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The Impact of Training and Development on the performance of employees: The case of Bureau of public service and human resource development in Sidama National Regional State, South Ethiopia

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Abstract. The study was focusing on the impact of training and development on employees' performance at the Bureau of Public Service and Human Resource Development. The overall objective of the study was to determine the effect of training and development on employees' performance. The study used mixed approach and applied both primary and secondary data sources. The primary data collected from BOPSHRD through self-administered questionnaire for 156 selected experts and middle level managers through simple random sampling technique and semi- structured interview question exploited for human resource process owner and training coordinator through interview. The collected data were analyzed using statistical tools (SPSS-Version 23). Both descriptive and inferential statistics were used for the data analysis. The findings showed that training and development were positively correlated and claimed statistically significant relationship with employees' performance. The study concluded that training and development have positive effect on employees' performance. The findings of the study also indicated that there was no sounding and effective training and development practices in the area of the study, consequently the result disclosed the given training and development processes have been unsystematic. Therefore, the researcher recommended that the top Management and other training coordinators should apply systematic and authentic training and development practices. All in all, the study recommended that training and development have to be strategic and systematic in order to achieve bureau's desires and objectives.

Keywords. Training, Employees' Performance, Training and Development, Training Need Assessment, Training Delivery, Training Evaluation, and Training Design

Background of the study

After vivid and time taking recruitment and selection process, the required number and types of employees will be selected. The next and important step for every manager is socializing the selected employees and exposing them to vast training and development activities.

In this contemporary period, every organization's top priority is to manage the human resources. Employees are the most precious asset for any company as they can build up or destroy the company and they can affect profitability (Elnaga& Imran, 2013). Human resources

are the most valuable assets of any organization. Machines, materials and even the money can do nothing without manpower. Thus, training is a systematic development of the knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Abiodun, 1999). Elnaga and Imran (2013) further argue that in order to prepare their employees to do their job as desired, organizations provide training so as to optimize their employees' potential.

Similarly, Adeniyi (1995) stated that staff training and development is a work activity that can make a very significant contribution to the overall effectiveness and profitability of an organization. Therefore, training can be taken place in a number of ways; either within the organization or outside the organization. However, systematic approach should be utilized in the training delivery process of any organization to improve or develop the job related performances such as knowledge, skills and attitudes of the employees. 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.

Moreover, in training and development activities, the ability to recognize the systems and subsystems of an organization is an important element. Training and Development exists to promote individual and organizational excellence by providing opportunities to develop workplace skills. The design and implementation of effective training interventions cannot be accomplished without identifying the various processes operating within the system (Laird, 2003). Thus, training is the fundamental area of human resource, which is referred to as a course of diet and exercise for developing the employees' affective, cognitive and psychomotor skills that assist the organizations to have a crucial method of developing the employee towards enhancing his productivity (Ezeani & Oladele, 2013).

According to Ampomah (2015), training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfillment of their employees through a variety of educational methods and programs. In the modern workplace, these efforts have taken on a broad range of applications from instruction in highly specific job skills to long-term professional development.

Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of civil servants and achieves thereby better performance for their organization (Federal Negarit Gazeta, No.515/2007). Consequently every government office is required to develop the capacity and potential of all its employees irrespective of their status through training and development by identifying training and development needs of the employees and preparing the necessary plan and budget for training and development programs.

The Bureau of Public Service and Human Resource Development (BOPSHRD) is one of the one of public service providing organizations in Sidama National Regional State. When the proclamation states the definition of powers and duties of the executive organ of Sidama National Regional State, the duties and responsibilities of the Bureau was also stated. Accordingly, the training and development interventions and their outcomes such as employees' performance, service delivery, good governance, reform implementation and overall organizational performance were emphasized on the proclamation. Moreover, the proclamation promotes conducting research in human resource development areas. Therefore, the objective of study was to investigate the actual training practice of the organization effect to improving the performances of employees. Moreover, the study was focused on the effect of training on employees' performance in the stated organization. The study will inform the management of Bureau of Public Service and Human Resource Development to increase

employees' performance, there is a need to have and retain well trained and motivated employees in the organization.

