

**ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES**



**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' JOB PERFORMANCE:
THE CASE OF AWASH INTERNATIONAL BANK S.C**

BY: ABDIRAHMAN OMER AHMED

(SGS/0513/2008A)

JUNE, 2017

ADDIS ABABA, ETHIOPIA

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' JOB PERFORMANCE:
THE CASE OF AWASH INTERNATIONAL BANK S.C**

**BY: ABDIRAHMAN OMER AHMED
(SGS/0513/2008A)**

**A THESIS SUBMITTED TO SAINT MARY'S UNIVERSITY, SCHOOL OF
GRADUATE STUDIES IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR
THE DEGREE OF MASTERS IN BUSINESS ADMINISTRATION
(PROJECT MANAGEMENT CONCENTRATION)**

**JUNE, 2017
ADDIS ABABA, ETHIOPIA**

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

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES' JOB PERFORMANCE
THE CASE OF AWASH INTERNATIONAL BANK S.C**

BY: ABDIRAHMAN OMER AHMED

APPROVED BY BOARD OF EXAMINERS

DEAN, GRADUATE STUDIES

SIGNATURE

ADVISOR

SIGNATURE

EXTERNAL EXAMINER

SIGNATURE

INTERNAL EXAMINER

SIGNATURE

DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Dr. Dereje Teklemariam. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning any degree.

RESEARCHER

St. Mary's University, Addis Ababa

SIGNATURE

JUNE, 2017

ENDORSEMENT

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

ADVISOR

St. Mary's University, Addis Ababa

SIGNATURE

JUNE, 2017

Table of Content

Table of Content	I
Acknowledgements.....	IV
List of Abbreviations/Acronyms.....	V
List of Tables	VI
List of Figures	VII
Abstract.....	VIII
CHAPTER ONE: INTRODUCTION.....	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Research Questions	5
1.4 Research Hypothesis	6
1.5 Objectives of the Study	6
1.5.1 General Objective	6
1.5.2 Specific Objectives	6
1.6 Definition of Terms.....	6
1.7 Significance of the Research	7
1.8 Scope and Limitation of the Research.....	7
1.8.1 Scope.....	7
1.8.2 Limitation.....	8
1.9 Organization of the Research	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	9
2.1 Overview of Training and Development.....	9
2.2 Human Resource Management and Training.....	9
2.3 Difference between Training Development	10
2.4 Objective of Training	11
2.5 Significance of Training and Development	11
2.6 The Training Process.....	12
2.7 Types of Training	16

2.8	Types of Employee Development Methods	18
2.9	Problems Relating to Training and Development Practice	19
2.10	The Effect of Training and Development on Employee Performance	19
2.11	Empirical Review	22
2.12	Conceptual Framework.....	23
CHAPTER THREE: METHODOLOGY		25
3.1	Description of the Organization	25
3.2	Research Design and Approach	26
3.3	Sample and Sampling Technique.....	26
3.4	Source and Tools/Instruments of Data Collection	28
3.5	Procedures for Data Collection	29
3.5.1	Quantitative Data Collection Procedure	29
3.5.2	Qualitative Data Collection Procedure	29
3.6	Methods of Data Analysis	29
3.7	Validity and Reliability	31
3.8	Ethical Consideration	32
CHAPTER FOUR: RESULTS AND DISCUSSION		33
4.1	Respondents Background Information.....	33
4.2	Training Needs Assessment Practice in AIB	34
4.3	Training Design and Implementation.....	36
4.3.1	Objectives of the Training Course	38
4.3.2	Training Content	38
4.3.3	Selection of Trainer.....	38
4.3.4	Training Materials.....	39
4.4	Training Evaluation.....	39
4.5	Employees Awareness of AIB Training and Development Policy	40
4.6	Responses on Employees' Performance	41
4.7	Effect of Training and Development on Employees' Job Performance.....	42
CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS		45
5.1	Conclusion.....	45
5.2	Recommendations	47

5.3 Direction for future Research.....	48
REFERENCES	49
APPENDICES	55

Acknowledgements

First and foremost my heartily felt gratitude goes to almighty Allah. I would also like to acknowledge Saint Mary's University for giving me the opportunity to develop this thesis. My earnest appreciation goes to my advisor, Dr. Dereje Teklemariam, for his inspiring guidance, constant encouragement and constructive criticism; his guidance at different stages of this paper has not only enabled me in drafting this research, but would have not been possible to complete. Finally, I would like to acknowledge the support of Awash International Bank S.C management specifically Mr. Hailu Meskela, Head of Training Division, all branch managers and study participants for their unwavering cooperation and assistance in providing timely and relevant information.

List of Abbreviations/Acronyms

AIB S.C	Awash International Bank Share Company
EP	Employee Performance
HRD	Human Resource Development
HRM	Human Resource Management
KII	Key Informant Interview
OECD	Organization for Economic Cooperation and Development
ROI	Return On Investment
SD	Standard Deviation
SPSS	Statistical Package of Social Science
TDI	Training Design and Implementation
TE	Training Evaluation
TNA	Training Needs Assessment
UNIDO	United Nations Industry and Development Organization
VIF	Variance Inflation Factor

List of Tables

Table 2. 1 Difference between Training and Development.....	10
Table 2. 2 Pros and Cons of On the Job Training.....	16
Table 3. 1 Sample Size.....	27
Table 3. 2 Sample Size Determination	27
Table 3. 3 Mean Score Measurement	30
Table 3. 4 Cronbach Alpha Reliability Test Result	31
Table 4. 1 Basic Characteristics of the respondents	33
Table 4. 2 Employees' Training Information	34
Table 4. 3 Training Needs Assessments Practice Responses	35
Table 4. 4 Objective of the training course.....	36
Table 4. 5 Training Content.....	36
Table 4. 6 Selection of Trainer	37
Table 4. 7 Learning Material	37
Table 4. 8 Training Evaluation Responses	39
Table 4. 9 Employees' Awareness on training and development policy of AIB	40
Table 4. 10 Responses Regarding Employees Performance.....	41
Table 4. 11 Model Summary	43
Table 4. 12 Effect of Training and Development on Employee Performance Regression.....	43
Table 4. 13 Breusch-Pagan and Koenker hetroscedasticity test	44

List of Figures

Figure 2. 1 Model of a Training System	13
Figure 2. 2 Effect of Training and Development on Employees' Job Performance	23

Abstract

Human Resource is a valuable and crucial asset. Training and developing them must be the priority of any organization. Training is a dynamic and continuous process to improve the quality of the employees; it is an effort to improve their performance. Given the positive reinforcement of training up on the performance of employees, organizations are providing successive training to their employees with the allocation of resources. There is ample of evidence concerning the effect of the training upon the performance of employees, especially in the context of the banking sector in Ethiopia, but no real study was conducted in the case of Awash International Bank. Therefore, the objective of this study is to assess the effect of training and development on employees' job performance in the case of Awash International Bank S.C. The research is cross-sectional type of research which is based on primary and secondary data. The primary data were collected using self-administered questionnaires distributed to 55 respondents taken as sample size from 20 selected Awash International Bank branches in Addis Ababa. The data were entered into EpiData version 3.1 and transferred to SPSS version 20 for analysis. Descriptive statistics (mean and standard deviation) and inferential statistics (logistic regressions) were used to analyze data. The result showed that employees were not satisfied with the existing training needs assessment of the bank and employees were moderately satisfied with training design and implementation and training evaluation. The study also found that training policy awareness among employees was low. Multiple regression analysis showed that training design and implementation and training evaluation as significant and positive predictors of employee job performance in the case of Awash International Bank. The study recommends that in order to enhance employee performance the bank should continue its training program so that it can build and strengthen employee's competencies.

Keywords: Training and Development, Employees' Job Performance, Awash International Bank, Ethiopia

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

The environment of the 21st century is very dynamic and challenging. Organizations focus on resources that provide them with better leverage compared to their competitors. Organizational resources are divided either into tangible and intangible resources. Human resources fall under the category of intangible resource since it is imperceptible and complex for rivals or opponents to understand, purchase, imitate or substitute for competitors and the single source of sustainable competitive advantage (Hitt , et al., 2007). Human resources develop tacit knowledge which is not copied or expressed in written form for duplication. Beattie (2002) stated that human resource is the basic source of differentiation and sustainable competitive advantage to business institution. Human Resource Management (HRM) deals with employees practice in an organization (Guest, 1997); and is made-up of policies, practices and systems that affect employees behavior, attitudes and performances (Delaney, et al., 1996; Huselid, 1995). In general, HRM is concerned with determining who works for the organization and how they work in the organization (Huselid, et al., 2011). Powell & Snellman (2004) in their research asserted that competition is no longer decided by who owns more natural or monetary resources, but rather on who has more inventive and inspired ideas. The idea is that well managed human resource has the ability to create irrefutable competitive advantage, contributing to organizational objectives such as quality, customer satisfaction and profits (Huselid, et al., 2011).

Organizations with effective HRM tend to have employees that are more satisfied, and thus organizations become more creative, productive and ultimately developing an advantageous reputation in their community (Garavan, et al., 1999). Training and development is part of HRM practices, although some researchers (Cheng, et al., 2001) consider it a costly and pointless investment because most organizations are not sure how training and development will ultimately contribute to organizational performance due to lack of evaluation. However, most literatures recognized the unquestionable role of training and development of employees to the growth and development of the fundamental activities that the organization engages in (Noe, et al., 2002). Training is helpful, it provides employees with timely and relevant skills (Garavan, et al., 1999) and in return enhances organizational service quality, decrease labor cost and increase

productivity and profitability (Kim, 2006). Thus, in order for an organization to maintain its competitive advantage, it must equip its employees with necessary skills that will help them be more creative and innovative, and allow them to contribute to their overall success and excellence in service delivery (Powell, et al., 2004).

Different researchers defined training in different ways. Training can be defined as a prearranged and scheduled endeavor to enable employees to acquire job-related knowledge, skills and behavior (Aguinis, et al., 2009). Garcia (2005) described training as a learning process where employees obtain new information as well as re-learn and strengthen existing knowledge and skill. Dessler (2005) defined training as the process of strengthening employees' knowledge and skill need to perform job effectively by applying different methods. Likewise, Bramley & Kitson (1994) defined training as an organizational method of increasing employee's learning work related competence.

Many HRM experts stressed that the effectiveness of training is dependent on the degree of organizations ability of examining the extent to which training and development system is closely connected with the organizational strategy. However, organizations are unwilling to invest in training programs that has not been adequately evaluated in terms of its ability to contribute to the organizational strategic goals and mission, and its effectiveness and uses on job to achieve the desired objective. The evaluation is carefully made to utilize the four levels of training effectiveness; reaction, learning, behavior and result derived from the program. (Hamid Khan, 2002: 49)

According to Fitzgerald (1992) development involves the attainment of aptitude and skills to be adopted in the present or future. It includes measures to prepare employees to develop the organization in the future. It's also the process of getting involved in many different types of training and assignments.

Development not only focuses its attention in the present, but also has its mind on the future. It focuses on the long term (one to three years) objectives of the organization as compared to training which focuses on the short term (a year or less). (ibid)

The foundation to any organization is its human resource. Development is vital so that employees can confront new obstacles and guarantee long term well-being and continuity of an organization. It helps an organization meet change head-on. A well-developed employees does not react to change it makes change. (ibid)

Development varies from training in that it does not ensue during a class; it occurs after the class that results in real development to occur. (ibid)

Organizations are more reluctant to give development training to their employees in modern time because employees will not return to the organization after they got development. Organizations prefer to hire from the market when need arises.

Organizations are progressively focusing on the contribution of training program to organizational strategic goals, and base the evaluation of training as a prerequisite for investment in training program. In addition, the effectiveness of training program in terms of its application is also given important consideration (Brinkerhoff, 2005).

Awash International Bank (AIB) is one of the private commercial banks in Ethiopia that started its operation in 1995. Training and development department is part of the Human Resource Directorate. The standard training and development program starts by developing training and development plan. This plan consists of a list of the available training course and distributes it to the other directorates. Each directorate sends its feedback on training requirements, after consulting its staff, to the HR directorate. The directorate forwards the feedback to training and development division and requests it to initiate the training program in accordance with the allocated budget and appropriateness of the training with the job of each work unit. Subsequently the training and development division will move to prepare the action plan of training courses, number of trainees and time of delivery. The trainings can be in-house or outsourced.

1.2 Statement of the Problem

Numerous studies have shown that organizational goals and objectives can be effectively realized with an active and responsible contribution of its employees. Falola, et al., (2014) stated that employees are crucial asset and important element of attaining competitive advantage of any

organization, and training is a vital tool for its actualization. That is, training and development are believed to be necessary strategic tools for effective individual and organization's performance. For this reason, organizations have been spending money on it with confidence that it will earn them a competitive advantage in the world of business.

Neelam, et al., (2014) mentioned that training and development is a crucial aspect of HRM and its imperative for organizations to get skillful and capable employees for better performance, and employees will be good enough when they have knowledge and skill of doing the task. In addition, training and development would give chance to the employees to further enhance their career and get better position in the organization, and thus organizations efficiency would increase.

Qasim, et al., (2011) mentioned that adequate training and development program helps organization ensure that employees in various departments can comprehend the situation the company is in and keeps them updated on the required skills need to perform their day to day activities. This entails that human resource training and development provides a chance for human resource department to play a pivotal role in human resource enhancement.

On the contrary, few people these days would argue against the importance of training and development and its major influence on the success of organizational effectiveness and employee performance enhancement.

Both developing and developed countries have suffered from the ineffectiveness of their training programs. A number of researches have been conducted on why training programs in developing countries do not lead to the desired outcomes (Al-Nuseirat, et al., 2014). Many studies claim that most of the training and development programs in developing countries have fail due to their inability to design a training program that targets specific objectives (Healy, 2001). The majority of governmental, private and international organizations fail to recognize the importance of training to increase their employees' productivity and when the economy slows or when profits decline, many organizations first seek cuts in their training budgets. This will leads to high job turnover and an increase in the cost to hire new employees; which in return results in lower organization's profitability (Amir, et al., 2013).

