement ‘My organization designs training program based on the requirement of the job’, 41 (51.25%) of the respondents selected agree and 3 (3.75%) of the respondents selected strongly agree. While 20 (25%) of the respondents remained neutral. 14 (17.5%) answered disagree and 2 (2.5%) answered strongly disagree. Majority of the

respondents agree & believe the organization designs training program based on the requirement of the job.

As stated on table 1 the overall mean score of training need assessment was 3.48. This indicates the respondents' agreement on the stated items and this shows that training need assessment process in the organization is effective. Moreover, this result is inconsistency with the study conducted by Blen Alemayehu, (2021); Amsalu Tegegne, (2017).

Table 4.2: Effect of Training Need Assessment on Employee performance

No	Statements	Resp. opinion	Frequency	Percentage	Mean	SD
1.	My organization analyses the competencies and skills that are needed to be perform	SA	8	10	3.61	0.961
		A	50	62.5		
		N	7	8.75		
		D	13	16.25		
		SD	2	2.5		
2.	My organization conducts a task analysis to identify the best way to perform	SA	8	10	3.43	1.040
		A	47	58.75		
		N	10	12.5		
		D	13	16.25		
		SD	2	2.5		
3.	My organization conducts the performance analysis to identify what skill deficiency is to be fixed by training	SA	2	2.5	3.44	0.793
		A	43	53.75		
		N	24	30		
		D	10	12.5		
		SD	1	1.25		
4.	My organization provides the training program as the interest and need of me as an employee	SA	5	6.25	3.44	0.925
		A	42	52.5		
		N	18	22.5		
		D	13	16.25		
		SD	2	2.5		
5.	My organization designs training program based on the	SA	3	3.75		
		A	41	51.25		

	requirement of the job	N	20	25	3.36	0.903
		D	14	17.5		
		SD	2	2.5		
	Overall Effect of Training Need Assessment on Employee Performance				3.46	0.644

Source: Own survey, 2024

3.3.2 Linkage Training Program Design with Employee performance

From the table no. 2 below, the 1st subject with the statement of ‘Training programs are designed based on need assessments’ the respondents reacted differently 19 (23.75%) of the respondents selected agree and 2 (2.5%) of the respondents selected strongly agree. While 14 (17.5%) of the respondents remained neutral. The other 40 (50%) of the respondents answered disagree and 5 (6.25%) answered strongly disagree. Majority of the respondents disagree & believe that the organization analyzes the training programs are not designed based on need assessments.

On the same table subject no.2, for the statement ‘The objectives of trainings were coherent with the employees’ trainings need’, 24 (30%) of the respondents selected agree and 2 (2.5%) of the respondents selected strongly agree. While 9 (11.25%) of the respondents remained neutral. The other 40 (50%) of the respondents answered disagree and 5 (6.25%) answered strongly disagree. Majority of the respondents disagree & believe the organization did not conduct a task analysis to identify the best way to perform.

Subject no.3 of table-2, for the statement ‘Training programs are designed at the level of abilities and educational back ground of employees’, 28 (35%) of the respondents selected agree and 2 (2.5%) of the respondents selected strongly agree. While 12 (15%) of the respondents remained neutral. The other 33 (41.25%) of the respondents answered disagree and 5 (6.25%) answered strongly disagree. Majority of the respondents disagree & believe that the organization did not design training program based on the abilities & educational background of employee.

Subject no.4 of table-2, for the statement ‘There is an opportunity for training and development’, 34 (42.5%) of the respondents selected agree and 1 (1.25%) of the respondents selected strongly agree. While 19 (23.75%) of the respondents remained neutral. 21 (26.25%) answered disagree and 5 (6.25%) answered strongly disagree. Majority of the respondents agree & believe the organization provided an opportunity for training and development for employees.

The last question on table-2 has a statement of ‘The objectives of the training course were achieved’. 37 (46.25%) and 1 (1.25%) of the respondents selected agree and strongly agree respectively. While 16 (20%) of the respondents remained neutral. 24 (30%) answered disagree and 2 (2.5%) answered strongly disagree. Majority of the respondents agree & believe the organization achieved the objective of training courses.

As the respondents result from the organization professionals, they confirmed that there was limitation on effective training design program, the overall mean score of training need assessment was also become 2.75. This indicates the respondents’ not agreed on the stated items and this shows that training design program was not effectively undertaken.

Table 4.3: Effect of Training Program Design on Employee performance

No	Statements	Resp. opinion	Frequency	Percentage	Mean	SD
1.	Training programs are designed based on need assessments	SA	2	2.5	2.66	0.992
		A	19	23.75		
		N	14	17.5		
		D	40	50		
		SD	5	6.25		
2.	The objectives of trainings were coherent with the employees’ trainings need	SA	2	2.5	2.73	1.043
		A	24	30		
		N	9	11.25		
		D	40	50		
		SD	5	6.25		
3.	Training programs are designed at the level of abilities and educational back ground of employees	SA	2	2.5	2.86	1.052
		A	28	35		
		N	12	15		
		D	33	41.25		
		SD	5	6.25		
4.	There is an opportunity for training and development	SA	1	1.25	3.06	0.998
		A	34	42.25		
		N	19	23.75		
		D	21	26.25		

		SD	5	6.25		
4.	The objectives of the training course were achieved	SA	1	1.25	3.14	0.951
		A	37	46.25		
		N	16	20		
		D	24	30		
		SD	2	2.5		
	Overall Effect of Training Design on Employee Performance				2.89	0.586

Source: Own survey, 2024

4.3.3 Linkage of Training Program Delivery/ Implementation with Employee performance

The training techniques used should be appropriate to the purpose of the course and to the characteristics of participants; their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught or motivated to learn, Armstrong (2006).