In this paper, the researcher has made fabulous attempts to study the effect of training and development on employees' performance at the bureau of Public Service and Human Resource Development of Sidama National Regional State.

Methodology

Research Design and Approach

The research employed mixed approach. This study utilized cross-sectional survey in which all relevant data were collected at a single in time.

Data types and sources

1) Primary Data Source

Primary data was collected using well-structured questionnaire containing questions regarding training and development, and employees' performance at the organization.

The questionnaire was used to allow the response of the respondents in a standard and direct way, unbiased approach and objective oriented questionnaire was as a preferable data-gathering tool for this research. Moreover, interview was also used to gather information from managerial respondents

2) Secondary Data Sources

The secondary source included all relevant available data that had been prepared, collected, and analyzed by other relevant researches, journals, textbooks, reports and other source documents related to this study.

Instrument design

3) Questionnaire

To construct the questionnaire, main areas of indicators were developed to measure the relationship between training and development with employee performance based on the research needs and objectives. The variables were measured using Likert scale with five response categories, (strongly disagrees, disagree, neutral, agree, and strongly agree). Permission was taken from the Bureau of Public Service and Human Resource Development. After getting permission, the questionnaire was distributed to the respondents.

Interview

One-to-one interview with selected respondents had been conducted with managerial individuals. The purpose of interview was to triangulate and strengthen the information obtained through the questionnaire.

Sample design

4) Target Population

The preliminary survey undertaken by the researcher, before the distribution of the questionnaire, indicated that there were 256 employees in the bureau under study. The target population was applied in each of individuals working in different directorates of the Bureau of Public Service and Human Resource Development. The researcher drawn the sample from this total population.

5) Sample size

In this study, the sample size was determined using Yamane’s Statistical Formula, and illustrated as follows:

Where n = sample size

N = population of the study

e = % level of significance or margin of tolerable error.

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

The researcher considered 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 156 employees.

$$n = \frac{256}{1 + 256(0.05^2)}$$

N=156

Sampling Technique

The sample of the total population was stratified on the basis of each directorate. Hence, the sample size representing the number of staff who received questionnaires divided into stratum.

$$n_x = \frac{n(P)}{N}$$

Where n_x 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

Table: Stratum representation of the sample size

No	Name directorates	P	n	N	$n_x = \frac{n(p)}{N}$	n_x
1	Public Service Transformation directorate	10	156	256	$n_x = \frac{156(10)}{256}$	6
2	Administrative Tribunal	12	156	256	$n_x = \frac{156(12)}{256}$	7
3	Regulatory and compliant handling directorate	5	156	256	$n_x = \frac{156(5)}{256}$	3
4	Communication and International Relation directorate	12	156	256	$n_x = \frac{156(12)}{256}$	7

5	Internal audit directorate	8	156	256	$n_x = \frac{156(8)}{256}$	5
6	Youth and Women affairs directorate	8	156	256	$n_x = \frac{156(8)}{256}$	5
7	Legal affairs directorate	8	156	256	$n_x = \frac{156(8)}{256}$	5
8	Institutional plan & Resource Coordination Directorate.	33	156	256	$n_x = \frac{156(33)}{256}$	20
9	Finance & Procurement Directorate	16	156	256	$n_x = \frac{156(16)}{256}$	10
10	HRM Directorate	10	156	256	$n_x = \frac{156(10)}{256}$	6
11	Property and General Service directorate	10	156	256	$n_x = \frac{156(10)}{256}$	6
12	Public Service Reform Implementation Management Directorate	24	156	256	$n_x = \frac{156(24)}{256}$	15
13	Program Coordination Directorate	13	156	256	$n_x = \frac{156(13)}{256}$	8
14	Inspection Directorate	17	156	256	$n_x = \frac{156(17)}{256}$	10
15	HRM Study Directorate	30	156	256	$n_x = \frac{156(30)}{256}$	18
16	HRM Information & ICT directorate	40	156	256	$n_x = \frac{156(40)}{256}$	24
	Total	256	2496	4096	$n_x = \frac{256(2496)}{4096}$	156

Source: Bureau of Public Service and Human Resource Development, 2012 E.C)

Method of Data Analysis

The data collected was analyzed using Statistical Package for Social Sciences (SPSS) version 21.0, and the researcher generated descriptive statistics such as frequencies and percentages and mean and standard deviation. Furthermore, analysis was also made using inferential statistics like Pearson's correlation and simple linear regression.

