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ST.MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES

**THE EFFECT OF TRAINING PRACTICE ON
EMPLOYEES JOB PERFORMANCE IN CASE
OF BUNNA BANK**

By
YORDANOS NIGUSSE TESFAYE

June, 2023

ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO ST. MARY’S UNIVERSITY,
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**ST. MARY’S UNIVERSITY SCHOOL OF GRADUATE
STUDIES SCHOOL OF BUSINESS**

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DECLARATION

I YordanosNigusse, declare that this thesis entitled; ‘the effect of training on employee performance in case of Buna Bank’based on my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously or concurrently submitted to St.Mary University or any other institution.

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June 2023

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate studies for examination with my approval as a university advisor.

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Advisor

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St. Mary's University, Addis Ababa June,2023

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Acronoms

St.Deviation -Standard Deviation

T and D - Training and Development

SPSS - Statistical package for social science

E -Marginal error

P - level of confidence

N - Mean

H - Hypothesis

R -pearson correlation coefficient

VIF - Variances Inflation Factor

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Abstract

Training is one of the most important factors in developing the skills of employees in the workplace. The study focused on the effect of training practice on employees' performance in the case of Bunna Bank. The overall objective of the study is to assess the effect of training practice on employees' performance. The study used explanatory research design and also adopted quantitative approach and used both primary and secondary data sources. The primary data collected from Bunna Bank through a questionnaire for 213 employees which are selected using Simple random sampling technique. The collected data were analyzed by using statistical tools (SPSS-Version 26). 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 between independent and dependent variables. The result of this study confirms that training factors affect 35.9% of employee performance. The training practice factors have a positive influence on employee performance, as training practice increases employee performance also increases. On the other hand, Training design factors have a positive influence on employee performance preparing training design with compatible employee experience and skill will develop employee performance. The study also discuss about training challenges with employee performance, the result shows that training challenges have a negative influence on employee performance, if the company solves the training challenge problem, employee performance will increase. On the other hand, the result also shows that training needs assessment factors have a positive influence on employee performance.

Keywords: *Training, Employee Performance, Training need assessment, Training design*

CHAPTER ONE

INTRODUCTION

1.1 Back Ground of the Study

Organizations as a system use various kinds of resources including physical, material, financial, and human resources. Of these resources, human resource is the most crucial asset and the backbone of the organization. Employees are the most valuable asset of every company as they make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. The knowledge and skill of an organization become important to competitiveness, performance, and innovation (Tharenou, M.Saks, & Moore, 2007). Every organization needs well-trained and experienced employees to perform its activities though without proper training employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Some of the factors that determine the performance of employees are training of employees, organizational policy, job satisfaction, and interaction with others (Aguinis & Krieger, 2009).

All organization today faces rapid and often unexpected change, giving the employee the knowledge, skill, and attitudes to cope with such changes is a prerequisite to survival and success, both personal and business. This is the vital role of training in modern organizations. The value of employees lies in the knowledge, skill, and motivation that they bring to the job, the more relevant knowledge and skill employees acquire and the more motivation they have to apply them the more successful the organization will be. One of the key ways of increasing the mix of knowledge and motivation is through training. (Garner, 2012:11)

Performance is the work quality and quantity achieved by an employee in carrying out his function following the responsibilities given to them. According to (Al Mehrzi & Singh, 2016) performance is the result or level of success of a person as a whole during a certain period in carrying out a task compared to various possibilities such as work standards, targets, or predetermined criteria that have been mutually agreed upon. Organizational performance is defined as how managers use organizational resources effectively and efficiently which are

financial, and human resource to satisfy customers and achieve organizational goals and objectives. If employees are well-trained and satisfied with their organizational environment and working condition they will be more productive in achieving their personal and professional goals (Peteraf, 1993; Niazi, 2011).

Improving the performance of employee training is the most basic function of human resource management it is a systematic application of formal processes to help people to acquire the knowledge and skills necessary for them to perform their job satisfactorily (Armstrong, 2020). Effective training programs help employees to get acquainted with the desired new technological advancement and also gain full command of the competencies and skills required to perform the particular job to avoid errors and mistakes (Robert, 2006).

Training is the achievement of relevant skills or the provision of necessary knowledge for employees to perform specific tasks to achieve a common goal (Oianiya, 2008). It yields definite outcomes which include improved staff competency and capacity for performance. It allows employees to gain knowledge on the best way to utilize emerging and new technologies. It also provides insight into ways to function effectively in new work designs and environments such as communicating with customers liaising and other stock holders from various backgrounds for efficient services (Noe, 2008). Training and development safeguards such productivity as well as supporting it, by preparing employees for future jobs and installing firms from the skills shortage. When jobs can be filled internally, firms are less dependent on the outside labor market and do not risk appropriate recruits not being available. (Redman & Wilkinson, 2013:152)

Training is a planned and systematic activity to develop knowledge, skills, and attitudes through the learning experience, to achieve effective performance in a range of activities (Goldstein & Ford, 2007). It helps a company to facilitate employees' learning of job-related competencies. Training enhances the organization's strategic goals and objectives including organizational culture and ensuring health and safety. Training is best seen as an incentive that can enhance organizational commitment, team efforts, customer relations, etc.

The importance of training is usually to reduce errors to improve productivity and safety, to achieve organizational objectives and goals if there are changes in the organization which has to be put in place by having well-trained employees and also it is required when there is a change in technology, working condition, inadequate performance. So, properly planned and executed

training benefits both the employer and the employees (Marinescu&Toma, 2013). The absence of a well-establish training policy, lack of adequate budget, inadequate need assessment, inappropriate training objectives, outdated training method lack of close supervision and follow-up are some of the major problems related to training in most organizations in developing countries.(Zheng, Hyland, and Soosay, 2007)

The goal of employee training is to increase the capabilities and potential of employees in carrying out their duties, to provide a pool of skilled human resources, to improve employee job performance and customer service, and to improve existing skills. Effective training programs contribute significantly to the improvement of organizations' competitiveness, productivity, sustainability, and the quality of products or services to customers; reduce the need for close supervision, increased morale and adaptability to new methods (cowling and Mailer,1998:61; Graham and Bennet,1998:283;Pont, 1991:1).

Many HRM experts stressed that the effectiveness of training is dependent on the degree of the organization's ability to examine the extent to which the training and development system is closely connected with the organizational strategy. However, organizations are unwilling to invest in a training program that has not been adequately evaluated in terms of its ability to contribute to the organizational strategic goal and mission and its effectiveness and use on the job to achieve the desired objectives (Hamid Khan, 2002:49).

Furthermore, customer service, efficiency, quality, employee retention, and development are some of the reasons that drive the implementation of training programs in organizations as a means to influence performance (Noe, 2008). To claim the top spot in a specific industry organizations must compete. This competitiveness serves as motivation to improve an organization's capacity to possess and sustain market share in a specific industry (Noe 2008). However, the link between training and employee performance in the case of Bunna Bank is not well studied.

Therefore the objective of the study is to examine the effect of training on employee job performance.

1.2 Statement of the Problem

All industries have challenges to face when it comes to training, many of which are unique to that particular industry and the banking sector is no different since it faces multiple regulation changes throughout a single year. Highly sophisticated banking software, new and advanced business development models, and new and advanced machinery such as ATMs have made the banking industry essentially need training and development. Other challenges are, banks have a long history and staff that have worked in the industry for many years, with this can come resistance to change as new programs and training plans are rolled out, and an affinity to long-standing processes or traditions can cause issues with staff in branches, offices or out in the field, access to training can also prove problematic (Martin, 2015).

Employee performance is the measure of efficiency, productivity, and effectiveness of employees in the achievement of organizational objectives. According to (Coleman & Borna, 2000) employee performance is related to, the willingness of a person to provide his/her effort either by working extra time, effective utilization of resources, in participating with team works, and creating better communication with colleagues for the success of an organization. It is a critical factor that contributes significantly to an organization's success.

The major essence of employee training is to enhance the skills, knowledge, attitudes, and abilities of employees. Of course, training has to result in tangible changes in behavior. If staff do not apply what they have learned, the investment is wasted. Learning is not only about becoming smarter but about changing behaviors and improving decision-making (Lovelock & Wirtz, 2008). With this understanding and fact, whatever training budget or fund is allocated, whatever lots of training are delivered, training is nothing but a waste of time and resource, if it is not effective. The importance of training is usually to reduce errors and to improve productivity and safety. So, properly planned and executed training benefits both the employer and the employees (Marinescu & Toma, 2013). The Absence of a well-established training policy, lack of adequate budget, inadequate need assessment, inappropriate training objective, outdated training method, and lack of close supervision and follow-up are some of the major problems related to training in most organizations in Developing Countries. (Zheng, Hyland, & Soosay, 2007)

Both developing and developed countries have suffered from the ineffectiveness of their training programs. Several researchers have been conducted on why training programs in developing countries do not lead to the desired outcomes. Many studies claim that most of the training and development programs in developing countries have failed due to their inability to design a training program that targets specific objectives (Healy, 2001).

According to Guest (1997), mentioned in his study training and development programs are one of the most vital human resource management, which positively affects the quality of worker's knowledge, skill, and capability and thus results in higher employee performance. This relation ultimately contributes to supreme organizational performance. Moreover, training and development are indispensable strategic tools for effective individual and organizational performance thus organizations are spending money on it with confidence that will earn them a competitive advantage in the world business..Right now large competitors are entering into the industry in which the company is engaged and the company itself has also increased its capacity and Bunna bank give different training program to its employee in different time however the bank doesnot give much attention on the training process and also there are different researches on the area of training and employee performance. However, the relationship between the training program and employee performance is not well studied in Buna Bank. Therefore the researcher find the relation of the training program with the performance of employees and the challenges associated with the training program. Finally, attempts are made to consolidate facts from different literature to narrow the gap that exists concerning the research.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study is to assess and examine the effect of training practice on employees' job performance at Bunna Bank

1.3.2 Specific Objective

- ❖ To investigate the training practice of Bunna Bank.
- ❖ To investigate the relationship of the training program needs assessment with the employees' job performance.