Accordingly, four subjects provided under table no.3 to evaluate the effect of training implementation program on employee performance. On the 1st statement ‘The training I have taken is relevant to my job’, 54 (67.5%) of the respondents selected agree and 2 (2.5%) of the respondents selected strongly agree. While 9 (11.25%) of the respondents remained neutral. 11 (13.75%) answered disagree and 4 (5%) answered strongly disagree. Majority of the respondents agree & believe that the organization implement training program which is relevant to their jobs.

The 2nd subject on the same table with a statement of ‘The method of training used by the organization is relevant to the training objectives’, accordingly 66 (82.5%) of the respondents selected agree and 2 (2.5%) of the respondents selected strongly agree. While 4 (5%) of the respondents remained neutral. 6 (7.5%) answered disagree and 2 (2.5%) answered strongly disagree. Majority of the respondents agree & confirmed that the training methods used by the organization is relevant to the training objectives.

The 3rd subject under table no. 3, with a statement of ‘There are defined criteria for training and development at the organization’, 30 (37.5%) of the respondents selected agree and 2 (2.5%) of the respondents selected strongly agree. While 12 (15%) of the respondents remained neutral. 34 (42.5%) respondents disagreed with subject and 2 (2.5%) answered strongly disagree. Majority

of the respondents disagree & confirmed that the organization did not have define criteria for training to implement training programs.

The 4th subject under table no. 3, with a statement of ‘Trainings organized by the company are improving employees' performance’, 51 (63.5%) of the respondents selected agree and none of the respondents selected strongly agree. While 21 (26.25%) of the respondents remained neutral. 6 (7.5%) answered disagree and 2 (2.5%) answered strongly disagree. 51 (63.5%) which is the majority of the respondents agreed that training programs organized by organization improving employee performance.

The last subject under the same table, with a statement of ‘The training techniques that the organization used helped me to enhance my job performance’, 50 (62.5%) of the respondents selected agree and none of the respondents selected strongly agree. While 11 (13.75%) of the respondents remained neutral. 16 (20%) answered disagree and 3 (3.75%) answered strongly disagree. 50 (62.5%) which is the majority of the respondents agreed that training technique used by the organization enhance employee job performance.

Most of the sampled respondents (mean of 3.31) at Addis International bank confirmed that training program implanted by the organization has an effect on employee performance. This result was also supported by other researchers conduct their research on the same topic; Kasau, (2014), Falola, (2014), Mesfin Silieshi, (2015).

Table 4.4: Effect of Training Program Delivery/ Implementation on employee performance

No	Statements	Resp. opinion	Frequency	Percentage	Mean	SD
1.	The training I have taken is relevant to my job	SA	2	2.5	3.49	0.941
		A	54	67.5		
		N	9	11.25		
		D	11	13.75		
		SD	4	5		
2.	The method of training used by the organization is relevant to the training objectives	SA	2	2.5	3.75	0.737
		A	66	82.5		
		N	4	5		
		D	6	7.5		

		SD	2	2.5		
3.	There are defined criteria for training and development at the organization	SA	2	2.5	2.69	1.042
		A	30	37.5		
		N	12	15		
		D	34	42.5		
		SD	2	2.5		
4.	Trainings organized by the company are improving employees' performance	SA	0	0	3.51	0.746
		A	51	63.5		
		N	21	26.25		
		D	6	7.5		
		SD	2	2.5		
5.	The training techniques that the organization used helped me to enhance my job performance.	SA	0	0	3.35	0.929
		A	50	62.5		
		N	11	13.75		
		D	16	20		
		SD	3	3.75		
	Overall Effect of Training Implementation on Employee Performance				3.36	0.675

Source: Own survey, 2024

4.3.4 Linkage of Training Program Evaluation with Employee performance

According to Mahapatro (2010) the evaluation and validation of any training process is very important key element not to be overlooked or treated lightly in the development of any training and development process.

In table 4.4 below for the subject 'Trainings offered to improve employees Skill, knowledge, attitude & creativity', accordingly 19 (23.75%) respondents chose agree, 2 (2.5%) of the respondents confirmed strongly agree, 14 (17.5%) of the respondents chose neutral, 40 (50%) of the respondents chose disagree and the rest 5 (6.25%) of the respondents chose strongly disagree. According to the response rate most of the respondents or 40 (50%) of them disagreed on the subject that training offered in the organization improve employee skill, knowledge, attitude.

The second subject in table 4.4 with the statement 'Training programs are evaluated during or at the end of the program', 24 (30%) respondents chose agree, 2 (2.5%) of the respondents chose strongly agree. The rest 9 (11.25%), 40 (50%), and 5 (6.25%) of the respondents choose neutral,

disagree and strongly disagree respectively. Based on the result, most of them 40 (50%) choose disagreement on the subject that the organization evaluated training program at the end of the program.

Respondent reaction for the 3rd subject under the same table 'I am satisfied with the overall aspect the training programs at organization', 28 (35%) respondents chose agree, 2 (2.5%) of the respondents chose strongly agree. The rest 12 (15%), 33 (41.25%), and 5 (6.25%) of the respondents choose neutral, disagree and strongly disagree respectively. According to the result obtain, majority 33 (41.25%) of them confirmed that they are not satisfied with the overall aspect of training program organized by the organization.