The researcher, while making an initial assessment, observed that employees were facing significant problems with training and development. Some of the issues included, but not limited to, employees training needs were not properly identified and also on the training selection process; the training delivery was not to their expectation and lack of support or lack of motivation from top management. These problems were identified by observation and preliminary interview question provided by the banks staff informally. With regard to staff capacity developments, AIB provided in-house, outsourced and overseas trainings to over 6,000 employees on different occasions. Moreover, AIB financed 902 employees for their continued education in diploma and degree programs. All in all, the Bank paid over Birr 18 million during FY 2015/16 for the capacity developments of its employees (Awash International Bank S.C., 2015/16). Certainly, the above problems will affect employees' job performance which will affect customer satisfaction and ultimately resulting in a decline in its future profit and failure to reach its vision.

Though there are enormous researches conducted on the practice of training and development and its effect on employee performance (Tekle Mariam, 2015; Beyene, 2015; Beyazen, 2011), no research has been undertaken to examine whether the available researches can be applied to Awash International Bank Share Company (AIB S.C.). This research aims to contribute to the existing knowledge; hence, conducting this research is important to know the effect of training on employees' job performance in the bank and to forward possible recommendations.

1.3 Research Questions

The study is going to be guided by the following key research questions:

- What are the Training Needs Assessment practices at AIB?
- What kind of method is used to deliver and implement training and development practice?
- How is training and development evaluation conducted in the AIB?
- Are employees aware of the AIB training and development policy?
- Does training and development programs help improve employee performance?

1.4 Research Hypothesis

H₀: Training and development has no effect on employee performance.

H₁: Training and development has effect on employee performance.

1.5 Objectives of the Study

1.5.1 General Objective

The general objective of this research is to study the effect of training and development on employees' job performance at Awash International Bank S.C.

1.5.2 Specific Objectives

- To assess training need assessment practice satisfaction in the AIB
- To identify the methods used to deliver and implement training and development practice.
- To examine the methods of training and development evaluation conducted in the AIB
- To assess the level of awareness of the training and development policy at the AIB.
- To assess the effect of training and development on employee job performance.

1.6 Definition of Terms

- **Training and Development:** Training and development are often used interchangeably. For the purpose of this research, training and development refers to organizational activity concerned with enhancing the job performance of employees (either as individuals or groups) in organizational environment. It can be considered as learning process which involves strengthening of skills, concepts, changing of attitude and obtaining more knowledge to improve employees' performance (Hamid, 2015)..
- **Human Resource Management:** It is defined as the way organizations manage their staff and help them to develop in order to be able to carry out organizations' missions and goals successfully (McCourt, et al., 2003).
- **Human Resource Development:** It is the integration of individual, career and organization development roles in order to accomplish maximum productivity, quality,

opportunity and fulfillment of organizations members as they work to achieve the goals of the organization (McCourt, et al., 2003).

- **Training:** It is defined as a planned and systematic activity resulting in enhanced level of skill, knowledge and competency that is required to perform work effectively (Gordon, 1992).
- **Development:** It is a broad set of ongoing multi-faceted activities (including training) aimed at bringing someone or an organization up to another level of performance, often to perform some job or a new role in the future (Mc Namara, 2008)..
- **Employee performance:** It is define as the achievement of specific tasks measured against identified or predetermined standards of accuracy, completeness, cost and speed (Afshan, et al., 2012).

1.7 Significance of the Research

The study will help the bank understand the significance of training programs and its outcomes to serve for various purposes. First, the result of the research is expected to provide input for the bank to review its training policies, directives and guidelines; so that the training programs in the future are designed, implemented and monitored to effectively enhance performance of the employees. Second, it can also serve as a source of information for academicians, researchers and policy makers. Finally, the study will enable the researcher to acquire greater knowledge and experience on the area of training and development

1.8 Scope and Limitation of the Research

1.8.1 Scope

The study focused on one of the most important aspect of HRM that is training and development; thus the study tried to examine the effect of training and development on employee' job performance. A cross-sectional study was employed in which the data were collected at one point in time. In addition the researcher used variables such as needs assessment, method of training delivery and method of training evaluation to assess the effect of training and development on employee performance. The Study involved all the 277 clerical bank employees of AIB S.C and was conducted from 22-27 May, 2017.

1.8.2 Limitation

Information obtained using self-administered questionnaire is subject to recall and social desirability biases. In addition, there are other aspects apart from training that affect employees' job performance and these factors include reward, managerial practices, employee personalities, organizational climate, and employee involvement in decision-making. (Liao, et al., 2004) Lastly, this research is limited to AIB branches located in Addis Ababa, and cannot be generalized to other branches located outside of the capital.

1.9 Organization of the Research

This study is structured into five chapters; the first chapter is about introduction of the study. It starts by outlining the background of the study. It provides the statement of the problem of the study and the basic research question, followed by highlights of the general and specific objectives of the study. The definition of terms and the significance of the study are discussed next, followed by scope of the study. The organization of the study is described at the end of the chapter.

Chapter two focuses on review of relevant literature in terms of three aspects: theoretical literature, empirical literature and conceptual framework. The theoretical literature is mainly on issues related to Human Resources Management practices. It includes literature on human resource needs, training methods, human resource development, employee performance and effects of training on performance.

Chapter three involves the study methodology and outlines the procedures used to obtain the data, the reason for using this method, reliability and validity of the study. Other issues to be discussed in this chapter include population, sample size, sampling technique, data analysis and limitations of the study.

Chapter four presents the study results and their analysis and finally; the fifth chapter conclude the study and provide recommendations.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Overview of Training and Development

Training has been defined differently by different authors. According to Armstrong (2006), training is prearranged and methodological change in behavior through learning events, programs and instruction which helps people obtain the levels of knowledge, skills and competence required to carry out work effectively. Training involves skills that employees must possess to enhance the probability of achieving the organization overall business and academic goal and objectives. Conclusive training given to employees help in the reduction of panic and disappointment, which most employees experience in many instances during their job career (Truitt, 2011).

Cole (2002) defined training as educational activity steered towards acquiring specific knowledge and skills for a job or a work. The essence of training is to obtain efficiency and safety in operation of particular equipment or machine, or for an effective sales force to mention a few.

According to Kondalkor (2002), Training is the is a long term philosophy of developing employees on collective commitment, vision, empowerment, problem solving and employee welfare; in which latest technology and organizational processess are used to to enhance quality of work life to acquire organizational effectiveness and revamp into a vibrant competitive and growth oriented learning organization.

2.2 Human Resource Management and Training

Beardwell, et al., (2004) stated that the recent emphasis by many organizations on the importance of training can be attributed to the relative success of organizations that have considerable invested in employee development. They have added that technological development and organizational change have led managers to understand that success depend on the knowledge, skills and abilities of their employees, and thus more investment in training. Therefore, human resource must be recruited, compensated, appraised, trained and developed (Mathis, et al., 2001).

Knowledge freshening is not an option but crucial. Training of employees must be a continuous process which is the only meaningful stipulation in the condition of knowledge extension, dynamic changes and increasing need for continuous product and service innovation. (Abbas, et al., 2009) In general, organization should organize their workforce efficiently and effectively and must focus on training employees to achieve best results and meet organizational objectives.

2.3 Difference between Training Development

As business managers, we consume a lot of time and money “training” our professionals. But how much energy do we spend in to “developing” our people? What is the difference between training and development? The difference is like the difference between today and tomorrow. We make sure that employees are capable of achieving today’s job. This is among the reasons why recurrent training is boring (Mc Dowall, et al., 2010).

Training is the process of learning a string of programmed behavior. It enhances employee performance on the ongoing job and develops them to the intended job. On the other hand development not only enhances job performance but also results in growth of personality. Training not only brings about growth in potential capacities but also become better individuals (Mc Dowall, et al., 2010).

Table 2. 1 Difference between Training and Development

Basis for Comparison	Training	Development
Meaning	Training is a learning process in which employees’ get a learning opportunity to develop skills, competency and knowledge as per the job requirement.	Development is an educational process which is concerned with the overall growth of the employees
Term	Short term	Long term
Focus on	Present	Future
Orientation	Job Oriented	Career Oriented
Motivation	Trainer	Self
Objective	To improve the work performances of the employees	To prepare employees for future challenges.
Number of Individuals	Many	Only one

Basis for Comparison	Training	Development
Aim	Specific job related	Conceptual and general knowledge

Source: Surbhi (2015)

2.4 Objective of Training

The main aim of training is to help the organization to achieve its organizational objectives by raising the value of its important resources, namely, its employees (Stredwick, 2005).

Armstrong (2001) states three specific objectives of training and objectives:

- 1 Cognitive objectives: deals with knowledge and information.
- 2 Affective objectives: deals with feelings and believes.
- 3 Psychomotor objectives: deals with the ability to manipulate objectives. Most training in organizational setting is highly cognitive.

2.5 Significance of Training and Development

The importance of training and development according to Gary (2010) include:

- **Increase in production:** the more the employees are trained the higher the level of production. In concise, giving training implies updating the knowledge, skills and abilities of its employees. Thus the amount of production will increase
- **Reduction in errors:** one of the pros of trainings is the ability to reduce the amount of errors. The more trained employees are, the lower the probability of making errors. So training and making errors are inversely related.
- **Reduction in turnover:** turnover plays an important role in the amount of training investment companies will make. The greater the chance of employee turnover, the less likely the company will invest in training.
- **Less supervision necessary:** when the knowledge and skill level of employees increase, the lesser the amount of supervision required. Thus if the organization employees are well trained, the employees can perform their job efficiently and effectively and without any supervision.

- **New capabilities and attitude:** training is the method of teaching new employees the necessary skills they need to perform their job. Thus by having training programs in the organization to develop capable and knowledgeable employees
- **Training help employees carry out tasks, monitor quality and manage complex products and services within the organization.**
- **Training help organization adapt to the changes in the business environment:** due to the dynamic nature of global and technological development, firms are facing new challenges. Technology is beginning to occupy the role of human resource, thus to overcome these hurdles, more improved and effective training programs are required by all organizations.

2.6 The Training Process

Training, according to Garay (2010) is the mechanism of teaching new skills to employees to help them perform their jobs. Steps involved in training and development include:

1. Organizational objectives
2. Needs analysis identifies specific skills needed to assess the prospects trainee's skills and develop specific measurable knowledge and performance objectives based on any kind of deficiencies.
3. Instructional design that the trainers decide on compile and produce the training program consent.
4. Validation stapes that bugs are worked out of the training program by presenting it to a small representative audience.
5. Implement the program that actually training the targeted employee group.
6. Evaluations that deal about managers assess the program success or failures.

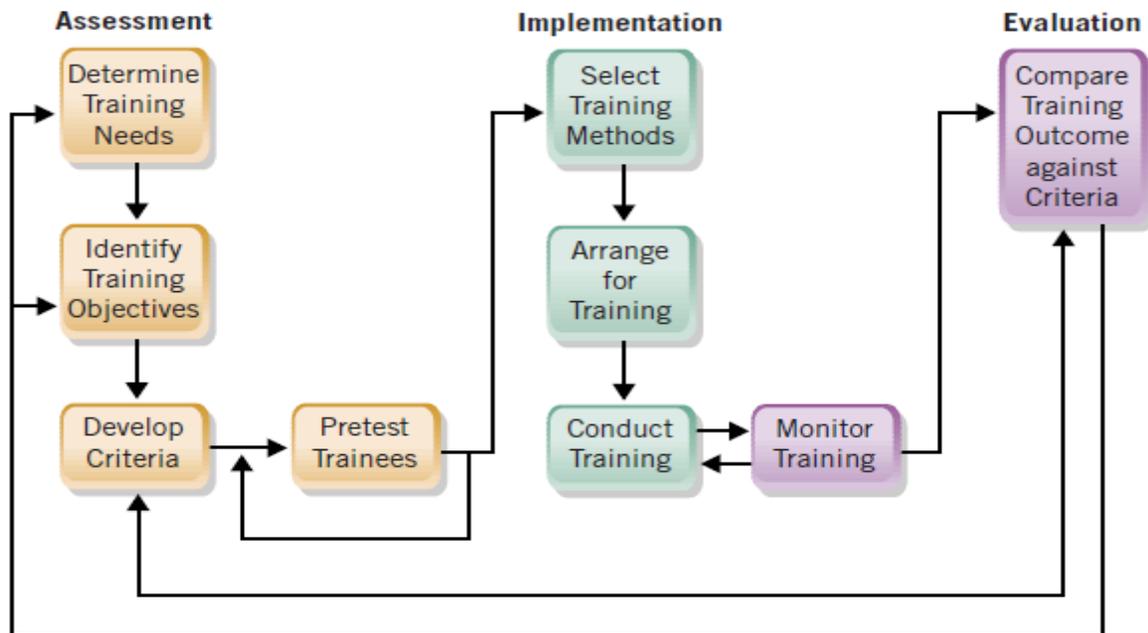


Figure 2. 1 Model of a Training System

Source: (Robert, et al., 2005)

2.6.1 Organizational Objectives

According to Armstrong (2006) all organizations must have a clear defined strategy and objectives that determines all decision made, especially for training decision. Organizations that plan for their training process are in a better position that their counterparts because training increases the level of motivation, reduce employee turnover and increases the capacity to adopt new technology and method. There for organizational objectives and training goals should be in line with each other.

2.6.2 Training Needs Assessment (TNA)

Training Needs Assessment (TNA) is the gap between current and desired results. TNA can occur at three levels: the organization, the job and the individual. Training needs occur due to the identified gap between the required knowledge, skills and experience for the individual and that actually possessed by the concerned employee (Stredwick, 2005). This identification of training needs process can take in number of ways like when an employee starts a new job.