- ❖ To identify the effect of training design on employees' performance in Bunna bank
- ❖ To identify the effect of the training delivery method on employees' performance in Bunna bank
- ❖ To examine the challenges of the training program In Bunna Bank.

1.4 Research Questions

- ❖ How does employees' training is practiced in Bunna Bank?
- ❖ What is the relationship between the training program need assessment and employee job performance in Bunna Bank?
- ❖ How does the training design affect employee performance at Bunna Bank?
- ❖ How does the training delivery method affect the performance of employees in Bunna Bank?
- ❖ What are the challenges associated with training practice in Bunna Bank?

1.5 Significance of the Study

The study is conducted to examine the impact of the training program process on the employee's performance and this study will help the bank to understand the significance of training programs and their outcome on the work quality and the performance of employees. It suggests potential solutions to identified challenges that require vital improvement by policymakers.

It is used to increase the skill of employees as well as it is very essential for managers since the banking industry is constantly changing, it helps to increase productivity and cost-effectiveness of the training program. Mainly it helps the bank to understand and improve the training program process to improve the performance of employees.

It will benefit other academicians who might want to gain knowledge on the effect of training on employee performance in Bunna Bank and also provide a platform for further research to fill the gap that might enhance better training approaches.

1.6 Scope of the Study

The study is conducted at Bunna Bank in the south district. It is one of the private Bank in Ethiopia and this study focuses on the effect of training on employee performance. The researcher uses variables such as training need assessment, design, method of delivery, and challenges of the training program to describe the relationship between the training program and employee performance. The methodological approach is related to explanatory research design. The reason why the researcher select Bunna Bank is it is one of the most rapidly expanding

Banks in Ethiopian and there are different training program performed by the bank. However the effect of the training program and its challenges is not well studied in the bank.

1.7 Limitations of the Study

This research was limited to Bunna bank branches which are located under the south district and cannot be generalized to other branches located outside of the district. Additionally, this study mainly focus on the topic of training and Employee performance and it only cover four independent variables training need assessment, training design, training delivery, and challenges of the training to explain the dependent variable of employee performance.

1.8 Definition of terms

Employee performance: - is how a member of staff fulfills the duties of their role, completes required tasks, and behaves in the workplace.

Training: - is a planned Intervention aimed at enhancing the elements of individual job performance and it is all about improving the skill that seems to be necessary for the achievement of the organizational goal

Training needs assessment: - it is the process of collecting information about an expressed or implied organizational need that could be met by conducting training.

Training design: - consists of clarifying instructional goals, sequencing training materials, incorporating learning principles, and determining effective training methods.

Training delivery: - it is the organization's presentation of learning materials to learners

Clerical employees: - are employees employed in an office who perform various tasks such as keeping records, accounts, and letter writing. It includes teller managers and supervisors.

Nonclerical employees: - not working in an office relating to work that is not done in an office.

1.9 Organization of the Study

This study contains five chapters, the first chapter introduce the research and includes background of the study, statement of the problem, research question, general and specific

objective, the Significant of the study, the scope of the study, the limitation of the study and at last organization of study isdiscussed.

The second chapter focuses on the literature review organized by the conceptual or theoretical framework and it also includes related research work done on the training practice and employees' performance. The third chapter is the research methodology containing the research design, population, sample size, sampling technique, method of data collection and data analysis, and the reliability and validity of the study. Chapter four include the finding of the research and the discussion containing the data the analysis and interpretation and finally, the fifth chapter include thesummary of the finding, conclusion and recommendations.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Theoretical Literature Review

2.1.1 Human Resources

Human Resource Management involves the management of the human resources needed by an organization and also being certain that human resource is acquired and maintained to promote the organization's vision, strategy, and objectives. In other words, HRM focuses on securing, maintaining, and utilizing an effective workforce, which organizations require for both their short and long-term survival in the market. For HRM to achieve its organizational objectives, managers should perform many basic functions which represent what is often referred to as the management process. It is worth noting that in the existing management literature, HRM functions have been differently classified by different researchers even though they all serve the same purpose of making available effective human resources. The basic functions being referred to above are human resource planning, organizing, staffing, leading, and controlling. Concerning 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 Training

According to Armstrong, (2001), training is the formal and systematic modification of behavior through learning, which occurs as a result of education, instruction and development, and planned experience. Training refers to a planned intervention aimed at enhancing the elements of individual job performance" (Chiaburu&Tekleab, 2005). It is all about improving the skills that seem to be necessary for the achievement of organizational goals. Training thus consists of planned programs designed to improve performance at the individual, group, or organizational level (Cascio, 2004). Improved performance on the part of the individual, group, or organization means, there have been measurable changes or enhancements in the knowledge, skills attitude, and social behaviors.

Training programs may also help the workforce to decrease their anxiety or frustration, originating from the work on the job (Chenet al., 2004). Those workers who feel themselves to be

unable to perform a task with the desired level of performance often decide to leave the firm (Chen et al., 2004), otherwise, their stay at the firm will not do to productivity (Kanelopoulos and Akrivos, 2006). Rowden (2002), suggests that training may also be an efficient tool for improving job satisfaction, as employee better performance leads to appreciation by the top management, hence employees feel more adjusted to their job. According to Rowden and Conine (2005), trained employees are more able to satisfy the customers, and employees who learn as a result of training program shows a greater level of job satisfaction along with superior performance (Tsai et al., 2007).

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

In recent years, training emerged as a formal business function, an integral element of strategy, and a recognized profession with distinct theories and methodologies. Companies of all sizes have embraced “continual learning” and another aspect of training as a means of promoting employee growth and acquiring a highly skilled workforce. The quality of employees and the continual improvement of their skills and productivity through training are now widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition creating a corporate culture that supports continual learning (Pallavi, 2013)

Training is a systematic process that helps people to learn how to be more effective at work by addressing weaknesses in knowledge, skills, or attitudes. It takes place in a variety of environments and is concerned with the acquisition of knowledge, skills, and attitudes (Itika, 2011). It refers to the teaching and learning activities carried on to help members of the organization to acquire the required knowledge and skills to perform their jobs effectively.

The concept of training is also expressed as; an investment in both the company and the employee itself. (Tyson & York, 2000) says that companies train employees to compose themselves in an increase of their efficiency, productivity, and innovation. Besides, the benefit is not restricted to the employees rather it also has a high impact on the performance of the company by increasing the production capacity, profitability, employee retention, reducing absenteeism,

earning a high market share, and so on. According to (Armstrong, 2009), “the fundamental aim of the training is to help the organization achieve its purpose by adding value to its key resource and the people it employs.” For an organization to grow and survive in today’s globally competitive and fast-changing environment, especially in technology there would be a need for organizations to come up with systems and programs that would bring out their need effort (Bediako, 2008).

2.1.3 Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills, and attitudes towards work-related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2001) summarizes these benefits below

- Provide recognition, enhanced responsibility, and the possibility of increased pay and promotion
- Help to improve the availability and quality of staff.
- High morale – employees who receive training have increased confidence and motivation.
- Market growth- employee training programs not only increase the profit of the organization but also provide differences within their native market. Organizations practice training opportunities to support them available to the current employees, prospective employees, and clients of the company. Organizations utilize employee training programs to improve their appearances as the best employer in the job market.
- The training program prepares employees for future positions in the organization, enables the organization to respond to change, reduce turnover, enhance worker safety, improve customer satisfaction and product design, and meet many other goals (Steen, Noe, Hollenbeck, Barry, & Write, 2009, p. 208).
- Lower turnover – training brings a sense of security to the workplace which in turn reduces labor turnover and absenteeism is avoided;
- Lower cost of production – training eliminates risks because trained personnel can make better and economical use of material and equipment thereby reducing and avoiding waste.

- Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.
- Employee satisfaction –employees who are satisfied with their jobs have a purpose and importance for their organization, and the best performers do not leave a job for financial benefits (Moses, 2000). Though salary and benefits play an important part In selecting and retention of employees, employees are always observing the opportunities to acquire novel skills, to get the encounter different
- Duties and looking for personal and professional development (Wagner,2000).

2.1.4 Relationship between Training andEmployee Performance

Most of the previous studies provide evidence that there is a strong positive relationship between human resource management practices and organizational performance(Purcell et al., 2003). Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the worker's knowledge, skills, and capability and thus results in higher employee performance on the job. This relation ultimately contributes to supreme organizational performance.

According to Swart et al. (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaboratesonthe concept by stating that training facilitates the organization to recognize that its workers are not performing well and thus their knowledge, skills, and attitudes need to be molded according to the firm needs. There might be various reasons for the poor performance of the employees such as workers may not feel motivated anymore to use their competencies, may be not confident enough in their capabilities, or maybe facing work-life conflict. All the above aspects must be considered by the firm while selecting the most appropriate training intervention that helps an organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance.

In addition, Ahmad and Bakar (2003), concluded that a high level of employee commitment is achieved if training achieves learning outcomes and improves performance, both on individual

and organizational levels. These findings are also consistent with the results of Kim's (2006) research work. Training sessions accelerate the initiative ability and creativity of the workforce and facilities to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude, or the inability to cope with technological changes.

Training helps the organization 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).

Employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power, and politics prevailing in the firm and the group dynamics. If the above-mentioned problems exist in the firm, employee performance decreases not due to a lack of relevant knowledge, skills, and attitude, but because of the above-mentioned hurdles. To make training effective and to ensure the positive effect of training on employee performance these elements should be taken into consideration (Wright &Geroy ,2001). Besides, Eisenberger et al., (1986) stated that workers feel more to the firm when they feel organizational commitment towards them and thus show higher performance.

