

1 Impact of on the Job Training on Employee's Performance (The 2 Case of Wollega University Main Campus)

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6

7 **Abstract**

8 This study was intended to look into, impact of on the job training on employee's
9 performance in Wellega University of academic staffs. The sample selected for the study was
10 one hundred two (102), from the total population of eight hundred ninety seven academic
11 staffs on duty in 2010/18 academic year (897) of which (130) male and sixty seven (67) female
12 in 2018/10 academic year. This study has revealed that trained employees are more willing to
13 continue working in the same organization after being trained than those who are not yet
14 trained. One big result is that there is no feedback obtained after training session, training
15 given at wollega university were not by professional trainers and hence, respondents shown
16 their degree of reservation on knowledge and experience of trainers.

17

18 **Index terms**— training impact, employee productivity, performance.

19 **1 Introduction**

20 The objective of this study is the impact of training and development of employees and its effects on the performance
21 of an enterprise or organization. This chapter gives introductory information on the background, problem, and
22 objectives of the work. It also has information on the scope and significant of the study.

23 **2 a) Back ground of the study**

24 In an ever changing and fast paced corporate world, training and development is an indispensable function.
25 Training and development is one of the lowest things on the priority list of most companies. When it's organized,
26 it is often at the persistence of the Training and Development offices. There is, however, enormous value in
27 organizing proper training and development sessions for employees. Training allows employees to acquire new
28 skills, sharpen existing ones, perform better, increase productivity and be better leaders. Since an organization
29 is the sum total of what employees achieve individually, organizations should do everything in their power to
30 ensure that employees perform at their peak. Training presents a prime opportunity to expand the knowledge
31 base of all employees. Despite the potential drawbacks, training and development provides both the company as
32 a whole and the individual employees with benefits that make the cost and time a worthwhile investment.

33 Wollega University, which is working to be among the 25 top Universities in Africa by the year 2025, is one
34 appreciating the provision of Training and development programs for its employees ??WU plan, 2009). To put
35 all this in action the institution has organized an independent office which will facilitate various capacity building
36 programs for its employees and the community. The institution believes that provision of continues training is
37 one of the tool to achieve its vision.

38 Hence the aim of this study is to investigate the contributions of training and developmental programs given
39 to employees of the institution.

40 3 b) Statement of Purpose

41 Wollega University is one of the fastest growing educational institutions in the country Ethiopia. The institution is
42 able to lead the second generation universities for several years. Teaching and Learning, research and Community
43 services are the major pillars of this institution. Equipping the academic and academic staffs with the necessary
44 skills is unquestionable and undeniable for the growth of the institution. As a result institution is always working
45 to catch the changing environment through the provision of various capacity building programs.

46 Since its establishment (inception) the institution has been organizing several capacities building programs
47 in which many employees of the institution has been participated and improved their performances. And
48 the institution will continue providing several capacity building trainings for the betterment of the institution
49 throughout its life.

50 However, the institution does not have scientifically conducted and organized feedbacks of the performance
51 improvements brought as a result of the trainings and developmental programs given to the employees. Therefore,
52 this research aims to investigate the outcomes of the trainings given so far.

53 4 c) Research Question

54 This study aims to get answer for the following research questions 1. Were the objectives of the trainings relevant
55 to the employees and the university as a whole? 2. Were the deliveries of the trainings efficient? 3. Were the
56 training facilities adequate? 4. What is the impact of the training on the employees' performance? 5. What are
57 the challenges faced during the training?
d) Research Objective i. General Objective

58 The main objective of this research is to investigate the impact of trainings given by Wollega University on
59 the employees' performance.

60 ii. Specific Objectives 1. To evaluate the objectives of trainings conducted in Wollega University. 2. To assess
61 the efficiency of training delivery methods. 3. To evaluate the adequacy of facilities required for the training. 4.
62 To evaluate the outputs of the training provided in Wollega university.