Under table 4.4, the reaction by the respondents for the 4th subject with the statement of 'Employee training is considered as a crucial factor for improving individuals and organizational performance', 34 (42.5%) respondents chose agree, 1 (1.25%) of the respondents chose strongly agree. The rest 19 (23.75%), 21 (26.25%), and 5 (6.25%) of the respondents choose neutral, disagree and strongly disagree respectively. Based on the result, most of them 34 (42.5%) agree for the subject that the organization considered training as a crucial factor for improving individuals and organizational performance.

The last subject in table 4.4 with the statement 'The management request feedback before & after training about the training program & the value added to my behavior, career, experience & performance', accordingly 37 (46.25%) respondents chose agree, 1 (1.25%) of the respondents chose strongly agree. The rest 16 (20%), 24 (30%), and 2 (2.5%) of the respondents choose neutral, disagree and strongly disagree respectively. Based on the result, most of them 37 (46.25%) agree for the subject that the management in the organization requests feedback before & after training about the training program, and the value add to employee behavior, career, experience, and performance.

Table 4.5: Effect of Training Program Evaluation on Employee performance

No	Statements	Resp. opinion	Frequency	Percentage	Mean	SD
1.	Trainings offered employees Skill, knowledge, attitude & creativity	SA	2	2.5	2.66	0.992
		A	19	23.75		
		N	14	17.5		

		D	40	50		
		SD	5	6.25		
2.	Training programs are evaluated during or at the end of the program	SA	2	2.5	2.73	1.043
		A	24	30		
		N	9	11.25		
		D	40	50		
		SD	5	6.25		
3.	I am satisfied with the overall aspect the training programs at organization	SA	2	2.5	2.86	1.052
		A	28	35		
		N	12	15		
		D	33	41.25		
		SD	5	6.25		
4.	Employee training is considered as a crucial factor for improving individuals and organizational performance	SA	1	1.25	3.06	0.998
		A	34	42.25		
		N	19	23.75		
		D	21	26.25		
		SD	5	6.25		
5.	The management request feedback before & after training about the training program & the value added to my behavior, career, experience & performance	SA	1	1.25	3.14	0.951
		A	37	46.25		
		N	16	20		
		D	24	30		
		SD	2	2.5		
	Overall Effect of Training Evaluation on Employee Performance				2.89	0.530

Source: Own survey, 2024

4.3.5 Linkage of Training programs with the Employee Performance in the Organization

Employees Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness, (Hameed & Waheed, 2011). Employee training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner. Employees' performance depends on many factors like job satisfaction, knowledge, commitment and the management view but the most important factor of employee performance is training and

development. As Kenney et al (1992) cited in Mekdes, (2015) stated that employees' performance is measured against the performance standards set by the organization. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior.

Training is an educational process. People can learn new information, re-learn and reinforce existing knowledge and skills, and most importantly have time to think and consider what new options can help them improve their effectiveness and performance at work. The main idea that each one of them highlighted in their studies is, the workforce capability enhancement (Imran & Tanveer. 2015). 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. Employee performance will ultimately affect the organizational effectiveness, (Hameed & Waheed, 2011).

Thus, under table 4.5, subject 'Training environment in the bank helped me to increase job performance' the first question about the relationship between training program and employee performance. The response reveals that majority of the respondents representing 50 (62.5%) agreed on the statement referring to training environment in the bank helped staffs to increase job performance. None of the respondents choose strongly agree with the issue. While 11 (13.75%) of the respondents remained neutral. The remaining 16 (20%) and 3 (3.75%) respondents disagreed and strongly disagree with the statement respectively.

Under the same table the 2nd question provided with the statement of 'Training environment in the bank helped staffs to cooperate with other to increase job performance'. Of the respondents 38 (47.5%) responded agree and none of the respondents responded strongly agree on the issue. While 19 (23.75%) of the respondents remained neutral. The others 21 (26.25%) and 1 (1.25%) of the respondents disagreed and strongly disagree with the subject that provided in the questionnaire.

Respondents were asked to indicate training provided by the office helped staffs to change knowledge into skills which helps to improve performance, as indicated in table (4.5) subject No. 3 majority of the respondents 42 (52.5%) responded agree and 2 (2.5%) of the respondents responded strongly agree on the subject. While 7 (8.75%) of the respondents remained neutral. The rest 24 (30%) and 5 (6.25%) of the respondents disagreed and strongly disagree on the

statement referring that training provided by the organization helps staffs to change knowledge into skills help to improve performance.

Under the Table (9) below item No. 4 shows ‘Training provided by the office helped me increasing confidence level to improve performance’, 40 (50%) of the respondents agreed and 5 (6.25%) of the respondents strongly agreed that training help to increase confidence level; while 10 (12.5%) of the respondents remained neutral and the remaining 23 (28.75%) disagreed and 2 (2.5%) strongly disagreed with the issue. A person provided with training by the office helped staffs to increase confidence level on job and as the same time to improve performance’.

