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

**THE EFFECT OF TRAINING AND DEVELOPMENT
ON EMPLOYEES'
PERFORMANCE: THE CASE OF FEDERAL
TRANSPORT AUTHORITY**

BY:

MERON TAYE

JANUARY. 2022

ADDIS ABABA, ETHIOPIA

**THE EFFECT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES'**

**PEFORMANCE: THE CASE OF FEDERAL TRANSPORT
AUTHORITY**

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*A THESIS SUBMITTED TO ST.MARY UNIVERSITY COLLEGE, SCHOOL OF
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF MASTERS OF BUSINESS
ADMINISTRATION (MBA).*

DATE: JANUARY, 2022

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DECLARATION

I Meron Taye declare that the project entitled “The Effect of Training and Development on employee’s performance in the case of Federal Transport Authority” is my original work and has not been presented for a degree in any other university and all resources or the materials used for this paper have been acknowledged.

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January,2022

ENDORSEMENT

This is certify that *MERON TAYE* carried out her Thesis on “Effect of training and development on Employee performance: the Case of Federal Transport Authority” and Submitted to the Partial Fulfillment of the Requirements for the Award of the Degree of Masters of Business Administration At St’s Mary University College With My Approval As university Advisor.

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January 2022

ACKNOWLEDGMENTS

I would like to acknowledge and express my sincere appreciation to all those who have helped, assisted and contributed to the successful completion of this research. Without their help and support, this journey would not have been possible.

I would like to put my appreciation and grateful thank for Zemenu Aynadis (Ass.prof.) my thesis advisor, for his committed and motivated, guidance, professional comments and unreserved intellectual and moral assistance in understanding this study. And I would like to thank my first advisor Professor Goitom Abrham, whom we lost during preparation of proposal, May his soul rest in peace.

Next, I would like to give my grateful thanks to my colleague and friends for their inspiration, collaboration, help, advice, support and friendship throughout my research work. I owe special thanks to Ato Ermias Weldeyohanes for his technical support during the process of preparing the thesis by giving his precious time. I also would like to express my honest and heartfelt gratitude to my family who deserves countless thanks for understanding my situation and for creating conducive environment.

Finally, I would like to thank the human resource director of Federal Transport Authority, Ato Abe Gashu and training coordinator Ato Tefera Shimels for giving me their precious time and convenient information during the interview. Last but not least I would like to thank the participants or the employees and the management members in my survey who have willingness shared their precious time during the process of answering the questionnaire.

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ACRONYMS

ANOVA - Analysis of Variance

ED- Employee Development

EP - Employees' Performance

ET- Employee Training

FTA – Federal Transport Authority

HRM - Human Resource Management

HRD – Human Resource Development

ONJT- On Job Training

OFFJT- Off Job Training

PC- Pearson Correlation

SPSS - Statistical Package for Social Science

TD – Training and development

ABSTRACT

Employee is the backbone for organization development and achievement of goal because of that training has to be addressed systematically and need to determine the effect of training on employee performance. The study was focus on the Effect of Training and Development on employees' performance at the Federal Transport authority. The major problem of the organization is that training is not conducted systematically, absence of clear training policy and insufficient budget for training are some of the problem that researcher notice at the authority. These problems may result in inconsistent practices of training and development. The general objective of the study is to determine the effect of training and development on employees' performance. Hence, the specific objective is to determine the existing training and development program at Federal Transport Authority, to examine the Effect of training and development on employee performance at Federal Transport Authority, to evaluate the effectiveness of training design at Federal Transport Authority, to explore factor affecting in the implementation of training and development at Federal Transport Authority and to assess challenge associated with implementation of training and development at Federal Transport Authority. The findings of this study is gives a great significant to different stakeholders of the organizations have a great contribution to develop a systematic well trained strategies of employees' skills, gives a subjective judgment of managerial decision making and improves to achieve the goals and objectives of the organization. The purpose of this study is to determine the impact of training and development on the employee's performance in the case of Federal Transport Authority.

The study employed cross sectional research design and mixed research approach. It is adopted primary data source. The data was collected from the Federal Transport Authority through self-administered questionnaire for 186 professional staff and semi-structured interview question employed for human resource director and training coordinator. The collected data was analyzed by using statistical tools (SPSS-Version 25). Both descriptive (central tendency) and inferential statistics (Pearson correlation coefficient(r) and simple linear regression) were used for the data analysis. The study emphasizes in the contribution of training and development for employee performance, training and development evaluation, factors that affect the implementation of training and development program, training and development design, training process and overall employee performance. The findings indicated that training and development were positively correlated and claimed statistically significant relationship with employee performance. The study's findings revealed that there

were no sound and consistent training and development practices; as a result, the results revealed that the provided training and development processes were unsystematic. As a result, the researcher advised top management and other training coordinators to implement systematic and authentic training programs. In general, the study recommended that in order to fulfill an organization's desire and objective, training and development must be strategic and systematic.

Key words: Employees' Performance, Training Evaluation, Training Design, Training Delivery, Training and Development, Training Need Assessment and Federal Transport Authority

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Human resource management is critical in the twenty-first century for accomplishing business goals and becoming a global conversation. There are two types of organizational resources: tangible and intangible resources. People are the most important assets in achieving an organization's goals and objectives. Since, every organization is made up of people developing their skills, motivating them to high level of performance and ensuring that they continue to maintain their commitment is essential to achieving organizational objectives (Abdullah, 2009).

Organizations must build organizational capacity and human resource capital in order to be successful in the future. So, in order to succeed in the face of fierce competition and a constantly changing environment, a company must implement a proper HRD program. Human resources are an organization's most valuable asset since without them, daily tasks like providing public services, communicating, and dealing with consumers would be impossible to execute. This demonstrates that people and their potential are critical to the organization's success.

Training is the process of teaching specific skills to perform a given task, whereas development is the process of generalizing and growing an individual's ability and talents through conscious and unconscious learning. The primary goal of training and development is to improve employee competencies so that organizations can get the most out of their human resources. Dessler (2005) in turn also defined training as a process that applies different methods to strengthen employees' knowledge and skill needed to perform their job effectively. Furthermore, in training and development operations, the ability to distinguish an organization's systems and subsystems is critical. Individual and organizational excellence can be promoted through training and development by offering opportunities to improve workplace abilities. The design and implementation of effective training interventions cannot be accomplished without identifying the various processes operating within the system (Laird,2003).

Employee performance and service quality are always improved through training and development practices. It plays a unique role in achieving an organizational objective by

bringing together the interests of the organization and the workforce. In today's corporate world, training is the most significant component because it improves the efficiency and effectiveness of both individuals and the organization. A number of things influence employee performance. However, training is the most significant aspect in employee performance. Employees' competencies must be enhanced through training.

Most firms, on the other hand, do not have plans in place for their employees' development. Once those individuals have been hired, the companies do not provide them with orientation or training in order to improve upon their talents and educational qualifications. People join organization with certain motives like security of income and job, better prospects in future and satisfaction of social and psychological needs. (Armstrong 2006) Thus, it is essential to provide training programs that will assist in developing their skills to increase job performance (Osibanjo & Adeniji, 2012). Furthermore, according to Devi & Shaik (2012), training is the key to unlocking the potential for growth and development in order to get a competitive advantage. In this context, businesses train and develop their staff to the utmost extent possible in order to maximize their productivity.

Staff training and development, according to Adeniyi (1995), is a work activity that can make a substantial contribution to an organization's overall performance and profitability. As a result, training can take place in a variety of settings, both within and outside the organization. However, in order to improve or develop job-related performance, such as knowledge, skills, and attitudes, any organization's training delivery process should take a systematic approach. As a result, the level of productivity and efficiency of employees could be enhanced to attain to the maximum output through systematic training and development.

According to Ampomah (2016), training and development refers to firms' official, continuing attempts to improve their employees' performance and self-fulfillment using a variety of educational approaches and programs. These efforts have a wide range of applications in the modern workplace, ranging from teaching in very specific job skills to long-term professional development.

Nowadays, the Ethiopian government places a higher emphasis on increasing civil officials' competence and competency, resulting in improved organizational performance (Federal Negarit Gazeta, No.515/2007). As a result, every government office is required to develop the capacity and potential of all of its employees, regardless of their status, through training

and development, by identifying training and development needs and developing the necessary plan and budget for training and development programs.

1.2 STATEMENT OF THE PROBLEM

The fundamental goal of training is to assist the organization in meeting its organizational objectives by increasing the value of its most valuable resource, its employees (John Stredwick, 2005). He also states that “training must be directed toward specific ends” and that “there must be a systematic approach to training.” In the lack of a clear HRM training and development policy, inconsistent practices, and unsystematic training and development processes are the major problem as the researcher observed at the authority. Because of these issues, the researcher decided to investigate the impact of training and development on employee performance. The researcher was also able to observe that the organization's training budget is insufficient. Furthermore, the researcher is unable to locate any other relevant studies at the Federal Transport Authority.

Even though the general provisions of Federal Civil Servants Proclamation No. 515/2007 and related directives govern the authority's HRM practices, the authority lacks a clear policy for employee training and development, and the majority of training programs are ineffective. Because there is no assessment for who needs to be trained, problems with training alignment with the organization's strategy and objectives, who will conduct the training, how will the knowledge and skills learned be transferred to the job, how will the training be monitored, and lack of evaluation are the most common problems in the Authority's training and development practice.

Training and development must inspire creativity, ensure inventiveness, and shape the complete organizational knowledge base that distinguishes the organization from others. In most circumstances, there will be a gap between an employee's knowledge and skills and the requirements of the job. To close this gap, companies offer training and development programs for their personnel. The study discovered that the firm had knowledge and skill gaps, including management-related knowledge gaps such as customer relationship management. It was noted that this type of knowledge gaps includes not only the knowledge in regards to the maintenance of good relationships with existing customers but also the knowledge on how to develop such relationships with new customers.

One of the most essential human resource practices and one of the most researched topics is training and development. The majority of these studies are geared toward the private sector

and profit-driven businesses. As a result, the study is quite relevant because it focuses on the government sector. Besides, it also has more than 350 target population that focus only on the head office that makes the study different from other. Even though, training and development was given most of governmental organizations in Ethiopia. Hence, the study intends to determine the effect of training and development practices on the employee performance at the Federal Transport Authority.

However, the improvement of employee training and development in most of growing nations, together with Ethiopia, in federal transport authority may be very excessive impact of customer satisfaction, productiveness, service delivery and growth of the economic system. Therefore, this training and development is very essential. So that it will improve employee performance from the FTA office, it is miles vital to apprehend the effect of employee training and development is very necessary. Concerning to impact of employee training and development, there are few researches Nuray Akter, (2016), Khanetal (2011), and Mitiku, (2017).

Therefore, these research studies carried out to highlight the probable lack of training and development in federal transport authority and come up with motivation and takes adequate corrective actions to address the optimum solutions. The reason that is why, this research topic was selected in FTA most of the staffs are had knowledge and skill gaps, including customer satisfaction-related knowledge gaps such as customer relationship management. In this research study, my intention is response to fill the gaps. To the best of my knowledge, there is no research study has been done in FTA specifically on the effect of lack of training and development on employees' performance. This research study is different from the previous studies on the following grounds. First, it uses econometrics analysis to identify effect of training and development on employees' performance; second, it will use local and in the Federal Transport Authority.

1.3 RESEARCH QUESTIONS

1. How Training and Development evaluate at Federal Transport Authority?
2. Does Training and development have contribution to employee performance at the Federal Transport Authority?
3. How training and Development process at federal transport authority?
4. How effective is the training design at Federal Transport Authority?

5. What are the major factors affecting in the implementation of Training and Development at the Federal Transport Authority?

1.4 OBJECTIVE OF THE STUDY

The objective of the research study is concerned in general objectives and specific objectives.

1.4.1. GENERAL OBJECTIVE

The general objective of the study is to determine the effect of training and development on employees' performance at the Federal Transport Authority.

1.4.2. SPECIFIC OBJECTIVE

1. To determine the existing training and development evaluation program at Federal Transport Authority.
2. To examine the Contribution of training and development on employee performance at Federal Transport Authority.
3. To assess training and development process at Federal Transport Authority.
4. To evaluate the effectiveness of training design at Federal Transport Authority.
5. To explore factor affecting in the implementation of training and development at Federal Transport Authority.

1.5 SIGNIFICANCE OF THE STUDY

The findings of this study is gives a great significant to different stakeholders of the organizations have a great contribution to develop a systematic well trained strategies of employees' skills, gives a subjective judgment of managerial decision making and improves to achieve the goals and objectives of the organization. In addition, useful for researchers further references for literature review knowledge and skills contributing on employee's skill and knowledge development. This research improves the effect of training and development and contributes to develop employees' performance and make the opportunity for a customer relationship management.

1.6 SCOPE AND LIMITATION OF THE STUDY

1.6.1 SCOPE OF THE STUDY

The purpose of this study is to determine the impact of training and development on the employee's performance in the case of Federal Transport Authority. The organization's population is quite huge, with various geographical locations around the country, it takes a long time to complete, and the larger the population, the less reliable the data will be. As a result, for the sake of quality and specialization, as well as to meet time and resource

restrictions, so geographically this study was concentrate solely on professional staffs of the Federal Transport Authority who work at the Leghar Addis Ababa headquarters. And methodologically it employed a cross-sectional survey as an approach. As a result, data was collected from the sample respondents selected at random using a simple random sampling technique at the same time at one point in time, and the respondents in this study are 183 Authority employees.