The Correlation analysis was employed to conduct analysis of the association between the two variables; training and development and employees' performance. The regression analysis was used to establish the effect of training and development related to Employees' Performance. The data was collected through interviews to supplement and strengthen the information obtained from questionnaire and open ended questionnaires were analyzed qualitatively and logically interpreted by the researcher in a way to answer the statement of the problem.

Pilot Test

A pilot test was made to test and check the reliability of the items of the questionnaire and to make the necessary correction. In measuring reliability of data, the main criterion should be dependability or truth worthiness of the data. Construct internal consistency was checked through computing Cronbach's Coefficient alpha (Zikmund, Babin, Carr & Griffin (2009). Accordingly, the reviewed questionnaire was pre-tested using Cronbach's alpha reliability measurement scales on a sample of 19 randomly selected experts and managers, and the result was at Alpha value of 0.961. Cronbach alpha resulted 0.961 for a number of items 34, indicated that the survey instrument is reliable instrument. Based on the response of the pilot test, the researcher also made consultation with experienced individuals to the validity and the researcher corrected and adjusted the mistakes which were suggested by individuals.

Validity and Reliability analysis

According to common knowledge research principles, an instrument is valid if it measures what it is intended to measure and accurately achieves the purpose for which it was designed. To ensure validity of the instrument, face, and content validity the questionnaire was given to professionals for judgment, appropriateness and over all evaluations. Reliability, on the other hand relates to the consistency of collected information. Cronbach's alpha is a coefficient of reliability. It was first named by Lee Cronbach in 1951, as he had intended to continue with further coefficients. The measures can be viewed as an extension of the Kuder-Richardson Formula SPSS.21. Accordingly, reliability analysis was run to check the reliability of the instrument employed in this research, and the result is presented as follows:

Cronbach's alpha, coefficient of reliability

Cronbach's Alpha	N of Items
.969	34

Source (survey data, 2020)

As shown in the above table, the reliability score for the data collection instrument for all 34 items is .969. In this regard, as noted by Zikmund, et al. (2009), scales with a coefficient alpha greater than .80 are considered to have a very good reliability. Therefore, based on the above test results, this instrument scored acceptable Cronbach's alpha and the instrument is found reliable.

Table: Cronbach's alpha, coefficient of reliability

No	Variables	Item number	Cronbach's alpha
1	Training need assessment	4	0.865
2	Training and development design	4	0.817
3	Effectiveness of training design	4	0.830
4	Factors effecting T and D delivery	3	0.785
5	Challenges of implementing T and D	5	0.904
6	Training design evaluation	6	0.926

7	Employees' performance	7	0.901
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Source: - (survey data, 2020)

As shown in the above table (table 3.3), the reliability score for the individual subscales (Training and development subscales and employees' performance) ranges between .785 and .926. In this regard, as noted by Zikmund, et al. (2009), noted, scales with a coefficient alpha greater than .70 were considered to have a good reliability. Therefore, based on the above test results, both individual subscales of the instrument scored acceptable Cronbach's alpha and the scales are found reliable.

Demographic characteristics of the respondents

The following table summarized the demographic characteristics of respondents:

No	Items	N= 150	Frequency	Percent %
1	Gender group of the respondents	Female	72	48.0%
		Male	78	52.0%
2	Age of the respondents.	18-25	9	6.0%
		26-33	53	35.3%
		34-41	37	24.7%
		42-49	32	21.3%
		above 50	19	12.7%
3	Academic qualification of the respondents.	Grade 4-12	3	2.0%
		level 3-5	4	2.7%
		College diploma	32	21.3%
		BA degree	90	60.0%
4	Work experience of the respondents at the organization.	1-5 years	23	15.3%
		6-10 years	57	38.0%
		11-15 years	16	10.7%
		above 16 years	54	36.0%
5	Position of the respondents.	Managerial	15	10.0%
		None managerial	135	90.0%

Source: (Survey data, 2020)

The researcher needed to know the general gender distribution of the respondents to categorize the employees. As indicated from the above table, number 1 represents gender group of respondents. Accordingly 78(52 %) of the respondents male and the remaining 72(48 %) were female. The data shows that the representation of female respondents was found to be less when compared to male respondents.