63 5 e) Significances of the study

64 Training believed to be a key for organizational success and it contributes for the improvement of employees'
65 performance. In the contemporary world, where there is high competition, there is no institution without
66 incorporating training and development as one and primary tool for organizational success. This study is expected
67 to provide insights of the trainings and development programs provided to the employees along with their strength
68 and weakness helping future trainings be improved more.

69 6 f) Scope of the Study

70 This study focused on assessing and evaluating the contribution/impact of rendered trainings and development
71 programs on the universities performance targeting only main campus (Nekemte) academic staff of the university.
72 The main target of the study was academic staff of main campus or nekemte Campus only.

73 7 Chapter Two a) Introduction

74 This chapter presents a review of the literature on the topic of effects of training and relevance of training
75 programs on employee job satisfaction, a case study of training programs at the United Nations. The chapter is
76 structured on the basis of the research questions. The first section reviews literature on the effects of the training
77 programs available. Sections on the effects of training programs on employee performance and self-esteem will
78 follow respectively. The chapter will end with a summary of the aspects covered under the literature review and
79 a brief introduction to the next chapter.

80 8 b) Concepts and Definitions

81 Well trained employees are key to a business' success. It has been shown that the most successful and productive
82 employees are those who have received extensive training and development. These groups of employees can be
83 described as the "cream of the crop" that often has the strongest stake in an organization's future.

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

89 Cole (2004), postulates that human resources are the most dynamic of all the organization's resources and
90 therefore they need considerable attention from the organization's management, if the it human resource are to
91 realize their full potential in their work.

92 9 i. Meaning of training

93 DeCenzo & Robbins (2000), explain training as a "learning experience, in that, it seeks a relatively permanent
94 change in an individual that will improve his ability to perform on the job". This mean training must be designed

95 in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social
96 behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the
97 employee knows, how he works, his relations and interactions with co-workers and supervisors.

98 Finally, Ivancevich (2010), says "training is an attempt to improve current or future performance of an employee
99 and it is important for both new and current employees" He quotes Clifton & Fink (2005), as follows: According
100 to Ohabunawa (1999) those organizations that train their employees well, managers and superiors have the
101 confidence to get the authority and to deal with their subordinates. Abiodun (1999) said that, through training
102 employees can get knowledge, skills, and attitudes which are the requirement of employees to perform their task
103 adequately. Stephen & Bowley's (2007) study shows the link between employee productivity and training which
104 further leads to employee performance.

105 Baldwin & Johnson (1995) claim that lower levels of training will increase the chances of employee migration
106 from one organization to another. However, employee's satisfaction and loyalty increases by higher degree
107 of training towards the firm and decreases the chances of employee termination. ??Choo & Bowley, 2007).
108 Organizational goals can be achieved effectively if employees of those organizations are provided with sufficient
109 training and development ??Flynn et al., 1995; ??aynak, 2003; ??eras, 2006).

110 Furthermore through training and development the performance of employees increases ??Shepard, Jon et al.,
111 2003). Training and development programs are expensive but its payback is more than it costs to organizations
112 ??Flynn et al., 1995; ??aynak, 2003; ??eras, 2006). Each corporation should focus on training and development
113 in order to better compete in the present era of competition (Carlos A. Primo Braga). Training and development
114 has significant role for the development of employee's performance. According to Partlow, (1996); Tihanyi et
115 al., ??2000) and ??oudreau et al., (2001) training should be designed according to the need of employee and
116 organizations which perform these things in order to get better results. The design of training should be according
117 to the needs of the employees (Ginsberg, 1997).

118 10 iii. Employee's Training

119 Training is of growing importance to companies seeking to gain an advantage among competitors. There is
120 significant debate among professionals and scholars as to the effect that training has on both employee and
121 organizational goals. One school of thought argues that training leads to an increase in turnover while the other
122 states that training is a tool that can lead to higher levels of employee retention ??Colarelli & Montei, 1996;
123 ??ecker, 1993). Regardless of where one falls within this debate, most professionals agree that employee training
124 is a complex human resource practice that can significantly impact a company's success.