1.6.2 LIMITATION OF THE STUDY

The researcher's main restriction was some respondents' refusal to provide useful and trustworthy information. Another issue is time and resource limits. In terms of information and data, the study was limited to materials obtained during the study's time frame. It is also theoretically limited to a study of the relationship between training and employee performance that focuses solely on the Federal Transport Authority's headquarters. Its findings cannot be applied to other private sector contributions that are more up to date in terms of the impact of training and development on employee performance.

1.7 OPERATIONAL DEFIFINITION OF TERMS

- **Training:** refers to a planned effort by a company to facilitate employees learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance.
- **Development:** is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2009).
- **Employee performance:** Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.

1.8 ORGANIZATION OF THE STUDY

The research study was intended to do five basic chapters and included their contents.

Chapter one introduces the subject of the study. It starts by presenting the background of the organization and the study. It continues by providing the statement of the problem, highlights the objectives and basic research questions of the study and after that, definition of relevant terms and continues with the scope and significance of the study.

Chapter two discusses about the relevancy of the study in the existing literature, and it provides employees training and the relationship between training and employees' performance.

Chapter three is mainly concerned the methodology, it is the backbone of the study containing the research design, target population of the study area, sample size and sampling technique, data source and type, method of data collection, data analysis method, model specification, reliability and validity of the instrument.

Chapter four is mainly concerned with the presentation of data collected from the questionnaire, which was distributed, to the sample respondents of Federal Transport Authority aiming that to investigate the effect of training and development on employee performance. In this chapter, the analysis and discussion of the findings are presented.

Chapter five This chapter mainly discusses the major findings of the study, draws its conclusion and presents practical recommendations against the backdrop provided in the literature review on the effects of training and development on employee performance, a case study of Federal Transport Authority.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL REVIEW

In this chapter, the researcher reviewed different literature related to the effect of training and development on employees' performance. The review raises basic issues like, the concepts and definition of training and development, training and development policy, benefits of training and development, training design, the relationship of training and employees performance and finally the conceptual framework of the effect of training and development on employees' performance.

2.2 CONCEPTS AND DEFINITION OF TRAINING AND DEVELOPMENT

Many scholars have defined training and development in various ways. The increase of workforce potential is the primary concept that each of the experts emphasized in their studies. A planned intervention aimed at enhancing the elements of individual job performance is referred to as training" (Chiaburu and Tekleab, 2005). It was all about improving the skills that appear to be required for achieving organizational objectives. Workplace training programs may also assist employees in reducing tension or dissatisfaction caused by their jobs (Chenet al., 2004).

Training and development is concerned with the acquisition of knowledge, skills, techniques, and procedures. In fact, it is one of the most important aspects of human resource management since it can boost individual, team, and organizational performance (international journal, 2014). Training and development is a Human Resources management activity that aims to fill the gap between existing and expected performance (Elnaga & Imran, 2013; Nassazi, 2013). According to Business Dictionary (training, n.d.), training is an "organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill." Training is a set of planned and systematic actions aimed at improving a person's skills, knowledge, and competency (Nassazi, 2013). It is the process of transmitting important skills and programmed behavior so that individuals become aware of norms and procedures that will control their own behavior in order to efficiently do their task (What is Human Resources.com, n.d.).

Training is focused on improving the skills necessary for accomplishing organizational goals (Elnaga & Imran, 2013), since it expands the efficiency of individuals, groups, and organizations (Jehanzeb & Bashir, 2013). Although the concept of development can be seen as training, gaining new abilities and skills for personal growth (Jehanzeb & Bashir, 2013), it may also be seen as a broader concept. It may be seen as the holistic, long-term growth of individuals in order to perform future roles and responsibilities (Nassazi, 2013).

According to Mahapatro (2010), training is defined as "teaching and learning activities conducted with the primary goal of assisting members of an organization in acquiring and responding to the information, skills, abilities, and attitudes required by that organization." It is the process of improving an employee's knowledge and skills in order for them to do a specific job. Employee training not only improves their capacities, but it also sharpens their thinking ability and creativity, allowing them to make better decisions more quickly and efficiently (David, 2006). Furthermore, it enables personnel to effectively engage with customers and answer to their problems in a timely manner (Hollenbeck, Derue and Guzzo, 2004).

Development, on the other hand, focuses on increasing organizational members' knowledge and abilities so that they are ready to take on new tasks and difficulties. It is usually geared toward widening an individual's skills in preparation for future responsibilities (Snell & Bohlander, 2010). Employee development, which includes the continuous generation and exchange of knowledge and experience, has been determined to be the most important driver of value growth in every firm (Mayo, 2000). According to Adamolekun (1983), Employee development entails the training, education, and advancement of employees. Furthermore, Harrison (1997) states that it is an organization's "intangible assets" that lead to mastery as a measure of a person's integrity and self-control, and it is characterized by qualities such as competence, effectiveness, and a high level of personal responsibility. Manu, (2004) which are present in modern information-oriented training that focuses on individuals' current jobs (DeCenzo & Robbins, 2010). Greenberg and Baron (2003) defined employee training and development as "the set of operations that excite, lead, and maintain human behavior toward the achievement of some goal." Finally, employee training and development creates a balance between research and real-world organizational practices, providing a foundation in training and development foundations such as needs assessment transfer of training, learning environment design, methods, and evaluation (Noe, 2010).

In any organization, training and development is a continuous activity. Education, development, and planned experience all contribute to training, which is the formal and systematic alteration of behavior through teach (Armstrong, 2001).

Employees who are satisfied with their occupations, according to Hawthorne experiments and many other study works on worker productivity, would have higher job performance and consequently superior job retention than those who are dissatisfied with their jobs (Landy, 1985). Furthermore, it was said that dissatisfied personnel are more likely to leave and are thus demotivated to perform well. Employee performance is higher when employees are happy and pleased, and management finds it easy to motivate top performers to meet firm goals (Kinicki and Kreitner, 2007). Employees may be satisfied only if they believe they are qualified to perform their duties, which can be achieved through improved training programs.

2.3 TRAINING AND DEVELOPMENT POLICIES

Policies are created to provide direction and define boundaries for decision-making, such as what should be done in certain situations and how specific requirements and difficulties must be addressed, according to Armstrong & Stephens (2005). As a result, policies are established in areas such as marketing, finance, operations, and human resources. Policies on training and development, recruiting and selection, pay administration and compensation, to name a few, might all be found in human resource. Organizational policies (human resource policies) are either explicitly represented in manuals or informally developed through time because of customs and customary practices. To eliminate uncertainty, however, it is critical that all significant policy pronouncements be explicitly expressed in manuals. Managers, supervisors, and union/association leaders will be able to become more familiar with important policies and how they should be read because of this.

A policy document normally begins with a description of management's broad objectives and philosophy for establishing a mutuality of interest with its personnel in order to foster tremendous cooperation. The following are critical components of a training and development policy, according to (Mullins, 2007).

- The assumption that continual training (and personnel retraining) is the norm.
- The concept that training will be a life-long endeavor (may as long as employee remains in the employment of the organization).
- Recognize the need to upgrade existing abilities, replace obsolete ones, and train for new ones.

- The requirement for multi-skilling in order to deal with change. (Multiskilling is the new paradigm shift for would-be employees in today's job market.) This is because, as the cost of conducting business rises while profits fall, business owners are looking for ways to minimize costs by reducing the number of staff they recruit.

2.4 BENEFIT OF TRAINING AND DEVELOPMENT

Employee development and training is one of the most powerful motivators for both individuals and companies to achieve their short- and long-term goals and objectives. Training and development improves not only knowledge, skills, and attitudes, but also provides a number of other advantages. The following are common benefits of employee training and development, according to Nassazi (2013): (1) It increases employees' morale, confidence, and motivations. (2) It lowers production costs because individuals are able to reduce waste. (3) It promotes a sense of security, which in turn reduces turnover and absenteeism. (4) It increases employees' involvement in the change process by providing the competencies necessary to adjust to new and challenging situations. (5) It opens the doors for recognition, higher pay, and promotion. (6) It helps the organization in improving the availability and quality of its staff. It is noteworthy to remember that individuals become more productive (Bapna, Langer, Mehra, Gopal, & Gupta, 2013), because training and development programs improve individuals' skills and abilities. Even organizations offer tuition reimbursement for individuals to attend such programs (Jehanzeb & Bashir, 2013).

On the other hand, it benefits both an organization's employers and employees. When a worker is properly trained, he becomes more efficient and productive. By providing comprehensive training and development, businesses may develop and enhance the quality of their current staff. Training is necessary not just to boost productivity, but also to excite and inspire employees by emphasizing the importance of their duties and providing them with all of the information they require to complete them (Anonymous, 1998). Increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and reduced employee turnover are some of the general benefits of employee training.

2.5 TYPES OF TRAINING

Dubois & Roth well, (2004) in their book states that there are various types of training. This are-

- Remedial Training: – helps people meet the basic screening or entry-level requirements for a job.
- Orientation Training: – helps to socialize individuals into a corporate culture.
- Qualifying training: - assists individuals with meeting basic performance expectations and thus increased their productivity.
- Second-chance training: - is provided to those who may be transferred or terminated because they are not meeting organizational work standards.
- Cross Training: - is for people who are trying to master new jobs or job skills. Retaining provides upgrading to keep skills current as technological or organizational conditions change.
- Outplacement training: - prepares individuals for departure from an organization in the wake of retirement, or organizational staffing changes.

2.6 TRAINING PROGRAM

Elnaga and Imran (2013) concluded that a training program provides the stimulant that employees need to improve their performance and skills, resulting in increased corporate productivity. Training programs that are well planned and implemented can give several benefits to both individuals and the firm. Clear comprehension of policies, job functions, goals, and company philosophy increases employee motivation, morale, and productivity, as well as business profits.

2.7 TRAINING AND DEVELOPMENT PROCESS

As mentioned by, training needs analysis is often thought to be simply concerned with determining the gap between what is happening and what should happen (Armstrong, 2000). The gap between what people know and can do and what they should know and be able to do needs to bridge by training.

2.8 NEEDS OF TRAINING

Employee training and development requirements can arise at any level of the business, including strategic, tactical, and operational. According to Nassazi (2013), senior leaders based on company goals, mission, and strategy define strategic needs. With the help of other lines of business, middle management is responsible for recognizing needs at the tactical

level. Leaders at lower levels of management, who are primarily concerned with individual performance and department-specific themes, identify operational needs. Leaders at all levels of management are responsible for not only recognizing training and development needs, but also for selecting the most effective methods, approaches, strategies, programs, implementation, and assessment venues in order to achieve expected individual and organizational results.

A vital element in the process of identifying employee training and development needs is that all needs should be relevant to organizational objectives. According to Wognum and Torrington et al, there are three categories of identifying employee training and development needs: (1) Resolving problems that are focused on individuals' performance, (2) continuous improvement of working practices regardless of individual's performance issues, and (3) renewing the organization through innovations and strategic changes. Nassazi (2013) commented that, while going through the needs identification process, leaders should also be thinking about the needs to create, develop, maintain, and improve any systems pertinent to the job and required skills, in addition to the methods that will be used to implement training and development programs.

2.9 TRAINING DESIGN

Following the identification of training needs through various analyses, training objectives and priorities must be created. All of the information gathered is utilized to create a gap analysis, which determines the difference between where an organization is now and where it needs to be in terms of personnel capabilities. The process of establishing a plan of instruction for each training program to be provided in order to accomplish the training aim is known as training design (Goldstein & Ford, 2007). A systematic technique to establishing training programs is referred to as the training design process.

The process of designing training should be scientific, but flexible enough to respond to changing company needs (Noe, Hollenbeck, Gerhart, & Wright, 2006). Training must be tailored to the individual objectives, whether it is job-specific or more general. The goal of training is to close the gap. Training success should be measured in terms of the goals that have been set. Measurable objectives are useful. This goal acts as a check on the person's internationalization, or whether they truly learnt. The following four dimensions, such as quality, quantity, timeliness, and cost savings because of training, can be used to define training objectives in any area (Sishan Solomon, 2014). In order to promote learning,

effective training design examines learner characteristics, instructional tactics, and the best way to convey the training from class to the job (training transfer) (Mathis & Jackson, 2011).

2.10 TRAINING IMPLEMENTATION

The training is implemented once the staff, course, content, equipment, and topics are already. Because the implementation phase necessitates constant modifying, rethinking, and refining, completing training design does not imply that the task is over. The most significant component in achieving success is preparation.

2.11 METHOD OF TRAINING

The most commonly used workplace training and development methods can take two major forms On-the-job and off-the-job trainings (Craig, 1987).

On the Job Training: New or inexperienced personnel learn through watching peers or superiors perform their jobs and attempting to emulate their actions (Bowman, 1987). These approaches are less expensive and less disruptive because employees are always on the job, training is provided on the same machines, experience was based on pre-approved criteria, and the learner is learning while earning. Coaching, mentoring, job rotation, job instruction technology, apprenticeship, understudy, and other ways are some of the most often employed. In addition, Stevens (1994) interpreted a theoretical model of on-the-job training with imperfect competition, while Frazis and Loewenstein (2007) focused on on-the-job training and reviewed the current literature from both a theoretical and empirical standpoint.