- a. **Tasks or job analysis:** full research of a job to figure out the skills required to perform it. Another way to diagnose training needs is through analyses of the tasks performed in the organization. Job descriptions and job specifications give information on the performance expected and skills required for employees to complete the required work. By contrasting the requirement of jobs with knowledge, skills and abilities of employees, training needs can be figured out (Mathis, et al., 2008).
- b. **Performance analysis:** process of identifying whether there is performance deficiency and whether the deficiency should be corrected via training or through some other means. Performance deficiency can be identified using performance appraisal, observation, interview, and attitude survey and assessment results (ibid).
- c. **Individual analysis:** evaluate how good individual employee is performing the job and identifying which employees require training and what kind of training is needed. The usage of performance appraisal data in performing these individual analyses is the most popular approach. Another way of evaluating individual training needs is to inquire both managerial a non-managerial employees about what training they require. The result can tell managers what employees believe their problems are and what actions are needed (ibid).

2.6.3 Designing Training and Development Programs

Once it has been identified that training and development is required, training goal must be established. Management should specifically state its end results for each employee (Decenzo, 2005). The outcome of training needs assessment enables training objectives to be achieved by answering two fundamental basic questions, “who needs training and what training is needed.”

When designing training and development programs the following steps needs to be taken:

- a. **Training objectives:** the training design stage depends on adequate and sufficient information resulting from TNA stages. The first step that Human Resource Development (HRD) manager should do is to outline the objective for training program. Training objectives should be SMART (Specific, Measurable, Achievable, Realistic and Time-bound) and tangible. These objectives must specify what is expected from the trainee when they return to their work (Kuber, et al., 1989).

- b. **Selecting the trainer:** the characteristics of good trainer include ability to communicate their knowledge clearly, use various structural techniques, have good interpersonal skills and have the ability to motivate others to learn (Kuber, et al., 1989).
- c. **Prepare lesson plan:** objectives must be translated to executable training sessions via development of lesson plans. A lesson plan is a guide for actual delivery of training content. Development of lesson plan requires the trainer to identify what is to be covered and how much time must be spent in each part of the session (Kuber, et al., 1989).
- d. **Select the methods:** can be on the job training or off the job training (Kuber, et al., 1989).

2.6.4 Implementing Training and Development Program

Following the formulation of designing and development program, the next phase is the implementation stage. Arrangements for instructors, classrooms, materials and so on would be made at this point. (Mathis, et al., 2008) Experienced trainers who are able to deal with different people and situation are necessary for the successful implementation process.

2.6.5 Evaluating Training and Development Programs

How a training program is determined whether it's effective or not? One way is to measure the change in outputs in terms of costs, sales, production, employee turnover or revenue. The HRM can compute the Return on Investment (ROI) by determining the benefit of the training and dividing it by training expenses (Decenzo, et al., 2010). According to Armstrong (2003) training and development programs should be monitored continually to insure that plans are going according to budget. To ensure managerial results, training should be evaluated after each event.

So evaluation must be:

- Objective and targeted as an important outcome.
- Accomplished according to agreed evaluation.
- Matched with organization philosophy, culture and objective.
- Should be reasonable.

2.7 Types of Training

2.7.1 On The Job Training

On the job training is a type of training which involves learning a new skill while working. Stredwick (2005) tried to explain the pros and cons of on the job training.

Table 2. 2 Pros and Cons of On the Job Training.

Pros	Cons
Provides instant entry into the job.	Trainees are bound to make mistakes and this can be expensive in an on-the-job situation.
Trainees work, learn and develop expertise at the same time.	Behavior of the trainee and supervisor.
Result of actions can be seen.	
Trainees can be effectively supervised while learning.	
Trainees learn social aspects of the job, informal culture and the small details that are often omitted from training manuals or job description.	

Source: Stredwick (2005)

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 **Shadowing and Job Rotation:** also known as off-practice on the job training methods. It involves giving trainee-managers a “feel” for the organization by providing experience of working in different department. Its and 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 obstacle to the 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 training is job rotation which is lateral transfer of employee to work at different job. It provides good exposure to verify tasks. Often operated within a department to ensure the employees to know the entire departments 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).

- 3 **E-learning:** a more new concept of informational and learning exchange environment is e-learning (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 organization 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 interims of a three day a course, a morning course or 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 an internet) (ibid).

2.7.2 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 with-out 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 for 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 learnt thoroughly before being released into the real working situation. Mathis and Jackson (2008) has described the advantage of the off the job training which is listed below.

- It may be cheap for managers to have and outside trainer making training in areas where internal resources are limited.
- There may be not much time to develop internal training materials.
- The HR may not have the relevant expertise required expertise for the subject matter where training is needed.
- Interaction between managers and peers in other companies has its own advantage.

The cons are that is difficult to simulate a situation that is close to real life one without substantial investment cost. Some of the off the job training include:

- 1 **Class Room Lectures:** lectures transmit specific technical, interpersonal or problem solving skill. Lecturing to large number of trainees requires an attentive and motivated audience. It's a good method of conveying information; but research shows that only 20% or less stick. Visual aids are helpful and follow-up practice is imperative for this activity to be of any value. Armstrong (2006) mentioned that the efficiency of the lecture depends on the capability of the speaker to present material with the judicious use of visual aids.
- 2 **Discussion:** the aim of discussion is to get audience to take part actively in learning, learning from other people's experience, and aid people in understanding other people's point of view and develop ability of self-expression. The goal of the trainer is to guide collective thinking. If mandatory, show peoples opinion expressed by individual back to groups to ensure they find their answers by themselves. The job of a leader is to aid reach a conclusion and not to do it for them (ibid).
- 3 **Simulation and Games:** these are organized competitions and operational models used as training modules to replace real life scenarios (Bernatek, 2011). The advantage of games and simulation includes the development of problem solving and decision making skills, a greater comprehension of the whole organization, capability to learn actual problems and the ability to capture student's interest.

2.8 Types of Employee Development Methods

Employee development methods are methods used to enhance employee capability that are directly affects future contribution to an organization (Gilley, et al., 2009).

- 1 **Formal Education:** occurs either outside job usually in the form of college degree or inside through corporative universities, which includes lectures by business professionals or senior executives in the organization.
- 2 **Job Experience:** involves working through problems, decision making, interpersonal relationships and task management. It's more evident when employees are faced with new tasks or challenges on the job. Initiatives that aid these types of development tasks include job enlargement, job rotation, promotion or assignment and projects.

- 3 **Assessment:** includes gathering information and giving feedback about performance, skills and behaviors on the jobs.

2.9 Problems Relating to Training and Development Practice

Presently there are so many complications that every company faces regarding training and development programs. Some of the problems that are faced by the organization include:

- **Turnover:** rate at which employees leave the organization. Too many departures affect negatively on the organization and shows inability to retain employees. If the reason for increased turnover is lack of training, more employees will continue to leave the organization. High turnover cost the organization a lot of money. Every time an employee is terminated, money must be spent to hire someone else. This includes time and money spent to processing termination papers, advertising for someone new, interviewing job applicants, and allowing existing employees and new workers time to adjust to each other. If this adjustment happens frequently, existing employees may grow tired of it.
- **Physical disaster or noncompliance:** in an environment that requires employees to perform physical duties, such as a plant or warehouse forklift operator; lack of training is hazardous to an employee's health and violates federal health and safety laws.
- **Relationship and income loss:** strong business relationships are built on trust and understanding. The absence of employee training may result in incompetent communication that ruins those relationships. Further company loss if projects are improperly designed due to lack of employee training.
- **Unproductivity:** a well-trained and committed employee is likely to remain with the company because he/she took time to ensure to receive proper training; and is more motivated to give back to the company. An employee who lacks proper training is unmotivated because he/she lacks the knowledge needed to serve the customers. This results in low productivity and inaccurate work, which hurts the company bottom line.

2.10 The Effect of Training and Development on Employee Performance

Previous study provides information that there is a strong positive relationship between training and employee performance. Training and development programs as one of the vital human

resource management practice positively affect the quality of the workers knowledge, skills and capability and thus results in higher employee performance on the job (Guest, 1997). Learning through training influence organizational performance by greater employee performance and is said to be a key factor in the achievement of corporate goals (Harrison, 2000). However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance (Swart, et al., 2005).

Employee competencies change through effective training program. It is not only to improve the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitudes of the workers necessary for future jobs; and those contributing to superior organizational performance. Through training, employee competencies are developed and enable them to implement the related work efficiently, and achieve firm objectives in a competitive manner (Wright , et al., 2001).

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 employees and enhancing the performance. Training facilitates organization to recognize that it works are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firms need. There might be various reasons for poor performance of the employees such as workers may not feel motivated any more to use competencies, or may not be confident enough on their capabilities, or they may be facing work life conflict. All of the above aspects must be considered by the firm while selecting most appropriate training intervention that help the organization to solve all problems and enhance employee motivational level to participate and meet firm expectation by showing desired 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 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 lack of lack of relevant knowledge, skills and attitude, but because of hurdles which is mentioned above.

It can be debated that the effect of training program on employee outcome such as motivation, job satisfaction and organizational commitment did not receive much attention so far and rare work was done to test whether firms can affect their workers attitudes through proper training intervention (Amir, et al., 2013).

2.11 Empirical Review

Study conducted by Tazebachew (2011) that involved 60 employees to assess the effect of training on employee's performance in public organizations found that most employees are not involved in the design and development of the organization training. The researcher found that employee selection for training depended on performance evaluation results and seniority. The researcher also found that some respondents were not clear with the mechanism that the organization practices. In an interview with the training manager, the researcher acknowledged that both on the job training and off the job training methods were available even if the first type of training is most of the time given to employees. In the same research, the majority of respondents acknowledged that taking training in groups is more beneficial than obtaining it individually.

Yebelay (2014) conducted a research on the effect of training and development on employee performance at the Ethiopian Insurance Corporation. One hundred and thirteen respondents were selected using stratified random sampling and consisted of managerial and non-managerial staff. The majority of the respondents complained about the training selection method and mentioned that it was unfair and unsystematic; and also mentioned that off the job training is preferable than on the job training. In addition, the respondents mentioned that management involvement in designing and improving training program of the organization is limited. The findings on the effect of those trained employees performance revealed a significantly positive relationship with $r = 0.777$, $p < 0.01$. This value of correlation indicates a stronger relationship and significant at p value less than 0.01

A study by Kiweewa and Asilimwe (2014) on the implication of training on employee performance in regulatory organizations in Uganda was conducted using a sample size of 80 respondents out of the expected 108 (response rate of 81%). The study showed a significant relationship between training and employee performance in regulatory organization in Uganda. The findings showed the majority of the respondents (54.4%) mentioned that training benefited both the organization and the employees. They have also mentioned that organizations improved in performance due to the skills acquired by employees. Eighty point seven percent of the respondents indicated that the company was satisfied with their performance after training

because performance gaps in the identified areas had been met. The study also conducted person correlation in order to know the relationship between the variables and the result is 0.433. In general training and performance have positive relationship.

In general, literature on training and development is scarce and most available are not conducted in line with the performance aspects of local banks, this research tries to assess the effect of training and development on employee performance the case of Awash International Bank S.C.

2.12 Conceptual Framework

The conceptual framework shows the association of Training and development and employees' performance. In this study employees performance is dependent variable while the components of training cycle, namely; Training Needs Assessment, Training Design and Implementation and Training Evaluation are the independent variable.

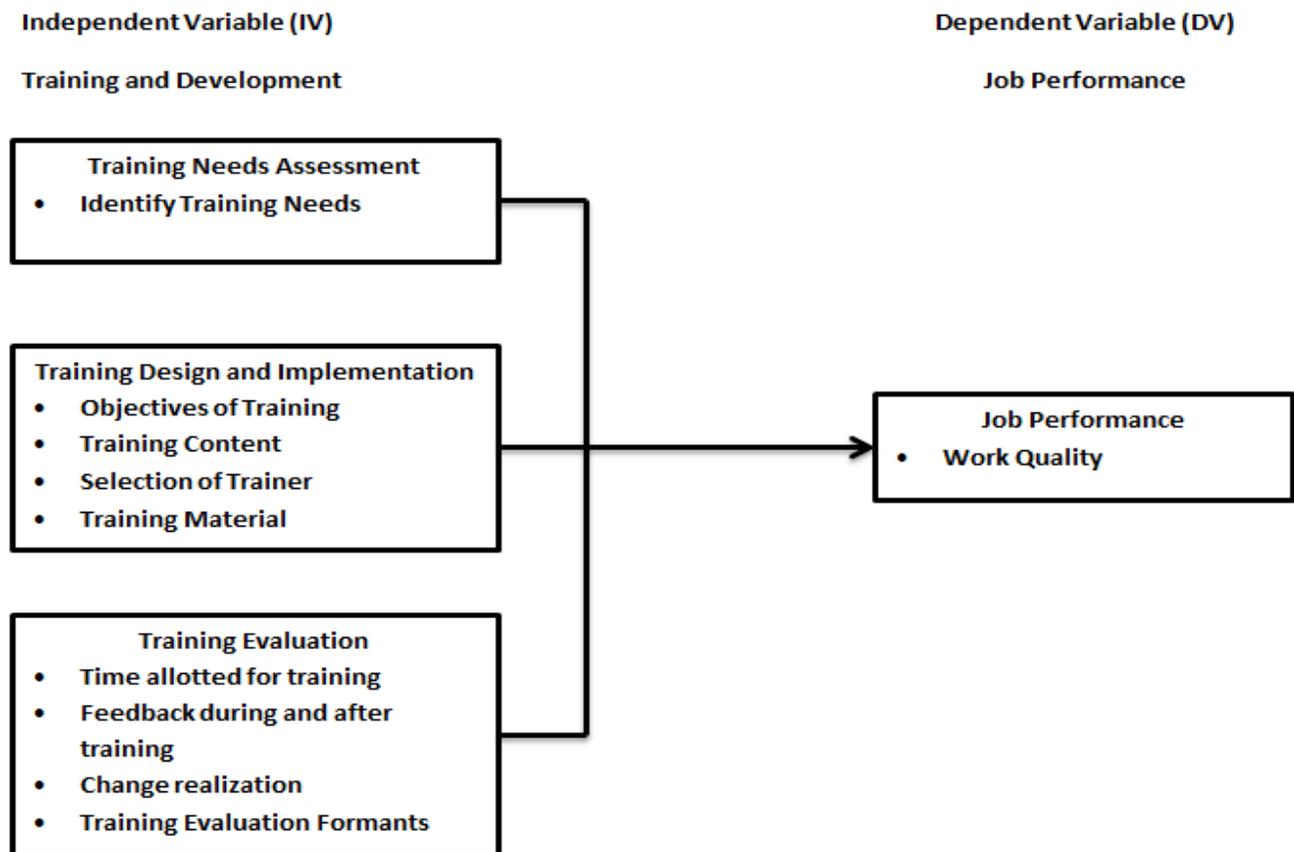


Figure 2. 2 Effect of Training and Development on Employees' Job Performance

Source: Adapted from Kanyesiga & Bazinzi (2015)

Most of the advantages derived from training and development are easily obtained when training is planned and systematic. This suggests that organizations, trainers and trainees are prepared well for the training in advance. According to Armstrong (2006), training should be well organized in that it is specifically designed, planned and implemented to meet defined needs. People who know how to train provide it and the impact of training is carefully evaluated.