125 The training industry as a whole has shown significant growth through the years in America. In 1995, \$7.7
126 billion was spent on the wages and salaries of inhouse company trainers and \$2.8 billion was spent on tuition
127 reimbursement (Frazis, Gittleman, Horrigan, Joyce, 1998). Training can have a considerable influence on company
128 finances as there are several potential training costs that companies may incur. One type of training related cost
129 is direct cost. This may include instructor salary, materials, and follow-up supervision.

130 A second type of training related cost is indirect cost. These costs are related to worker output and productivity
131 during and upon completion of the training. Along these lines, once a training program is completed, worker
132 productivity is expected to increase. The benefits will be to the company, due to an increase in worker output and
133 productivity, and to the worker, as the increase in output should translate into higher wages and opportunities
134 for career advancement.

135 In general, a company will weigh the costs and returns to training to determine the amount of investment it
136 will incur (Kaufman & Hotchkiss, 2006). In addition to the direct and indirect costs described above, turnover
137 plays a significant role in the amount of training investment companies will assume. The greater the chance of
138 employee turnover, the less likely a company will invest in it. A company loses all of its investment should an
139 employee terminate the relationship upon completion of training. As a result, employers have very important
140 decisions to make in regards to the level of investment they are willing make in training. Training duration,
141 specificity, relevance, payment options, and training location are all things that employers must consider while
142 developing a training program. Krueger and Rouse (1998) examined the effect that training and workplace
143 education programs can have on various organizations.

144 The importance of ensuring employee retention following training may lie in the strategic approach that is
145 utilized. Companies can seek to achieve organizational goals through a variety of human resource strategies and
146 approaches. One such approach, a commitment strategy, attempts to develop psychological connections between
147 the company and employee as a means of achieving goals ??Arthur, 1994; ??choll, 2003).

148 In an attempt to ensure that the employee remains with the company following training, employers may
149 implement a strategy to training that fosters commitment. Training that attempts to increase employee
150 commitment may serve to counter the numerous direct and indirect costs associated with turnover. Although a
151 commitment strategy can be tied to all company human resource practices; recruitment, selection, performance
152 evaluation, and so on, the focus of this research will be to determine whether training can lead to an increase in
153 employee commitment and in turn foster employee retention.

154 **11 Training and Organization Performance**

155 According to Tharenou, Alan and Celia (2007) the goal of training is to enhance the organization effectiveness. It
156 also demands an influence on employee's performance, as well as in relation to organizational performance which
157 is mediated by means of employee's performance. Aguinis and Kraiger (2009) said that training improves the
158 overall organization profitability, effectiveness, productivity, and revenue and other outcomes that are directly
159 related to the training in improving the quality of services.

160 Al Damoe et al. (2012) claimed that organization performance is measured through financial and nonfinancial
161 measures like sale, profit, and market share and nonfinancial factors measures are efficiency, quality of service,
162 productivity of organization, satisfaction of employees and commitment. These factors can increase through
163 training. Olaniyan and Lucas (2008) believe that training enhances the employees' capacity to contribute to the
164 optimal performance of the organization.

165 **12 Training and Employee's Performance**

166 According to Brum (2007) training is probably the hardest strategy to improve employee's determination towards
167 the organization's performance. Khanfar (2011) views substantiates Brum's (2007) claim regarding employee
168 performance that is provided by training. Akhtar et al. ??2011) discovered that training has an optimistic
169 association between motivations along with job engagement involving personnel doing work in organizations.
170 ??uzaffar et, al., (2012) indicates that, to increase the employee's performance, it is crucial to inspire the
171 employees by means of satisfying the space in between skills necessary and the owned or operated by means of
172 staff through delivering applicable training. Farooq and Khan (2011) concluded that the role of the valuable
173 training is to improve the quality of task process that brings improvement in the performance of employees.