According to Arnoff (1971), training sessions accelerate the initiative ability and creativity of the workforce and facilities to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude, or the inability to cope with technological changes. Training is a systematic process of enhancing knowledge, skills, and attitude, hence leading to satisfactory performance by the employees on the job. The need and objectives of the training program should be identified before offering it to the employees. (Obisi,2001).

2.1.5 Training and Job Satisfaction

Job satisfaction is the pleasurable emotional state resulting from the appraisal of one's job as achieving or facilitating the achievement of one job values. It is a multifaceted construct that includes both intrinsic and extrinsic job factors: the intrinsic value is associated with the ability

utilization, achievement, authority, responsibility, etc... and extrinsic factors are related to compensation, advancement, and workplace relationships (Howard & Frick, 1996).

According to Owens (2006), training has a positive effect on job satisfaction and employees who have been offered some form of training by their organizations are more satisfied than employees who have not attended any training. Also, Rowden and Conine (2005) argue that trained workers are completely satisfied with their work and this makes them satisfy the needs of clients as well. As a result of training, employees become more committed to their organizations, stay in an organization, perform well, and engage in tasks that benefit the organization (Amodt, 2007; Wright & Bonnet, 2007).

2.1.6 Types of Training

Dubois and Rothwell, (Dubois & Rothwell, 2004) in their book state that there are various types of training. These are:- Orientation training - helps to socialize individuals into corporate culture, Qualifying training - assists individuals with meeting basic performance expectations and thus increases their productivity, Team Training - training self-directed teams with regard to: Management skills, Coordination skills, and Cross-functional skills, Second-chance training - is provided to those who may be transferred or terminated because they are not meeting organizational work standards, Cross-training- is for people who are trying to master new jobs or job skills, Retraining- provides upgrading to keep skills current as technological or organizational conditions change, Customer Service Training- training to improve communication, better response to customer needs, and ways to enhance customer satisfaction, Outplacement training - prepares individuals for departure from an organization in the wake of retirement, or organizational staffing changes, Skill Training - focus on job knowledge and skill for Instructing new hires, Overcoming performance deficits in the workforce, Remedial training - helps people meet the basic screening or entry-level requirements for a job, Retraining - maintaining worker knowledge and skill as job requirements change due to: technological innovation and Organizational restructuring, Cross-functional Training - training employees to perform a wider variety of tasks in order to gain: Flexibility in the work schedule, Improved coordination, Creativity Training - using innovative learning techniques to enhance employee ability to spawn new ideas and new approaches, Literacy Training - improving basic skills of the workforce such as mathematics, reading, writing, and effective employee behaviors such as

punctuality, responsibility, cooperation, etc, Diversity Training - instituting a variety of programs to instill awareness, tolerance, respect, and acceptance of persons of different races, gender, etc., and different backgrounds.

2.1.7 Employee Performance

Hawthorne studies and many other research works on the productivity of workers highlighted the fact that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy, 1985). Moreover, it is stated that employees are more likely to turnover if they are not satisfied and hence demotivated to show good performance. Employee performance is higher in happy and satisfied workers and the management finds it easy to motivate high performers to attain firm targets (Kinicki&Kreitner, 2007). The employee could be only satisfied when they feel competent to perform their jobs, which is achieved through better training programs.

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 and also it is continuously measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined standards and to make changes to unrealistic or problematic standards. During the developing stage, an employee is supposed to improve any poor performance that has been seen during the time frame in which one has been working at the company. During the planning and monitoring of work, deficiencies in performance become evident and can be addressed (Obisi 1996). The rating is used to summarize an employee's performance and this can be beneficial for testing and comparing the performance of employees over time or between diverse employees. This will help to reward and recognize behavior (Elnaga& Imran, 2013). Employee performance is among the critical factors that contribute significantly to the organization's success. Organizations play an important role in enhancing employee performance by providing training and development for their employees (Gitongu et al, 2016).

Employees' Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect organizational effectiveness, (Hameed & Waheed, 2011). Employee training plays an important role as it enhances the efficiency of an organization and helps employees to boost their performance efficiently. 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.

According to Ramlall (2008), good employee performance is required for an organization since an organization's success is reliant on the employee's creativity commitment, and training. Good employee performance is important in stabilizing the organizational economy by improving living standards and higher salaries, an increase in goods accessible for consumption. Therefore employee performance is important to society in general.

2.1.8 Effect of Training on Employee Performance

According to Wright and Geroy (2001), employee competency change through effective training programs. It's not only to improve the overall performance of the employees and to effectively perform the current job but also to enhance the knowledge, skills, and attitude of the workers necessary for the future job and those contributing to superior organizational performance. However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal system, power, and politics prevailing in the firm and the group dynamics. If the above-mentioned problems exist in the firms, employee performance decreases not due to a lack of relevant knowledge, skills, and attitude, but because of the hurdles which are mentioned above.

Existing literature presents evidence of the existence of obvious effects of training and development on employee performance. Some studies have proceeded by looking at performance in terms of employee performance in particular (Purcell, Kinnie & Hutchinson 2003; Harrison 2000) while others have extended to a general outlook of organizational performance (Guest

1997; Swart et al. 2005). In one way or another, the two are related in the sense that employee performance is a function of organizational performance since employee performance influences general organizational performance. About the above, Wright & Geroy (2001) note that employee competencies change through effective training programs. Therefore it is not only to improve the overall performance of the employees and to effectively perform their current jobs but also enhances the knowledge, skills, and attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Training impacts positively employee performance by generating benefits for both the employees and the organization they work for through the development of skills, knowledge, abilities, competencies, and behavior. Training plays a significant role in the development of organizations, enhancing performance as well as increasing productivity, and ultimately putting companies in the best position to face competition and stay at the top (Pyne & Goldsmith, 2008). According to Soumehsaraei & Gilaninia (2016), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But Training is directly related to employee performance and it is a formal and systematic modification of behavior through learning which occur as a result of education, Instruction, development, and planned experience Michael Armstrong (2000). The most important impact of training on employees and organizational performance is to improve the quality and quantity of the organization's output, increase the organization's profitability, safeguard the organization's stability, minimize the risk, decrease the organization's cost and expenses, improve the management of the organization Barzegar and Shahroz (2011).

2.1.9 Steps of the Training Process

The training process is a series of steps that need to be followed systematically to have an efficient training program and it is a systematic activity performed to modify the skill and behavior of an employee to perform a particular job.

- i. Training needs identification and assessment: 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. According to Armstrong (2012), training need is "an ongoing management process for generating and analyzing information about performance in an organization to make better and informed decisions about where and when to use training."

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.

TNA is also the process of collecting information about an expressed or implied organizational need that could be met by conducting training. The need can be a performance that does not meet the current standard. It means that there is a prescribed or best way of doing a task and that variance from it is creating a problem. The TNA process helps the trainer and the person requesting training to specify the training need or performance deficiency. Assessments can be formal (using survey and interview techniques) or informal (asking some questions of those involved).

- ii. Training design: The next step is to create a comprehensive action plan that includes learning theories, instructional design, content, materials, and any other training elements. It is a systematic approach to developing a training program. Training design is a process of developing a plan of instruction for each training program to be offered to meet training objectives. The most important issue to be included in the design phase is the training and development should have an explicit objective before they are delivered (Randy et.al.p163) 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. Effective training design considers the learner's characteristics, instructional strategies, and how best to get the training from class to the job to produce learning.(Mathis & Jackson,2011)Many companies pilot their initiatives and gather feedback to make adjustments before launching the program company-wide.

- iii. Training delivery or Implement Training Initiatives: The implementation phase is where the training program comes to life. Organizations need to decide whether training will be delivered in-house or externally coordinated. Program implementation includes the scheduling of training activities and the organization of any related resources (facilities, equipment, etc.). The training program is then officially launched, promoted, and conducted. During training, participant progress should be monitored to ensure that the program is effective.

I. On the job Training

On-the-job training is a type of training conducted at the trainee's regular work station and it is the most common form of training. However, it was conducted informally, without advanced planning (Harris and Desimone, 1994).

Types of on-the-job training include:

- 1, Mentoring: type of on the job training in which a senior or experienced employee takes control of the training and development of the new employee. This implies a closer relationship can exist, whereby the mentor plays the role of an advisor and protector to the trainee (Beardwell, et al., 2004).
- 2, E-learning: a more new concept of informational and learning exchange environment is e-learning. This emphasizes the use of new technology such as e-mail, internet, and computer software package to facilitate learning for employees whenever they need it. The adoption of online learning is attractive to organizations because the required data is available when learners want to learn. This will speed up the learning process and knowledge exchange. Until recently, a unit of learning was expressed in terms of a three-day course, a morning course, or a two-hour course. The e-learning courses can be formal (an actual course delivered via software or the internet) or informal (exchange of information and knowledge via e-mail or the internet) (ibid).
- 3, Shadowing and Job Rotation: also known as off-practice on-the-job training methods. It involves giving traineemanagers a "feel" for the organization by providing the experience of working in different departments. It's an old method and has been criticized for the way it's often implemented. Trainees are not warmly welcomed and are seen by supervisors and workers in the department as obstacles to daily routines. However, if well-structured and planned with the corporation of all department supervisors, this method can be a worthwhile learning experience.

Another version of the training is job rotation which is the lateral transfer of employees to work at different jobs. It provides good exposure to verify tasks. Often operated within a department to ensure the employees know the entire department's work, the training needs to be well planned and coordinated, with mutual support given to each other by the employees within the department. There must also be clear learning objectives (ibid).

Advantages of on-the-job training:- Provides realism, High transfer to the job, Allows active practice, Lowers training cost, Provides immediate feedback, Less expensive than off-job training, High motivation.