Figure 2 shows the relationship between independent (training and development) and dependent variable (employee performance). According to the above model, the first step in training and development process is to identify the organization objectives. The training and development objectives must be in line with organizational objectives. The next step is to conduct Training Needs Assessment (TNA) in order to implement it effectively. After all we have to evaluate the process carefully to know the outcome and results of the process. Employees who have received effective training are likely to do well on the job by increasing the quality of work, hence achieving organizational goal and gaining competitive advantages. The next step is to design the training so that it meets employees' needs. Finally, training needs to be evaluated so as to identify whether it meet its objective or not. Once the training process is carefully implemented, this will lead to improved employees' job performance.

CHAPTER THREE: METHODOLOGY

3.1 Description of the Organization

Awash International Bank S.C. (AIB) is the pioneer private commercial bank in Ethiopia after the downfall of the military regime and the introduction of the market economic policy in 1991. It was established in accordance with the existing laws and regulation; and the 1960 commercial code of Ethiopia, by the Monetary and Banking Proclamation No. 83/1994 and by the Licensing and Supervision of Banking Proclamation No. 592/2008. Awash International Bank was founded by 486 shareholders with a paid-up capital of Birr 24.2 million. Licensed on November 10, 1994, it started banking operations on February 13, 1995. The bank has 240 branches (129 branches in Addis Ababa) and more than one million customers. Its deposits in 2015/16 exceeded 24 billion birr. Awash International Bank is one of the biggest and the first private commercial bank in Ethiopia banking history. Its head-quarter is located at the new building opened in 2010 at the central financial hub of Addis Ababa. It was named after the popular Ethiopian river “Awash” which is the most utilized river in the country especially for irrigation and hydroelectric power. Awash River plays a pivotal role in the economic development of the country (Awash International Bank S.C., 2015/16).

3.1.1 Vision of the Bank

“To be one of the top ten East African Banks by 2025”.

3.1.2 Mission of the Bank

To provide innovative, competitive, and diversified banking service accessible to the society with qualified and dedicated staff in a profitable and socially responsible manner.

3.1.3 Core Values

- Building public trust and confidence.
- Treating customers as guest of honors.
- Growing together with customers.
- Discharging social responsibilities

- Developing competent leadership with the right vision as well as competent and qualified employees imbued with strong team spirit.
- Building strong and healthy bank of which the current and future generations will be proud of.

3.1.4 Objectives

- To meet the emerging private sector for quality and dependable domestic and international banking services,
- To expand and diversify commercial banking services in response to the growing demand of the customers, and
- To contribute towards the economic and social development of the country and to operate profitably in a sustainable manner.

3.2 Research Design and Approach

A descriptive and causal design was applied in this research using both quantitative and qualitative research methods. Descriptive design is used to describe existing situation under study; and explanatory study design is used for explaining, understanding and predicting the cause and effect relationship between variables.

This study utilized cross-sectional survey in which all relevant data were collected at a single point in time. A questionnaire was used as quantitative survey instrument. Quantitative approach enables to answers questions through a controlled deductive process, allowing for the collection of numerical data, the prediction, the measurement of variables, and the use of statistical procedures to analyze and develop inferences from that data. Interview was used to collect qualitative data. Qualitative methods are based on the facts which are socially constructed rather than objectively and are based on people experience (Noor, 2008).

3.3 Sample and Sampling Technique

As stated on Neelam et al, (2014) population means the totality of individuals from which some sample is drawn. The population of this study consisted of clerical staffs found in the selected

branches. These employees were selected since these employees are at the forefront of customer handling and most of the training is given to them. Clerical staff included cashiers, accountants, auditors, managers, etc. Janitors, cleaners and security personnel were excluded since these employees seldom receive training. AIB S.C has 129 branches in Addis Ababa based on its 21st annual report (Awash International Bank S.C., 2015/16). Using the table developed by Malhotra (2009), a sample size of 20 branches (medium) and 50 respondents (high) were enough for the study. Individual branches were selected using simple random sampling from the list of branches obtained from AIB S.C 2015/2016 21st annual report. The total population of the selected branches was 277 clerical staff thus based on Malhotra’s table 50 respondents was taken as sample size. Adding a 10% non-response rate and the final sample size was 55; this represent about 20% of the selected AIB S.C branches population. Individual respondents were selected using systematic random sampling.

Table 3. 1 Sample Size

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
3201 - 10000	80	200	315
10001 - 35000	125	315	500
35001 - 150000	200	500	800

Source: Malhotra (2009)

Table 3. 2 Sample Size Determination

Branch Name	Number of Clerical Staff	Proportion	Sample Size
Addis Gebeya Branch	16	0.06	3
Addis Ketema Branch	26	0.09	5
Adey Ababa Branch	11	0.04	2
Arat Kilo Branch	22	0.08	4
Bole Michael Branch	11	0.04	2
Bole Millennium Branch	8	0.03	2

Branch Name	Number of Clerical Staff	Proportion	Sample Size
Bulgaria Matoria Branch	10	0.04	2
Genet Hotel Akababi Branch	8	0.03	2
Gojamber Branch	10	0.04	2
Jemmo Branch	21	0.08	4
Kality Gumruk Branch	8	0.03	2
Kebena Branch	9	0.03	2
Kera Kori Branch	15	0.05	3
Lideta Branch	18	0.06	3
Meganagna Adebabay Branch	14	0.05	3
Megenagna Branch	17	0.06	3
Sabategna Branch	20	0.07	4
Salegora Branch	9	0.03	2
Saris Branch	16	0.06	3
Torayiloch Branch	8	0.03	2
Total	277	1	55

Source: Survey Questionnaire, 2017

3.4 Source and Tools/Instruments of Data Collection

The data for this study was collected from primary and secondary sources. The primary data comprise of responses obtained from questionnaires administered to randomly selected study respondents and structured interview with the head of training division. Study participants were randomly chosen from list of selected branches of AIB S.C.

The sources of secondary data for this research consist of mainly published textbooks, academic journals, training and development publications, other human resource management publications.

For quantitative data, a structured standard questionnaire was the instrument for data collection. Respondents were issued questionnaires to fill on the information required. The questionnaires consisted of closed-ended questions. The closed-ended questions are set for the respondents in order to ensure uniformity and greater reliability. Further to collect data, semi-structured

interview was made in order to obtain most accurate answers based on the interviewees' opinion and experience, and to facilitate further analysis. The interview is an insightful tool which focuses directly on the studied topics but also includes bias and can be manipulative (Yin, 2009). Semi-structured interview was used as a tool for the qualitative research. In the semi-structured interview, the interviewer prepared a number of questions that were in the general form of an interview schedule. It is standardized in order to minimize differences between interviews. Moreover, the sequence of questions may vary and the follow up questions can be asked in response to some significant replies (Bryman, et al., 2003). Interview guidelines and voice recorder will be used as data collection instruments.

3.5 Procedures for Data Collection

3.5.1 Quantitative Data Collection Procedure

A facilitator was recruited for data collection. The researcher acted as a supervisor while the data facilitator handed and collect the questionnaires. One day training was given by the researcher to the data facilitator prior to data collection. The training focused on understanding the meaning of each question, obtaining consent, keeping confidentiality of the information he gathered and quality of data collection. Emphasis was given on the significance and the appropriate meanings of each question as well as how to explain for the participants in understandable manner if required.

3.5.2 Qualitative Data Collection Procedure

Key Informant Interview (KII) was held with the head of training division at AIB. The data was collected through KII guide. The interviewer used audio tape to document the discussions. The whole interview was recorded so that the correct information is available for use in this research, as well as provides the possibility to go back to analyze in detail what the interviewee actually said.

3.6 Methods of Data Analysis

The collected data was checked for its completeness, consistency and accuracy before analysis. The collected data was cleaned, coded and entered into Epi Data version 3.1 and then exported to

SPSS version 20 for analysis. The data obtained was tabulated and analyzed in terms of the objectives of the study using descriptive and inferential statistics. The plan of data analysis is as follows:

Descriptive Statistics

- Frequency and percentage was used to assess the Socio-Demographic data
- Issues related with training needs assessment, training design and implementation, training evaluation and employee performance was measured using the measurement developed by Zaidatol (2009). The measurement of the items in the survey questionnaire was based on 5 point likert scales with 1 demonstrating “strongly disagree” to 5 indicating “strongly agree”. Mean score of above 3.80 is regarded as high, 3.40-3.79 is considered moderate and below 3.39 is regarded as low perception. Table 3.3 shows the mean score measurement.

Table 3. 3 Mean Score Measurement

Mean Score	Description
≤ 3.39	Low
3.40-3.79	Moderate
≥ 3.80	High

Source: Zaidatol (2009)

Inferential Statistics

- Logistic regression was used to determine the relationship of predictor on outcome variables.
- Variables that have a p-value of less than 0.25 at bivariate level were selected as candidates for multiple regression analysis.
- Regression had been calculated using the proposing formula:

$$Y_i = \beta_0 + \beta_1 X_i + \epsilon_i$$

Where Y_i is the value of the dependent variable for case i ,

- X_i is the value of the independent variable for case i ,
- β_0 and β_1 are constants, and
- ϵ_i is the error in prediction for case i .

3.7 Validity and Reliability

Validity is the extent to which a measure or scale gives the correct answer. (Kirk, et al., 1986) It indicates the degree to which an instrument measures what it is supposed to measure. To check the validity of the research, the researcher took the following measures:

- For ensuring data quality the questionnaire was prepared first in English, translated to Amharic, and then re-translated back to English by professional translator to check its consistency.
- Data was collected using standardized questionnaires from the employees of the AIB.
- The questionnaire was pretested on 10% of sample number (6 employees) on a separate branch to check the validity of the questionnaire and necessary modification was made on the instrument.
- The branch in which the pilot study was conducted was excluded from the study.
- Questionnaire was checked thoroughly for its validity before it was distributed to respondents.
- At time of data collection, filled questionnaires were checked for completeness and consistency of information by the supervisor.
- Data was also checked for uniformity and completeness before entry into computer software for analysis.
- Random sample of 30% was re-entered into the double entry feature of Epi-data version 3.1 to check the consistency of the entered data.

Internal consistency reliability is a measure of consistency between different items of the same construct. Cronbach's alpha is a reliability measure designed by Lee Cronbach in 1951 (Bhattacharjee, 2012). Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. For testing the reliability of the data instrument, Cronbach's alpha was calculated to test the reliability of the research instrument. The result of the reliability test is shown in table 3.4.

Table 3. 4 Cronbach Alpha Reliability Test Result

Cronbach's Alpha	N of Items
.965	55

Source: Sample Survey, 2017

3.8 Ethical Consideration

Ethical clearance was obtained from Saint Mary's University, School of Graduate Studies. In addition, verbal consent was obtained from all study subjects to ensure that participation will be on voluntarily basis. On top of that, to keep the anonymity of study participants, code numbers rather than personal identifiers was used. The KII was done after explaining the whole essence of the interview and obtaining consent from the interviewee.

CHAPTER FOUR: RESULTS AND DISCUSSION

4.1 Respondents Background Information

According to the sampling process described in chapters three, 55 questionnaires were distributed to 20 branches; all of the copies were returned thus making the response rate 100%.

Out of the 55 respondents, 58.2% were males and 41.8% were females. More than half of the respondents (61.8%) were between the ages of 20-30 while 29.1% were between the ages 31-40; from the data it is obvious that a large proportion of the workforce are young and an opportunity for the AIB to perform better and give attention to training and development. A great majority of the respondents (67.3%) were Bachelor's degree holders, followed by Diploma (23.6%). When it comes to how long they were working for the AIB, 47.3% mentioned that they were working for AIB between 1-5 years, 21.8% were working between 6-10 years and 20% were working for less than a year. Table 4.1 shows details of respondents' characteristics.

Table 4.1 Basic Characteristics of the respondents

Basic Characteristics of the respondents				
No.	Question	Response	Frequency	Percentage
1	Age	20-30	34	61.8
		31-40	16	29.1
		41-50	5	9.1
		Total	55	100
2	Sex	Male	32	58.2
		Female	23	41.8
		Total	55	100
3	Educational level	Diploma	13	23.6
		Degree	37	67.3
		Masters	3	5.5
		PhD	2	3.6
		Total	55	100
4	How long have you been working for the AIB?	Less than 1 Year	11	20.0
		1-5 Years	26	47.3
		6-10 Years	12	21.8
		11-15 Years	5	9.1
		Above 15 Years	1	1.8
		Total	55	100

Source: Researchers Own Survey, 2017

4.2 Training Needs Assessment Practice in AIB

Table 4. 2 Employees' Training Information

Training Need Assessment Practice at AIB				
No.	Question	Response	Frequency	Percentage
1	Have you had any form of training since you joined AIB?	Yes	55	100
		Total	55	100
2	In your branch, who is responsible for selecting employees for training?	Bank Manager	29	52.7
		Human Resource Manager	6	10.9
		Management Committee	12	21.8
		Don't Know	8	14.5
		Total	55	100
3	How were you selected for training?(you can select more than one)	Compulsory for all employees upon joining the bank	21	36.2
		Managers recommendations	20	34.5
		Upon Employee Request	2	3.4
		Don't Know	15	25.9
		Total	58	100
4	What kind of training have you gone through since joining AIB?	On the Job Training	5	9.1
		Off the Job Training	35	63.6
		Both	15	27.3
		Total	55	100

Source: Researcher Own Survey, 2017

Table 4.2 shows details of employees training information. From the table, all of the respondents (100%) underwent some form of training since they joined AIB. More than half of the respondents (52.7%) mentioned that the bank manager is responsible for selecting employees for training; this is consistent with what the interviewee mentioned that bank managers and training unit are usually responsible for selecting employees for training. In a multiple response question regarding how employees were selected for training, the top two responses were compulsory for all employees upon joining the bank (36.2%) and manager's recommendations (34.5%). Regarding the type of training they have gone through since joining AIB, more than half of the respondents (63.6%) stated off the job training, 9.1% mentioned on the job training and 27.3% mentioned both. This goes hand in hand with what the interviewee mentioned that most of the training given to employees is off-the-job trainings, due to the availability of facilities and equipment's required for training at the headquarters.