174 Chapter Three III.

175 **13 Methodology an Introduction**

176 Research methodology is a way to systematically solve a research problem by logically adapting various steps
177 ??Scridhar, 2008). This chapter looked at the research methodology as used in the study. This chapter presented
178 the following; research design, the population of the study, the sample and sampling techniques, instruments
179 for data collection and method, data analysis and presentation methods and the research procedures (Githinji
180 Angela, 2009)

181 **14 a) Research Design and Approach**

182 This research will employ an explanatory research in that it evaluates the contributions of the trainings given to
183 the employees of Wollega University to the overall performance of the employees and the university as a whole
184 through deeper and strong survey This study will also use both qualitative and quantitative approaches. Here
185 the researcher wish to collect data from deans, directors and vice presidents of the institution. Moreover, the
186 researchers will use quantitative approaches to quantify the outputs of the questionnaire collected for employees
187 of the three campuses.

188 **15 b) Population**

189 Since this research is conducted in Wollega University, the academic staff of the institution will be the main targets
190 of the study. Accordingly, the population of the study is composed of academic staff of Nekemte. Numerically,
191 the numbers of academic staffs in the campuse are 1089 (Wollega university Human resource Department, 2018).

192 **16 c) Sampling Techniques**

193 The researcher will uses simple random sampling for the permanent employees where the entire population has
194 an equal chance for selection. Simple random sampling is one of the probability sampling techniques in which
195 the sample is chosen by applying a table of random numbers or a computer generated random numbers to a
196 numbered frame.

197 In determining the sample size from total population (Naresh, 2007) will be used and the researcher believes
198 and select the sixth stage because the total population is about 1089 in 2010 academic year.

199 **17 d) Sample Size Determination**

200 The researcher will uses simple random sampling for the permanent employees where the entire population has
201 an equal chance for selection. Simple random sampling is one of the probability sampling techniques in which
202 the sample is chosen by applying a table of random numbers or a computer generated random numbers to a
203 numbered frame.

204 In determining the sample size from total population (Naresh, 2007) will be used and the researcher believes
205 and select the sixth stage because the total population is about 1089 in 2010 academic year. Hence, the sample
206 size will be 150.

207 Hence, the sample selected for the study was one hundred fifty (150), from the total population of one thousand
208 eight nine academic staffs on duty in 2010/18 academic year (1089) of which (1020) male and seventy nine (79)
209 female in 2018/10 academic year.

210 **18 e) Sources of Data**

211 The researchers will gather data both from primary and secondary sources. The Primary sources of data are
212 respondents which will be gathered through questionnaire method and the secondary data will be collected from
213 previously gathered training feedbacks at different times.

214 **19 f) Instruments**

215 For the purpose of reaching on the targeted objectives of this study, structured questionnaires will be distributed
216 to the sampled population. These questionnaires will try to measure the targeted objectives with the help of five
217 scaled likert scale questions. In addition to the questionnaires detail interviews with those individuals who have
218 given trainings and with those top officials of the university will be conducted carefully.

219 **20 g) Methods' of Data Analysis and Presentation**

220 The data upon its collection and coding will be analyzed using SPSS 20 version with detailed descriptive and
221 T-test and Chi-square results in explaining the contributions that the training have had on the employees and
222 the university's performance as a whole.

223 **21 Chapter Four**

224 IV.

225 **22 Anaysis and Presentation a) Introduction**

226 This chapter presents the study analysis and presentation. The chapter includes the study demographic
227 information, the survey result referring to impact of training and development the case of Wollega University.

228 **23 b) Demographic information**

229 This part commences with the analysis of the demographic data gathered from the respondents using frequencies
230 and percentages. Accordingly, the general respondents" characteristics including: sex, age, educational level
231 and work experience are presented in Figure ???.1.1 below. For this study, a total of 102 questionnaires were
232 distributed to the employees currently working in wollega university Nekemte Branch to assess impact of on the
233 job training on employee's performance. All distributed questionnaires were not filled up and returned because
234 of different reasons and response rate is 91.9%. From the table 4.1.1 above, it is possible to deduce the following
235 facts. The overwhelming majority of the respondents were 62 (66.7%) males and the rest 31 (33.3%) were females.
236 This implies that the majority of academic staff was male employees and females' participation was low relative
237 to male.