Disadvantage of on-the-job training:- Disruptions to operations, Lack of systematic feedback, May damage valuable equipment, Inconsistent across departments, Transfer of improper procedures, Inadequate focus on underlying principles, Trainee stress

II. Off-the-job training

Off-the-job training is a type of training that occurs outside of work. The advantage of the off the job training are allowing the trainee to concentrate on learning the new job without distraction and for the training to be delivered systematically by skilled and experienced trainers. It can also help to give an immediate good first impression to a new employee. Trainees can make mistakes without fear of an immediate cost to the organization and tests can be set up for each stage to ensure that the job has been learned thoroughly before being released into the real working situation. (Lynton and Pareek, 2000)

Types of off-the-job training

- Classroom lectures: take place in a classroom trainees learn crucial skills needed for their jobs get to know their job responsibilities and have the opportunity to get their questions answered by experts.
- Case studies: trainees receive a situation or problem in the form of a case study that pertains to their field.
- Simulation: trainees get trained through equipment or a machine that assumes what they had used in the field or on the job.
- Audio-visual: it is undertaken through video, television, and films

Advantages of off-the-job training:- Avoids disruptions to normal operations, Minimizes distractions, Avoids safety concerns

Disadvantages of off-the-job training:-Transfer of training may be more difficult due to differences between the training setting and the work setting, Costs may be higher due to the cost of the training facility, Trainee motivation may be reduced because the jobrelevancy of the training is not as obvious.

4) Evaluate & Revise Training: training program should be continually monitored. In 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. It is ongoing throughout the entire stage of the training program and it allows taking a look and making a cost-benefit analysis of the training program.

According to Kirkpatrick in the late 1950s, there are four stages of evaluating the training program

- i. Reaction: measure the reaction of participants toward the training and answer questions about whether the participants liked the training, how much the trainers, and any suggestions they have for improving the training(decenzo&robbins,2010).
- ii. Learning: measure how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). To what extent did the participant improve knowledge and skills and changed attitude as a result of the training?
- iii. Behavior: measures whether the training changes the employee's behavior when he or she returns to the job. It can be measured by participants, supervisors, or trainers (Decenzo& Robbins, 2010).
- iv. Results: measures whether the training benefited the employer or not. It measures the effect of training on the achievement of organizational objectives.



source: Armstrong, (2000)

Figure 2.1 process of training

2.1.10 Challenges of the Training Program

Training and Development face different problems and obstacles in organizations. Atiyyah (1993) argues that the effectiveness of most training programs in developing countries is generally low, due to inadequate need analysis or assessment, irrelevant curricula, unparticipative training techniques, and lack of reinforcement. Moreover, training is not considered as an important function to be conducted regularly; instead, it sponsors symposia, occasions, or events in which several theoretical papers on current topics are presented to a large invited audience. It is important to understand factors that hinder the practices of employee training and development in any service render organization. According to Noe (2002), the organization's strategic goal, training policy, support of managers for training activities, and training budget are some of the factors which should be considered in organizations before choosing training and development as a solution to performance deficiency.

Organization's Strategic Goal: - one of the important purposes of an organization's strategic goal is the identification of knowledge, skill, and abilities that will be needed by employees in the future as both jobs and the organization change. The other important purpose of an

organizational strategic goal is it indicates the overall organization's mission and vision through participatory communications among all staff members. A clear understanding of both short and long-term goals also contributes an important role to organizational objectives. Similarly, both internal and external forces will influence the training of workers which needs to be considered (Noe, 2002).

Training Policy: - is one of the important factors which play a great role in facilitating the implementation of employees' training and development if it is formulated properly by the organization. When a training program is designed it is important to ensure whether the organization has a training policy or not. Monappa and Salyadain (1999) briefly explained that an organization's training policy should represent the commitment of its top management to training and is expressed in the rules and procedures which govern or influence the standard and scope of training in the organization.

Training Activities:- the key factors for training success are a positive attitude among peers and managers about participation in training activities, managers and peers' willingness to provide information to trainees about how they can use knowledge, skill, or behaviors learned in training on the job and opportunities for trainees to use in their jobs. If managers are not supportive, employees are unlikely to apply the training to their jobs. In addition to this, as affirmed by Sah (1992) low priority to training and poor communication reduces training performance effectiveness by lowering morale and lower commitment to the goals of the organization.

Training Budget: - it is a statement of what the organization intends to spend on training in a given period (Truelove, 2000). In this regard, it is expected that every organization is intended to allocate a budget for training activities. A training budget for each internal program of an organization has to be prepared in a proper way which would include the cost of facilities like training rooms, food, transport, guest faculty, and cost of teaching materials (Monappa and Saidayain, 1999). In contrast to the above statement, many organizations are reluctant to allocate sufficient budget for training because they assumed that the result of training on the organization's achievement is not immediate (Kaila, 2006). However, it will be readily essential that managers, supervisors, and departments closely work with the training department during the preparation of a training budget because training is an essential service function for organization activities. In addition to this, if the training budget is planned properly an organization can be free from misuse of resources. In summary, it could be said that T&D should

play a strategic, proactive, and influencing role, rather than just simply an implementing and reactive role. Top management support and leadership and line managers' participation are very important requirements for successful strategic T&D.

Unfortunately, SHRD does not exist in many organizations for many reasons, such as the organization's lack of or ill-defined strategic objectives and the cost of T&D is often considered high in many organizations. Some organizations do not analyze T&D needs properly and evaluating the training program outcomes stage is ignored or just focused on employee satisfaction and reaction (Stone, 2002).

2.1.11 Principles of Training

- ✓ Training plan: Training must be planned, predesigned, and ably executed. Effective implementation depends to a great extent on planning.
- ✓ Organizational objectives: Training and development must meet the objectives of the organization.
- ✓ Equity and fairness: All employees must enjoy equal opportunity to drive benefit out of such training and must have an equal chance to undergo such training.
- ✓ Appropriateness: Training must be appropriate to suit the needs of the organization as well as individuals.
- ✓ Application specific: Training content is balanced between theory and practice. It must be Application specific.
- ✓ Upgrading information: Training and development should be continuously reviewed at periodic intervals to make them up-to-date in terms of knowledge and skill.
- ✓ Top management support: To management, support is essential to make training and development effective.
- ✓ Centralization: For an economy of effort, uniformity, and efficiency, a centralized training department is found more common and useful.
- ✓ Motivation: Training and development must have motivational aspects like increments, promotions, pay, and certificate.

2.2 Empirical literature review

Diamantidis, Anastasios D; Chatzoglou and Prodromos D (2012), examined the effects of training programs in organizations where training was used for the development of employees. It

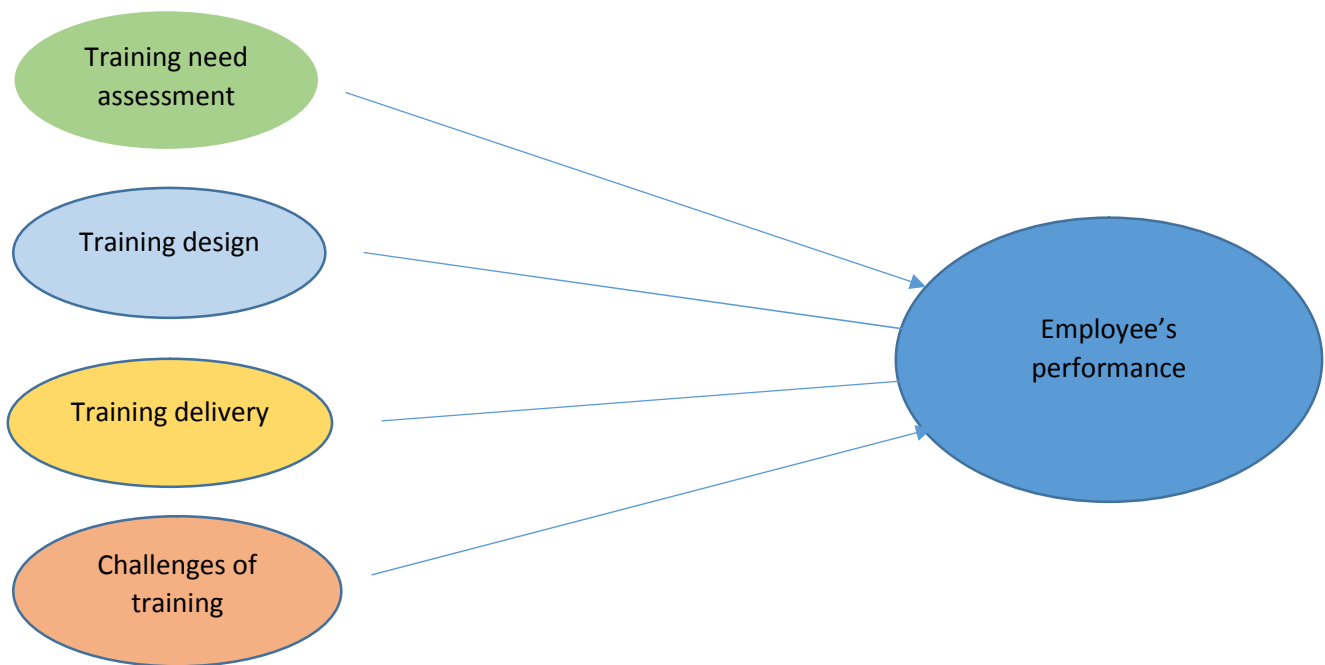
indicates the design of the training program is the most critical factor and it has a major impact on performance in their job. Bellary, Venugopalan and Ganesan (2014), reemphasized that the training program's success depends on training outcomes. It pointed out that training is being conducted by many corporate, but insufficient research has been done in this area. Training is an organized way in which organizations provide development and improve the quality of new and existing employees. It has a systematic approach to learning and development that improve individual, group, and organization (Goldstein & Ford, 2002). Training is a process and it is the most pervasive method to enhance the productivity of individuals and communicate organizational goals to personnel (Ekaterini & Vasilios, 2009). It also supports that investing in training employees on decision-making, teamwork, problem-solving, and interpersonal relations has an impact on the organization's level of growth as well as employee performance (Rohan & Madhumita, 2012). Badger, Salder – Smith, and Michie (1997), presented a study on perceptions of the value and effectiveness of Outdoor Training Programs. It pointed out that the companies believed in this form of training and their perception but there was no clear defined answer to its effectiveness. Edens and Bell, (2003) recognized many design and evaluation techniques linked to the effectiveness of training based on pertinent literature. In this review, they focused on evaluation methods, execution of training programs based on needs assessment, and similarity between task and training delivery methods.