There are two major advantages to on-the-job training. For starters, it facilitates the transfer of knowledge to the workplace. Because the learning environment in on-the-job training is the same as the performance environment, the learner has an instant opportunity to practice the work activities on the job. Second, on the job training does not need training facilities other than facilities in the work situation and hence, it reduces training costs (Harris and Desimone 2000).

Furthermore, on-the-job training has drawbacks, including distractions that may impair learning, costly equipment damage and production schedule interruption, customer inconvenience, and a temporary reduction in service. As a result, those who create training and development programs and select techniques for them should be aware of these drawbacks. Besides, an effort should be made to combine this method with off the job method in order to minimize these disadvantages (Cardy, 2012).

Off the Job Training: These are held in a location away from the workplace, with study materials provided, full focus on learning rather than performance, and freedom of expression (Khan & Taher, 2015). Lectures and conferences, Vestibule Training, Simulation Exercises, Sensitivity Training, Transactional Training, and other ways are examples of off-the-job training. These kinds of training methods have a long-run implication (Lechner, 1995) and growth over employees working life (Lynch, 1991), explores the meanings of further improvement (Smith, 2002) and its importance as a supplement for workplace learning (Harris, Willis, & Simons, 1998) that associated with the development of performing activities of employees.

2.12 TRAINING EVALUATION

The final phase of the training program is training evaluation. The outcomes of the evaluation must be compared to the program's objectives, which were established during the assessment phase. Training evaluation is the process of gathering information that helps to collect all the descriptive and judgmental information required to make effective training decisions (Desimone, 1994) cited by Mengistu (2014). Evaluation should be considered as an integral aspect of a successful training program and a foundation for bettering corporate decision-making around human performance enhancement. This is vital since it assesses whether the learner has met the program's objectives and identifies areas where the program should be improved (Butter, 1998). There are three stages of training evaluation as cited by (Mitiku, 2017).

Formative evaluation- this phase includes all evaluations of the training needs and justifications, the adequacy of work preparation, the background and appropriateness of participants, and the availability of the necessary resources for training in both quality and quantity for training and development.

Process evaluation refers to how the training is being evaluated while it is in use. This is primarily accomplished through daily reviews. It mainly focuses on whether everyday activities are started and completed on time.

Summative evaluation- after the conclusion of the training event, the entire program is examined to see if it met its immediate goals. The opinions of participants are acquired using a variety of data collection methods and devices.

2.13 FACTORS AFFECTING TRAINING AND DEVELOPMENT IMPLEMENTATION

Inadequate needs analysis, using outdated programs or training methods, abdicating responsibility for development to staff, attempting to substitute training for selection, and a lack of training among those who lead development activities, using “courses as the road to development”, encapsulated development attitude of managers, availability of resources and financial problems are among the common problems in Human Resource Training and Development, according to (Mathis and Jackson, 1997), cited in (Yacob Uloro 2011).

Management capability and attitude: The attitude of senior management is one of the most significant obstacles to the organization's training and development success. One of the primary aspects that determines the process and expected results of the program is top-level management commitment to support training and development. For the success and efficacy of a training and development program, management knowledge and attitude are critical (Gomez, 1995). As a result, managers "at all levels, particularly senior management," should "give actual support for the training and development of the organization's people."

Availability of resources: The availability of suitable resources, such as materials, facilities, employees, and time, is another aspect that influences the effectiveness of a training program. Insufficient time and resource allocation would have an impact on the quantity and quality of training and education (Monday, 1990). Therefore, organizations that consider shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problem: A financial issue is one of the primary roadblocks to the organization's effective training and development program implementation. The majority of businesses do not set aside funds for training and development. Moreover, a variety of factors influences the implementation of successful and appropriate training and development programs. Some of the common constraints that affect the effectiveness of training and development programs include insufficient planning, lack of coordination among various efforts, insufficient need analysis, and a lack of training among those who lead the training and development activities (Mathis & Jackson, 1997).

2.14 TRAINING AND PERFORMANCE

Long-term profitability and organizational effectiveness are dependent on employee quality and growth through training. In order to acquire and keep exceptional individuals and

enhance individual and organizational productivity, it is a good strategy to invest in the development of employees' skills, knowledge, and abilities. New employees are traditionally the only ones who receive training. This is a mistake since ongoing training enables current employees to easily adjust to changing job requirements. Quality-oriented businesses invest in their employees' education and development (Evans and Lindsay 1999). Employees demand new skills, knowledge, and talents, which should not be justified based on cost, as most government agencies do. Employee training and development has become an important role of HR departments in firms, especially as employees require new skills, knowledge, and talents. Organizations are now recognizing the value of training and development in boosting performance and productivity, as well as remaining competitive.

2.15 EMPLOYEE PERFORMANCE CONCEPTUALIZED

Individual performance is described as an individual's outcome in terms of process, results, relevance, and success. This capability can be exhibited through increased productivity, ease of use of new technology, or being a highly motivated individual (Nassazi, 2013). The measures of success, according to Arinanye (2015), are productivity, efficiency, effectiveness, quality and attendance of work. *Profitability* is defined as the ability to make consistent profits over a long period. It has calculated as a percentage of gross profit divided by sales, or as a return on invested capital (Wood & Stangster 2002). *Efficiency and effectiveness* - efficiency refers to the ability to achieve the intended results with the least amount of resources available, whereas effectiveness refers to the ability of employees to achieve the required results. (Stoner 1996).

The ratio of output to input is used to calculate productivity (Stoner, Freeman and Gilbert Jr 1995). It is a measurement of how an individual, organization, or industry converts raw materials into finished goods and services. The amount of output generated per unit of resources used is a measure of efficiency (*Lipsev 1989*). *Quality* is a feature of products or services that demonstrates their capacity to meet expressed or implicit needs (Kotler & Armstrong 2002). It is achieving increasingly better products and services at increasingly lower prices (Stoner 1996). Either it is the strategic approach to improve organizational effectiveness by improving the performance of individuals who work in the organization, or it is the overall achievement of a particular activity measured against pre-selected standards of accuracy, cost, and speed.

2.16 RELATION OF TRAINING AND DEVELOPMENT WITH EMPLOYEES' PERFORMANCE

The majority of prior studies show that human resource management techniques and employee performance have a strong favorable association. Purcell et al. (Purcell et al., 2003). According to Guest (1997), training and development programs, as one of the most important human resource management practices, improve the quality of workers' knowledge, skills, and capability, resulting in improved employee performance on the job. Mathis and Jackson (1997) define training as a planned and systematic attempt to alter or develop knowledge, skill, and attitude through learning and experience in order to attain effective performance in a specific activity or set of activities. Its goal in the workplace is to assist an individual to develop skills so that he or she may perform well in a certain activity or job and reach their full potential. According to Buckley and Caple (2009), training is the process of developing skills, providing information, and nurturing qualities in order to enable individuals who work in organizations become more successful and efficient in their work.

Furthermore, employee performance is a key building component of a business, and firms must understand the aspects that establish the foundation for excellent performance. Because no organization can advance solely via the efforts of one or two individuals, all members of the organization must work together. Performance is a multidimensional concept that aims to generate results and is closely linked to an organization's strategic goals (Mwita, 2000). Employee performance, according to Amisano (2009), is influenced by a variety of aspects in the workplace, including general job happiness, knowledge, and management. However, there is a clear link between training and performance, as training programs can address a variety of issues that contribute to low performance.

Satisfaction: Job satisfaction can stem from a sense of belonging inside the company, job proficiency, or simply the awareness that an employee can work hard and advance. Training programs can help with all of these variables, resulting in more satisfied employees who perform well.

Knowledge: Employees' job expertise grows as a result of training programs. Increased job knowledge means the employee will feel more at ease doing his job and will be able to perform at a higher level.

Employee Commitment: Employee commitment refers to employees' feelings of loyalty to the company they work for, which is mostly determined by how much they believe in the

company's ideals and goals, as well as how personally involved they feel in the task of making the company successful (Brum, 2007).

2.17. EMPIRICAL LITERATURE

Empirical literature reviews contribute significantly to the effectiveness of the investigation under study by revealing the gap between what the researchers want to learn and how the researcher conducts the study, thereby assisting the researcher by providing insight into what and how he/she should expect from the investigation. Several studies have shown that training can improve employee performance. Mitiku, (2017) used the ministry of public service and human resource development to conduct a study to determine the impact of training and development on employee performance in public sector organizations. The goal of this study was to look into actual training practices and their impact on employee performance by gathering information through interviews and questionnaires, as well as other literature found in the organization.

Employee training was positively and significantly correlated and influenced employee work effectiveness, efficiency, and collectively employee performance, according to the researcher's key finding. Khanetal (2011) did a research study on the impact of training and development on organizational performance, which supports these findings. The data in this study were based on a comprehensive literature review. The results show that on-the-job training, training design, and development style have a significant impact on employee performance, and that all of these factors have a positive impact on employee performance, thereby increasing overall organizational performance.

The recent researcher, Nuray Akter (2016). The study used Statistical Measurements with Descriptive and Inferential statistics for examining employee training and development is the predictors of employee performance, a quantitative data analysis was illustrated with descriptive and inferential statistical measurement tools. The Correlation between ET and EP, ED and EP demonstrated that there is a high degree of positive relationships between the variables, though ONJT and OFFJT is positively connected with ET and ET is perfectly positively correlated with EP, a positive relationship between ONJT and EP; OFFJT and EP is also implicated with the results.

The findings of the study supported that ET, ED is the significant positive predictors for EP perceived by the respondents of garment organizations. The major objective of this study was

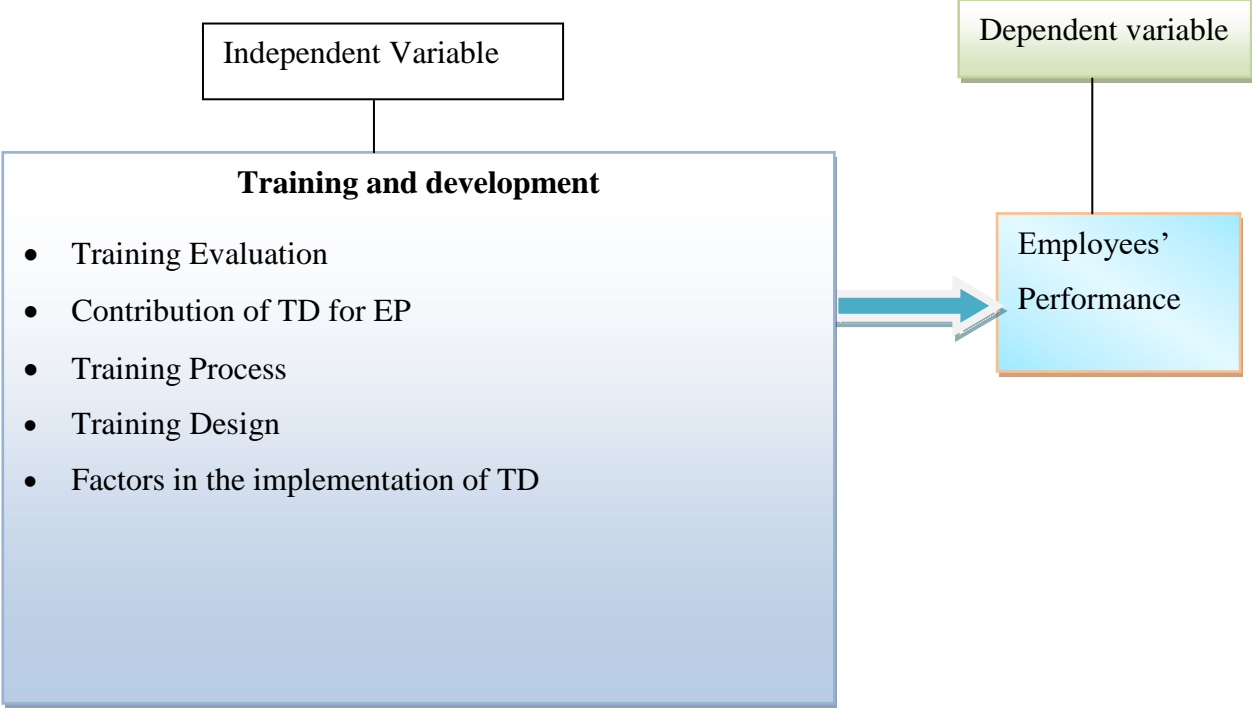
to investigate the relationship between employee training and employee performance at garment sector; that ET is positively influencing on EP. The results showed that, high degree of positive relationships between ET and EP, ED and EP; significant positively affected ET on EP, and ED on EP. Thus, the garment organizations required to initiate regular employee training program for the development of employee's skills, job relevant knowledge, personality, attitudes, behavior, working techniques etc. to ensure the best employee performance in the garment sector.

In this research study, my intention is response to fill the gaps. The study found a significant association between training and development and employee performance. However, there are several other variables that will play a role in particular, so it would be very useful for other researchers when they perform studies in this same area in the future by using additional variables like on the job training employees' capacity, employees' commitment, employees inspiration, working condition, to create more convincing results that may increase the incredible importance of training and development.

2.18. CONCEPTUAL FRAMEWORK

The proposed model was revised based on a literature assessment of previous researchers' findings from various studies on employee training and performance. The proposed model was created by the author and explains the link between employee training and performance. The performance of employees is a dependent variable, while training and development are an independent variable. To that end, the following conceptual framework will be used to explain the inter relationships between the variables in this study. Because of the assessment of related literature, a conceptual framework emerged.