The last and the fifth subject under the table 4.5 below, respondents react their felling on the subject ‘Training programs help me to decrease wastage of time and other resources which increases the performance’. 41(51.25%) choose agreed and 3 (3.75%) of the respondents strongly agreed that training programs help employee to decrease wastage of time and other resources which increases the performance’. 10 (12.5%) of the respondents remained neutral and the remaining 19 (23.75%) and 7 (8.75%) choose disagreed and strongly disagree response for the questionnaire provided. Based on the result majority 41 (51.3%) of them confirmed that training programs help employee to decrease wastage of time and other resources which increases the performance’.

According to (Brumbrach 1988), Employees Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness, (Hameed & Waheed, 2011). The result obtains on the statement of linkage between training program provided by the organization and the employee performance indicated that most of the respondents agreed or conformed the idea that training program provided by the organization has an effect on the performance of employee. This result is inconsistence with other related researches, Mitiku Emiru Kassie (2017), Franklin Dang Kum (2014), Md. Mobarak Karim (2019), Amsalu Tegegne (2019), Blen Alemayehu Aklilu (2021).

Table 4.6: Linkage of Training programs with Employee performance of the Organization

No	Statements	Resp. opinion	Frequency	Percentage	Mean	SD
1.	Training environment in the bank helped me to increase	SA	1	1.25		
		A	50	6.5		

	job performance	N	11	13.75	3.52	0.929
		D	16	20		
		SD	3	3.75		
2.	Training environment in the bank helped me to cooperate with other to increase job performance	SA	1	1.25	3.59	0.895
		A	38	47.5		
		N	19	23.75		
		D	21	26.25		
		SD	1	1.25		
3.	Training provided by the office helped me to change knowledge into skills which helps to improve performance	SA	2	2.5	3.82	1.071
		A	42	52.5		
		N	7	8.75		
		D	24	30		
		SD	5	6.25		
4.	Training provided by the office helped me increasing confidence level to improve performance	SA	5	6.25	3.98	1.038
		A	40	50		
		N	10	12.5		
		D	23	28.75		
		SD	2	2.5		
5.	Training programs help me to decrease wastage of time and other resources which increases the performance	SA	3	3.75	3.92	1.111
		A	41	51.25		
		N	10	12.5		
		D	19	23.75		
		SD	7	8.75		
	Overall Effect of Training Program on Employee Performance				3.73	0.639

Source: Own Survey

4.4 Inferential Statistics

Inferential analysis test hypothesis to determine if observed differences between groups or variables are real or occur simply by chance. It produces new information by making predictions and generalization based on samples. Correlation is the relationship between two or more than two variables. Pearson's correlations analysis was carried out for variables having simple multi option answer. A positive correlation reveals that the direction of the relationship is positive with

one increasing in reaction to the other's increase. A negative correlation reveals an inverse of the above; an increase in one when the other decreases.

Correlations						
		NA	TD	TI	TE	TRP
NA	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	80				
TD	Pearson Correlation	.039	1			
	Sig. (2-tailed)	.731				
	N	80	80			
TI	Pearson Correlation	-.100	.040	1		
	Sig. (2-tailed)	.377	.726			
	N	80	80	80		
TE	Pearson Correlation	.039	1.000**	.040	1	
	Sig. (2-tailed)	.731	0.000	.726		
	N	80	80	80	80	
TRP	Pearson Correlation	.573**	.230*	.193	.230*	1
	Sig. (2-tailed)	.000	.040	.087	.040	
	N	80	80	80	80	80
**. Correlation is significant at the 0.01 level (2-tailed).						
*. Correlation is significant at the 0.05 level (2-tailed).						

Source: Own Computation

Hypothesis 1: The relationship between employee's performance and training needs assessment

The Pearson Correlation coefficient between employee's performance and training need assessment of Addis International bank is 0.573. This implies that the two variables are positively correlated. There is a positive coefficient of correlation of 0.573 at 5% significant level.

Hypothesis 2: The relationship between employee's performance and Training design

The Pearson Correlation coefficient between employee's performance and training design of Addis International bank is 0.230. This implies that the two variables are positively correlated. There is a positive coefficient of correlation of 0.230 at 5% significant level.

Hypothesis 3: The relationship between employee's performance and training implementation

The Pearson Correlation coefficient between employee's performance and training implementation of Addis International bank is 0.193. This implies that the two variables are positively correlated. There is a positive coefficient of correlation of 0.193 at 5% significant level.

Hypothesis 4: The relationship between employee's performance and training evaluation

The Pearson Correlation coefficient between employee's performance and training evaluation of Addis International bank is 0.230. This implies that the two variables are positively correlated. There is a positive coefficient of correlation of 0.230 at 5% significant level.

From the table above it is observed that aspect of training i.e. training need assessment, training design, training implementation and training evaluation is positively correlated with the aspect of employee performance. It means that employee's performance in Addis International bank is affected by training need assessment, training design, training implementation and training evaluation. It can be concluded that the independent variables by training need assessment, training design, training implementation and training evaluation have significant positive relationship with dependent variable employee performance. Training need assessment has highest correlation coefficient i.e. 0.573 with employee performances'.