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 34 | P a g e 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.

2.3 Conceptual framework

A conceptual framework is a diagrammatic representation of dependent and independent variables. To define the relationship between variables, the variables in the conceptual framework tested the hypothesis. The training needs assessment, training design, training delivery, and challenges of training are dependent and employee performance is an independent variable. The conceptual framework for the relationship between variables is shown in Figure 2.1

Independent variables



Dependent variables

source: Raja, Furgan, Mohammed (2011)

Figure 2.2 Conceptual framework

2.4 Research Hypothesis

H1: Training need assessment factors have positive influence on employee performance .

H2: Training design factors have positive influence on employee performance:

H3: Training delivery methods have positive influence on employee performance

H4: Training challenge factors have negative influence on employee performance

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research design

Research design is a set of methods and procedures used in collecting and analyzing measures of variables specified in the research problem. It will help to address the objective of the research. Research design is a conceptual structure with which the research is conducted, it contributes to the blueprint for the collection and analysis of data Kothari (2004).

In this research explanatory research design is used. Explanatory research design is a method developed to investigate a phenomenon that has not been studied or explained properly and is responsible for finding the cause-and-effect relationship between two variables. To address the research objective explanatory research design will be applied to identify the cause-and-effect relationship between the training practice and employee performance.

3.2 Research approach

In order to achieve the research objective quantitative research approach were used. Quantitative approach helps researchers to test relationships between variables and to present data quantitatively and numerical data were analyzed quantitatively using statistical tools.

3.3 Population

The research mainly focus on Bunna Bank's south district it excludes branches that are found outside of the south district to control the effect of district variation on the study variables. The population of the study is the clerical staff which is found in different branches under the south district. Bunna Bank has 457 branches in Ethiopia from those 56 branches are found under the south district and the total number of those clerical staffs is 508. According to the information obtained from the bank, those employees take different training programs and the researcher use 508 employees which are found in different managerial and non-managerial levels as a target population for the research.

3.4 Sample Size and Sampling Techniques

Simple random sampling is a sampling technique in which each sample has an equal probability of being chosen. The sample size was computed from the target population of 508 employees who are found in the south district and who take different training programs the sample size is 223.7 which is approximately equal to 224. The sample size is computed using Yamane 1967:886.

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

Where; n= sample size

$$n = 508/1+508(0.05)^2$$

N=population size

$$= 223.7 \sim 224 \quad e = \text{margin of error}$$

The target population branches will be selected by using a simple random sampling technique.

3.5 Source of Data and Data collection instrument

The data for this research that are used are primary data and secondary data. The primary data was obtained by using questionnaires given to different branch managers, customer service officer II (accountants and cashiers), customer service officer I, District managers, and training and development departments, and it is measured by Likert scale (strongly agree, agree, neutral, disagree and strongly disagree). Secondary data are collected from different journals, books, and reports which have been prepared and organized by different researchers.

3.6 Data analysis

Data analysis is an application of reasoning to understand, clear, and interpret the data or information that have been collected through the questionnaire(Zikmund,2003).The primary data is analyzed by using quantitative approaches and descriptive statistical indexes like percentage, mean, and standard deviation to calculate and the data which is collected by the researcher analyzed by a computer model called statistical package for social studies (SPSS 26). Correlation and regression analysis are also used for the study.

3.7 Ethical consideration

The privacy of all respondents will be respected and the respondent will be assured that their responses will not be exposed to another party. To receive the participant's informed consent a cover letter will be attached to the questionnaire to explain the purpose of the study and the right to accept or refuse. All assistance of collaboration of other sources from which the information obtained will be acknowledged. The questionnaires will be filled by their total willingness

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPERTATION

4.1 Introduction

This chapter focuses on the presentation, analysis, and interpretation of questionnaire data and contains the reliability analysis, respondents profile, correlation analysis, overall employee performance analysis, and multiple regression analysis. The collected data were analyzed by using the statistical package for social science (SPSS) version 26 to answer the research questions.

4.2 Response Rate

	No	Percent
Questionnaires Distributed	224	100%
Questionnaires Returned	213	95%
Questionnaires unreturned	11	5%

4.3 Demographic Characteristics of the Respondents

The following table generalizes the demographic characteristics of respondents by gender, age, marital status, and educational status.

4.3.1 Gender of Respondents

Table 4.1 Gender of respondents

Gender					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	125	58.7	58.7	58.7
	female	88	41.3	41.3	100.0
	Total	213	100.0	100.0	

Source: own survey, 2023

As shown in the above table 125 (58.7%) respondents fall into the category of male. This is followed by 88 (41.3%) of the respondents in the category of Female. It indicates that the numbers of male workers in Buna Bank were greater than female.

4.3.2 Age of respondents

Table 4.2 Age of respondents

Age					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	104	48.8	48.8	48.8
	31-40	45	21.1	21.1	70.0
	41-50	51	23.9	23.9	93.9
	above 50	13	6.1	6.1	100.0
	Total	213	100.0	100.0	

Source: own survey, 2023

As can be seen from the above table, the majority of the respondents are within the age category of 20-30 years 104(48.8%). The remaining percentages of the age of 41-50, 31-40, and above 50 years were about 51, 45, and 13 respectively. It indicates that the greatest number of respondents was young enough since the age of the respondents was important to get relevant data from them and they can challenge in operating their businesses and they can work effectively in their business activities in the competitive market.

4.3.3 Educational Status of Respondents

Table 4.3 Educational status of respondents

Educational status					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	BA degree	120	56.3	56.3	56.3
	Second degree	93	43.7	43.7	100.0

	Total	213	100.0	100.0	
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Source: own survey, 2023

As can be viewed in the above table, the majority of the respondents are within degree 120(56.3) % and second degree 93(43.70) % above respectively. The above finding indicates that most of the respondents had degrees. Since they can understand and fill out the questionnaires.

4.3.4 Work Experience of Respondents

Table 4.4 work experience of Respondents

Work Experience					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-3yrs	82	38.5	38.5	38.5
	4-7yrs	66	31.0	31.0	69.5
	8-12yrs	49	23.0	23.0	92.5
	Above 13 yr	16	7.5	7.5	100.0
	Total	213	100.0	100.0	

Source: own survey, 2023

As shown in the above table the work experience of the respondents, majority of the respondents 82(38.5%) have 1-3 yrs. of experience in their business work. While, 66(31%), 49(23%), and 16(7.5%) of them were in the category of 4-7 years, 8-12 years, and above years respectively. This shows that the majority of the respondents had worked in the market for different periods. Hence, they are more informed on the factors affecting employees performance and business operating activities. Therefore, they can give relevant data to the researcher

Table 4.3.5 Training Schedule

Training Schedule					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Quarterly	26	12.2	12.2	12.2
	Every six month	36	16.9	16.9	29.1

	Once in a year	34	16.0	16.0	45.1
	No specific schedule	117	54.9	54.9	100.0
	Total	213	100.0	100.0	

Source: own survey, 2023

As shown in the above table majority of the respondent argued that there was no specific schedule for training employees in Buna Bank.

4.4 Reliability

A measuring device is dependable, according to Kothari (2004), if it produces consistent results. A reliability test was also performed to check the internal consistency and accuracy of the measurement scale. For testing the reliability of the data instrument, Cronbach's alpha was used. (Hamid et al., 2011) suggested that the rule of thumb for good reliability estimated is 0.7 a high reliability estimated of between 0.6 and 0.7 may be acceptable if other indicators of the model construct validity is good. The study used a questionnaire to investigate factors that affect the performance of employees in Buna Bank. Then there assess the model fit the reliability and validity of the questionnaire to get confidence in comparing the sample with the help of SPSS V-26 the most frequently used Cronbach's alpha. The reliability of the item is presented in the table below.

Table 4.6 Reliability analysis (Cronbach's alpha)

Variables of the study	Number of item	Cronbach's Alpha
Training need assessment factors	7	0.75
Training practice factors	4	0.709
Training design factors	7	0.737
Training program delivery method factors	7	0.782
Challenges of training program factors	8	0.859
Employee performance factors	5	0.750

Source: own survey, 2023

As indicated in the table, Cronbach's alpha values for each factor were as follows 0.75, 0.709, 0.737, 0.782, 0.859 and 0.750 respectively. Hence, the reliability of the measurement used in this study can be considered as good and acceptable. Therefore, Cronbach's alpha coefficient of each item is over 0.65. (Haur, 2017) suggested that the rule of thumb for a good reliability estimate is 0.7. A high-reliability estimate of between 0.6 and 0.7 may be acceptable. If other indicators of the model construct validity are good. So the reliability of the study was very good.