Figure 2. 1 Conceptual Framework Model



Source by the literature (2021)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 RESEARCH DESIGN

This study used a cross-sectional research design, in which data were collected only once, perhaps over a period of days, weeks, or months, to answer a research question. It is the simplest and least expensive method, and it will capture all essential data at once.

3.2 RESEARCH APPROACH

There are three types of research approach, quantitative, qualitative and mixed (both quantitative and qualitative). The research approach used for this study was mixed method approach that is, research that combines quantitative and qualitative research. The justification for combining both quantitative and qualitative data was better understand a research problem by combining both numeric values from quantitative research and the detail of qualitative research and to neutralize limitations of applying any of a single approach. It also validates data gathered from different sources, hence greater confidence on conclusion.

3.3 TARGET POPULATION

A target population is a defined group of people or object for which questions can be asked or observations made in order to develop the necessary data structures and information. The study's target population is 350 professional staff members who work for the federal transport authority. The target population was applied to each individual working in the Federal Transport Authority's various directorates.

3.4 SAMPLING TECHNIQUE AND SAMPLE SIZE

According to Cohen et al. (2000), the sample size for a probability sample is determined by the confidence level and sampling error. To this end, the researcher employed Slovin's formula to establish the study's sample size (Adetayo, 2011 cited in Unam 2012).

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

n - the sample size

N - the population size

e - the acceptable sampling error

Where n= is the sample size, N= is the population size and e= is the level of precision e=0.05
N= 350

The researcher will consider 5% level of significance or margin of tolerable error and the confidential level is 95%. By computing the sample size of the population using the above formula, the sample size to be included to the study will be 186 employees.

$$n = \frac{350}{1 + 350(0.05)^2}$$

$$n = 186$$

Data is collected using stratified/probability sampling procedures. Because it indicates that, the population from which a sample would be chosen is not homogeneous. It was used to choose personnel by stratifying them into different strata/sub populations and then selecting samples from each stratum.

Each directorate was used to stratify the sample of the whole population. As a result, the sample size divided into strata based on the number of employees that get questionnaires.

Where n is sample size in each level

n = total sample size of the study

P = population size of staff in each stratum

N = total population of the study

Herein after the stratified sample, the size is listed on the table as shown below:

Table 3. 1 Stratum representation of the sample size

No	Name of department	P	n	N	$nx = \frac{n(P)}{N}$	nx
1	CEO	3	186	350	$=186(3)/350$	2
2	Deputy director of corporate services & Sector capacity building directorate	5	186	350	$=186(5)/350$	3
3	Deputy director of road traffic sector	3	186	350	$=186(3)/350$	2
4	Deputy director of transport sector & Driver qualification certification directorate	18	186	350	$=186(28)/350$	14
5	HRM directorate & HRM information & ICT directorate	28	186	350	$=186(18)/350$	10
6	Finance & procurement directorate & Internal audit directorate	36	186	350	$=186(36)/350$	19

7	Freight transport qualification directorate	28	186	350	$=186(28)/350$	14
8	Vehicle qualification directorate & Public transport qualification directorate	75	186	350	$=186(75)/350$	40
9	Property management and general service directorate	26	186	350	$=186(26)/350$	14
10	Legal affairs directorate & Youth and women affairs directorate	7	186	350	$=186(7)/350$	4
11	Directorate of vehicle distribution and maintenance & Board and signal production and distribution directorate	43	186	350	$=186(43)/350$	22
12	Planning, monitoring & evaluation directorate	9	186	350	$=186(9)/350$	5
13	Public relation directorate & Directorate of ethics	12	186	350	$=186(12)/350$	7
14	Urban and rural Transport support and monitoring directorate	22	186	350	$=186(22)/350$	11
15	Directorate of transportation training institute & Road traffic safety education and awareness directorate	35	186	350	$=186(35)/350$	18
	Total	350				186

3.5 DATA TYPES AND SOURCES

The researches were based on primary data. The information was gathered using a well-structured questionnaire and a semi-structured interview. The questionnaire includes pertinent questions about training and development, as well as employee performance at the organization. It was used to allow respondents to react in a standard and direct manner, with an unbiased approach and objective focus, making it a desirable data collection technique for this study.

3.6. DATA COLLECTION INSTRUMENT

3.6.1. QUESTIONNAIRE

The study data collection method is most preferable than the other, according to Cox, (2000) states effective data collection instruments that allow respondents to give much of their opinions in regard to the research problem. The research study data questioner collect based on the questioner formality and design.

The questionnaire variables were evaluated using a five-category Likert scale (strongly disagrees, disagree, neutral, agree, and strongly agree). The Federal Transport Authority gave permission for the survey. The questionnaire was distributed to the respondents after receiving permission.

3.6.2.INTERVIEW

In addition to using a questionnaire to collect data, a qualitative data collection method was used. Interviews with chosen respondents will be conducted one-on-one. The interview was also conducted to obtain information on the subject from the organization's management in order to determine how the Federal Transport Authority has traditionally dealt with issues of training and development relating to employee performance.

In addition to the management, the training coordinator was interviewed. A semi-structured interview was conducted to gather information for the research to be more clear and credible. Prior to conducting the interview, the researcher briefed the participants on the purpose of the interview as well as the confidentiality of the information they supply. In this study, an interview was conducted to obtain perspectives and opinions about training and development procedures. The goal of an interview is to confirm and strengthen the data gathered through questionnaires.

3.7. DATA ANALYZING TECHNIQUES

The researcher to ensure that the replies were comprehensive and logically consistent did data editing. Mistakes and data gaps were identified and fixed as soon as possible. The data was then evaluated using quantitative approaches after it had been edited. The quantitative data is collected using instruments, coded, tabulated, and statistical inferences are drawn, and the data is analyzed using statistical techniques.

SPSS (Statistical Package for the Social Scientists) was utilized in the study as a data management and statistical analysis tool with a wide range of data processing capabilities. It's a system for storing questionnaire data electronically. It also creates routine descriptive statistical data for question responses, such as frequency counts of closed questions, distribution of multiple-choice question responses, and so on, after which the researcher developed descriptive statistics like frequencies, percent, and mean. The mean answer score was computed by multiplying the number of frequencies in each rating scale by the value of the rating scale (agreement level), adding the products, and then dividing by the total number of respondents. In the interpretation of the data collected by using the questionnaire with the

5-point likert scale, mean was computed and considered as stated by Best (1977) as follows: Table 3.2 was used for the study:

Table 3. 2 Best Level of Ranking descriptive

Score	Mean	Satisfaction level
1.00 – 1.80	Lowest	Lowest
1.81 – 2.61	Low	Low
2.62 – 3.41	Average	Average or Medium
3.42 – 4.21	Good	High
4.22 – 5.00	Very Good	Highest

Source: Best (1977) and Zaidatol and Bageheri (2009)

Inferential statistics like Pearson's correlation and simple linear regression were also used in the study's analysis. The correlation analysis was used to investigate the relationship between two variables: employee performance, training, and development. To determine the impact of training and development on employee performance, regression analysis is used. The information received from the questionnaire supplemented and strengthened by an interview that is analyzed subjectively and logically by the researcher in order to solve the gap.

3.8. RELIABILITY AND VALIDITY OF DATA COLLECTION INSTRUMENTS

3.8.1 VALIDITY TEST

Lakshmi and Mohideen (2013), what it claims to measure, validity is the extent to which a test of measures. Moreover, a measure is valid if it measures what it was supposed to measure. According to Kindy et al. (2016), content validity is the extent to which the items in an instrument cover the entire range of the significant aspects of the area being investigated. According to Tsegaye Habitye (2018), it is the degree to which the measurement device, and in this case, the measuring questions in the questionnaire, provides sufficient coverage of the research investigative questions. To maintain the validity of the instruments, most of the questionnaires were adopted from previous researches. In addition, some of the questionnaires developed based on careful review of literatures.

3.8.2. RELIABILITY

The internal consistency of a metric was determined by its reliability. Understanding reliability requires consistency. Cronbach alpha is a reliability coefficient. Lee Cronbach called it for the first time in 1951, since he expected to continue with more coefficients. The coefficient shows whether the various things are convergent. Despite the fact that coefficient

alpha has nothing to do with validity, many academics regard it as the primary criterion for a scale's quality. The coefficient varies from 0 to 1, with 0 indicating no consistency and 1 indicating total consistency (all items yield corresponding values).

In general, scales with an alpha coefficient of 0.80 to 0.95 are considered very reliable, whereas scales with an alpha coefficient of 0.60 to 0.70 are considered fair. The scale has poor reliability when the coefficient alpha is less than 0.6. Coefficient alpha may be easily computed with most statistical software tools, such as SPSS. As a result, a reliable analysis was performed to determine the instrument's reliability in this study, and the following is the outcome:

Table 3.3 Cronbach's alpha, coefficient of reliability

Cronbach's Alpha	No of Items
0.921	30

Source: (survey data, 2021)

The dependability score for the data-collecting instrument for all 30 items is 0.921, as shown in the table above (table3.3). Scales with a coefficient alpha greater than .70 are considered particularly reliable in this regard. Because of the preceding test results, this instrument has a satisfactory Cronbach alpha was considered reliable.

Table 3.4 Cronbach alpha, for each variables

Variables	No. Items	Cronbach Alpha
Employee Performance	7	0.922
Training Evaluation	4	0.891
Contribution of TD for EP	6	0.903
Training Process	4	0.901
Training Design	3	0.905
Factors in the implementation of TD	6	0.916

Source: (survey data, 2021)

As a result, those scaled items in the questionnaire were found to be reliable and valid because the Cronbach's alpha coefficient correlation was calculated to be 0.921, which is greater than 0.70, as stated in Table 3.4. Thus, those Scales that are developed and designed to measure the respondent's attitude toward the role of training and development in FTA were found to be reliable and valid. Individual subscale reliability ratings (Training and

development subscales and employee performance) range from 0.891 to 0.922. Scales having a coefficient alpha larger than 0.70 were deemed reliable in this sense, because of the preceding tests, both individual subscales of the instrument earned adequate Cronbach's alpha, indicating that the scales are reliable.

3.8.3. VALIDITY

According to common knowledge research principles an instrument is legitimate if it measures what it is intended to measure and accurately achieves the objective for which it was developed. To insure particularly the content validity of the study, both the questionnaire and interview was carefully constructed based on the relevant literature review assembled to answer the research questions. It was sent out for review to subject matter experts and practitioners. As a result, the suggestions made are taken into account. Additionally, the thesis advisor's opinions were added, and an effort will be made to improve the content validity of the instruments through this procedure.

3.9. ETHICAL CONSIDERATION

The study was carried out with ethical responsibility in mind. "As the researchers anticipate data collectors," Creswell (2003) writes, "they must respect the participants and research sites." This includes informing the respondents about the study's goal and how the information will be used. This study was based on the following ethical considerations. a) Fairness. b) Intent openness. c) Methods disclosure. d) Individual integrity or respect; e) Subjects' informed willingness to participate voluntarily in the research.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 INTRODUCTION

This chapter presents the analysis of the data collected from the respondents and discusses the research findings on the effect of training and development on employee performance in the case of FTA. The findings of this research study and the subsequent evaluation carried out on the responses reflect the key areas of evaluation of existing training program, Effect of training and development program on employee performance, effectiveness of the training and development program, factors that affect the implementation of training and development program and challenges associated with the implementation of training and development program. In order to address these issues, 186 employees were selected in the stated authority purposefully.

Unfortunately, all the participants didn't give back the distributed papers because of that the findings and discussions will be based on the 173 responses of valid questionnaires, 13 of them were unfiled no questionnaires were discarded due to missing data. This response rate was very good to make conclusions on the effect of training and development on employees' performance. Accordingly, the analysis of this study was based on the number of questionnaires collected. Summary of distributed, returned and non-response questionnaire are shown in table 4.1 below

Table 4. 1Summary of distributed, returned and non-response questionnaire

Condition	Distributed questionnaires		Returned questionnaire		Non-response questionnaire	
	Number	%	Number	%	Number	%
Number of employee	186	100	173	93	13	7

Source: by Researcher (2021)

4.2 DESCRIPTIVE STATISTICS

Descriptive statistical tools like frequency, percent and mean are used to analyze the data and all variables for the responses of all respondents were computed.

4.2.1 DEMOGRAPHIC CHARACTERISTICS OF THE RESPONDENTS

The first section of the questionnaire contains five items regarding demographic characteristics of respondents, such as gender group, age group, academic qualification of

respondents, work experience of respondents, and position of respondents, to support in the categorizing of employees since the Federal Transport Authority employs various groups of peoples. The information was summarized in table below some of the respondents were pointed out. This subsection presents the demographics characteristics of respondents in their institution as summarized in Table 4.2 below

Table 4. 2 Demographic characteristics of the respondents

No	Items	N= 173	Frequency	Percent%
1	Gender group/ Sex of the respondents	Male	110	63.6%
		Female	63	36.4%
		Total	173	100
2	Age of the respondents	18-25	8	4.6%
		26-33	77	44.5%
		34-41	43	24.9%
		42-49	30	17.3%
		above 50	15	8.7%
		Total	173	100
3	Academic qualification of the respondents	college diploma	17	9.8%
		BA Degree	124	71.7%
		master's Degree and above	32	18.5%
		Total	173	100
4	Work experience of the respondents at the organization	1-5 years	62	35.8%
		6 -10 years	67	38.7%
		11 - 15 years	14	8.1%
		above 16 years	30	17.3%
		Total	173	100
5	Position of the respondents	Managerial	30	17.3%
		Non managerial (expert)	143	82.7%
		Total	173	100

Source: on survey data, (2021)

To categorize the workers, the researcher wanted to know the general gender distribution of the respondents. Number 1 reflects the gender group of respondents, as seen in the above table (4.2). As a result, 110 (63.6%) of the respondents were males, while the remaining 63 (36.4%) were females. According to the results, female respondents were found to be underrepresented as compared to male respondents.