4.5 Regression Analyses

4.5.1 Multiple Regression

Regression is a measure of association between two quantitative variables. Regression analysis is a statistical process for estimating the relationship among variables. It includes many techniques for modeling and analyzing several variables, when the focus is on the relationship between a dependent variable and independent variables. The general purpose of multiple regressions is to learn more about the relationship between several independent or predictor variables and a dependent or criterion variable. Multiple linear regression analysis is a constructive statistical

technique that can be used to analyze the association between a single dependent and several independent variables. The regression line formula developed as follow:

Multiple regression models $\hat{Y}_1 = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e_i$

Where,

\hat{Y}_1 = Employee Performance (Dependent variable)

X_1 = Training Need Assessment

X_2 = Training Design linkage

X_3 = Training Delivery/ Implementation linkage

X_4 = Training Evaluation

α = Constant,

β_1 = Coefficient of slope of regression model

e_i = Error term

From the below model summary table (4.7) it can be seen that R is 0.749 and R square is 0.561. This indicates about 56.1% of the variance is employees performance (dependent variable) can be explained by the overall training programs (independent variable), the remaining 53.9 % of the variance is explained by other variables that are not included in the study.

The test statistics of the Durbin-Watson statistic ranges from 0 to 4. As a general rule, the residuals are independent (not correlated) if the Durbin-Watson statistic is approximately 2, and an acceptable range is 1.50 - 2.50. A value greater than 2 indicates a negative correlation and a value less than 2 explains a positive correlation (Field, 2006, Babatunde O.S, Oguntunde P.E, Ogunmola A. O and Balogun O.S, (2014). A value of 2.0 indicates there is no autocorrelation detected in the sample. For this particular study, the Durbin-Watson value is 1.536, and within the acceptable range and we assumed independence of residuals assumption exists.

Table 4.7: Analysis model summary of R and R²

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.749 ^a	.561	.538	.43467	1.536
a. Predictors: (Constant), TE, TI, NA, TD					
b. Dependent Variable: TRP					

Source: Own Computation

The F- test result and the P-value in the ANOVA table above, tests whether the overall regression model is good predictor and the probability of this result is occurred by chance or not. For this particular study the F- test result is 23.992 with a significance of less than 0.000, this means, the probability of those results occurs by chance is < 0.05. This shows that model is significant. Therefore, significant amount of employees' performance is influenced by the training program, statistically significant in predicting how training need assessment, training design, training implementation, and training evaluation affect employee performance.

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	18.132	4	4.533	23.992	.000 ^b
	Residual	14.170	75	.189		
	Total	32.302	79			
a. Dependent Variable: TRP						
b. Predictors: (Constant), TE, TI, NA, TD						

Source: Own Computation

Based on the above coefficient table the variable with the higher the Beta value indicated that it contributes more. Based on the relation observed on table above the contribution of training need assessment 39.6%, training designs -27.6%, training implementation 16.3%, and evaluation of training 63.8%). Evaluation of training has highest contribution for employee performance, training need assessment take the second score in the contribution for employee performance.

Multicollinearity exists when independent variables in the regression model are more highly correlated with each other than with the dependent variable. And when the independent variables are highly correlated each other they are basically measuring the same thing (Field, 2006). The most common approach to evaluating multicollinearity is by examining the tolerance score and the variance inflation factor (VIF). Fritz and Morris (2012) stated that multicollinearity exists when Tolerance is below .10 and VIF is greater than 10. On the table above for this particular study, all of the tolerance values are greater than .10 and the VIF is less than 10. So, we can conclude that multicollinearity is not a problem.

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.108	.441		-.244	.808		
	NA	.393	.086	.396	4.543	.000	.770	1.298
	TD	-.301	.137	-.276	-2.192	.031	.368	2.717
	TI	.155	.075	.163	2.075	.041	.942	1.061
	TE	.769	.162	.638	4.735	.000	.322	3.103
a. Dependent Variable: TRP								

Source: Own Computation

CHAPTER-FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

4.1 Summary of Major Findings

The general objective of this study was to assess the effect of training process on employee job Performance, the case of Addis International Bank S.C.

From the study the following finding were observed:

- Based on the finding of investigation regarding the demographic characteristics, 44 (55%) of the respondents were male and the remaining 36 (45%) were females. Therefore, from the sampled respondents there are balanced proportion between male & female numbers, this is good opportunity to get reliable information from mixed sources. The sample group those whose age range between 26 up to 35 take the higher proportion and this helpful to obtain required information from fresh graduate who have better knowledge on the theoretical aspect as well as experienced employees. In terms of education, the majority of the respondents held a Bachelor degree in different types of finance fields 38 (47.5%), followed by respondents having Master's Degree 31 (38.75%). The result sampled work experience indicated that majority of the respondents belong to the officer level, which includes senior & junior level finance officers, 63 (79%), the rest 12 (15%), 4 (5%), 1 (1.3%), are senior managers, managers, and assistances, respectively.
- According to the data analyzed from the respondents reply on the questionnaire whether training need assessment has an effect on the employee performance. The overall mean score of training need assessment was 3.48 and a SD of 0.64. This indicates that respondent's agreement on the stated items and this shows that training need assessment process in the organization is effective.
- As this realized the concept of training program design the majority as the overall mean score shows that Mean = 2.75 and SD = 0.586 of the respondents chose in the position of disagree. This indicated that the training design was not systematic and the employees were not satisfied by the practice of training and development in the organization.