238 Educational background of the employees is an important factor in undertaking their respective responsibilities
239 and to make critical decisions in their working sector or unit. Considering the respondents" level of education,
240 6 (6.5%) of respondents were PhD degree holder were as 65 (66.9%) of the respondents were masters degree
241 holders. This signifies that the majority of respondents were masters degree holders in terms of their educational
242 level and the university should plan for the development of its workers to PhD level so as to increase of their job
243 performance.

244 As one can observe from the above table, the largest groups of respondents n=46 (49.5%) have a working
245 experience of 4-7 years in the university. Meantime n=17 (18.3%) are in the range of 1-4 years. Longer year
246 of experience shows that there is relatively lower employee turnover. This benefits the organization, by keeping
247 employees loyal to the university and reduces cost of hiring new employees (See table 4.1.1 above).

248 **24 c) Employees' Perception in the Practice of Training and 249 Development**

250 Many organizations spend much money on training, believing that training will improve their employees"
251 performance and productivity. Recruiting, selecting, orienting and then placing employees in jobs do not ensure
252 success. In most cases, there may be the gap between employees knowledge and skill and what the job demands.
253 The gap must be filled through training and development programs. Hence, personnel training and development
254 is one of the major ways that work organizations attempt to maintain the competency levels of their HRD
255 and increase their adaptability to changing organizational demands. With regard to the respondents" reaction
256 with the practice of Training and Development the following statements were given to indicate their degree of
257 agreement in As shown in the above table 4.2.1, respondents were asked to show their degree of agreement or
258 disagreement regarding the question of whether training objective was relevant to their actual work and vision
259 of the university using the above liker scale questions, according majority of the respondents 47 (52.7%) replied

26 NB: STRONGLY DISAGREE REFERS TO (SDA), DISAGREE REFERS TO (DA), UNDECIDED REFERS TO (N), AGREE REFERS TO (A), STRONGLY AGREE REFERS TO (SA), F-REFERS TO FREQUENCY, %

260 Agree with the concept 261 Majority of the trainee provided them clear objective. In contrary 9(9.7%) of respondents replied that they strongly disagree with the concept.

262 Another concern was the matter of inclusion of contemporary issues in training material and manual. For this 263 matter majority of respondents 44 (47.3%) replied that modern issues and matters were included to the material 264 and given to trainees. Significant number of respondents 30 (32.4%) strongly agree with the question of relevance 265 of training intention. This shows it should be highly appreciated and be supported by concerned body to make 266 more relevant objective while any training given for the employees.

267 In the table above, 44 (47.3%) percentage of respondents said that there is clear statement of training objective 268 and the objective was in line with the vision of wollega university which is "to be among the top 25 universities 269 at 2015" and 33 (35.6%) replied that they are strong agreement with the existence of clear goal setting before 270 embarking training session.

271 25 Source: Researchers own computation from survey result (2018). NB: Strongly Disagree refers to (SDA), Disagree refers to (DA), Undecided refers to (N), Agree refers to (A), Strongly Agree refers to (SA), F-refers to frequency, % -refers to percentage

272 As it can be observed from the table above, majority of the respondents 68 (73.1%) did say agree, with the 273 statement saying "the way the trainer facilitate the trainings were attractive and exemplary". ?hence the session 274 open for discussion and comment. Another 4 (4.3%) shown their degree of disagreement to the stated statement 275 above saying they are strongly disagree with the statement. This implies, though the response of majority 276 respondents shows better result, it does not mean that all works have been completed because significant number 277 of respondents tell that yet many works left to ensure training session more attractive and exemplary.

278 As shown in the on top of table, 48(53.6%) of the respondents made known their level of agreement with the 279 statement that there was appropriate follow-up from the trainers as far as all the topic under discussion were 280 concerned in the training. Differently 38 (41.2%) of respondents are shown their level of agreement saying they 281 neutral to the statement. That means they have nothing to say whether there was sufficient appropriate follow-up 282 from the trainers or not. This indicates that more to do to regarding mechanism and implementation of proper 283 follow-up system.