According to the above table (4.2), the age composition of respondents in the range of 18-25 years is 8 (4.6 %), respondents in the range of 26-33 years are 77 (44.5 %), respondents in the range of 34-41 years are 43 (24.9 %), and respondents in the range 42-49 years are 30. (17.3 %) and the age of above 50 years are 15(8.7%). This means that the majority of the groups are between the ages of 26 and 33, with 34-41 years responsible for more than half of the age groups. As a result, the majority of respondents are young and at a productive age level, which necessitates additional training and growth.

Table (4.2) number 3 shows that respondents' educational levels range from high school completion to master's degrees and higher. 90 (60 %) of respondents have a BA degree, 33 (22.0 %) have a college diploma, 20 (13.3 %) have a Master's degree or higher, 4 (2.7 %) have a Level 3-5 or credential, and 3 (2.0%) have a 4-12 grade. This indicates that the majority of respondents in the FTA are BA degree holders. Most of the respondents are aware of to give adequate information, and we can see that the majority of the workers have BA degrees, are specialists, and are subject to scheduled and systematic managerial trainings.

According to table (4.2) number 4, respondents served for 1-5 years 23 (13.3 %), 6-10 years 57 (38.0 %), 11-15 years 16 (10.7 %), and above 16 years 54(36 %). As a result, the majority of respondents who have served for 6-10 years are 57(38%), while those who have served for more than 16 years are 54(36%). This means that the organization has a variety of experienced and young professionals who need constant refreshment training to keep their skills up to date and perform well on the job.

As per that table (4.2), number 5, 15 (10 %) of the respondents are at the managerial level, while the majority 135 (90 %) of them are experts in their current position. This revealed that the vast majority of the employees are experts.

4.3. DATA PREPARATION

Case screening

- There is no missing data in raw (entire variable)
- Four cases of (raw) data were removed due to less engagements or (somewhat strongly agree for all questions on the likert scale item). Outliers (on contentious variables) there is no outlier in terms of age and work experience the respondents are either on typographic or any error.

Variable screening

Missing data columns

- There is no missing value in the variables at the surrounding of other indicators for the observed factors.

Skewness and kurtosis

The result indicated that observed fairly normal distribution for the indicator of latent variables and all other variables (age, sex, education, experience) in terms of Skewness. While, there is no observed minor kurtosis for the indicator of independent variables and for dependent variables this kurtosis value range does obey strict rule normality. It is between more relaxed rules suggested by Kline (2011) who recommended 10 as the upper threshold.

4.4. DATA ANALYSIS OF THE ASSESMENT OF THE RELATIONSHIP BETWEEN TRAINING AND EMPLOYEE PERFORMANCE

Section two covered questionnaire research questions such as: Evaluation of existing training program with 4 questions, Effect of Training and development program on employee performance with 6 questions, Effectiveness of the training and development program with 4 questions, factors affecting implementation of training and development program with 3 questions, challenges associated with the implementation of training and development with 6 questions and overall employees performance with 7 questions. As a result, the respondents were guided by the Likert scale approach listed in the table below:- Strongly Disagree (SDA)=1, Disagree(DA)=2, Neutral(N)=3, Agree(A)=4 & Strongly Agree (SA)=5.

4.4.1 TRAINING EVALUATION

This section shows findings to the questions that sought to determine the training evaluation as shown in table 4.3 below:

Table 4. 3 Opinion of the respondent on the training evaluation

No	Item	N=173	Frequency	Percent%	Mean
1	The authority assesses the trainee's knowledge before selecting the training program.	SD	43	24.9%	2.52
		DA	56	32.4%	
		N	24	13.9%	
		A	41	23.7%	
		SA	9	5.2%	
		Total	173	100	
2	Training programs are implemented according to the policies	SD	26	15.0%	2.54
		DA	82	47.4%	
		N	24	13.9%	
		A	27	15.6%	
		SA	14	8.1%	
		Total	173	100	
3	Training program given to the employee is systematic	SD	82	47.4%	2.01
		DA	51	29.5%	
		N	7	4.0%	
		A	23	13.3%	
		SA	10	5.8%	
		Total	173	100	
4	Trainings given to the employee within short period of time	SD	69	39.9%	2.13
		DA	50	28.9%	
		N	20	11.6%	
		A	30	17.3%	
		SA	4	2.3%	
		Total	173	100	
Grand Mean					2.3

Source :- (Survey data, 2021)

Evaluation is the process of gathering information and applying it to make judgments and decisions. During the assessment, design, and implementation phases, the training program is evaluated. It involves assessing how participants reacted to the training program, how much they learned, and how well they applied what they learned on the job. The information gathered from the training evaluation is then included the next cycle of training needs assessment.

From the above table (4.3) number 1 for the statement 'The authority assesses the trainee's knowledge before selecting the training program'. the respondents reacted differently

43(24.9%) of the respondents chose strongly disagree, 56(32.4%) of the respondents choose disagree, 24(13.9%) of the respondents choose neutral, 41(23.7%) of the respondents answered agree and 9(5.2%) of the respondents believed strongly agree. So from the response result 99(57.3%) of the respondents are disagree which means they believe that the authority doesn't assess the trainees knowledge before selecting the training program. but majority of the respondent are agreed.

Number 2 shown in this table (4.3) for the statement 'Training programs are implemented in accordance with policies.' The respondents reacted differently, with 26(15.0%) choosing strongly disagree, 82(47.4%) choosing disagree, 24(13.9%) choosing neutral, and 27(15.6%) choosing agree and 14(8.1%) of the respondents believed strongly agree. The majority 108(62.4%) of the respondents believe that in the authority training program doesn't implemented according to the policies. In addition, the interview results that get from the training coordinator the authority do not follow policies for training program.

In the above table (4.3), number 3 for the sentence 'Training program given to the employee is systematic' respondents reacted differently, with 82(47.4%) choose strongly disagree, 51(29.5%) choose disagree, 7(4.0%) choosing neutral, and 23(13.3%) choose agree. and 10(5.8%) of the respondents believed strongly agree. 133(76.9%) of the respondent are disagree that the authority training program provided to employees is systematic. However, according to the interview results obtained from the training coordinator, the authority does not hold training programs in a systematic manner.

As per table (4.3) number 4 for the sentence 'Trainings given to the employee within short period of time respondents reacted differently, with 69(39.9%) choosing strongly disagree, 50(28.9%) choosing disagree, 20(11.6%) choosing neutral, and 30(17.3%) choosing agree. and 4(2.3%) of the respondents believed strongly agree. The majority of respondents, 119(68.8%), disagree that the authority give training program within short period.

According to design of Best (1977), the statement 'Training programs are implemented according to the policies' has average mean of 2.54, compared to the other four evaluation it has a highest mean value which implies the authority does not implement the training program according to the policies. Followed by 'the authority assesses the trainee's knowledge before selecting the training program' with average mean value 2.52. Moreover, 'Training program given to the employee is systematic' with mean= 2.01 which is average, the same with the statements 'Trainings given to the employee within short period of time'

with the mean = 2.13, which are both average in their satisfaction level respectively. According to the findings, the effectiveness of training program was not properly evaluated in the authority and it need improve on the implementation of policies in the authority.

4.4.2 PERCEPTION OF RESPONDENTS ON THE CONTRIBUTION OF TRAINING AND DEVELOPMENT PROGRAM ON EMPLOYEE PERFORMANCE

In this subsection, the study presents the response answered for statements Contribution of training and development program on employee performance. Table 4.4 indicates the results of the assessment.

Table 4. 4 Respondent perception on the contribution of training and development program on employee performance

No	Item	N=173	Frequency	Percent%	Mean
5	Training offered employees skill, knowledge, attitude and creativity.	SD	11	6.4%	3.10
		DA	59	34.1%	
		N	32	18.5%	
		A	43	24.9%	
		SA	28	16.2%	
		Total	173	100	
6	Training programs are evaluated during or at the end of the program	SD	89	51.4%	2.14
		DA	21	12.1%	
		N	26	15.0%	
		A	23	13.3%	
		SA	14	8.1%	
		Total	173	100	
7	Employees are satisfied with the overall aspect of the training programs at the organization	SD	57	32.9%	2.60
		DA	40	23.1%	
		N	16	9.2%	
		A	35	20.2%	
		SA	25	14.5%	
		Total	173	100	
8	Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization	SD	56	32.4%	2.53
		DA	35	20.2%	
		N	28	16.2%	
		A	43	24.9%	
		SA	11	6.4%	
		Total	173	100	

		Total	173	100	
9	The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.	SD	48	27.7%	2.73
		DA	27	15.6%	
		N	42	24.3%	
		A	35	20.2%	
		SA	21	12.1%	
		Total	173	100	
10	Trainings given to the employees to be satisfied to their job	SD	27	15.6%	2.75
		DA	62	35.8%	
		N	28	16.2%	
		A	40	23.1%	
		SA	16	9.2%	
		Total	173	100	
Grand Mean					2.64

Source: - (Survey data, 2021)

If there is a change in technology, working conditions, poor results, or a workforce shortage, training is needed. This focus is founded on the basis that employees will not perform well at work no matter how hard they try and regardless of how much they want to until they know what they are supposed to do and how they are supposed to do it (Zaccarelli, 1988).

Number 5 in the above table (4.4) for the statement 'Trainings offered employees in skill, knowledge, attitude, and creativity' Respondents reacted in a variety of ways. 11(6.4%) of respondents chose strongly disagree, 59(34.1%) of respondents chose disagree, 32(18.5%) of respondents chose neutral, and 43(24.9%) of respondents chose agree and 28(16.2%) of the respondents believed strongly agree. The majority 71(41.1%) of the respondents believe that training offered employee skill knowledge, attitude and creativity

Number 6 in this table (4.4) represents the statement 'Training programs are evaluated during or at the end of the program'. Respondents responded differently, with 89(51.4%) choosing strongly disagree, 21(12.1%) choosing disagree, 26(15.0%) choosing neutral, and 23(13.3%) choosing agree and 14(8.1%) of the respondents believed strongly agree. The majority 110(63.5%) of the respondents believe that training programs are not evaluated during or at the end of the program.

In the above table (4.4), number 7 for the statement 'Employees are satisfied with the overall aspect of the training programs at the organization,' respondents responded differently, with 57(32.9%) choosing strongly disagree, 40(23.1%) choosing disagree, 16(9.2%) choosing

neutral, and 35(20.2%) choosing agree and 25(14.5%) of the respondents believed strongly agree. The majority of respondents, 97(56%), disagree that employees satisfaction with the overall aspect of the training program at the organization.

According to table (4.4) number 8, for the statement 'Employee training is considered as a crucial factor in improving individual and organizational performance at the organization,' 56(32.4%) chose strongly disagree, 35(20.2%) chose disagree, 28(16.2%) chose neutral, and 43(24.9%) chose agree and 11(6.4%) of the respondents believed strongly agree. The majority of respondents, 91(52.6%), disagree that employee training is considered as a crucial factor for improving individuals and organizational performance at the organization.

According to table (4.4), sentence 9: 'the effectiveness of training programs is properly evaluated in terms of improvements in employee performance.' 48(27.7%) chose strongly disagree, 27(15.6%) chose disagree, 42(24.3%) chose neutral, and 35(2.2%) chose agree and 21(12.1%) of the respondents believed strongly agree. The majority of respondents, 75(43.3%) of the respondent disagree that the effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.

According to table (4.4) number 10, for the statement 'Trainings given to the employees to be satisfied to their job,' 27(15.6%) chose strongly disagree, 62(35.8%) chose disagree, 28(16.2%) chose neutral, and 40(23.1%) chose agree and 16(9.2%) of the respondents believed strongly agree. The majority of respondents, 89(51.4%), disagree that trainings given to the employees to be satisfied to their job.

The information presented in the above table show the mean value for each item i.e. 'Trainings offered employees skill, knowledge, attitude and creativity' with a mean of 3.10 is high among the rest, which shows the respondent disagree on the statement. Followed by average results of 'Trainings given to the employees to be satisfied to their job' with the mean=2.75, 'The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance' mean=2.73, 'Employees are satisfied with the overall aspect of the training programs at the organization' with mean=2.60, 'Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization' mean=2.53, and 'Training programs are evaluated during or at the end of the program' with the mean=2.14 respectively. As the result indicates, some of employees believe in crucial of training on employee performance but not agree on the current organization implementation.

4.4.3 TRAINING PROCESS

The result obtained for the four variables measuring the training process was summarized in the following table.