- According to the respondents response rate the majority of them with a mean score of 3.31, with a SD of 0.675 the respondents chose agree. Therefore, from the above response rate the researcher understand that there are good attempts that the organization performed to implement training program in the organization.
- Finally 'The effectiveness of training program is properly evaluated interns of improvements in employees' performance and obtain a mean and SD of 2.75 and 0.53 respectively. Hence, respondents reveal that the majority of the respondents dissatisfied by the overall aspects of training programs in the organization. With the idea that the effectiveness of training program is properly evaluated interns of improvements in employees' performance because the effectiveness of training is not properly evaluated.
- According to the correlation result action performed on the training need assessment was highly correlated and has a positive impact on employee performance in the selected company.
- Regression result, the Durbin Watson result of 1.536 indicated the existence of independent residuals or uncorrelated error terms assumptions among the test results.
- The Multicollinearity assumption test result showed that, the tolerance values of all are greater than the acceptable range of 0.10 and all VIF scores were less than 10. This indicates the predicting variables are more related with the dependent variable than among themselves.
- The model summary results showed that, a linear combination of all the independent variables considered under the study predict of the variance in the dependent variable employees' performance with R result of ($R^2=0.561$). Indicating 56.1% of the variation in the employees' performance is accounted by the four independent variables.
- The ANOVA test result showed that, the value of R and R^2 obtained under the model summary part was statistically significant at ($F=23.992$), ($P<0.005$).
- According to the regression analysis coefficient table, the significant level for the four variables was less than our alpha level of 0.05. Therefore, we reject the null hypothesis. And conclude that there is a significant relationship between the independent variables and the dependent variable.

4.2 Conclusions

The study was aimed to assess the effect of training process on employee job Performance, the case of Addis International Bank S.C. Companies whose investment perspective is on human resource management view training as an opportunity to increase long-term productivity. Investing in training and development is imperative for any organization, which will certainly realize a return on its investment in training and developing its workers. Workers are essentially assets to an organization and should therefore be treated as human capital. The more that is invested in them, the more that can be expected from them in terms of performance behaviour which can give the organization its competitive edge.

The evaluation process that follows training is very important as there may be deficiencies in the training programme; therefore feedback is essential if management is to address issues that may have to be revised and/or enhanced. Effective employee training leads to an increase in quality as a result of potentially fewer mistakes. Moreover, effective development programmes allow for the organization to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas.

- i. The conclusion that we can make towards the explanation below is, training and development will give benefits for employees such as better position and better career life and it make efficiency of the organization enhance.
- ii. Instead of unskilled employees, skilled employees will give a better performance to the employees.
- iii. By using the descriptive, correlation and regression to find the significant nexus between the training need assessment, training design, training implementation and evaluation linkage with employee performance.
- iv. The independent and dependent variables are found to be significant drivers in influencing the employee performance.
- v. As the concept of Training Practices have a significant impact and influence on employee performance and productivity it is essential for the organizations to maintain the ambient environment which involves continuous training process.

In general It is very essential on part of the organizations to continuously develop the employee skills in order to maximize employee performance. This is possible only when the management

of the company focused on the strategy of continuous training and development practices in Addis International Bank.

4.3 Recommendations

In terms of the study findings, the following recommendations are made:

- According to the result of investigation there are some gaps on questions with a subjects raised to identify whether ‘Training program designed based on need assessment’, ‘The objectives of trainings were coherent with the employees’ trainings need’, ‘Training programs are designed at the level of abilities and educational back ground of employees’, ‘Trainings offered to improve employees skill, knowledge, attitude & creativity’, ‘Training programs are evaluated during or at the end of the program’, and whether ‘employees’ satisfied with the overall aspect the training programs at organization’. Therefore the organization/ employer needs to be aware of these areas and perform the necessary actions to improve their employee performances.
- Addis International Bank should see training objectives, design, delivery methods, implementation and evaluation as a continuous process for organizational development and survival and also for effective employees’ performance.
- The provision of feedback to employees after training is recommended in order for employees to become aware of areas where they can improve their performance.
- The bank should provide sufficient resources for training so as to improve the training programmes provided.
- The employer should have compulsory training programmes for all employees in order to improve the knowledge and understanding of annual business strategy and objectives.
- Employees should be provided with more training programmes in order to reduce the cost of recruiting and training new staff members.

Direction for future Researches

The study only focused only on one private bank Addis International bank. The study variables were limited to training, contents, need assessment, deliverability, and training evaluation. These variables are not conclusive in themselves to explain the influence of training program on employee performance. Further studies should focus on other factors that are not considered in this study. Thus, other studies on different populations and at different time zones would be welcome to ensure strong empirical conclusions on how training program & practice impact on

employee performance. Since training has positive impact on employee performance in context of Addis International bank. It can help to improve the performance of employees. The bank should develop an outdoor training, brain storming, technology based training and development process where the performance of employee is evaluated through transparent systems. Training must be based on need based analysis and returns should be collected statistically. It should be a continuous process as it helps to reduce cost in long run. This study directly focuses on training program/ plan and its influence on employee performance. However, the training types and implementation are not included in this study. The study to be persuade in future we suggest to consider this things also. Therefore this is suggested that further studies should be conducted to explore what type of training programs are conducted and how training and development program can be strategically designed and aligned with the organizational goals to meet the desired performance