4.5 Descriptive Statistics Analysis

4.5.1 Training practice factors

Table 4.7 Descriptive Statistics Analyzing training practice factors of Buna Bank

Items Description	Sample size	Mean	St. Deviation
1.1. Training practices are conducted based on rules and regulation	213	3.52	1.058
1.2 The organization designed a training program with directives	213	3.68	0.952
1.3 Buna Bank has the practice of planning a training program before conducting it	213	3.30	1.268
1.4 Training practice of the bank helps employees to commit to their work	213	3.79	1.062
TOTAL	213	3.57	1.085

Source: own survey, 2023

The above Table indicates descriptive statistics analyzing the training practice of Buna Bank which is a Training practice conducted based on rules and regulations indicating a mean difference of 3.52 described in the standard deviation of 1.058. It indicates that the training practice was conducted based on rules and regulations. Concerning, the organization-designed training program with directives the finding indicated that the mean score was 3.68 and the

standard deviation depicted 0.952. This implies that the organization's training programs were redesigned by directives. BunaBank has the practice of planning a training program before conducting it, the mean is 3.3 and St. Deviation is 1.028, which implies that Buna Bank plans a training program before conducting it in general, the total mean for training practice factors was 3.57 which indicates that Buna Bank had a good training practice program.

4.5.2 Training needs assessment factors.

Table 4.8 Descriptive Statistics training needs assessment factors of Buna Bank

Items Description	Sample size	Mean	St. Deviation
2.1 Organization collects data about an organizational need, performance and knowledge before the training program	213	3.07	1.261
2.2 Does the number of people in the training program is selected in an effective way (the trainers & trainees)	213	3.40	1.207
2.3 Do you think the training need assessment is based on the performance of the staff	213	3.15	1.179
2.4 The training needs assessment identifies the best time to conduct the training program	213	3.27	1.133
2.5 The organization identifies the skill deficiencies specific to individual	321	3.38	1.095
2.6 Training needs assessment manual is developed by taking into consideration the need of potential trainees	213	2.78	1.285
2.7 Training needs analysis is conducted to produce relevant findings on performance gaps.	213	3.79	1.136
TOTAL	213	3.26	1.19

Source: own survey, 2023

The above Table indicates descriptive statistics analyzing the Training need assessment factor of Buna Bank which is the Organization collected data about an organizational need,

performance, and knowledge before the training program was a mean difference of 3.07 described in the standard deviation of 1.261, and Does the number of people in the training program is selected in the effective way (the trainers & trainees) regulations was a mean of 3.4 and St. Deviation of 1.207. Concerning, Do you think the training need assessment is based on the performance of the staff, the finding indicated that the mean score was 3.15 and the standard deviation depicted 1.179. Buna Bank has practiced the training need assessment to identify the best time to conduct the training program, with a mean of 3.27 and a St. Deviation of 1.133. The training needs assessment manual is developed by taking into consideration the need of potential trainees, the finding indicates that the mean of 2.78 and St. Deviation of 1.285, means the manual was not considered the potential of trainees. In general, from Table 4.8 the grand mean was 3.26 which indicates that the training needs assessment factors in Buna Bank were satisfactory.

4.5.3 Training design factors

Table 4.9 Descriptive Statistics training design factors of Buna Bank

Items Description	Sample size	Mean	St. Deviation
3.1 Training program is designed based on the training need assessment	213	3.30	1.290
3.2 Training design and structure of the training process are clear	213	3.11	1.253
3.3 Does the training design present the content clearly	213	3.96	0.812
3.4 Do you think the bank training program is designed based on the requirement of the job	213	4.06	0.725
3.5 The objective of the training is related to my need	321	4.20	0.823
3.6 The course material designed for the training program is presented in an engaging way	213	3.70	1.161
3.7 The materials designed for the training program provide me with useful information	213	3.53	1.156
TOTAL	213	3.69	1.03

Source: own survey, 2023

The above Table, indicates descriptive statistics analyzing the Training design factors of Buna Bank which is Training program is designed based on the training need assessment was a mean difference of 3.3 described in the standard deviation of 1.29, and the Training design and structure of the training process are clear was a mean of 3.11 and St. Deviation of 1.253. Considering the training design present the content at a mean of 3.96 and a St. Deviation of 0.812, and the materials designed for the training program provide me useful information with a mean of 3.53 and a St. Deviation of 1.156. From this finding the result shows that a grand mean of 3.69 indicates training design in Buna Bank was satisfactory.

4.5. 4 Training program delivery methods factors of Bunna Banks

Table 4.9 Descriptive Statistics training program delivery method factors of Buna Bank

Items Description	Sample size	Mean	St. Deviation
4.1 Did the training implementation offer activities that are interactive enough	213	3.61	0.99
4.2 The bank gives both on-the-job and job pieces of training	213	3.56	1.113
4.3 The delivery method that the organization used is convenient to get the necessary knowledge and skill	213	3.46	1.057
4.4 Does the bank use enough training delivery elements such as video in the training program	213	3.57	1.024
4.5 The bank uses different tactics to keep the training top of mind of the employees	321	3.04	1.113
4.6 The organization takes enough time in the implementation of the training program	213	3.41	1.277
4.7 The organization delivery approach builds the necessary skills, knowledge, attitudes	213	3.03	2.242
TOTAL	213	3.38	1.26

Source: own survey, 2023

The above Table, indicates descriptive statistics analyzing training program delivery methods factors of Buna Bank which were done the training implementation offer activities that are interactive enough as a mean difference of 3.61 described in the standard deviation of 0.99, and The delivery method that the organization used is convenient to get the necessary knowledge and skill was a mean of 3.46 and St. Deviation of 1.057. Considering The bank uses different tactics to keep the training top of mind in the employees the mean is 3.04 and St. Deviation is 1.113, and The organization takes enough time in the implementation of the training program information with a mean of 3.41 and St. Deviation of 1.277. From this finding the result shows that a grand mean of 3.38 indicates Training program delivery methods in Buna Bank was satisfactory.

4.5.5 Challenge of the training program

4.10 Descriptive Statistics Factors Challenge of the training program of Buna Bank

Items Description	Sample size	Mean	St. Deviation
5.1 Poor management of the training program	213	3.39	1.054
5.2 The bank training program is not clear	213	3.62	1.260
5.3 Lack of timely feedback concerning trainees' satisfaction	213	3.17	1.32
5.4 Lack of Resources and budget	213	3.93	0.87
5.5 Limitation of time while delivering the training program	321	3.57	1.64
5.6 Good training and development program not followed by rewards	213	2.98	1.29
5.7 Lack of professionals in the training and development Program	213	3.55	1.074
5.8 Inaccurate training need analysis	213	3.47	1.979
TOTAL	213	3.46	1.31

Source: own survey, 2023

The above Table indicates descriptive statistics analyzing the Challenges of training program factors of Buna Bank which, Poor management of the training program was a mean difference of 3.39 described in the standard deviation of 1.054, and The bank training program is not clear was a mean of 3.62 and St. Deviation of 1.260. Considering the Lack of timely feedback concerning trainee's satisfaction mean of 3.17 and St. Deviation of 1.32, and the Good training and development program not followed by rewards with a mean of 2.98 and St. Deviation of 1.29. Finally, inaccurate training needs analysis with a mean of 3.47 and a St. Deviation of 1.979.

4.5.6 Employee performance

Table 4.11 Descriptive Statistics factors employee performance of Buna Bank

Items Description	Sample size	Mean	St. Deviation
6.1 In my opinion training helped me improve my performance	213	3.64	0.877
6.2 I become more responsible and confident in performing work-related tasks after receiving the pieces of training	213	3.73	0.812
6.3 The training provided by the bank helped me to perform my work efficiently and to bring strong teamwork	213	3.59	1.106
6.4 Training helps me to increase job satisfaction	213	4.16	0.611
6.5 The training enables me to perform my work with greater accuracy and precision	321	4.16	0.616
TOTAL	213	3.86	0.80

Source: own survey, 2023

The above Table, indicates descriptive statistics analyzing Employee performance factors of Buna Bank, In my opinion, the training helped me improve my performance as a mean difference of 3.64 described in the standard deviation of 0.877 and I become more responsible and confident in performing work-related task after receiving the training was a mean of 3.73 and St.

Deviation of 0.812. Considering, the training provided by the bank helped me to perform my work efficiently and to bring a strong teamwork mean of 3.59 and St. Deviation of 1.106, and The training enable me to perform my work with greater accuracy and precision with a mean of 4.1 and St. Deviation of 0.616. From the above table, the result indicates a grand mean of 3.86, so the training given by the Buna Bank help the employee to update their performance.

4.6 Inferential Analysis

4.6.1 Correlation analysis

Correlation analysis determines to explore the strength as well as the direction of the relationship between the study variables specifically, training practice factors, training need assessment factors, training design factors, training delivery factors, the challenge of training (independent variables), and performance of an employee which is the dependent variable. The researcher used Pearson's product-moment correlation coefficient- Pearson's r . According to (Chee & Queen, 2016) Pearson's r is a measure of the linear relationship between two interval or ratio variables and can have a value between -1 and 1. The benefit of using Pearson's r is, it is a simple way to assess the association between two variables. Whether they share variance, if the relationship is positive or negative, and the degree to which they correlate. In this study, Pearson's product-moment correlation coefficient- Pearson's r was used to determine the independent and dependent variables.

The table below shows the correlation between independent variables and dependent variables. The correlation matrix indicated that there is a positive relationship between training practice factors, training need assessment factors, training design factors, training program delivery factors challenge of training program factors, and employee performance of Buna Bank. which is $r = 0.367^{**}, 0.388^{**}, 0.479^{**}, 0.536^{**}$ and 0.405^{**} and ($P = 0.00$) respectively.