Table 4. 3 Training Needs Assessments Practice Responses

No.	Question	N	Minimum	Maximum	Mean	SD
5	The selection of trainees in AIB is fair	55	1	5	3.27	1.239
6	AIB periodically conducts training needs assessment of its employees	55	1	5	2.76	1.201
7	I sponsored myself at least once for further studies to acquire new knowledge, skills and abilities as long as employed in AIB.	55	1	5	4.22	.854
9	In the past, my identified training and development needs were actually met	55	1	5	2.71	1.066
10	I am confident that the existing process will meet my future training and development needs aspiration.	55	1	5	3.44	1.167
11	The process used to identify training and development needs are effective	55	1	5	3.16	1.229
12	Training need assessment process was participatory.	55	1	5	2.95	1.239
14	Training need assessment documents are well organized and used.	55	1	5	3.36	1.176
Average Mean Score = 3.23, Average Standard Deviation = 1.15						

Source: Researcher Own Survey, 2017

Table 4.3 shows details of training needs assessment practice. The average mean score for training needs assessment is 3.23 ± 1.15 which is low. This indicates that respondents are not satisfied with the current training needs assessment of AIB, the selection of employees for training is not fair, employees training needs assessment are not identified and the process used to identify training needs assessment is not effective. The interviewee mentioned that there is a process developed by the training unit, called Annual Training Planning Process, to determine training needs assessment. This is a research process and involves determining employees learning needs by collecting information and then designing training needs based on the obtained feedback. But most importantly, the training unit determines training needs assessment based on the technologies procured by the bank. Since AIB is competing in a dynamic environment, the bank strategy is to select employees who are on hands with the technologies.

4.3 Training Design and Implementation

Table 4. 4 Objective of the training course

Objectives of training course						
No.	Question	N	Minimum	Maximum	Mean	SD
1	I was given sufficient information on the objectives of the training course before my arrival.	55	1	5	2.89	1.181
3	The objectives of the training fulfilled my needs.	55	2	5	3.69	.791
4	The objectives of the training were achieved.	55	2	5	3.65	.865
Average Mean Score of training objectives = 3.41, Average Standard Deviation = 0.95						

Source: Researcher Own Survey, 2017

Table 4. 5 Training Content

Training Content						
No.	Question	N	Minimum	Maximum	Mean	SD
5	The topics covered were relevant to my job.	55	3	5	4.09	.586
6	The content was organized and easy to follow.	55	1	5	3.60	.974
7	I consider that the training programs are designed at level of abilities and education of employees.	55	1	5	3.80	.951
16	The training exercises best help trainees learn and apply different types of knowledge or skill.	55	1	5	3.82	.905
8	I received updated training which is required for my job position.	55	1	5	3.75	.927
Average Mean Score of training content = 3.81, Average Standard Deviation = 0.87						

Source: Researcher Own Survey, 2017

Table 4. 6 Selection of Trainer

Selection of Trainer						
No.	Question	N	Minimum	Maximum	Mean	SD
9	Trainers have sufficient knowledge.	55	1	5	3.76	.981
10	The training staff encouraged participation throughout the course.	55	1	5	4.00	.816
11	The training staff was responsive to participants' needs and questions.	55	2	5	4.11	.658
12	Trainers communicate well.	55	1	5	3.89	.936
13	The trainer summarized the main points before finishing.	55	2	5	4.05	.780
14	The trainer used effective examples and illustrations.	55	2	5	4.02	.733
15	The trainer used body language to help communicate ideas visually.	55	1	5	3.91	.888
18	The trainer clearly described what to expect from the presentation.	55	1	5	3.96	.881
19	The trainer defined unfamiliar technical terms.	55	2	5	3.69	.858
20	The trainer provided clear instructions for all activities.	55	1	5	3.69	.960
Average Mean Score of training content = 3.91, Average Standard Deviation = 0.84						

Source: Researcher Own Survey, 2017

Table 4. 7 Learning Material

Learning Materials						
No.	Question	N	Minimum	Maximum	Mean	SD
25	I assume the material, hand-outs and/or activities useful to the training provided to me were adequate.	55	2	5	3.64	.890
26	The materials distributed were helpful.	55	2	5	3.75	.907
27	The trainer made sure materials could be read easily from where I was sitting.	55	1	5	3.67	.904
Average Mean Score of training material = 3.68, Average Standard Deviation = 0.90						

Source: Researcher Own Survey, 2017

The mean value for training design and implementation is 3.78 which is moderate. Table 4.4-4.7 shows details of training design and implementation of AIB. The questions were divided into four segments; namely objectives of the training course, training content, selection of trainer and training delivery.

4.3.1 Objectives of the Training Course

The average mean score for objectives of training course is 3.41 ± 0.95 which is moderate. This means that the respondents are neutral regarding whether the training objectives fulfilled their needs and whether training objectives were achieved. However one aspect that the respondents were not satisfied was that they were not given sufficient information about the training objectives prior to the training as shown in table 4.4.

4.3.2 Training Content

The average mean score for training content is 3.81 ± 0.87 which is high. This means that the respondents are satisfied with how training contents were organized, how the training contents are designed to the at levels and abilities of trainees and how the topics covered during training was relevant to their jobs as shown in table 4.5. The interviewee mentioned that the training unit uses two methods to design trainings. One is vendor based training were by when the bank procures a new product, the vending company sends people to trainer the employees of the purchasing company. The other is in-house training were by the training unit follows the curriculum designing procedure. This type of training design involves developing follow-charts, defining objectives, targets and then defining trainers, trainees, methodology and content.

4.3.3 Selection of Trainer

The average mean score for selection of trainer is 3.91 ± 0.84 which is high. This means that the respondents are satisfied with the trainers including their level knowledge, how they communicated, how they use their body language to help communicate ideas visually, how they used effective examples, how the trainer clearly described what to expect from the presentation, how the trainer defined unfamiliar technical terms, how the training staff was responsive to participants' needs and questions and how trainer summarized the main points before finishing as shown in table 4.6. The interviewee mentioned that AIB uses two options when selecting trainers. If the necessary knowledge is found within the bank, then the training is given by staff members to their fellow employees. If the necessary knowledge is not available within the bank, then AIB hires professional trainees either local or foreigners to provide the trainings. The Goal of AIB is to provide the best type of trainers to its employees so that they can learn and apply what they have learned so that ultimately they can serve our customers appropriately.

4.3.4 Training Materials

The average mean score for objectives of training course is 3.68 ± 0.90 which is moderate. This means that the respondents are neutral regarding adequateness of the training material and their helpfulness as shown in table 4.7. According to the interviewee, the bank is in the final touches of furnishing and opening the new training unit that is fully equipped with all the materials necessary to conduct trainings.

4.4 Training Evaluation

Table 4. 8 Training Evaluation Responses

No.	Question	N	Minimum	Maximum	Mean	SD
1.	Before I have attended training, my knowledge, skills and performance needed improvement.	55	1	5	3.82	.884
2.	Trainings are conducted whenever they are required as per the situation.	55	1	5	3.51	1.136
3.	Trainings related to job responsibilities are given which helps in overall development.	55	2	5	3.87	.904
4.	The time allotted for training is sufficient.	55	1	5	3.35	1.126
5.	The management request feedback from trainees' during their training process.	55	1	5	3.40	1.099
6.	The management request feedback from trainees' after training.	55	2	5	3.60	1.047
7.	I have realized change in my performance after attending any training in the AIB.	55	2	5	3.89	.737
8.	I was able to transfer the new skills into my job.	55	1	5	4.02	.952
9.	There are relevant criteria to evaluate training program.	55	1	5	3.20	1.112
10.	Training evaluation process was participatory.	55	1	5	3.38	1.080
11.	There are formal training evaluation formats in the bank.	55	1	5	3.04	1.036
12.	Overall, I am satisfied with the trainings I underwent.	55	1	5	3.67	.924
Average Mean Score for Training Evaluation = 3.56, Standard Deviation = 1.00						

Source: Researcher Own Survey, 2017

The average mean score for training evaluation is 3.56 ± 1.00 which is moderate. This means that the respondents are neutral regarding the time allotted for training, training feedback during training and after training, change realization after attending training, ability to transfer or apply the newly learnt knowledge or skills into the job, there are relevant criteria to evaluate training program and that there are relevant formal training evaluation formats in the bank as shown in table 4.8. The interviewee mentioned that the bank has what it called an On-Spot evaluation that is made after the training is done, where by employees are asked to fill forms regarding the training they underwent. The also bank also conducts regular meetings with the trainer and asks them about the trainings and whether the employees are taking advantage of it. In addition, the bank conducts two kinds of training evaluation assessment; one is called trainees satisfactory survey and the other is training impact evaluation.

4.5 Employees Awareness of AIB Training and Development Policy

Table 4. 9 Employees' Awareness on training and development policy of AIB

No.	Question	Response	Frequency	Percentage
1	Are you aware of the training and development policy of the AIB?	Yes	25	45.5
		No	30	54.5
		Total	55	100
2	If yes, how did you know about it?	During Orientation	12	48
		Official Communication to me	3	12
		Through AIB Publication	4	16
		Information From Colleagues	6	24
		Total	25	100
No.	Question	Response	Frequency	Percentage
3	How do you rate your understanding of the human resource training and development policy of AIB?	Very Low	3	12
		Low	2	8
		Average	13	52
		High	5	20
		Very High	2	8
		Total	25	100

Source: Researchers Own Survey, 2017

As shown in table 4.9, the prevalence of the awareness of AIB training and development policy among the respondents is low 45.5% while employees who are not aware or are not sure account to 54.5%. Of those who are aware of the training and development policy of the AIB; 48% came to know about it during orientation, 24% through information from colleagues and 12% through official communication to them. In addition when asked to rate their level of understanding of training and development policy of the AIB, 52% rated average while 20% rated high. According to the interviewee, AIB has training policy, but it is only communicated to some of its employees to keep its confidentiality. The most common method of conveying this policy is through orientation which is line with this research.

4.6 Responses on Employees' Performance

Table 4. 10 Responses Regarding Employees Performance

No.	Question	N	Minimum	Maximum	Mean	SD
1.	The work knowledge is increased through the training programs.	55	1	5	3.64	.988
2.	The job satisfaction increases through the training.	55	1	5	3.51	.920
3.	The training provided by the AIB helped me to perform my work quickly and efficiently.	55	2	5	3.76	.860
4.	Because of the knowledge, skills and attitude that I received from the training, I can accomplish activities without waste.	55	1	5	3.51	1.034
5.	I feel that training enable me to perform my work with greater accuracy and precision.	55	1	5	3.80	.869
6.	The employees' attitude/behavior becomes willing to accept more challenging assignments after receiving the training.	55	1	5	3.62	.972
7.	The employees become more responsible after the training.	55	1	5	3.80	.826
8.	The employees become committed toward their jobs after getting the training.	55	1	5	3.60	.955

No.	Question	N	Minimum	Maximum	Mean	SD
9.	The employees become more supportive of the company values after receiving training.	55	1	5	3.56	1.118
10.	The employees become more productive after receiving training.	55	1	5	3.69	1.153
11.	After receiving training, the employees' job performance helps in enhancing the bank's productivity.	55	1	5	3.53	1.152
12.	Because of good training practice of AIB, I feel I have a moral obligation to respond to the needs of the customer.	55	1	5	3.75	.985
13.	Since the culture of the Bank is good enough to provide training on time, I am so specialized in the services that will be delivered to the clients of the Bank.	55	1	5	3.56	1.135
14.	Training improves employees' job performance	55	2	5	3.82	.925
Average Mean Score for employees performance = 3.63, Standard Deviation = 0.99						

Source: Researchers Own Survey, 2017

Details of employee performance are shown in table 4.10. The average mean score of employee performance is 3.63 ± 0.99 which is moderate. This means that the respondents are neutral regarding training increases work knowledge, job satisfaction increases through training, the training help employees perform their work quickly and efficiently, without waste and with greater accuracy and precision, training enables employees to accept challenging assignments, after receiving training employees' job performance helps in enhancing the bank's productivity and training improves employees' job performance.

4.7 Effect of Training and Development on Employees' Job Performance

In order to determine the effect of training and development on employees' job performance, linear regression was used.

Table 4. 11 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.820 ^a	.672	.653	6.239

a. Predictors: (Constant), TE, TNA, TDI

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	4063.814	3	1354.605	34.803	.000 ^b
Residual	1985.022	51	38.922		
Total	6048.836	54			

a. Dependent Variable: EP

b. Predictors: (Constant), TE, TNA, TDI

Table 4. 12 Effect of Training and Development on Employee Performance Regression

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B		Collinearity Statistics	
	B	Std. Error	Beta			Lower Bound	Upper Bound	Tolerance	VIF
	(Constant)	-5.031	5.736				-0.877	.385	-16.548
TNA	.321	.169	.182	1.898	.063	-.019	.660	.698	1.434
TDI	.324	.132	.369	2.459	.017	.059	.589	.285	3.510
TE	.518	.219	.366	2.362	.022	.078	.958	.268	3.727

a. Dependent Variable: EP

Source: Researchers Own Survey, 2017

According to table 4.11, 65.3% of the variation in job performance in the selected branches of Awash International Bank is explained by the predictor variables. Training Design and Implementation (TDI) and Training Evaluation (TE) came out as predictor variable for employees' job performance. The interpretation of table 4.12 is as the following:

- At 95% confidence interval the Beta value of training design and implementation is 0.324 which indicates that a change in one standard deviation in the predictor variable results in

a change 32.4 standard deviation ($p > 0.05$); keeping training evaluation constant. The VIF of the training design and implementation is 3.510, it can be concluded that there is no multicollinearity symptom. Thus there is an effect of training design and implementation on employee job performance.