284 Another important variable in the above table 4.3 is the issue of "trainers have detail knowledge of the training 285 so that they have systematically and easily handled it". For that matter majority of respondents 39 (41.9%) replied 286 they are disagree with trainers have detail knowledge of the training so that they have systematically and easily 287 handled it. Another significant number of respondents 37 (39.3%) replied that they have nothing to say in this 288 regard. This implies they have reservation on knowledge of trainers. Therefore, respondent's response depicts 289 many things to do while searching and selecting trainers for different training programs and better mechanism 290 could be designed and in place beyond enabling existing employ.

291 As depicted in the above table 4.3 majority of respondents 45 (48.4%) shown their willingness level saying 292 neutral to the statement "There were well organized training manuals distributed to that trainees". This depicts 293 there were no training manual and material distributed to trainee before and after training session. Another 294 important variable is the issue of "trainers used understandable Languages for targets or not" majority of 295 respondents 59 (63.4%) replied that trainers used clear training language during training session.

296 Another most important question was "adequate feedbacks were taken from the trainees at the end each 297 training?". For that matter respondents response 58 (62.8%) depicts that participants are disagree with the 298 question of whether there was Adequate feedbacks were taken from the trainees at the end each trainings. The 299 result of training outcome , along with suggestions for improvement , should be communicated to the appraised 300 as soon as possible .the skill with which the trainers handles the training feedback is the factor in determining 301 whether the training program is effective in changing employee behavior or not.

302 26 NB: Strongly Disagree refers to (SDA), Disagree refers to (DA), Undecided refers to (N), Agree refers to (A), Strongly Agree refers to (SA), F-refers to frequency, % -refers to percentage

303 As shown in the table 4.4 above, greater part of the respondent's response 37 (39.8%) depicts the room in which 304 training have been given were not appropriate and fully equipped and motivating. The respondents shown their 305 level of agreement in a way, they are strongly disagree with the statement mentioned in the first variable of above 306 table 4.4 and 30 (32.7%) of the replied that they are disagree with the statement.

307 An additional very important question asked was about "adequacy stationeries were provided" in this regard 308 majority replied that 56 (62.1%) there was no sufficient training materials, manuals and stationeries provided

316 during the given training session. With the concern of availability and adjustment of adjusted LCD and proper
317 electric power in the room, majority of sample taken response 34 (36.7%) agreed with the above mentioned
318 statement. That means training rooms have necessary adjustment and power installation.

319 As known seating arrangement and quality in terms of conformance plays a significant role in making training
320 session more effective. As per the data collected and tabulated in the table above, majority of respondents
321 response 57 (61.4%) depicts there were no suitable seats and arrangements in the training rooms. They replied
322 that types and quality of seats as well as the arrangement is not in the appropriate manner as per observed data.
323 Another variable were Suitable location/ selected for practical training parts issues. In this context majority
324 response 45 (48.5%) shows that suitable location was selected for practical training session by trainers. NB:
325 Strongly Disagree refers to (SDA), Disagree refers to (DA), Undecided refers to (N), Agree refers to (A), Strongly
326 Agree refers to (SA), F-refers to frequency, % -refers to percentage

327 As one can see from the table 4.5 above, majority of the respondents 62 (66.7%) replied that training given
328 by the university has helped them to motivate, alter their behavior In a way they can attain the goal of the
329 organization as well as themselves. One more considerable number 46 (49.3%) of respondents shown their level
330 of agreement to the statement that training fills some of the skill gaps they have encountered in their work.

331 **27 No.**

332 Outputs Another variable inculcated in the question was the issue of impact of training to enhance employee's
333 efficiency. Concerning this majority of the respondents 52 (55.8%) replied that the training they have taken
334 didn't enable them for efficient utilization of the university's resource to accomplish their work easily. This might
335 be due to the fact that types of training given were not attitudinal in content and design.

336 The other variable in the table presented for discussion was "training capacitates me to carry out my work
337 efficiently and effectively" for that matter respondents 44 (47.4%) replied the training given capacitate them
338 to be more efficient and effective on their actual job assigned to them. Similarly, another significant number of
339 respondents 28 (30.1%) replied that they didn't given certificate. In other words, participants of different training
340 given by Wollega University were not certified or given recognition.