Table 4. 5 Respondent perception to the training process

No	Item	N=173	Frequency	Percent%	Mean
11	The training I have taken is relevant to my job	SD	99	57.2%	2.03
		DA	17	9.8%	
		N	21	12.1%	
		A	25	14.5%	
		SA	11	6.4%	
		Total	173	100	
12	The method of training used by the organization is relevant to the training objectives.	SD	87	50.3%	2.24
		DA	14	8.1%	
		N	30	17.3%	
		A	28	16.2%	
		SA	14	8.1%	
		Total	173	100	
13	There are defined criteria for training and development at the organization.	SD	70	40.5%	2.10
		DA	51	29.5%	
		N	24	13.9%	
		A	20	11.6%	
		SA	8	4.6%	
		Total	173	100	
14	Training organized by the Authority are improving employees' performance.	SD	56	32.4%	2.43
		DA	43	24.9%	
		N	25	14.5%	
		A	42	24.3%	
		SA	7	4.0%	
		Total	173	100	
Grand Mean					2.2

Source: - (Survey data, 2021)

According to the above table (4.5) number 11, for the sentence 'The training I have taken is relevant to my job,' 99(57.2%) of the respondents chose strongly disagree, 17(9.8%) of the

respondents chose disagree, 21(12.1%) of the respondents chose neutral, and 25(14.5%) of the respondents chose agree and 11(6.4%) of the respondents chose strongly agree. According to the respondents response 116(67%) respondents chose disagree. Therefore, most of the respondents were not support the training type selected by the organization and as the interview result shows that some training offered not based on the relevancy of the job.

In the table (4.5) number 12 for the statement 'The method of training used by the organization is relevant to the training objectives,' 87(50.3%) of the respondents chose strongly disagree, 14(8.1%) of the respondent chose disagree, 30(17.3%) of the respondents chose neutral, 28(16.2%) of the respondents chose agree and 14(8.1%) of the respondents chose strongly agree. According to the rate of the response 101(58.4%) of the respondents confirmed disagree. This implied that of the method of training is not consider the objective of training.

In the table (4.5) number 13 for the statement 'there are defined criteria for training and development at the organization', 70(40.5%) of the respondents confirmed strongly disagree, 51(29.5%) of the respondents answered disagree, 24(13.9) of the respondents chose neutral, 20(11.6%) of the respondents chose agree, and 8(4.6%) of the respondents response strongly agree. According to the respondents response rate, 121(70%) of the respondents chose disagree Therefore, this indicates that there were not defined criteria for training and development in the organization

In the table (4.5) number 14 for the statement 'trainings organized by the authority are improving employees' performance,' 56(32.4%) respondents said strongly disagree, 43(24.9%) of the respondents chose disagree, 25(14.5%) of the respondents confirmed neutral, 42(24.3%)of the respondents chose agree and 7(4.0%) of the respondents chose strongly agree. According to the respondents response rate 99(57.3%) of the respondents chose disagree.

Additionally, in table (4.5) illustrated effectiveness of Training and development design. According to design of Best (1977), 'Trainings organized by the authority are improving employees' performance', has average mean value of 2.43 shows that the respondent disagree on the statement and followed by 'The method of training used by the organization is relevant to the training objectives with mean=2.24, 'There are defined criteria for training and development at the organization with the mean=2.10, and The training I have taken is relevant to my job' has highest value of mean=2.03. This implies that the authority need

slight improve on this area. As a result, the method of training used by the organization is not relevant to training objective and the interview results support the above response rate. The researcher inquired about the training and development policy as the human resource director says, there is training and development policy to govern how to conduct during and after training directly, but it was not enforced.

4.4.4 TRAINING DESIGN

Here in after the respondent result for each question in the Training Design shown below:

Table 4. 6 Opinion of respondents to the Training Design

No	Item	N=173	Frequency	Percent%	Mean
15	There are clear directions provided during training	SD	34	19.7%	2.68
		DA	54	31.2%	
		N	35	20.2%	
		A	33	19.1%	
		SA	17	9.8%	
		Total	173	100	
16	The training and development provided aligns with organization objectives	SD	65	37.6%	2.53
		DA	28	16.2%	
		N	20	11.6%	
		A	43	24.9%	
		SA	17	9.8%	
		Total	173	100	
17	There is opportunity for career development after receiving training.	SD	59	34.1%	2.46
		DA	38	22.0%	
		N	23	13.3%	
		A	43	24.9%	
		SA	10	5.8%	
		Total	173	100	
Grand Mean					2.56

Source:- on Survey data,(2021)

From the above table illustrated ‘the factors that affect the implementation of training and development program’. In table (4.6) number 15 for the statement, ‘There are clear directions provided during training’ indicates for the idea, 34(19.7%) of the respondents chose strongly disagree, 54(31.2%) of the respondents chose disagree, 35(20.2%) of the respondents chose neutral, 33(19.1%) of the respondents answered agree and 17(9.8%) of

the respondents chose strongly disagree. According to the respondents response rate that showed the majority of the respondents 88(50.9%) chose disagree.

In table (4.6) number,16 for the statement ‘The training and development provided aligns with organization objectives’ 65(37.6%) of the respondents said strongly disagree, 28(16.2%) of the respondents chose disagree, 20(11.6%) of the respondents chose neutral, 43(24.9%) of the respondents confirmed agree and 17(9.8%) of the respondents confirmed strongly agree, Therefore according to the response rate of the respondents 93(53.8%) of the respondents from the sample confirmed disagree about the alignments of training with the organization objective.

In table (4.6) number 17 for the statement ‘There is opportunity for career development after receiving trainings,’ 59(34.1%) of the respondents chose strongly disagree, 38(22.0%) of the respondents chose disagree, 23(13.3%) of the respondents chose neutral, 43(24.9%) of the respondents chose agree and 10(5.8%) of the respondents said strongly agree. Therefore, according to the response rate 97(56.1%) of the respondents from the sample chose disagree about the opportunity for career development after receiving trainings.

Additionally, in table (4.6) the mean score for the factor in the implementation of training and development When we look in each item, the score of ‘There are clear directions provided during training’ with the mean=2.68 followed by ‘the training and development provided aligned with organization objectives has average mean= 2.53, and finally ‘There is opportunity for career development after receiving trainings’ with mean= 2.46 which is also average, respectively. In addition as the interview result from human resource director and from the training expert they confirmed that there are no clear rules and regulations about the opportunity of career development for the employees after training.

4.4.5 FACTOR IN THE IMPLEMENTATION OF TD

The result obtained for the four variables measuring the factor in the implementation of TD is summarized in the following table.

Table 4. 7 Perception of respondents to the factor in the implementation of TD

No	Item	N=173	Frequency	Percent%	Mean
18	Top management is committed to facilitate training for the employees' at the organization	SD	69	39.9%	2.50
		DA	23	13.3%	
		N	24	13.9%	
		A	40	23.1%	
		SA	17	9.8%	
		Total	173	100	
19	The organization put enough budgets for the training and development.	SD	59	34.1%	2.39
		DA	41	23.7%	
		N	31	17.9%	
		A	30	17.3%	
		SA	12	6.9%	
		Total	173	100	
20	The organization has available resources for training and development	SD	55	31.8%	2.84
		DA	15	8.7%	
		N	29	16.8%	
		A	51	29.5%	
		SA	23	13.3%	
		Total	173	100	
21	Availability of trainers	SD	54	31.2%	2.66
		DA	25	14.5%	
		N	33	19.1%	
		A	48	27.7%	
		SA	13	7.5%	
		Total	173	100	
22	Availability of time	SD	43	24.9%	3.14
		DA	5	2.9%	
		N	36	20.8%	
		A	63	36.4%	
		SA	26	15.0%	
		Total	173	100	
23	Availability of materials	SD	40	23.1%	2.94
		DA	21	12.1%	

		N	42	24.3%	
		A	49	28.3%	
		SA	21	12.1%	
		Total	173	100	
	Grand mean				2.74

Source: - On Survey data, (2021)

The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program. The other factor, which affects the effectiveness of training program, is the availability of adequate resources includes materials, facilities, personnel, time. Financial problem also the major constraints that hamper the implementation of the effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. Depending on the literature, which stated the following illustration, was presented from the above table 'Challenges associated with the implementation of training and development program'.

In table (4.7) number 18 for the statement 'The top management is committed to facilitate trainings for the employees' at the organization', 69(39.9%) of the respondents preferred strongly disagree, 23(13.3%) of the respondents said disagree, 24(13.9%) of the respondents answered neutral, 40(23.1%) of the respondents answered agree and 17(9.8%) of the respondents chose strongly disagree. According to the respondents response rate the majority, 92(53.2%) of the respondents chose disagree. Therefore, from the above response rate the researcher understand that the top management did not give focus on the employees training and development.

In table (4.7) number 19 for the statement 'The organization assign enough budgets for the training and development' 59(34.1%) of the respondents chose strongly disagree, 41(23.7%) of the respondents chose disagree, 31(17.9%) of the respondents said neutral, 30(17.3%) of the respondents confirmed agree and 12(6.9%) of the respondents confirmed strongly agree. According to the response rate 100(57.8%) of the respondents confirmed disagree, this implied that the organization have not enough budgets for the training of employees. As the interview result the human resource director confirmed the organization have not adequate budget in the organization.

In table (4.7) number 20 for the statement ‘ The organization has available resources for training and development’ ,55 (31.8%) of the respondents chose strongly disagree ,15(8.7%) of the respondents chose disagree,29(16.8%) of the respondents chose neutral , 51(29.5%) of the respondents agree, and 23(13.3%) of the respondents strongly agree. As shown the respondents response rate, 74(42.8%) of the respondents chose agree

In table (4.7) number 21 for the statement ‘The organization has available trainers for training of employees’ 54(31.2%) of the respondents chose strongly disagree, 25(14.5%) of the respondents chose disagree, 33(19.1%) of the respondents said neutral, 48(27.7%) of the respondents chose agree, and 13(7.5%) of the respondents chose strongly agree. According to the respondents response rate 79(45.7%) of the respondents chose disagree.

In the above table (4.7) number 22,for the statement ‘The organization has available time for training and development’ 43(24.9%) of the respondents chose strongly disagree, 5(2.9%) of the respondents chose disagree, 36(20.8%) of the respondents said neutral, 63(36.4%) of the respondents chose agree, and 26(15.0%) of the respondents chose strongly agree. As the response rate showed 36(20.8%) of the respondents in the position of neutral and 89(51.4%) are agree. Therefore, the organization management has schedule for training program but not implemented as the schedule as the researcher found from training coordinator in interview.

In table (4.7) number 23 for the statement ‘The organization has available materials for training’, 40(23.1%) of the respondents chose strongly disagree, 21(12.1%) of the respondents chose disagree, 42(24.3%) of the respondents chose neutral, 49(28.3%) of the respondents chose agree and 21(12.1%) of the respondents chose strongly agree. According to the response rate as showed 61(35.2%) of the respondents disagree and 42(24.3%) of the respondents neutral.

Additionally, in table (4.7) illustrated that challenges of Training and development implementation. according to the respondent, Availability of time’ with mean= 3.14, with highest mean among the rest, this implies that the respondent agree on the availability of time for training and followed by Availability of materials with mean =2.94, ‘The organization has available resources for training and development with the mean=2.84, ‘Availability of trainers with mean=2.66, Top management is committed to facilitate trainings for the employees’ at the organization with the average score mean of 2.50, and Finally ‘The

organization assigns enough budgets the training and development' Mean= 2.39, which is also average that authority need improve.

4.4.6 EMPLOYEES PERFORMANCE

In this subsection, the study presents the response answered for statements Employee performance. Table 4.7 indicates the results of the assessment.

Table 4. 8 Perception of the respondents to the employee's performance

No	Item	N=173	Frequency	Percent%	Mean
24	Trainings are important in improving the employees' performance to give quality service	SD	5	2.9%	3.77
		DA	13	7.5%	
		N	42	24.3%	
		A	69	39.9%	
		SA	44	25.4%	
		Total	173	100	
25	Employees become more committed toward their jobs after receiving trainings	SD	9	5.2%	3.55
		DA	11	6.4%	
		N	55	31.8%	
		A	71	41.0%	
		SA	27	15.6%	
		Total	173	100	
26	Employees' job satisfaction is increased through trainings	SD	5	2.9%	3.82
		DA	8	4.6%	
		N	45	26.0%	
		A	70	40.5%	
		SA	45	26.0%	
		Total	173	100	
27	Job performance helps to in enhancing the employees' efficiency and effectiveness	SD	8	4.6%	3.82
		DA	4	2.3%	
		N	46	26.6%	
		A	69	39.9%	
		SA	46	26.6%	
		Total	173	100	
28	Trainings increase employee confidence when performing work related task after receiving trainings	SD	4	2.3%	3.80
		DA	3	1.7%	
		N	52	30.1%	
		A	79	45.7%	
		SA	35	20.2%	

		Total	173	100	
29	Trainings motivate employees to enhance their job performance	SD	9	5.2%	3.66
		DA	6	3.5%	
		N	52	30.1%	
		A	73	42.2%	
		SA	33	19.1%	
		Total	173	100	
30	Employees become more responsible after receiving trainings	SD	4	2.3%	3.73
		DA	6	3.5%	
		N	45	26.0%	
		A	95	54.9%	
		SA	23	13.3%	
		Total	173	100	
Overall Employee Performance					3.73

Source:- on Survey data,(2021)

Training helps the organization to fulfill its purposes and goals, while contributing to the overall development of Employees in the organization. There is a positive relationship between training and development and employee performance. Training creates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Sri divya & Gomathi, 2015).