- At 95% confidence interval the Beta value of training evaluation is 0.518 which indicates that a change in one standard deviation in the predictor variable results in a change 51.8 standard deviation ($p > 0.05$); keeping training design and implementation constant. The VIF of the training design and implementation is 3.727, it can be concluded that there is no multicollinearity symptom. Thus there is an effect of training evaluation on employee job performance.

The result of the heteroscedasticity is shown in table 4.13:

Table 4. 13 Breusch-Pagan and Koenker heteroscedasticity test

Breusch-Pagan and Koenker test statistics and sig-values		
	LM	Sig
Breusch-Pagan	5.389	0.145
Koenker	5.434	0.143

Source: Researcher own survey, 2017

Since the p-value of Breusch- Pagan and Koenker is greater than 0.05, then heteroscedasticity is not present.

CHAPTER FIVE: CONCLUSION AND RECOMMENDATIONS

5.1 Conclusion

The following are the major conclusion that can be drawn from the results and findings of this research:

5.1.1 Training Needs Assessment Practice of AIB

Employees are not satisfied with the effectiveness of the training needs assessment process currently conducted at AIB. Employees are also not satisfied with trainee selection process and the frequency within which training needs assessment is made. Respondents also mentioned that their past training needs assessment were not taken into consideration and are doubtful that the current process will fulfill their future demand of training and development.

5.1.2 Training Design and Implementation

Employees are somehow satisfied with the design and implementation of training in AIB. The employees are moderately satisfied with the objectives, content, selection of trainers and the training materials. However, this is still short of the required and that there is room for improvement. Since AIB is competing in tense and dynamic environment; training must be designed in a way that is reflecting the continuous changing demand of the banking sector and its customers. Training design and implementation has also been identified as predictor variable of employee performance. The result in this study was in line with previous studies (Raja , et al., 2011; Tekle Mariam, 2015) which stated that training design and implementation has significant positive effect on employee job performance.

5.1.3 Training Evaluation

Employees are somehow satisfied with the training evaluation process at AIB; but this does not mean that there is no room for improvement. Employees have realized change in their performance after attending any training in the AIB and that they were able to transfer the new skills into their jobs. Employees were neutral on the frequency of conducting training evaluation during and after training. However, employees were not satisfied with the training criteria used to evaluate training, and with the formal training evaluation formats currently used in the bank.

Training evaluation has also been identified as predictor variable of employee performance. The result in this study is in line with Mengistu's study (2016) in which training evaluation had significant and positive relationship with employees' job performance.

5.1.4 Training and Development Policy Awareness

The training and development policy awareness at AIB is low. Among those who are aware of the policy, orientation was the most common means of awareness; and that most of them have an average level of understanding of the policy.

5.1.5 The Effect of Training and Development on Employees' Job Performance

Simple linear regression showed significant and positive relationship between employees' job performance and all the predictor variables (training needs assessment, training design and implementation and training evaluation). However in multiple linear regressions training design and implementation and training evaluation were predictor variables of employee job performance. Thus these two variables must be taken into consideration when enhancing employee job performance.

5.2 Recommendations

5.2.1 Training Needs Assessment Practice at AIB

- Participatory Training Needs Assessment: The training unit must review its training needs assessment process since it has been identified as a weak area. The training unit also must consider employees training needs and incorporate them into the training process.
- Transparent Trainee Selection Process: the bank must make its trainee selection process transparent as much as possible so that employees can become aware of how they were selected for training.

5.2.2 Training Design and Implementation

- Employees must be informed upfront about the objectives of the training since this area has been identified as a weakness.
- Since training design and implementation has been identified as predictor variable of employees' job performance; its recommended that the bank must give special consideration during training design as it can improve employees performance.

5.2.3 Training Evaluation

- Enough time should be allocated for training as this part was found as a weakness in training evaluation. So the training unit must consider this aspect during design phase.
- The training division should give great attention and make it participatory when the training is being evaluated so that it will help to duly follow the training processes.
- Since training evaluation has been identified as predictor variable for employees' performance; feedbacks from employees on trainings, training methods and trainers capacity should be collected during and after training processes. This will enable the Bank to improve their current and future training programs and to gauge its effect.

5.2.4 Training Policy Awareness

- AIB must take steps to convey its training policy among its employees in order to understand the intention of the Bank and to create self confidence among employees. Lastly, the management of AIB should continuously improve and follow up

systematically the training plan and policy in operation. This can help the bank to have planned, systematic and up-to-date training and development programs.

5.3 Direction for future Research

This research is conducted to examine the effect of training and development on employees' job performance the case of Awash International Bank S.C branches that are found in Addis Ababa. Based on the findings of this research, training design and implementation and training evaluation are found to have significant and positive relationship on employees' job performance which indicates that studying the effect of the above two variables on employees' job performance requires further analysis rather than studying training as a whole.

REFERENCES

- Abbas, Q., & Yaqoob, S. (2009). Effect of Leadership Development on Employee Performance in Pakistan. *Pakistan Economic and Social Review*, 47(2), 269-292.
- Afshan, S., Sobia, I., Kamran, A., & Nasir, M. (2012). Impact of Training on Employee Performance: a Study of Telecommunication Sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 4(6).
- Aguinis, H., & Kraiger, K. (2009). Benefits of training and development for individuals and teams, organizations, and society. *Annual Review of Psychology*, 60, 451–474.
- Al-Nuseirat, A., & Biygautane, M. (2014). *Policy Brief*. Dubai: Mohammed Bin Rashid School Of Government.
- Amir, E., & Amen, I. (2013). The Effect of Training on Employee Performance. *European Journal of Business Management*, 5(4), 137-147.
- Armstrong, M. (2001). *A Hand Book of Human Resource Management Practice* (8th ed.). US: Kogan Page Publishing Company.
- Armstrong, M. (2003). A Handbook of Personal Management Practice. In A. Gilley, & J. Gilley, *The Praeger Handbook of Human Resource Management*. London: Praeger Publishers.
- Armstrong, M. (2006). *A Handbook of Human Resource Management* (10 ed.). London: Kogan page Ltd.
- Awash International Bank S.C. (2015/16). *21st Annual Report*. Addis Ababa: Central Printing Press.
- Beardwell, N., Holden, B., & Claydom, T. (2004). *Human Resources Management a contemporary Approach* (4th ed.). Edinburgh Gate: Pearson Education Limited Company.
- Beattie, R. S. (2002). *Developmental managers: line managers, as facilitators of workplace learning in voluntary organizations*. PhD Thesis. Glasgow: University of Glasgow.
- Bernatek, B. T. (2011). *Reference for Business*. Retrieved March 11, 2017, from Training and Development: <http://www.referenceforbusiness.com/encyclopedia/Thir-Val/Training-and-Development.html>
- Beyazen, M. (2011). *the effect of training and on employees' job performance and organizational effectiveness*. Addis Ababa: Addis Ababa University.

- Beyene, T. (2015). *The effect of training and development on employees' job performance a case of Bunna International Bank S.C.* Addis Ababa: Addis Ababa University.
- Bhattacharjee, A. (2012). *Social Science Research: Principles, Methods, and Practices* (2nd ed.). US: Open Access Textbooks.
- Bramley, P., & Kitson, B. (1994). Evaluating training against business criteria. *Journal of European Industrial Training*, 18(1), 10-14.
- Brinkerhoff, R. (2005). Training The Success Case Method: A Strategic Evaluation Approach to Increasing the Value and Effect of. *Advances in Developing Human Resources*, 7(1), 86-101.
- Bryman, B., & Bell, E. (2003). *Business Research Methods, 2nd ed.*, (2nd ed.). Oxford: Oxford.
- Cheng, E., & Ho, D. (2001). Research Note, A review of transfer of training studies in the past decade. *Personnel Review*, 30(1), 102-118.
- Cole, G. (2002). *Personnel nad Human Resource Management, Continuum*. London: York Publishers.
- Decenzo, D. A. (2005). *Fundamental HRM* (8 ed.). New York: Wiley India Pvt. Ltd.
- Decenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2010). *Fundamentals of HRM*. USA: John Wiley and Sons Inc.
- Delaney, J., & Huselid, M. (1996). The impact of human resource management practices on perceptions of performance in for-profit and nonprofit organizations. *Academy of Management Journal*, 39, 949-969.
- Dereje, M. (2016). *The Effect of Training and Development on Employee Performance Improvement: The Case of Commercial Bank of Ethiopia*. Addis Ababa: Unpublished Thesis.
- Dessler, G. (2005). *A Framework for Human Resources Management*. USA: Prentice-Hall.
- Falola, H. O., Osibanjo, A. O., & Ojo, S. I. (2014). Effectiveness Of Training And Development On Employees' Performance And Organisation Competitiveness In The Nigerian Banking Industry. *Bulletin of the Transilvania University of Braşov Series V: Economic Sciences*, 7(56), 161-170.
- Fitzgeald, W. (1992). Training Versus Development. *Training and Development*, 46(5), 81-84.
- Garavan, T., Heraty, N., & Barnicle, B. (1999). Human resource development literature: current issues, priorities and dilemmas. *Journal of European Industrial Training*, 23, 169-179.

- Garcia, M. (2005). Training and business performance: The Spanish case training and business The Spanish case. *In. J. human resource management*, 16(9), 1691–1710.
- Gilley, A., Gilley, J. W., Quatro, S., & Dixon, P. (2009). *The Praeger handbook of human resource management*. Westport, CN: Praeger.
- Gordon, B. (1992). Are Canadian Firms Under Investing in Training? *Canadian Business and Economics*, 1(1), 25-33.
- Gray, D. (2010). *Human Resource Management* (11th ed.). India: Dorling Kindersley Publisher.
- Guest, D. (1997). Human resource management and performance: a review and research agenda. *The International Journal of Human Resource Management*, 8, 263-267.
- Hamid, Q. (2015, March 05). *Benefits of Training & Development in an Organization*. Retrieved March 27, 2017, from Kashmir Observer: <https://kashmirobsvr.net/2016/opinions/benefits-training-development-organization-3983>
- Harrison, R. (2000). *Employee Development*. Pretoria, South Africa: Beekman Publishing Company.
- Healy, P. (2001). Training and public sector reform: an integrated approach. 21(4).
- Hitt, M., Ireland, R., & Hoskisson, R. (2007). *Strategic management: competitiveness and globalization*. Mason, OH: Thomson South-Western.
- Huselid, M. (1995). The impact of human resource management practices on turnover, productivity, and corporate financial performance. *Academy of Management Journal*, 38, 635-672.
- Huselid, M., & Becker, B. (2011). Bridging micro and macro domains: Workforce differentiation and strategic human resource management. *Journal of Management*, 37, 421–428.
- Kanyesiga, J. A., & Bazinzi, N. (2015). The Impact of Training and Development on Job Performance in Ugandan Banking Sector. *RISUS-Journal on Innovation and Sustainability*, 6(2), 65-71.
- Kim, B. (2006). Managing workforce diversity: Developing a learning organization. *Human Resources in Hospitality and Tourism*, 5(2), 69-90.
- Kirk, J., & Miller, M. (1986). *reliability and validity in qualitative research*. Beverly Hills, Ca.: Sage Publications.

- Kiweewa, S., & Asiimewe, S. (2014). Does Training Influence employee performance in regulatory organization in Uganda. *Merit Research Journal of business and management*, 22, 21-29.
- Kondalkar, V. (2002). *Organizational Behavior* (2nd ed.). India: New age International Publisher.
- Kuber, M., & Prokepenko, J. (1989). *Diagnosing Management Training and Development Needs*. Geneva: International Labor Organization.
- Liao, H., & Chuang, A. (2004). A Multilevel Investigation of Factors Influencing Employee Service Performance and Customer Outcomes. *Academy of Management Journal*, 47(1), 41-58.
- Lope , Z. P. (2009). Entrepreneurship as a center choice: An analysis of entrepreneurial self-efficiency and intention of university student. *European Journal of social science*, 9(2), 338-346.
- Mathis, R., & Jackson, H. (2008). *Human Resource Management*. US: West Publishing Company.
- Mathis, R., & Jackson, J. (2001). *Human Resource Management* (9th ed.). US: South Western College.
- Mc Dowall, A., & Saunders, M. N. (2010). UK managers' conceptions of employee training and development. *Journal of European Industrial Training*, 34(7), 609 - 630.
- Mc Namara, C. (2008). *Employee Training and Development: Reasons and Benefits*. Retrieved 11 27, 2008, from Management Help Website: <http://www.managementhelp.org/index.html>
- McCourt, W., & Derek, E. (2003). *Global Human Resource Management: Managing People in Developing and Transitional Countries*. Cheltenham, UK: Edward Elgar.
- Naresh , M. (2009). *Basic Marketing Research*. Georgia: Pearson.
- Neelam, T., Israr, K., Dr. Shahid, J., & Muhammad, H. (2014). the impact of training and development on employees performance and productivity a case study of united bank limited Reshawar city. *international journal of academic research in business and social science*, 4(4), 86-98.
- Neelam, T., Khan Yousafzai, I., Dr. Shahid , J., & Muhammad, H. (2014). The Impact of Training and Development on Employees Performance and Productivity a case study of united bank limited Reshawar city. *International Journal of Academic Research in Business and Social Sciences*, 4(4), 86-98.