References

- Afshan, S., Sobia, I., Kamran, A. & Nasir, M. 2012. *Impact of training on employee performance: a study of telecommunication sector in Pakistan*. Interdisciplinary Journal of Contemporary Research in Business 4, 6.
- Armstrong, M. 2009 Armstrong's *Handbook of Human Management Practice*, 11th Edition.
- (Dr.) and Amen I., (2013), *the effect of training on employee performance* EuropeanjournalR.A.G.,
- Benedicta Appiah 2010, *The Impact of Training on Employee Performance: A case study of HFC Bank*:
- Briscoe, D.R. 1995. *International Human Resource Management*. New Jersey: Prentice Hall.
- Buckley,R.& Caple, J., 2009, *'The theory and practice of training'*, (6th ed.), Kogan page, London and Philadelphia.
- Chang, H J. (1994). *The political economy of industrial policy*. Mcmillan, London
- Cole, G., 2004, *Management Theory and Practice*, (6th ed.), Thomson Learning.
- DeCenzo, A. D, & R.obbins, P. S. (2000). *Personnel/Human Resource Management* 4th ed. Prentice-Hall, New Delhi, India
- Dessler, G., 2008, *Human Resource Management*, (11th ed.), Pearson International, Edition.
- Elnaga, A. & Imran, A. (2013). *The Effect of Training on Employee Performance*. European Journal of Business and Management, 5 (4),137-147
- Falola, H., Osibanjo, A., & Ojo, I. (2014). *Effectiveness of Training and Development on Employees' Performance and Organization Competitiveness in the Nigerian Banking Industry*. Bulletin of the Transilvania University of Braşov, 7(1), 161-172.
- Gakuru, B. W. (2006) *Relationship between training practices and performance* .A survey of Companies listed on the NSE, Unpublished MBA project, University of Nairobi.
- Ghauri, P. N. & Prasad, S. B. 1995. A network approach to probing Asia's interfirm linkages. *Advances in International Comparative Management* 10, 63– 77.

Goldstein I., & Ford, K., 2002, *Training in Organizations: Needs assessment Development and Evaluation* (4th Ed.), Wadsworth, Belmont.

Gordon, B. (1992). *Are Canadian firms under investing in training?* Canadian Business Economics, 1(1): 25-33.

Hameed, A., & Waheed, A. (2011). Employee development and its effect on employee. International Journal of Business and Social Science. 2, 13

Kamoche, K. 2002. Introduction: Human Resource Management in Africa. International Journal of Human Resource Management. 13,7, 993–997.

Kenney et al, (1992) Management Made East. 1st Ed. South Carolina: Omron Publishers

Laplagne, P and Bensted, L, (1999). The role of training and innovation in Workplace performance: Productivity Commetion Working paper No. 1609(online):Avaliable at <http://ssrn.com/abstract=324760> Accessed on March 20/2011

Laing, I. F. (2009). *The impact of training and development on work performance and productivity in public sectors organizations: A case study of Ghana ports and Garbous authority.* A thesis submitted to Institute of Distance Learning, Kwame Nkrumah University of Science, and Technology.

Luo, X. (2000). The rise of personal development training in organizations: *A historical and institutional perspective on workplace training programs in the U.S. perspectives* (Vol. 1). BeTru Wellness

Mathis, R., & Jackson, J., 1997. Human resource management, (8th ed.), *West Publishing Co, Minneapolis:*

Mekdes T/Mariam, 2015, The impact of training and development on employees Performance in SME in Addis Ketema sub-city manufacturing Sector,

Miller, J. A. and Osinski, D. M. (2002). Training needs assessment. London: SHRM.

Mitiku Emiru (2017), the effect of training and development on employees' performance at ministry of public service and human resource development, Addis Ababa, Ethiopia.

Mozael,B.M.,(2015), Impact of Training and Development Programs on Employees' Performance', International Journal of Scientific and Research Publications, Volume 5,Issue 11, *Ministry of Municipalities and Public Work in Iraq*.

Naveed, A. N. I. (2014). *Impact of training and development on the employee performance: "A case study from different banking sectors of North Punjab*. Arabian Journal of Business and Management Review (Nigerian Chapter), 2(4): 1-5.

Nguku , J.K.M (2006) *A survey of staff training and development practices in state corporations In Kenya*. Unpublished MBA project; University of Nairobi.

Noe, R.A., Hollenbeck, J.R., Gerhart, B. & Wright, P.M. (2008): "Human Resource Management: Gaining a Competitive Advantage". (6th Ed), (Boston,MA:Mc Graw -Hill Irwin).

Neuman, W. L. (2007). Basics of Social Research: Qualitative and Quantitative Approaches, 2nd ccl. Pearson education Inc.

O'Connell, B. (2013). Why CEOs want faster training–no matter the cost. Forbes. Retrieved from <http://www.forbes.com/sites/bmoharrisbank/2013/01/08/why-ceos-wantfaster-training-no-matter-what-the-cost>

St. Mary's University

School of Business

Questionnaire to be filled by Employees

Dear Respondents, I would like to inform you that, this questionnaire has purely an academic purpose because I am conducting a research in partial fulfillment of Degree of Masters in Human Resource Management at St. Mary University. Thus your reply will have a real contribution to the accuracy and use-fullness of the study. The information will be used only for the study and will not be given to any other organization, government department or person. All the data gathered will be kept confidential. Your responses are vital to the outcome of the study and hence you are kindly requested to spare 15 minutes to objectively answer all questions. Thank you in advance for your indispensable cooperation to spare your time and energy to complete this questionnaire.