In table (4.8) number 24 for the statement ‘Trainings are important in improving the employees' performance to give quality service’ 5(2.9%) of the respondents confirmed strongly disagree, 13(7.5%) of the respondents chose disagree, 42(24.3%) of the respondents chose neutral, 69(39.9%), of the respondents chose agreed, 44(25.4%) of the respondents chose strongly agree. This shows that the Majority, 113(65.3%) of the respondents chose agree. Hence, the majority of the respondents believe that training has positive effect on employees’ performance to deliver quality service.

In table (4.8) number 25 for the statement ‘I am more committed toward my jobs after receiving trainings’ 9(5.2%) of the respondents chose strongly disagree, 11(6.4%) of the respondents chose disagree, 55(31.8%) of the respondents chose neutral, 71(41.0%) of the respondents confirmed agree and 27(15.6%) of the respondents confirmed strongly agree. Therefore, according to the response rate 98(56.6%) of the respondents chose agree. This shows that most of the employees were committed after getting training.

In table (4.8) number 26 'I believe that employees' job satisfaction is increased through trainings', 5(2.9%) of the respondents chose strongly disagree, 8(4.6%) of the respondents chose disagree, 45(26.0%) of the respondents confirmed neutral, 70(40.5%) of the respondents answered agree and 45(26.0%) of the respondents answered strongly agree. As shown in the response rate the majority 115(66.5%) of the respondents agree. Therefore, this indicates that the majority of the respondents believe that job satisfaction increase through training.

In table (4.8) number 27, for the statement, 'Job performance helps to enhance the employees' efficiency and effectiveness' 8(4.6%) of the respondents chose strongly disagree, 4(2.3%) of the respondents chose disagree, 46(26.6%) of the respondents chose neutral, 69(39.9%) of the respondents chose agree and 46(26.6%) of the respondents chose strongly agree. According to the response rate the majority, 115(66.5%) of the respondents chose agree. Therefore, according to the response rate someone believe that employees job performance create efficiency and effectiveness of the employees.

In table (4.8) number 28 for the statement 'Trainings increase employees confidence when performing work related tasks', 4(2.3%) of the respondents chose strongly disagree, 3(1.7%) of the respondents chose disagree, 52(30.1%) of the respondents chose neutral, 79(45.7%) of the respondents preferred agree and 35(20.2%) of the respondents preferred strongly agree. As the response rate shown the majority 114(65.9%) of the respondents preferred agree.

In table (4.8) number 29 for the statement, 'In my understanding trainings motivate employees to enhance their job performance', 9(5.2%) of the respondents chose strongly disagree, 6(3.5%) of the respondents chose disagree, 52(30.1%) of the respondents chose neutral, 73(42.2%) of the respondents chose agree and 33(19.1%) of the respondents chose strongly agree. As the response rate showed the majority 106(61.3%) of the respondents chose agree and 52(30.1%) of the respondents neutral. From the data the majority of the respondents believe that training motivates employees to enhance employees' job performance.

In relation to table (4.8) number 30, for the statement 'I understand employees become more responsible after receiving trainings', 4(2.3%) of the respondents chose strongly disagree, 6(3.5%) of the respondents chose disagree, 45(26.0%) of the respondents said neutral, 95(54.9%) of the respondents chose agree and 23(13.3%) of the respondents chose strongly

agree. As the response rate shown 118(68.2%) of the respondents agree. Therefore most of the respondents agreed training increase the responsibility of the employees.

Additionally, in table (4.8) illustrated that ‘Overall Employees’ performance score’ with the mean 3.73. When we look in each item, ‘Employees’ job satisfaction is increased through trainings with the mean=3.82, followed by ‘Trainings increase employees’ confidence when performing work related tasks after receiving trainings ‘with the mean =3.80, ‘Job performance helps to in enhancing the employees’ efficiency and effectiveness with mean=3.82, Trainings are important in improving the employees’ performance to give quality service, mean=3.77, ‘Employees become more responsible after receiving trainings’ with the mean =3.73, and ‘Trainings motivate employees to enhance their job performance’ with the mean =3.66 and Finally, ‘Employees become more responsible after receiving trainings with the’ mean =3.55 respectively ‘The overall mean average of the employees performance’ shows that mean=3.73,that indicates the majority of the respondents were in the position of agree.

4.5 RESULTS OF INFERENCIAL STATISTICS

4.5.1 CORRELATION ANALYSIS

The purpose of the research is to see if there is an effect of employee training on their performance at the Federal Transport Authority. The independent variables (training and development) and dependent variable (employee performance) were correlated using Pearson correlation. Pearson correlation coefficient reveal magnitude and direction of (either positive or negative) and the intensity of the relationship (-1 to +1). A correlation analysis was performed in this part to determine whether there is a relationship between the variables described in the framework. The researcher would be able to determine the regression on the dependent variable as a result of the findings. The strength of correlation would interpret through suggestion by Evans (1996) as shown in the following pattern.

0.00 - 0.19 very weak

0.2 - 0.39 weak

0.4 - 0.59 Moderate

0.6 - 0.79 strong

0.8 - 1.0 very strong

Table 4. 9 The correlation analysis for each variable

		Correlations					
		Employee Performance	Training Evaluation	Contribution of TD	Training Process	Training Design	Factors in the implementation of TD
Employee Performance	P. C Sig. (2-tailed) N	1 173					
Training Evaluation	P.C Sig. (2-tailed) N	.611** 0 173	1 173				
Contribution of TD	P.C Sig. (2-tailed) N	.597** 0 173	.736** 0 173	1 173			
Training Process	P.C Sig. (2-tailed) N	.635** 0 173	.769** 0 173	.677** 0 173	1 173		
Training Design	P.C Sig. (2-tailed) N	.507** 0 173	.944** 0 173	.691** 0 173	.706** 0 173	1 173	
Factors in the implementation of TD	P.C Sig. (2-tailed) N	.535** 0 173	.586** 0 173	.733** 0 173	.699** 0 173	.524** 0 173	1 173

** . Correlation is significant at the 0.05 level (2-tailed).

Source:- on Survey data,(2021)

Table 4. 10 The correlation analysis of overall training and development and over all employees' performance

		Correlation	
		Overall Employee Performance	Overall Training Development
Overall Employee Performance	Pearson Correlation	1	0.655**
	Sig. (2-tailed)		0.000
	N	173	173
Overall Training Development	Pearson Correlation	0.655**	1
	Sig. (2-tailed)	0.000	
	N	173	173

** . Correlation is significant at the 0.05 level (2-tailed).

Source: - on Survey data, (2021)

Over all training and developments was positively and highly correlated with over all employee performance ($r = 0.655$ $p = 0.000$). Accordingly, the result revealed that the relationship of training and development and employees' performance is significant and strong since p value is < 0.05 . This finding is in line with the study result of Hameed & Waheed, (2011) and Athar & Shah (2015), who found significant and strong association between training and development with employees' performance. In addition to this, the result is supported by literature discussed in the literature review section and human resource theories.

4.5.2 REGRESSION ANALYSIS

A multiple regression analysis was carried out to determine the influence of independent variables on the dependent variable. Multiple regressions also used to determine the overall fit (variance explained) of the model and the relative contribution of each of the predictors to the total variance explained. According to Ballance (2004), the correct use of the multiple regression models requires that several critical assumptions be satisfied in order to apply the model and establish validity. Inferences and generalizations about the theory are only valid if the assumptions in an analysis have been tested and fulfilled.

Before carrying out multiple regression analysis, the researcher has checked the required assumptions that the data must meet to make the analysis reliable and valid. The following assumptions of multiple linear regressions were tested using SPSS.

1. **Linearity assumption:** Linearity defines the dependent variable as a linear function of the predictor (independent) variable (Balance, 2004). Linearity assumption was tested by producing scatter plots of the relationship between each of independent variable and the dependent variable. By visually looking at the scatter plot produced by SPSS, the relationship between each independent variable and the dependent variable found to be linear as shown in appendix B.
2. **Multicollinearity assumption:** Multicollinearity is a statistical phenomenon in which there exists a perfect or exact relationship between the predictor variables. When there is a perfect or exact relationship between the predictor variables, it is difficult to come up with reliable estimates of their individual coefficients. It will result in incorrect conclusions about the relationship between outcome variable and predictor variables (Alibuhtto and Peiris, 2015). According to Reddy et al. (2013) the most widely applicable

method of detecting the multicollinearity is Variance Inflation Factor and it is very accurate in determining the problem of multicollinearity.

The common thumb rule is if any of the VIF values exceeds 5 or 10, it implies that the associated regression coefficients are poorly estimated because of multicollinearity. Accordingly, co linearity diagnostics was conducted that using SPSS and VIF values found to be less than the values stated in the rule of thumb, which shows that multicollinearity was not a problem as shown in appendix B.

Normality assumption: Multiple regressions assume that variables have normal distributions. This means that errors are normally distributed, and that a plot of the values of the residuals will approximate a normal curve. Two common methods to check normality assumption include using a histogram (with a superimposed normal curve) and a Normal P-P Plot. It can be concluded that normality is guaranteed as the histogram.

Regression analysis was conducted to know by how much the independent variable explains the dependent variable. The effect of training on employee performance shown in the table below; the beta value indicates how much the predictor variable affects the criterion variable. So that the beta value of this study as indicated in table 4.11 below is 0.708 which indicates that a change of one standard deviation in the predictor variable that is training resulted in a change of 70.8% standard deviations in the criterion variable that employees' performance. Thus, there is a higher effect of training on employee performance. Since the higher the beta value the greater the impact of the predictor variable on the criterion variable.

Table 4. 11 Analysis model summary of R and R2

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.708a	.501	.486	.49547
a. Predictors: (Constant), Training Evaluation, Contribution of TD for EP, Training process, Training Design, Factors in the implementation of TD				

Source: -on Survey data, (2021)

From the above model, summary table (4.11) it can be seen that R is 0.708 and R square is 0.501. this indicates about 50.1% of the variance is employees performance(dependent variable) can be explained by overall training and developments (independent variable), the

remaining 49.9% of the variance is explained by other variables that are not included in the study.

Table 4. 12 (ANOVA) T and D to as predictor to EP

ANOVAa					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	41.156	5	8.231	33.530	.000b
Residual	40.996	167	.245		
Total	82.152	172			
a. Dependent Variable: Employee performance					
b. Predictors: (Constant), Training Evaluation, Contribution of TD for EP, Training process, Training Design, Factors in the implementation of TD					

Source: -on Survey data, (2021)

The F- test result in the ANOVA table (4.12) and the P Value, tests whether the overall regression model is good predictor and the probability of this result is occurred by chance or not. In this regard, The F-test result is 33.530 with a significance of less than 0.05, this means, the probability of those results occurs by chance is < 0.05 . Therefore, significant amount of employees performance is influenced by the Authority's, training and development practice, which means independent variable (T and D) significantly predict the dependent variable (Employees performance) and it can be concluded as the overall regression model is significant , $F=33.530$, $P<0.05$, $R^2 = 50.1\%$ (that is the regression model is a good to fit the data). Furthermore, the lower the standard error of the estimate and the higher F-value evidenced that the interdependence of the variables, that is training and developments and employees performances strong and significant. Therefore, influence, it may be concluded as T and D is influence over EP is significant, where, $P<0.05$. This implies that, the authority's effort to develop its work force and intervention of training and development practices, affect employees performance significantly. This result is also in line with the study finding of Irene Ferguson Laing (2009) and Mohammed Raja Abulraheem Salah (2016), who found that employees' performance is predicted by training and development.

Table 4. 13 (Coefficient) training and development as predictor to EP

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	1.443	.193		7.486	.000
Training Evaluation	.614	.157	.741	3.909	.000
Contribution of TD for EP	.220	.093	.228	2.357	.020
Training Process	.280	.091	.299	3.067	.003
Training design	-.436	.127	-.575	-3.434	.001
Factors in the implementation of TD	.025	.088	.025	.279	.780

a. Dependent Variable: EP

Source: - on Survey data, (2021)

Simple regression equation

$$EP = B + \beta_n TD + e_n, EP = 1.443 + \{(0.614TD + 0.157)\} + \{(0.220TD + 0.093)\} + \{(0.280TD + 0.091)\} + \{-0.436TD + 0.127\} + \{(0.25TD + 0.088)\}$$

Based on the above coefficient table (4.13) Beta value indicated for each variable that there is a positive relationship exists between training and development and employees’ performance, Except for the variable factor in implementation of training and development which has a negative relationship to employees’ performance. The B-value in the unstandardized coefficient column represents that for every one-unit increase T and D practice. We expect different unit increase and decrease in employees’ performance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 SUMMARY OF FINDINGS

The general objective of this research was to determine the effect of training and development on employees' performance at the Federal Transport Authority (FTA). From the study the following particular findings which are directly answered the specific objectives were observed.

When we see the demographic characteristics, 69.4% of the employees in the organization are at the age of 26 to 41 years. This implies that the organization has productive and young employees who need training to enhance their performance. Besides their age 71.7% of the employees are degree holder and this is also indicating that they are ready to receive training and easy to understand the training. The organization should provide more training to improve its employees' performance as long as 35.8% of the employees have 1 to 5 years' experience and for the frequent changes of work procedures and technology as well. On the other hand, the organization should utilize the significant number of employees (17.3%) who are highly qualified and empowered with high level of experience and knowledge as trainers, mentors and group leaders.