According to Hutcheson (2011) and Daniel (2014), if r is close to 1, the two variables have a strong association. This indicates whether changes in one variable are strongly correlated with changes in the other variable or whether the problem of Multicollinearity exists. As we have seen from the above table, the training program delivery methods were found to correlate with the performance of employees in the study area numerically by ($r = 0.536^{**}$), This number is close to 1, or there is a strong relationship between an independent variable and dependent variables

Table 4.12: correlation between dependent and independent variables /N=213/

Correlations		1	2	3	4	4	5
Employee performance factors	Pearson Correlation	1					
	Sig. (2-tailed)		.000	.000	.000	.000	.000
Training practice factors	Pearson Correlation	.367**	1				
Training need assessment factors	Pearson Correlation	.388**	.488**	1			
Training design factors	Pearson Correlation	.479**	.478**	.429**	1		
Training program delivery method factors	Pearson Correlation	.536**	.530**	.581**	.464**	1	
Challenges of training program factors	Pearson Correlation	.405**	.459**	.436**	.461**	.754**	1
**. Correlation is significant at the 0.01 level (2-tailed).							

Source:own survey,2023

Therefore, we can conclude that there is a strong relationship between training program delivery methods and the performance of employees. When r is near 0, on the other hand, there is no or a weak association between the independent and dependent variables.

4.7 Diagnostics Tests

According to (Field, 2013), to run linear regression, checking critical assumptions is essential and it is helpful to conclude the population under study. In this regard, the following preliminary analysis (Regression diagnostics) was conducted to verify the assumptions like linearity, Multicollinearity, and homoscedasticity test or assumptions.

4.7.1 Assumption1: Linearity test

According to (Hayes et al., 2012) the relationship between the independent and dependent variables needs to be a linear function to conduct linear regression analysis. As a result, the linearity of the relationship between independent and dependent variables was tested using SPSS V26 software and scatter plots showing the relationship between the two variables (IV and DV). The scatter plot of residuals indicates that the points lay in a reasonably straight line from bottom left to top right. Therefore, it shows linearity. An underlining assumption of regression analysis is that the relationship between the variables is linear which means the points in the straight-line plot must form a pattern that can be approximated with a straight line.

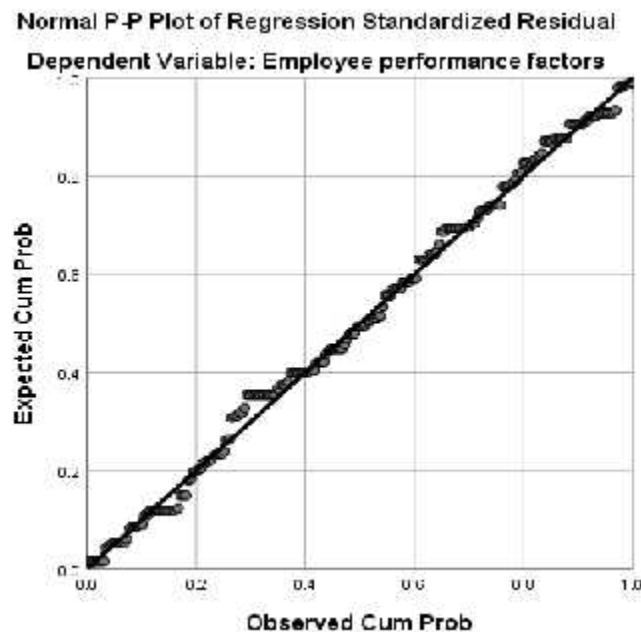


Figure 4.1 Linearity Test

Source:own survey,2023

4.7.2. Assumption 2: Multicollinearity Test

According to (McClelland et al., 2017), most regression programs can compute the variance inflations factor (VIF) for each variable, and as a rule of thumb; VIF above 5.0 shows problems with the Multicollinearity test. Erik Mool (2014), also underline that values for “Tolerance” below 0.1 indicate serious problems, although several statisticians suggest that value for

“Tolerance” below 0.2 are worthy of concern. Multi co-linearity of the regression analysis refers to how strongly interrelated the independent variables in a model are.

Table 4.13 Multicollinearity Test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Training practice factors	.620	1.614
	Training needs assessment factors	.601	1.665
	Training design factors	.672	1.488
	Training program delivery method factors	.340	2.945
	Challenges of training program factors	.413	2.419

Therefore, in this study, the table above shows that the Variance Inflation Factors (VIF) and tolerance fall within the acceptance range (VIF = 1 - 10, tolerance = 0.1 – 1.0). Therefore there is no multicollinearity.

4.7.3 Assumption 3: Homoscedasticity Test

Homoscedasticity is the extent to which the data values for the dependent and independent variables have equal variances (Olvera & Zumba, 2019). At each level of the predictor variables, the variance of the residual terms should be constant. It means that the residuals at each level of the predictors should have the same variance, therefore, checking for this assumption is helpful for the fitness of the regression model. In this regard, to plot the homoscedasticity test, as supported by Erik (2014), the researcher plots the standardized residuals, or error (ZRESID) on the Y-axis and the standardized predicted value of the dependent variable based on the model (ZPRED) on the X-axis and the result is presented as follows.

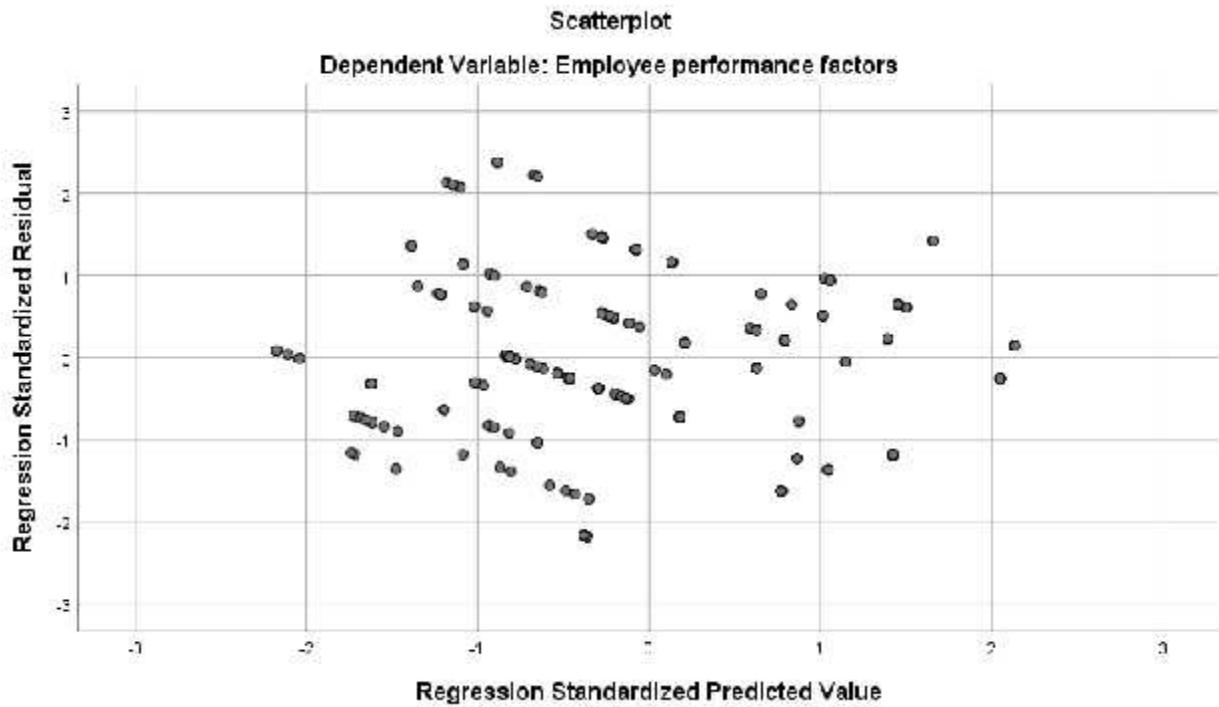


Figure 4.2 Homoscedasticity Test

Source:own survey,2023

Thus, the scatter plot shows that the majority of the point are concentrated around zero (0) which shows that no violation of homoscedasticity.

4.8 Multiple regression

Table 4.14 Model Summary^b

Model Summary^b					
Model	R	R Square	Adjusted Square	Std. An error in the Estimate	Durbin-Watson
1	.599 ^a	.359	.343	.43184	1.778

a.Predictors: (Constant), Challenges of training program factors, Training need assessment factors, Training design factors, Training practice factors, Training program delivery method factors^a

b. Dependent Variable: Employee performance factors^b

source:own survey,2023

In this study, a multiple regression analysis was conducted to test the relationship among independent variables and dependent variables. Coefficient of determination - R^2 is the measure of the proportion of the variance of a dependent variable about its mean that is explained by the independent or predictor variables (Hair et al., 2014). A higher value of R^2 represents the greater explanatory power of the regression equation. As shown in the above table (35.9%) of employee performance was determined by the above independent variables.

Table 4.15 Coefficients^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.017	.239		8.447	.000
	Training practice factors	.017	.069	.018	.248	.004
	Training needs assessment factors	.028	.050	.040	.560	.576
	Training design factors	.237	.055	.291	4.282	.000
	Training program delivery method factors	.307	.069	.425	4.447	.000
	Challenges of training program factors	-.063	.073	-.074	-.861	.030

Dependent Variable: Employee performance

Source: own survey, 2023

Multiple regressions were then administered to the list of factors that had indicated a significant correlation with employee turnover. The multiple regression model used was:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e.$$

The unstandardized coefficients of the determination under the B column in the above table was used to substitute the unknown x values of the regression model. The beta values indicated the direction of the relationship. A positive or negative sign indicates the nature of the relationship. The significant values (p-value) under the significance column indicate the statistical significance of the relationship of the probability of the model giving a wrong prediction. A p-value of less than 0.05 is recommended as it signifies a high degree of confidence.

From the above table, the constant value was that $\beta_0=2.017, \beta_1=0.017, \beta_2=0.028, \beta_3=0.237, \beta_4=0.307$, and $\beta_5=-0.063$.