341 The above table depicts the majority of respondents 73 (78.5%) agreed with the statement that asks "I have
342 got thorough understanding on how to contribute to the mission of Wollega University". This implies training
343 given by Wollega University has been served for creating clear vision in the mind of an employee. Thus, better
344 enhance yet what is going and more work on employee's efficiency and effectiveness.

345 Another important area and big objective of this study was measuring level of productivity improved after
346 given through training programme. In this regard, majority 47 (51.6%) evident that their productivity improved
347 from 75-90% after given different training. Other significant percentage 30 (35.7%) replied that their productivity
348 increased from 50-75%. This implies that training has significant impact on the productivity, loyalty, commitment,
349 motivation and reduction of turnover rate at Wollega University. In general majority of the variable employed to
350 describe and measure training impact has positive correlation with each other. Hence, it's the right variable to
351 measure the impact as well as to describe the topic under study in a better manner.

352 **28 Chapter Five V. Conclusion and Recommendations**

353 In this chapter conclusions of the research findings that have been analyzed and discussed in the previous chapter
354 are briefly present conclusions and recommendation are made.

355 **29 a) Conclusion**

356 The organization has training and development programs; however, they were unsuccessful in assessing training
357 needs, setting performance objective, in searching aids for internal and external training and development,
358 planning training strategies and preparing training schedules and modules as well as assessing training and
359 development efforts.

360 ? This study reveals a diverse aspect of a practical operation of human resource management related to
361 employee training, career and performance. The symmetric measures have shown a strong association between
362 years of experience in current organization and the probability of being trained while on job. ? There is a
363 significant association between the fact that an employee has been trained and his/her age, education level and
364 job experience. However, employee's age and job experience being strongly associated can induce a confounding
365 factor in the triple association. It is also agreed that employees who are not trained fear to lose their job by lack
366 of required performance.

367 ? It was attested that employees perform better only when they feel belongingness and given more training.
368 The study has observed strong correlation between being trained and has better organization performance. ?
369 Trained employees were more willing to continue working in the same organization after being trained than those
370 who are not yet trained. Once an employee is trained, he performs better, he is assured of being promoted to
371 higher responsibilities and he is willing to staying longer in the current organization.

372 ? The study revealed that there is not feedback given after completion of training session. Feedback is the
373 fundamental ground for the existence of learning. Once an employee is trained, he gains opportunity to enhance
374 his performance, his current job has direct impact on achieving the organizational objectives, his job performance

29 A) CONCLUSION

375 outcomes are consistent with the goals of the organization and his good performance on his job gives him/her
formal appreciation by the higher ups. ^{1 2}

Population Size	Sample size		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3021-10,000	80	200	315
1001-35000	125	315	500
35001-150000	200	500	800

Figure 1:

376

”Training is a systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and

II. Literature Review

abilities. It has a current orientation and helps employees' master specific skills and abilities”.

ii. Employees' Performance

Employees are the most valuable asset of every organization because a work without human capital is not possible. Bearing these things in mind every organization is investing a huge capital in training and development.

According to Khan et al (2011), on job training

Yea is positively related with organizational performance as measured by empirical 2019 data. According to Iftikhar Ehmad and Siraj-

(
)
B

Figure 2:

31

[Note: Source:(Naresh, 2007)]

Figure 3: Table 3 . 1 :

29 A) CONCLUSION

4

No.	Demographic information	Demographic information		Frequency	Percentage
		Male	Female		
1	Sex	62	66.7		
		31	33.3		
		18-25	12	12.9	
2	Age category	26-30	60	64.5	
		31-35	13	14.0	
		36-40	5	5.4	
		Above 40	3	3.2	
		Diploma	3	3.2	
3	Educational background	Degree	19	20.4	
		Masters	65	69.9	
		PhD and above	6	6.5	
		less than one year	13	14.0	
		1-4 years	17	18.3	
4	year of service	4-7	46	49.5	
		7-9	12	12.9	
		above 9 years	5	5.4	

From the table above table 4.1.1, about (60%) of respondents are found between the ages of 26-30years. This implies that the age of majority of the respondents is less than 35 years and majority of the respondents are youngsters. The second largest age group of the respondents is about 30-5 (13%)

[Note: Source: Researchers own computation from survey result (2018).]