On the other hand the organization existing training and development program is evaluated which the respondent perceptions shows us highest number of employee is disagree on the existing TD program that the organization process. When designing trainings, organization/ the management should focus on applicability of trainings for actual work of the employees, however many of the trainings delivered were not applicable in the organization. The respondent result also reveals that Training programs are not implemented according to the policies in the organization.

According to the respondents response rate the total mean value of contribution of training and development on employee performance for the statement 'Trainings offered employees skill, knowledge, attitude and creativity' has 3.10 mean score with high satisfaction level, show that majority of the respondent agree on the benefit of training. Moreover, with the statement 'Training programs are evaluated during or at the end of the program' with average mean score 2.14 shows that most of the respondents disagree on the evaluation of training program. When we see the overall average mean score, 2.64 reveal that training and

development has an effect on employee performance, which has similar findings with Aisha Hanif (2014).

Concerning to emphasis given by the authority training process, the result reveals employee of the authority believes that training is relevant to their job, but the method of the training they have taken is not collaborate with the training objectives, there are no defined criteria for training and development in the organization. In addition to that, the authority does not organize training that improves employee's performance. The overall mean score is 2.2, which show that the majority of the respondents in the position of disagree.

In the case of the authority training design respondent response, the mean of each statement presented above on table 4.6. Based on this mean result one can conclude that majority of the employee disagree on the statements of 'There are clear directions provided during training', 'The training and development provided aligns with organization objectives' and 'There is opportunity for career development after receiving trainings'. And the overall averages mean score 2.56 reveal that the above statement affect in the implementation of TD

Similar finding to Eunice Jane (2014) reached on the fifth research questions, which assess challenges, associated with the implementation of training and development program, the result of the study shows that most of the respondent disagrees on the statements of the top manager's support, the organization training budget, availability of trainers and availability of materials. Which indicate the authority need to give emphasize on these area.

According to the result shown on table 4.9 each of the training and development variable are strongly correlated with the employee performance ($r= 0.655$ $p = 0.000$). Therefore, training and development has a positively correlated with employees' performance.

From the above model, summary table (4.11) it can be seen that R is 0,708 and R square is 0.501. this indicates about 50.1% of the variance is employees performance(dependent variable) can be explained by overall training and developments (independent variable) ,the remaining 49.9% of the variance is explained by other variables that are not included in the study.

5.2 CONCLUSIONS

The overall objective of the study is to determine the effect of training and development on employees' performance at the Federal Transport Authority. In the meantime, the study raised basic research problems and addressed the specific objectives. Accordingly, based on descriptive and inferential statistics results and summary of major findings, the following conclusions were drawn.

The study employed a cross-sectional research design, in which data are gathered just once, perhaps over a period of days, weeks, or months, in order to address a research question. Primary data sources were also used in the analysis. The primary data was obtained from FTA via a self-administered questionnaire for 186 selected experts and middle level managers using a stratified simple random sampling method, and semi-structured interview questions were used for the human resource director and training coordinator via an interview.

The results of this report, which were supported by a large number of checked research papers and respondents' responses, indicate that systematic and proper need identification of training was not completely enforced and exercised. It is also noted that the Authority is training and development design is not completely implemented. As a result, FTA does not have appropriate training opportunities for workers, according to information gathered by a questionnaire distributed to employees, as well as interviews with the HRM Director and the training coordinator. They also agreed with workers that there was a lack of training opportunities for authority employees. In general, it can be concluded that training, development design is not completely implemented, implying that training, and development practice is not at the desired stage.

Effective training is regarded as a critical factor in improving performance because it can raise the level of employee and organizational competency. It helps to bridge the difference between what is expected and what is actually happening, i.e. the gap between desired and actual employee results. To that end, it was discovered that the implementation of training and development programs was not accompanied by prescribed standards, and there are no well-established rules, regulations, and guidelines to assess program effectiveness; therefore, the Authority has almost no expertise in measuring the effectiveness of training and development programs. This result is supported with the information obtained from interview.

Training programs provide the impetus that employees need to boost their efficiency and skills, which leads to an increase in pay. As a result, preparation should be planned in accordance with the needs and goals of the organization. Effective training is a deliberate initiative aimed at achieving the learning required for improved employee performance.

The study findings indicate that there are variables that influence the implementation of training and development, which is poor technically, and as the interview results from the human resource director and the training specialist, indicated, there were no specific rules and regulations regarding the potential of career development for the employees after training.

It is also noted that senior management was not focused on facilitating workforce preparation and growth, and the human resource director stated during the interview that the organization did not focus on facilitating materials during training, contributes to the training, which become ineffective.

The study concludes that employee training assessment practices are inadequate. As a result, respondents report that the majority of respondents are unhappy with all facets of the organization's training programs. With the idea of the effectiveness of the training program, there are deficient of improved performance in employees because the effectiveness of training is not properly evaluated.

The findings of this study, as well as support from a series of examined research articles, showed that training and development have a positive relationship and a significant positive impact on employees' performance. According to respondents across the organization, effective training and development are important for the enhancement of employees' performance. Furthermore effective training and development have significant effect on employees' performance. In general, training is very important in order to achieve excellence and competencies in skill, knowledge, ability, creativity attitude and potential to meet the organization competitive advantage.

According to the results, overall training and development are positively and strongly correlated with overall employee performance, and training and development had a greater relationship with employee performance. The study proved that training and development has positive impact on employee performance.

5.3 RECOMMENDATIONS

The studies needed to forward practical and relevant proposals based on the study's conclusion and the identified research problems and research objectives. As a result, the researcher made the following recommendations. As stated in the Authority's powers and duties, the importance of adequately managing training and development activity was recognized. This is important for the establishment's professional and skilled staff.

The training and development practice in FTA should be held under continuous scrutiny with proper assessment of the organization's need and identification of the ability, expertise, and educational background of the individuals. On the other hand, the organization provides appropriate training methods for the workers should be depending on their skills and educational background. The training and development delivered should be planned based on the needs of the people, with alignments with the organization's goals, and the preparation for training should be based on the correct need assessment, which helps the organisation determine whether the workers are satisfied with their job and their work environment, and to verify how the employees provide quality service.

The authority should set up enough budgets to train their workers. Employee investment, both in learning and retaining adequate expertise, experience, imagination, and abilities of the workers are necessary and meaningful. It can be learned that training and development programs must be reviewed before, during, and after the preparation, acting, and completion of the training and development programs. This will lead to alternative challenges whether they exist or may exist, and enhance certainties quickly and efficiently.

Top management should pay attention to employee training and development and review the outcomes on a regular basis, as well as evaluate training programs depending on the training goals. The organization's top-level officials and decision makers should strive to provide an encouraging training environment, a favourable training and development program that allow all workers to undergo training, and companies are expected to administer training and development packages in order to improve employees' job performance. It is critical to create a straightforward and vibrant training and development policy as well as documentation requirements. This assists with measuring the outcomes obtained from the training and improvement initiative in terms of delivery, employee response, understanding, behavioral progress, and the results obtained from impact evaluations.

5.4 FURTHER RESEARCH DIRECTIONS

The study found a significant association between training and development and employee performance. However, there are several other variables that will play a role in particular, so it would be very useful for other researchers when they perform studies in this same area in the future by using additional variables like training design, on the job training employees' capacity, employees' commitment, employees inspiration, working condition, to create more convincing results that may increase the incredible importance of training and development. Future researchers are being strongly encouraged to empirically evaluate more advanced models in a variety of situations/frameworks.

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APPENDIX I: INTRODUCTION LETTER

ST. MARY'S UNIVERSITY COLLEGE

SCHOOL OF BUSINESS

DEPARTMENT OF BUSINESS ADMINISTRATION

POST GRADUATE PROGRAM

Questionnaire to be filled by employees and concerned managers of Hake Trade and Industry Enterprise (HTIE)

Dear Participants:

My Name is Meron Taye I am a postgraduate student at St. Merry university College school of business and I am conducting a study on **“Effect of training and development on employees’ performance at the Federal Transport Authority”**. The purpose of the questionnaire to collect primary data to conduct the study for the partial fulfillment of Masters of Business Administration. This is purely for academic purpose and the information you provide will be kept strictly kept confidential. The reliability and validity of findings highly depend on your honest and thoughtful responses. Hence, I kindly request you to fill the questionnaire genuinely. Thanks in advance for your cooperation.

I thank you very much in advance for participating in this survey and providing your thoughtful feedback.

General instruction

- Please don't write your name or address on the questionnaire
- Please put a thick (√) mark in the appropriate box of your answer
- Contact address: if you have any questions please contact me through the following address

Merion Taye

Cell Phone: 0921464525

Email- merontaye25@gmail.com

APPENDIX II: QUESTIONNAIRE

SECTION I: PERSONAL INFORMATION

Please read each question carefully and tick in the box corresponding to the response that most accurately represents your view.

1. **Sex:** - Male Female
2. **Age group:** - 18-25 26-33 34-41 42-49 above 50
3. **Academic qualification:** - Grade 4-12 Level 3-5
 College diploma BA Degree Master Degree and above
4. **Work Experience at the organization:** - 1-5 years 6-10 years
 11–15years above16 years
5. **Position:**-Managerial Non managerial (expert)

SECTION II. TRAINING AND DEVELOPMENT

Keys: Strongly Agree (SA=5), Agree (A=4), Neutral (N= 3), Disagree (DA=2), Strongly Disagree (SDA=1). Please insert a tick mark where you think is appropriate in the space provided in front of the statement.

No	Descriptions	SDA=1	DA=2	N=3	A=4	SA=5
1	Evaluation of existing training program	1	2	3	4	5
1.1	The authority assesses the trainee's knowledge before selecting the training program.					
1.2	Training programs are implemented according to the policies					
1.3	Training program given to the employee is systematic					
1.4	Trainings given to the employee within short period of time					

SECTION III. TRAINING AND DEVELOPMENT PROGRAM

2	Contribution of Training and development program on employee performance	SDA=1	DA=2	N=3	A=4	SA=5
2.1	Trainings offered employees skill, knowledge, attitude and creativity.					
2.2	Training programs are evaluated during or at the end of the program.					
2.3	Employees are satisfied with the overall aspect of the training programs at the organization.					
2.4	Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization.					
2.5	The effectiveness of training programs is properly evaluated in terms of improvements in employees' performance.					
2.6	Trainings given to the employees to be satisfied to their job					

SECTION IV. TRAINING PROCESS

3	Effectiveness of the training and development program	SDA=1	DA=2	N=3	A=4	SA=5
3.1	The training I have taken is relevant to my job.					
3.2	The method of training used by the organization is relevant to the training objectives.					
3.3	There are defined criteria for training and development at the organization.					
3.4	Trainings organized by the Authority are improving employees' performance.					

SECTION V. TRAINING DESIGN

4	The training and development design	SDA= 1	DA=2	N=3	A=4	SA=5
4.1	There are clear directions provided during training.					
4.2	The training and development provided aligns with organization objectives.					
4.3	There is opportunity for career development after receiving trainings.					

SECTION VI. FACTORS IN THE IMPLEMENTATION OF TD

5	factors in the implementation of training and development program	SDA= 1	DA= 2	N= 3	A= 4	SA=5
5.1	Top management is committed to facilitate trainings for the employees' at the organization.					
5.2	The organization put enough budgets for the training and development.					
5.3	The organization has available resources for training and development					
	A. Availability of trainers.					
	B. Availability of time.					
	C. Availability of materials.					

SECTION VII. TRAINING AND DEVELOPMENT EMPLOYEE PERFORMANCE

6	Employees performance	SDA=1	DA=2	N=3	A=4	SA=5
6.1	Trainings are important in improving the employees' performance to give quality service.					

6.2	Employees become more committed toward their jobs after receiving trainings.					
6.3	Employees' job satisfaction is increased through trainings					
6.4	Job performance helps to in enhancing the employees' efficiency and effectiveness.					
6.5	Trainings increase employee confidence when performing work related task after receiving trainings					
6.6	Trainings motivate employees to enhance their job performance					
6.7	Employees become more responsible after receiving trainings					

Thank you again for completing the questionnaire!

APPENDIX III

INTERVIEW QUESTIONS

Your input is very important to the research hence you are kindly requested to respond this interview to achieve the grand objective of the study. Your response will be kept highly confidential and used only for this research on academic purpose. I thank you very much in advance for participating in this survey and providing your thought full feedback

1. Did you believe training and development practice implemented properly?
2. What are the benefits of employees training to both the employee and the organization?
3. Does the Authority have training and development policy?
4. What are the challenges associated with employees training and development at the authority?
5. After training did the employees get career development opportunity?

Thank you

APPENDIX IV

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Ref No: smu-800, 2020

Date: April 28, 2021

Federal Transport Authority

Subject: - Request for data collection

Ms. Meron Taye I.D No. **SGS/0089/2012A** is a graduate student in the Department of **MBA of St Mary's University**. She is currently working on her thesis entitled "**The Effect of training and development on employees' performance : In the case of Federal Transport Authority**", and would like to collect data from your institution.

Therefore, I kindly request your good office to allow her to access or collect the required data for her research. The outcome of the study will also serve as an input for your good office too.

Any assistance rendered to her is highly appreciated.

Sincerely,

Dessalegn Nigussie

Guidance Counselor & Thesis Coordinator