Therefore the multiple linear regression result was as follows:

$$Y = 2.017 + 0.017x_1 + 0.028x_2 + 0.237x_3 + 0.307x_4 - 0.063x_5$$

Interperation

- For every unit increase in the value of training practice of the organization, setting all other predictor variable to be constant, the value of response variable employees' performance will increase by 0.017 units or 1.7%.
- For every unit increase in the value of training need assessment in the organization, setting all other predictor variable to be constant, the value of response variable employees' performance will increase by 0.028 units or 2.8%.
- For every unit increase in the value of training design in Bunna bank, setting all other predictor variable to be constant, the value of response variable employees' performance will increase by 0.237 units or 23.7%.
- For every unit increase in the training delivery in Bunna bank, setting all other predictor variable to constant, the value of response variable employees' performance will increase by 0.307 units or 30.7%.
- For every unit increase in the challenge of the training practice in the organization, setting all variables constanat, the value of response variable employees' performance will decrease by 0.063 units or 6.3%

4.9 Hypothesis tests

Correlation analysis is the most important method for identifying the relationship between independent and dependent variables in a research study, but it does not assess the effect of the two variables. In regression analysis most common to evaluate the cause of independent variables on the dependent variable. Each hypothesis was tested based on an unstandardized coefficient beta and P-value (the hypothesis was rejected or accepted).

H1: Training needs assessment factors have a positive influence on the performance of employees in Buna Bank.

As indicated in the unstandardized coefficient beta and P-value table 4.15 result, aTraining program delivery method factor was 0.28 and a significant level of 0.576 ($p > 0.05$). According to the analysis, the hypothesis is rejected, and the independent and dependent variables have no relationship.

H2: Training design factors have positive influences on the performance of employees in Buna Bank.

As indicated in the unstandardized coefficient beta and P-value table 4.15 result, aTraining design factor was 0.237 and a significant level of 0.00 ($p < 0.05$). According to the analysis, the hypothesis is accepted, and the independent and dependent variables have a positive relationship.

H3: Training program delivery method factors have positive influences on the performance of the employee in the study area.

As indicated in the unstandardized coefficient beta and P-value table 4.15 result, aTraining program delivery method factor is .307 and a significant level of 0.00 ($p < 0.05$). According to the analysis, the hypothesis is accepted, and the independent and dependent variables have a positive relationship.

H4: Challenges of training program factors have negative influences on the performance of employees in Buna Bank.

As indicated in the unstandardized coefficient beta and P-value table 4.15 result, aTraining program delivery method factor is -0.063 and a significant level of 0.03 ($p < 0.05$). According to the analysis, the hypothesis is accepted, and the independent and dependent variables have a negative relationship.

CHAPTER FIVE

CONCLUSION AND RECOMMENDATION

5.1 Summary of Findings

The most important resource for an organization is the human resources who are the employees. They make sufficient contributions to an organization; attention should therefore be paid to them. Organizations can only realize their goals and objectives through their employees' performance.

Training is one of the parameters for enhancing the ability of the workforce for achieving organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employees or organizations to meet standard performance levels. The Pearson coefficient implies that the independent variables training practice, training need assessment, training design, training delivery, were positively related with employee performance within the range of 0.367 to 0.536 and training delivery method have a strong relationship with employee performance. The training practice factors have a positive influence on employee performance, as training practice increases employee performance also increases. On the other hand, Training design factors have a positive influence on employee performance. preparing training design with compatible employee experience and skill will develop employee performance. .

The unstandardized beta coefficient result shows training practice 0.17, training need assessment 0.028, training design 0.237, training delivery 0.307 this result indicated as for every increase in the independent variable the dependent variable also increase and the challenges of the training program result shows -0.63 this shows as for every increase in the independent variable the dependent variable will decrease. Training challenges have a negative influence on employee performance, if the company solves the training challenge problem, employee performance will increase. The regression analysis result indicates as 35.9% of employee performance is affected by the training practice of bunna bank . Therefore the organization should give much more attention to the training programme while conducting the training process.

5.2 Conclusions

Training programs play a very important role in every organization and it improves employee performance at the workplace, update employee knowledge and enhance their

skills. Training enhances the overall performance of an organization in various ways i.e. soft skill development, personality development, interpersonal relationship, problem-solving techniques, quality improvement programs, time management skills, goal setting and workplace communication, and so on. The success of the training program is based on the desired results achieved by the organization. Therefore the effectiveness of training programs on employee performance must be evaluated. This will benefit the training providers as well as the employees and thus in turn affect the bottom – line of the company. The purpose of this study was to examine the effects of training on employee performance within Buna Bank in Addis Ababa, Ethiopia. The findings reported in this study suggest that training has an impact on the performance of employees concerning their jobs. This result is broadly consistent with prior management literature on training and development. To gain more specific knowledge of training and development from the sample companies, different questions are presented to the respondents and thus examined. These questions are focusing on employee participation in training, selection for training, methods of training, and relevance of training to the work of the respondents. The above questions have been of particular interest because they facilitate an understanding of the training practice in the companies under study. The results from the questions on employee participation in training and selection for training indicate that these companies have good and perhaps clear policies regarding training and development as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the compulsory practice of the company for all employees and/or on joining the company. In examining the question relating to the training program quality, the results indicate that the programs undertaken by the sample companies are relevant as considered by the respondents' opinions. Training is one of the parameters for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level. Every organization can develop and enhance the quality level of employees by providing comprehensive training and development. Training is one of the parameters for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level. Every organization can develop and enhance

the quality level of employees by providing comprehensive training and development. Training is one of the parameter for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level. Training is one of the parameter for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level. Training is one of the parameter for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level. Training is one of the parameter for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level. Training is one of the parameter for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level. Training is one of the parameter for enhancing the ability of workforce for achieving the organizational activities. It is one of the crucial functions in human resource management which refers to capacity and capability building on employee or organization to meet standard performance level.

5.3 Recommendation

Based on the results of the findings, the following are recommendations for future implementation.

- ❖ The organization should have a regular retraining program for their employee's in order to improve their performance and to gain new knowledge to compete in the market.
- ❖ Management should give a great attention to training, since training covers 35.6% of employee performance.
- ❖ The organization should give training by identifying the skill deficiencies specific to individual employees which are suitable for different categories of employees in the organization like managerial and non-managerial, technical, administrative, skilled, unskilled, senior and junior, and so on.

- ❖ The organization should have clear training program to fill the gap and helps employees to commit on their work to achieve its objective.
- ❖ Challenges of the training program have a negative influence on employee performance, if the company solves the training challenge problem, employee performance will increase.

5.4 Future Research Direction

The study explored only the effect of training on employees' performance at the Buna Bank. Therefore, other researchers should conduct studies in other companies or institutions including those located in the country. Also, further study should aim to explore the advantages that organizations reap from improving training programs.

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Appendix

Part I: Personal Information of the Respondents.

Instruction: Please tick in the box that corresponding your own character.

1. Gender: Male ☐ Female ☐
2. Age: 20-30 ☐ 31 - 40 ☐ 41- 50 ☐ Above 50 year ☐
3. Academic qualification: College diploma ☐ BA Degree ☐
Second Degree ☐ and above ☐
4. Work Experience at the bank: 1 - 3 years ☐ 4- 7 year ☐
8- 12 years ☐ above 13 years ☐

5. How often do you undergo training?

A, quarterly

B, every six month

C, once in a year

D, no specific schedule

Part II respondent opinion related to the effect of training on employees performance

Instruction: please indicate the extent to which you either agree or disagree with the following statements by marking a tick mark I the appropriate column to the right side.

1= strongly disagree 2= disagree 3= neutral 4= agree 5= strongly agree

No	description	Rating scale				
		1	2	3	4	5
1	Training practice					
1.1	Training practice are conducted based on rule and regulation					
1.2	The organization designed training program with directives					
1.3	Buna bank has the practice of planning a training program before conducting it					
1.4	Training practice of the bank helps employees to commit on their work					

2	Training need assessment				
2.1	Organization collect data about an organizational need, performance and knowledge before the training program				
2.2	Does the number of people in the training program is selected in the effective way(the trainers & trainees)				
2.3	Do you think the training need assessment is based on the performance of the staff				
2.4	The training need assessment identify the best time to conduct the training program				
2.5	The organization clearly identify the skill deficiencies specific to individual				
2.6	Training need assessment manual is developed by taking into consideration the need of potential trainees				
2.7	Training need analysis is conducted to produce relevant findings on performances gaps.				
3	Training design				
3.1	Training program is designed based on the training need assessment				
3.2	Training design and structure of the training process are clear				
3.3	Does the training design present the content clearly				
3.4	Do you think the bank training program is designed based on the requirement of the job				
3.5	The objective of the training are related with my need				
3.6	The course material designed for the training program are presented in an engaging way				
3.7	The materials designed for the training program provide me useful information				

4	Training program delivery method				
4.1	Did the training implementation offer activities that are interactive enough				
4.2	The bank gives both on the job and off the job trainings				

4.3	The delivery method that the organization used is convenient to get the necessary knowledge and skills					
4.4	Does the bank use enough training delivery elements such as video in the training program					
4.5	The bank use different tactics to keep the training top of mind in the employees					
4.6	The organization take enough time in the implementation of the training program					
4.7	The organization delivery approach builds the necessary skills, knowledge, attitudes					
5	Challenges of the training program					
5.1	Poor management of the training program					
5.2	The bank training program is not clear					
5.3	Lack of timely feedback with regard to trainees satisfaction					
5.4	Lack of resource and budget					
5.5	Limitation of time while delivering the training program					
5.6	Good training and development program not followed by rewards					
5.7	Lack of professional in the training and development program					
5.8	Inaccurate training need analysis					
6	Employee performance					
6.1	In my opinion training helped me improve my performance					
6.2	I become more responsible and confident in performing work related task after receiving the trainings					
6.3	The training provided by the bank helped me to perform my work efficiently and to bring strong team work					
6.4	Training helps me to increase job satisfaction					
6.5	The training enable me to perform my work with greater accuracy and precision					