Figure 4: Table 4 .

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2.1

Figure 5: Table 4 . 2 . 1 Table 4 .

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Figure 6: Table 4 .

		No.	Efficiency of the training	Measurement Scale	Frequency	Percentage
76	Year	1	The way the trainer facilitate the trainings were attractive and exemplary	SDA DA N A SA SDA DA	4 3 11 68 7 4 5	4.3 3.2 11.8 73.1 7.5 4.3 5.4
2019	Volume	2	The trainings were conducted in freely participatory manner	N A	7 70	7.5 75.3
XIX	Issue	3	There demonstration in the training is some practical	SA A SA SDA DA N	7 60 12 7 1 13	7.5 64.5 12.9 7.5 1.1
I	Ver-		There was proper follow-up from the trainers as far as all the topic under discussion were concerned in the training The trainers have valued the commonly settled rules in the training like the starting and closing time (Time management)	SDA DA N A SA SDA DA N A SA	5 5 38 45 -8 27 9	5.4 48.4 -8.6 29.0 16 33 9.7 17.2
Version	I					35.5
Global	6		The knowledge of the training so that	DA N A SA	39	41.9 9.7
Journal	7		trainers have they have systematically and	SDA DA N	9 37	39.8 3.2
of	8		easily handled it There were well organized	A SA SDA	3 11	11.8 2.2
Manage-	9		training manuals distributed to that	DA N A SA	2 45	48.4 37.6
ment			trainees The trainers used understandable	SDA DA A	35 -4	-4.3 32.3
and			Languages for targets Adequate feedbacks	SA SDA	30 59	63.4 -14.0
Busi-			were taken from the trainees at the end each		-13	62.4 14.0
ness			trainings detail		58 13	9.7 5.4
Re-					9 5	
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, the result indicates that the ways trainers facilitate the training session were appropriate. Another significant

29 A) CONCLUSION

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2.2

Figure 8: Table 4 .

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Figure 9: Table 4 . 4

		SDA	1	1.1
	Adequate projector, like flipchart were used infrastructure	DA	60	64.5
		A SA	18	15.1
			14	
6	Suitable location/ selected for practical training parts	SDA	29	31.5
		DA	12	12.9
		N A	45	48.4
		SA	6	6.5

Year 2019

78

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Figure 10:

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Figure 11: Table 4 . 5

of the training /performance related variables

		Measure	Frequency	Key	Percentage
		Scale			
1	The training results in attitude changes towards my daily work	SDA	1	1.1	
		DA	4 8	4.3	8.6
		NA	62	66.7	
		SA	18	19.4	
		SDA	1	1.1	
2	The training fills some of the skill gaps I have encountered in my work The training I have taken enables me	DA	26	28.0	11.8
3		NA	11	49.5	9.7
4	for efficient utilization of the university's resource to	SA	46 9	5.4	55.9
5	accomplish my work easily The training motivates me to participate in different university affairs The training capacitates me to carry out my work efficiently and effectively	SDA	5 52	5.4	25.8
		DA	5 24	7.5	5.4
		NA	7 5	3.2	6.5
		SA	3 6	74.2	10.8
		SDA	69	1.1	1.1
		DA	10 1	32.3	18.3
		NA	1 30	47.3	
		SA	44		
		SDA	17		
		DA			
		NA			
		SA			
6	I have received proper certificate I have got thorough understanding on how to contribute to the mission				
8					
7					

29 A) CONCLUSION

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Figure 13:

4

6: Pearson correlation table Correlations

Figure 14: Table 4 .

Figure 15:

29 A) CONCLUSION

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387 .2 List of acronyms

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