Tihut Alemayehu

Mob. 09 11 74 62 52

Email: tihutalemayehu@gmail.com

I. Socio- Demographic characteristics of sample households

1. What is your gender?

Male ☐

Female ☐

2. Age:

Below 25 ☐

26-35 ☐

36-45 ☐

46-55 ☐

Above 56 ☐

3. What is your job position?

Senior Manager ☐

Manager ☐

Officer ☐

Assistance ☐

Other (Specify) _____

4. Which of the following is your highest educational level?

Post graduate ☐

Under graduate ☐

Diploma ☐

Certificate ☐

Other (specify) _____

5. How long have you been worked at banking sector?

Below 2 year ☐

3 to 6years ☐

7 to 10 years ☐

11 to15years ☐

Above 16 year ☐

6. How long have you been worked in this bank?

Below 2 year ☐

3 to 6years ☐

7 to 10 years ☐

11 to15years ☐

Above 16 year ☐

II. Questions on Effect of Training on Employee Performance

Please indicate by ticking on an appropriate response that best describe your view & perception towards training.

Description: SA = Strongly Agree, A = Agree, N = Neutral, D = Disagree, SD = Strongly Disagree

Training Need Assessment						
No.	Subjects	SD	D	N	A	SA
1.	My organization analyzes the competencies and skills that are needed to be perform					
2.	My organization conducts a task analysis to identify the best way to perform					
3.	My organization conducts the performance analysis to identify what skill deficiency is to be fixed by training					
4.	My organization provides the training program as the interest and need of me as an employee					
5.	My organization designs training program based on the requirement of the job					

Training Program Design						
No.	Subjects	SD	D	N	A	SA
1.	Training programs are designed based on need assessments					
2.	The objectives of trainings were coherent with the employees trainings need					
3.	Training programs are designed at the level of abilities and educational back ground of employees					
4.	There is an opportunity for training and development					
5.	The objectives of the training course were achieved					

Training Program Implementation						
No.	Subjects	SD	D	N	A	SA
1.	The training I have taken is relevant to my job					
2.	The method of training used by the organization is relevant to the training objectives					

3.	There are defined criteria for training and development at the organization					
4.	Trainings organized by the company are improving employees' performance					
5.	The training techniques that the organization used helped me to enhance my job performance					

Training Program Evaluation						
No.	Subjects	SD	D	N	A	SA
1.	Trainings offered employees Skill, knowledge, attitude & creativity					
2.	Training programs are evaluated during or at the end of the program					
3.	I am satisfied with the overall aspect the training programs at organization					
4.	Employee training is considered as a crucial factor for improving individuals and organizational performance					
5.	The management request feedback before & after training about the training program & the value added to my behavior, career, experience & performance					

Employee Performance						
No.	Subjects	SA	A	N	D	SD
1.	Training environment in the bank helped me to increase job performance					
2.	Training environment in the bank helped me to cooperate with other to increase job performance					
3.	Training provided by the office helped me to change knowledge into skills which helps to improve performance					
4.	Training provided by the office helped me increasing confidence level to improve performance					
5.	Training programs help me to decrease wastage of time and other resources which increases the performance					

THANK YOU!

Appendix

Residuals Statistics

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	1.8444	4.4338	3.2350	.47908	80
Residual	-1.15378	.73747	.00000	.42352	80
Std. Predicted Value	-2.903	2.502	.000	1.000	80
Std. Residual	-2.654	1.697	.000	.974	80

a. Dependent Variable: TRP

Statistics

	NA1	NA2	NA3	NA4	NA5	TD1	TD2	TD3	TD4	TD5				
N Valid	80	80	80	80	80	80	80	80	80	80				
Missing	0	0	0	0	0	0	0	0	0	0				
Mean	3.6125	3.4250	3.4375	3.4375	3.3625	2.6625	2.7250	2.8625	3.0625	3.1375				
Std. Deviation	.96119	1.04063	.79307	.92564	.90349	.99293	1.04306	1.05235	.99802	.95126				
Skewness	-.987	-.521	-.805	-.696	-.685	.490	.373	.081	-.441	-.372				
Std. Error of Skewness	.269	.269	.269	.269	.269	.269	.269	.269	.269	.269				
Kurtosis	.288	-.770	.166	-.126	-.264	-.777	-1.129	-1.257	-.948	-1.209				
Std. Error of Kurtosis	.532	.532	.532	.532	.532	.532	.532	.532	.532	.532				
Minimum	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00				
Maximum	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00	5.00				
TI1	TI2	TI3	TI4	TI5	TE1	TE2	TE3	TE4	TE5	TRP1	TRP2	TRP3	TRP4	TRP5
80	80	80	80	80	80	80	80	80	80	80	80	80	80	80
0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
3.4875	3.7500	2.9500	3.5125	3.3500	2.6625	2.7250	2.8625	3.0625	3.1375	3.3500	3.2125	3.1250	3.3125	3.1750
.94123	.73777	1.04215	.74619	.92913	.99293	1.04306	1.05235	.99802	.95126	.92913	.89575	1.07179	1.03842	1.11126
-1.318	-2.279	.102	-1.544	-1.053	.490	.373	.081	-.441	-.372	-1.053	-.437	-.445	-.456	-.581
.269	.269	.269	.269	.269	.269	.269	.269	.269	.269	.269	.269	.269	.269	.269
.740	5.045	-1.282	1.967	-.300	-.777	-1.129	-1.257	-.948	-1.209	-.300	-1.119	-1.166	-1.057	-.925
.532	.532	.532	.532	.532	.532	.532	.532	.532	.532	.532	.532	.532	.532	.532
1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00	1.00
5.00	5.00	5.00	4.00	4.00	5.00	5.00	5.00	5.00	5.00	4.00	5.00	5.00	5.00	5.00