- Noe, R., & Colquitt, J. (2002). Planning for training impact: Principles of training effectiveness. In K. K. , *Creating, implementing, and maintaining effective training and development: State-of-the-art lessons for practice* (pp. 53–79). San Francisco, CA: Jossey-Bass.
- Noor, K. (2008). Case study: A strategic research methodology. *American Journal of Applied Sciences*, 5(11), 1602-1604.
- Powell, W., & Snellman, K. (2004). THE KNOWLEDGE ECONOMY. *Annu. Rev. Sociol*, 30, 199–220.
- Qasim , S., Mehwish, H. S., & Akram , N. (2011). Degree of Influence of training and Development on Employees Behavior. *International Journal of Computing and Business Research*, 2(3), 1-13.
- Raja , A. G., Furguan, A. K., & Dr Mohammed , A. K. (2011). impact of training and development on organizational performance. *global journal of management and business research*, 11(7), 11-22.
- Robert, L. M., & John, H. J. (2005). *Changing Nature of Human Resource Management* (11th ed.). Chicago: Thomson Business and Professional Publishing.
- S, S. (2015, December 31). *Key Difference*. Retrieved June 6, 2017, from Key Difference Web site: keydifferences.com/difference-between-training-and-education.html
- Stredwick, J. (2005). *An introduction to Human Resource Management* (2nd ed.). Burlington: Butterworth-Heinemann.
- Swart, J., Mann, C., Brown, S., & Price, A. (2005). *Human Resource Development, Strategy and Tactics*. Oxford: Elsevier Butterworth-Heinemann Publication.
- Tazebachew , A. (2011). *The Impact of Training on Worker*. Addis Ababa: Unpunished MBA Thesis.
- Tekle Mariam, M. (2015). *Impact of training and development on employee performance in SME in Addis Ketema Sub-city Manufacturing Sector*. Addis Ababa: Unpublished Masters Thesis.
- Truitt, D. L. (2011, October 1). *Sage journals*. Retrieved 12 15, 2016, from Sage journals Web site: <http://journals.sagepub.com/doi/full/10.1177/2158244011433338>
- Wright , P., & Geroy, D. G. (2001). Changing the mindset: the training myth and the need for word-class. *International Journal of HRM*, 12(4), 586-600.
- Yebelay, F. (2014). *Effect of Training Practice on Employee Performance: The case of Ethiopian Insurance Corporation*. Addis Ababa: Unpublished MBA Thesis.

Yin, R. (2009). *Case study research: Design and methods*. Los Angeles: Sage Publications.

APPENDICES

APPENDIX A: Questionnaire English Version

Saint Mary's University
School of Graduate Studies
College of Business Administration

SURVEY TO ASSESS

THE EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES' JOB PERFORMANCE

The Case of Awash International Bank S.C

ID. No: SS _____/BR _____/_____

Date: ___/___/_____

This questionnaire has been designed to gather data on the *“The Effect of Training and Development on Employees' Job Performance; the Case of Awash International Bank”*. The findings of the study will be used for a **research paper** to be presented for the partial fulfillment for the awards of **Masters of Business Administration in Project Management** at Saint Mary's University. The responses will be aggregated and used in summary so that **no one's response will be identified in isolation. There are no direct or indirect negative consequences by participating in this survey.** The data collected will be used only for the purpose stated in here and **will not be shared with anybody else.** The questionnaire consists of **8 pages (including the cover page)**. It will take **15-20 minutes to complete the questionnaire.** Your **genuine** responses will be helpful in the successful completion of the paper. Please give your responses to **all the questions**.

The researcher would like to thank you in advance for your time and consideration in giving the responses.

The researcher is scheduled to get the filled questionnaire back at the end of the day.

Yours Sincerely,

Abdirahman Omer Ahmed

Tel: +251939-99-8254

Email: abdi_4u2@hotmail.com

Decision:

- I have read the above statement, and **decided to participate in this study.**
- I have read the above statement, and **decided not to participate in this study.**

Directions for filling the questionnaire

- Do not write your name.
- Put the “✓” mark in the box provided for choice questions
- Make sure you answer all the questions.

Note: AIB stands for Awash International Bank.

Part One: Background Information

1. Age:

- 20-30 31-40 41-50 51-60 61 and above
a) b) c) d) e)

- 2. Sex:** a) Male b) Female

- 3. Educational Level:** a) Diploma b) Degree c) Masters d) PhD

e) Others (Specify) _____

4. How long have you been working for the AIB?

- a) Less than 1 Year b) 1-5 Years c) 6-10 Years d) 11-15 Years
e) Above 15 Years

Part II: Questions Related To Training Needs Assessment

- 1. Have you had any form of training since you joined AIB?** a) Yes b) No

2. In your Branch, who is responsible for selecting employees for training?

- Bank Manager Human Resource Manager Management Committee Don't Know
a) b) c) d)

3. How were you selected for training? (You can select more than one)

- a) Compulsory for all employees upon joining the bank b) Managers recommendations
c) Upon Employee Request d) Don't Know

4. What kind of training have you gone through since joining AIB?

- a) On-the-job Training b) Off-the-job Training c) Both

To what extent do you agree with the following statements?

No.	Statements	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
5.	The selection of trainees in AIB is fair					
6.	AIB periodically conducts training needs assessment of its employees.					
7.	I sponsored myself at least once for further studies to acquire new knowledge, skills and abilities as long as employed in AIB.					
8.	In the past, my identified training and development needs were actually met.					
9.	I am confident that the existing process will meet my future training and development needs aspiration.					
10.	The process used to identify training and development needs are effective.					
11.	Training need assessment process was participatory.					
12.	Training need assessment documents are well organized and used.					

15. What are the major challenges of human resource training and development in the AIB? (You can select more than one)

- | | | | |
|---------------------------------------|--------------------------|---|--------------------------|
| a) Shortage of Training Material | <input type="checkbox"/> | b) Shortage of Budget | <input type="checkbox"/> |
| c) Low Commitment from Top Management | <input type="checkbox"/> | d) Inadequate Training Needs Assessment Process | <input type="checkbox"/> |
| e) Lack of Qualified Trainers | <input type="checkbox"/> | f) Lack of Training and Development program awareness | <input type="checkbox"/> |

g) Others: Please Specify: _____

Part III: Questions on Training Design And Delivery Style

To what extent do you agree with the following statements?

Training Design objective of the training course		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1	I was given sufficient information on the objectives of the training course before my arrival.					
2	The objectives of the training fulfilled my needs.					
3	The objectives of the training were achieved.					
Training content		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
4	The topics covered were relevant to my job.					
5	The content was organized and easy to follow.					
6	I consider that the training programs are designed at level of abilities and education of employees.					
7	The training exercises best help trainees learn and apply different types of knowledge or skill.					
8	I received updated training which is required for my job position.					
Selection of Trainer		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
9	Trainers have sufficient knowledge.					
10	The training staff encouraged participation throughout the course.					
11	The training staff was responsive to participants' needs and questions.					
12	Trainers communicate well.					
13	The trainer summarized the main points before finishing.					
14	The trainer used effective examples and illustrations.					
15	The trainer used body language to help communicate ideas visually.					

Training Delivery						
Adult Learning Principles		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
16	The trainer clearly described what to expect from the presentation.					
17	The trainer defined unfamiliar technical terms.					
18	The trainer provided clear instructions for all activities.					
Learning Material		Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
19	I assume the material, hand-outs and/or activities useful to the training provided to me are adequate.					
20	The materials distributed were helpful.					
21	The trainer made sure materials could be read easily from where I was sitting.					

Part IV: Questions Related To Training Evaluation

To what extent do you agree with the following statements?

No.	Statements	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1.	Before I have attended training, my knowledge, skills and performance needed improvement.					
2.	Trainings are conducted whenever they are required as per the situation.					
3.	Trainings related to job responsibilities are given which helps in overall development.					
4.	The time allotted for training is sufficient.					
5.	The management request feedback from trainees' during their training process.					
6.	The management request feedback from trainees' after training.					
7.	I have realized change in my performance after attending any training in the AIB.					

No.	Employees performance	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
8.	I was able to transfer the new skills into my job.					
9.	There are relevant criteria to evaluate training program.					
10.	Training evaluation process was participatory.					
11.	There are formal training evaluation formats in the bank.					
12.	Overall, I am satisfied with the trainings I underwent.					

Part VI: Questions Related To Training Policy

1. Are you aware of the training and development policy of the AIB?

Yes

No

a)

b)

2. If Yes, how did you know about it?

During Orientation Official Communication to me Through AIB Publications Information from Colleagues

a)

b)

c)

d)

3. How do you rate your understanding of the human resource training and development policy of AIB?

Very Low

Low

Average

High

Very High

a)

b)

c)

d)

e)

Part VI: Questions on Effects of Training on Employee Performance

To what extent do you agree with the following statements?

No.	Employees performance	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
1.	The work knowledge is increased through the training programs.					
2.	The job satisfaction increases through the training.					
3.	The training provided by the AIB helped me to perform my work quickly and efficiently.					

No.	Employees performance	Strongly Disagree 1	Disagree 2	Neutral 3	Agree 4	Strongly Agree 5
4.	Because of the knowledge, skills and attitude that I received from the training, I can accomplish activities without waste.					
5.	I feel that training enable me to perform my work with greater accuracy and precision.					
6.	The employees' attitude/behavior becomes willing to accept more challenging assignments after receiving the training.					
7.	The employees become more responsible after the training.					
8.	The employees become committed toward their jobs after getting the training.					
9.	The employees become more supportive of the company values after receiving training.					
10.	The employees become more productive after receiving training.					
11.	After receiving training, the employees' job performance helps in enhancing the bank's productivity.					
12	Because of good training practice of AIB, I feel I have a moral obligation to respond to the needs of the customer.					
13	Since the culture of the Bank is good enough to provide training on time, I am so specialized in the services that will be delivered to the clients of the Bank.					
14	Training improves employees' job performance					

APPENDIX B: Questionnaire Amharic Version

ቅድስት ማርያም ዩኒቨርሲቲ

የተመራቂ ተማሪ መግሪያ ጽሁፍ

ይህ መጠይቅ የተዘጋጀው በአዋሽ ኢንተርናሽናል ባንክ መስሪያ ቤት በሰራተኞች ስልጠናና የሰጠ ሃይል እድገት ብቃት ላይ ነው

hh _____ / ቅር _____ / _____

ቀን: _____/09/2009

ይህ መጠይቅ የተዘጋጀው በአዋሽ ኢንተርናሽናል ባንክ መስሪያ ቤት ባለው የሰራተኞች ስልጠናና እድገት ውጤት ለመሰብሰብ ነው :: ይህ የምርመራ ውጤት ጥቅም ላይ የሚውለው እና ለጥናቱ የሚቀርበው በቅድስት ማርያም ዩኒቨርሲቲ ፕሮጀክት ማናጅመንት የቢዝነስ እድሜኒስትሪቭን የማስተርስ ፐሮግራም ማሟያነት ነው :: የዚህ መጠይቅ ምላሽ ድምር ተጠቃሎ የሚቀርብ ሲሆን የማንኛውም ሰው ምላሽ ገለልተኛ እይደረግም :: በዚህ ጥናት ላይ ለምትሳተፉ ሁሉ ምንም ዓይነት ቀጥተኛ ሆነ ቀጥተኛ ያልሆነ አሉታዊ ተጽዕኖ አያጋጥሞትም :: ይህ መጠይቅ የሚውለው ለታቀደለት አለማ ብቻ ሲሆን ከዚህ መጠይቅ የሚገኘው መረጃ ለማንኛውም ሌላ ወገን ተላልፎ አይሰጥም:: መጠይቁ የራት ገፅ ጨምሮ 8 ገፅ ሲኖረው ፣ ጥያቄውን ለመጨረስ ከ 15 -20 ደቂቃ ይወስዳል፡ የእርሶ ትክክለኛ መልስ መስጠት ለጥናቱ በተሳካ ሁኔታ እንዲጠናቀቅ ያግዛል:: እባክዎትን ለሁሉም ጥያቄ መልስ ይሰጡ፡

የናንተው አብዮራህማን ኤመር መሃመድ

ስልክ: +251(0)939-99-8254
ኢ-ሜይል: abdi_4u2@hotmail.com

ውሳኔ

- ከላይ ያለውን መግለጫ በማንበብ ለመሳተፍ ወስኛለው
- ከላይ ያለውን መግለጫ በማንበብ ለመሳተፍ አልወሰንኩም

ጥያቄውን መመለሻ አቅጣጫ

- ስሞትን አይጻፉ
- የ✓ ምልክት በሰንጠረዥ ውስጥ ያስቀምጡ
- አጥኛው በተያዘለት ቀን ገደብ ውስጥ ጥያቄው ተመልሶለት እንዲመለስ

ምልክት: AIB ለአዋሽ ኢንተርናሽናል ባንክ መስሪያ ቤት ለመግለፅ ነው

ክፍል 1 መገኛ መግለጫ

1. እድሜ 20-30 31-40 41-50 51- 60 61 እና ከዚያ በላይ
ሀ. ለ ሐ. መ. ሠ.

2. ስታይ: ሀ. ወንድ ለ. ሴት

3. የትምህርት ደረጃ: ሀ. ዲፕሎማ ለ. ደግሪ ሐ. ማስተርስ መ. ፒኤ.ቸዲ ሠ. ሌላ/ይግለጹት/

4. በአዋጅ ኢንተርናሽናል ባንክ ምን ያህል ስርተዋል

ሀ. ከ 1 እመት በታች ለ. 1-5 ዓመት ሐ. 6-10 ዓመት መ. ከ 15 ዓመት በላይ

ክፍል 2 ከሰልጠና ጋር የተያያዘ ጥያቄዎች

1. በአዋጅ ኢንተርናሽናል ባንክ ከገቡ ሰልጠና ወስደው ያውቃሉ ሀ. አዎ ለ. አላወቅም
2. በእርሶ የሰራ ክፍል ሰራተኞችን ለሰልጠና ለመምረጥ ሃላፊነት ያለበት
ሀ. የቅርብ አለቃ ለ. የአስተዳደር ኮሚቴ ሐ. የሰው ሀብት አስተዳደር መ. አላውቅም
3. ለሰልጠና አንዴት ተመረጡ (ከአንድ በላይ መምረጥ ይችላሉ)
ሀ. በመሰሪያ ቤቱ አስገዳጅነት ለ. የቅርብ አለቃ ሀሳብ ሰጭነት ሐ. በሰራተኞች ጠያቂነት መ. አላውቅም
4. በአዋጅ ኢንተርናሽናል ባንክ ከገቡ ጀምሮ ምን ዓይነት ሰልጠና ወስደዋል
ሀ. በሰራ ላይ ያለ ሰልጠና ለ. ከሰራ ውጪ ያለ ሰልጠና ሐ. ሁለቱንም አይነት

ለሚቀጥሉት ዓ/ነገር ምን ያህል ትስማማለህ/ሽ

ተ.ቁ	ዓ/ነገር	በጣም አልስማማም (1)	አልስማማም (2)	ከሁለቱም አይደለሁም (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
5.	መ/ቤቱ በስልጣኞች ምልመላ ፍትሃዊ ነዉ.					
6.	መ/ቤቱ በየግዜዉ የሰራተኞች የስልጠና ፍላጎት መጠይቅ ያሰጣሰባል					
7.	መ/ቤቱ ሰራተኛ አንደመሆኔ መጠን ቢያንስ አጠቃቀምና ችሎታዬን ለማዳበር ስል አራሴን አስተምራለሁ					
8.	ከዚህ በፊት የስልጠና ፍላጎት የተሞላ ነበር ብዬ አምን ነበር					
9.	አሁን ያለዉ የስልጠና ሂደት ለወደፊት የስልጠና ፍላጎቴን ያሞላልኛል ብዬ አምናለሁ።					
10.	መ/ቤቱ የሚጠቀምበት የስልጠና ምልመላ ሂደት ዉጤታማ ነዉ ብዬ አምናለሁ።					
11.	የስልጠና ፍላጎት ምልመላ ሂደት አሳታፊ ነዉ.					
12.	የስልጠና ፍልጎት መጠየቂያ ሰነድ በአግባቡ የተደራጀና የሚጠቅም ነዉ.					

13. ለሰዉ ሃይል ስልጠና እና አጠቃቀም ለደገት ለ አዋሽ ኢንተርናሽናል ባንክ ትልቁ ተግዳሮቶች ምን ምን ናቸዉ። (አንድ በላይ መምረጥ ይቻላል)

- ሀ. የስልጠና ማኑዋል አጥረት
- ለ. የአቅም ዉስንነት
- ሐ. ከበላይ አመራሩ ቆራጥነት ማንስ
- መ. ያልተደራጀና የማይጠቀምበት የስልጠና ፍላጎት ሂደት መኖር
- ሠ. የአስልጣኝ አጠቃቀም አናሳ መሆን
- ረ. የስልጠናና የሰዉ ሃይል አደረጃጀት አናሳነት
- ሸ. አላጠቀሙም

ከፍል ሦስት ፡ ጥያቄዎቹ ሚዮተኩረጢ በአወቃቀሩ እና በአሰጣጡ ዘይቤ ላይ ይሆናል

ለሚቀጥሉት ጥያቄዎች ምን ያህል ትስማሚያሺ/ለሀ

የስልጠናዉ አላማና አወቃቀር		በጣም አልሰማም (1)	አልሰማም (2)	ከሁለተኛም አይደለሁም (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
1.	ስልጠናዉ ከመምጣቱ በፊት ስለ ስልጠናዉ አላማና ይዘት መረጃዉ ነበረኝ					
2.	የስልጠናዉ አላማ የስልጠናዉን ፍላጎቱን ያሞላል					
3.	ስልጠናዉ አላማዉን አሳክቶል					
የስልጠናዉ ይዘት		በጣም አልሰማም (1)	አልሰማም (2)	ከሁለተኛም አይደለሁም (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
4.	ስልጠናዉ የያዘዉ ይዘት ለስራዬ ጠቃሚ ነዉ					
5.	ስልጠናዉ ይዘቱ የተደራጀና በቀላሉ ተደራጁ ናቸዉ					
6.	የስልጠናዉ መርሃ ግብር ከስራተኛዉ ችሎታ፡ አቅም እና የትምህርት ደረጃ ያገናዘበ ነዉ።					
7.	አሰልጣኞቹ በሰዉነት በመግለጥ ሰልጣኞቹ እንዲረዱቸዉ ያደርጋሉ					
8.	ስልጠናዉ የሚወስደዉ ግዜ ለሰልጣናዉ በቂ ነዉ።					
9.	ከስራዬ ጋር ተስማሚ የሆነና የሚያጎታታ ስልጠና አግኝቻለሁ					
አሰልጣኝ ምልመላ		በጣም አልሰማም (1)	አልሰማም (2)	ከሁለተኛም አይደለሁም (3)	እስማማለሁ (4)	በጣም እስማማለሁ (5)
10.	አሰልጣኙ በቂ አዉቀት አለዉ					
11.	የአሰልጣኙ በቲን ሰልጣኞቹን በስልጠናዉ እንዲሳተፉ ያበረታታሉ					
12.	አሰልጣኞቹ ሰልጣኞቹን ጥያቄ እንዲጠይቁና እንዲሳተፉ ያበረታታሉ					
13.	ሰልጣኞቹ የመግባባት ችሎታ ነበራቸዉ					
14.	አሰልጣኞች ኮርሱን ከመጨረሻቸዉ በፊት ዋናዋና ጉዳይ ላይ ማጠቃለያ ይሰጣሉ					
15.	አሰልጣኞቹ ስልጠናዉ ሲያካሂዱ በምሳሌና በመሰል በተደገፈ ነዉ					

ስልጠናዉ አሰጣጥ						
የስልጠናዉ አሰጣጥ ዘይቤ		ቦጣም አልስጥምም (1)	አልስጥምም (2)	ከሁሉቱም ላይ ደረሰሁም (3)	አስጥምገለሁ (4)	ቦጣም አስጥምገለሁ (5)
16.	የስልጠናዉ ግዜ በቂ የሆነ አጠቃቀም አንድገጠው ብድር መገባደጥም ሆኖናል					
17.	አሰልጣኞቹ በግልፅ ስለስልጠናዉ ይዘት ገልጸዋል					
18.	በስልጠናዉ ግዜ አሰልጣኞች ከባድና አዳዲስ ቃላቶችን ይተነትናሉ					
19.	ስልጠናዉ አሰጣጥ ዘይቤ	ቦጣም አልስጥምም (1)	አልስጥምም (2)	ከሁሉቱም ላይ ደረሰሁም (3)	አስጥምገለሁ (4)	ቦጣም አስጥምገለሁ (5)
20.	በኔ አመለካከት የመማሪያ ጽሁፎቹ በራሪ ወረቀቶቹ እንዲሁም መሳሪያዎቹ ለኔ ጠቃሚ ነበሩ					
21.	የተለያዩ የመማሪያ ፅሁፎች ለመማሪያ ሂደቱ ወሳኝ መረጃ ነበሩ					
22.	አሰልጣኞቹ የመማሪያ ግብአቶቹን ለአይታ የሚሙኝ ቦታ አስተምጠዉታል					

ክፍል 4 ከዚህ በታች ያሉት ጥያቄዎች ስለ ስልጠናዉ ግምገማ ያተኮራል

ተ.ቁ	ዓ/ሃሳብ	ቦጣም አልስጥምም (1)	አልስጥምም (2)	ከሁሉቱም ላይ ደረሰሁም (3)	አስጥምገለሁ (4)	ቦጣም አስጥምገለሁ (5)
1.	ስልጠናዉን ከመጨረሱ በፊት አጠቃቀም ችሎታዎ እና ብቃቱ ማድግ አለበት ብዬ አምን ነበር					
2.	ስልጠናዉ መስጠት ያለበት በሚያስፈልገኝ አጠቃቀም ጉድለት ላይ ነዉ					
3.	በስራዉ ላይ ያጠናክረኝ ስልጠና ለጠቅላላ የአጠቃቀም አድጎት ጠቃሚ ነዉ					
4.	ስልጠናዉ የወሰደዉ ግዜ በቂ ነዉ					
5.	በስልጠናዉ ሂደት መካከል አመራሩ እየመጡ ግብአት የሚሆን ለሰልጣኞች ይሰጣሉ					
6.	የመ/ቤቱ አመራር ቡድን ከስልጠናዉ በሃላ ስልጣኞች ያገኙትን ግብአት ይጠይቃሉ					
7.	ከስልጠናዉ በሃላ በስራዬ ላ ጥሩ የሆነ ለጠቃሚ አምጥቻለሁ					

ተ.ቁ	ዓ/ሃላብ	በጣም አልሰማምም (1)	አልሰማምም (2)	ከሁሉምም አይደለምም (3)	አሰማለሁ (4)	በጣም አሰማለሁ (5)
8.	የሰለጠነኩትን ስልጠና በስራዬ ላይ አተገብራለሁ					
9.	ስልጠናውን ለመገምገም አስፈላጊ የሆነ መመዘኛ ነበሩት					
10.	የስልጠናው ግምገማ አላታፈ. ነበር					
11.	መ/ቤቱ ትክክለኛ የሆነ መገምገሚያ ቅጽ አለው					
12.	በጠቅላላው በተካሄደው ስልጠና ረከቻለሁ					

ክፍል 5. ከዚህ በታች ያለው ጥያቄ የሚያተኩረው በስልጠናው አቅጣጫ ላይ ነው

1. መ/ቤቱ የስልጠና አቅም ግንባታ አቅጣጫ ላይ ግንዛቤ አለህ

ሀ. አዎ ለ. የለኝም ሐ. እርግጠኛ አይደለሁም

2. ምን አልባት መልሰህ አዎ ከሆነ እንዴት ልታወቀው ቻልክ

በግንዛቤ አሰጣጥ ግዜ በመስራቢቱ ሰራተኞች በመ/ቤቱ በሚፀፋው ፅሁፎች ከሰራተኞች

ሀ. ለ. ሐ. መ.

3. የመስራቢቱን የሰው ሃል ስልጠና አቅም ግንባታ አቅጣጫን ምን ያህል ትገመግመዋለህ

በጣም ዝቅተኛ ዝቅተኛ መካከለኛ ከፍተኛ በጣም ከፍተኛ

ከፍል 6. ይህ ጥያቄ የሚያወጣበትን ስልጠናዎ በሰራተኛው ላይ ባመጣው ብቃት ላይ ነው በሚቀጥሉት ጥያቄዎች ምን ያህል ትስማማለህ

ተ.ቁ	የሰራተኞቹ ብቃት/አቅም /	በጣም አልሰማማም (1)	አልሰማማም (2)	ከሁለቱም አይደለሁም (3)	አሰማማለሁ (4)	በጣም አሰማማለሁ (5)
1.	ስልጠናው የሰራተኞችን የመሰራት አቅም ጨምሮላቸዋል					
2.	ስልጠናው በስራቸው እንዲረኩ አድርጎቸዋል					
3.	መ/ቤቱ በሰጠኝ ስልጠና ስራዬን በፍጥነትና በቅልጥፍና እንደከፈን አድርጎኛል					
4.	ባገኘሁት አወቀት : ችሎታ ስራዬን ያለምንም ብክነት እንዳከናወን አረድቶኛል					
5.	ስልጠናው ለማከናወኑ ስራ ላይ ቅልጥፍና ንቃት እንዲኖረኝ አድረጎኛል					
6.	ከስልጠናው በሃላ ሰራተኞች ብቃታቸው በመዳበሩ በስራው የሚያጋጥሙትን ችግሮችን በራሳቸው እንዲፈቱ አድርጎአቸዋል					
7.	ስልጠናው ሰራተኞቹን በስራቸው ሃላፊነት እንዲሰማቸው አድርጎአቸዋል					
8.	ስልጠናው ሰራተኞችን በስራቸው ላይ ቁርጠኝነትን ፈጥሮባቸዋል					
9.	ስልጠናው ሰራተኞቹን ለመስሪያቤቱ ዋና ደጋፊ እንዲሆኑ አስችሎአቸዋል					
10.	ስልጠናው የሰራተኞቹን ወጤታማነት እንዲጨምር አድርጎልኛል					
11.	ስልጠናው ሰራተኞች የስራ ብቃታቸው እንዲጨምር በማድረጉ የመስሪያቤቱ ወጤታማነት ጨምሮአል					
12.	በተሰጠኝ ጥሩ ስልጠና መሰረት ደንበኞችን ፍላጎት ለማሞላት አተጋለሁ					
13.	መ/ቤቱ በየግዜው የስልጠና የመስጠት ባህሉ ጥሩ በመሆኑ እኔም የመሰራት ችሎታዬና ብቃቴ ለደንበኞን ለማርካት አያለሁ					
14.	ስልጠናው የሰራተኞችን የመሰራት አቅም አጎልብቶልኛል					

APPENDIX C: Interview Guide

Saint Mary's University
School of Graduate Studies
College of Business Administration

**INTERVIEW GUIDE TO ASSESS THE EFFECT OF
TRAINING AND DEVELOPMENT ON EMPLOYEES' JOB PERFORMANCE**
The Case of Awash International Bank S.C.

Key Informant Interview with the Head of Training Unit at Awash International Bank

Position: _____

Date: ___/___/2017

Service Year: _____

1. Does the AIB have human resource training and development policy?
2. If your answer is yes, have you communicated to all employee and what media was used?
3. How are training and development needs assessment determined? How does AIB incorporate an employees' interest in the training and development programs?
4. What are the bases for selecting trainees'? Is the trainee selection process appropriate? & who is the responsible body for selection?
5. Could you please talk about the training design process of the bank?
6. What are the methods used for training employees and staff members?
7. Does the AIB have adequate and modern training facilities?
8. Does AIB have sufficient trainers both in quality and quantity in all fields?
9. Are the training and development programs relevant to the needs of trainees and are they relevant to the current AIB training policy?
10. Are the training provided by the AIB practical?
11. How much is the total investment/ expenditure by the AIB to train employees per year? Roughly.
12. How do you evaluate the training and development programs in the AIB and when do you evaluate the training program?
13. What are the major challenges of the AIB in the training and development programs?
14. What measures should be taken to overcome the prevailing challenges of training and development in AIB?