And again, number 2 elucidates the age group of respondents. Based on this, respondents age composition in the range of 18-25 years are 9 (6%), respondents in the range of 26-33 years are 55(36.7%), in the range of 34-41 years 34 (22.7%), in the range 42- 49 years are 33 (22. %)

and the age of above 50 years are 19(12.7%). This elaborates that the majority of the groups are within the age range of 26-33 and 34-41 years which is more than half of the age group of others.

In table again, number 3 elaborates the educational level of respondents from those completing high school to masters' degree and above. 90 (60%) of the respondents are BA degree, 33(22.0%) of the respondents are college diploma holders, 20(13.3%) Master's degree and above, 4 (2.7.%) of the respondents had Level 3-5 or certificate, 3(2.0%) of the respondents are 4-12 grade complete. This shows that from respondents of in the Ministry of Public Service and Human Resource Development employees from the sample respondents are BA degree holder.

In table above again, number 4 is explaining about the work experience of respondents. It can be seen that respondents served for 1-5 years were 23(13.3%), 6- 10 years were 57(38.0%), 11-15 years were 16 (10.7%), and above 16 years were 54(36%). Therefore, the majority of respondents serving for 6-10 years were 57(38%) and above 16 years were 54(36%) respectively. Hence, the majority of the work experience above 6 years were 127(84%) of the respondents from the sample. This means the organization has, a blend of experienced and young professionals who require constant refreshment training to update their skill and perform on the job.

In the table above again, number 5 depicts managerial positions and 15 (10%) of the respondents have the status of managing whereas the majority of the respondents which are 135(90%) of them are experts or non-managerial workers.

The Frequency distribution of training need assessment

No.	Item	N=150	Frequency	Percent %	Mean	SD.
1	Training need assessments are conducted properly	SDA	14	9.3%	3.2	1.24
		DA	41	27.3%		
		N	16	10.7%		
		A	59	39.3%		
		SA	20	13.3%		
2	The selection for training is based on proper need assessment	SDA	19	12.7%	2.83	1.16
		DA	50	33.3%		
		N	26	17.3%		
		A	47	31.3%		
		SA	8	5.3%		
3	The organization assesses the trainees' knowledge before selecting the training program.	SDA	27	18.0%	2.69	1.22
		DA	50	33.3%		
		N	26	17.3%		
		A	37	24.7%		
		SA	10	6.7%		
4	Employees attend the trainings that fit the departments' needs with the alignment of the organization objective	SDA	17	11.3%	3.04	1.18
		DA	37	24.7%		
		N	32	21.3%		
		A	51	34.0%		
		SA	13	8.7%		

Overall TNA score	2.94	1.01
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Source :(Survey data, 2020)

From the above table, the following can be understood. Number 1 for the statement ‘training need assessments are conducted properly’ the reaction was different as 14(9.3%) of the respondents chose strongly disagree, 41(27.3%) of the respondents chose disagree, 16(10.7%) of the respondents chose neutral, 59(39.3%) of the respondents answered agree and 20 (13.3%) of the respondents believed strongly agree. The majority as that of 79(52.6%) of the respondents believed that training need assessments are conducted properly to identify employees’ training need. The interview result has also dictated that need assessments are conducted once a year from each department.

Number 2 elucidates the selection for training is based on proper need assessment. For which 19(12.7%) of the respondents reacted strongly disagree, 50(33.3%) of the respondents chose disagree, 26(17.3%) respondents chose neutral, 47(31.3%) of the respondents appreciated agree, and 8(5.3%) of the respondents strongly agree. Therefore, it can be understood that 69(46%) of the respondents disagree. Accordingly, the selection of trainings in the organization is not based on the training need assessment. The interview result has also confirmed the same result that training is not based on need assessment.

Number 3 glorifies organization’s capability in assessing the trainees’ knowledge and skill before selecting the training program. According to the data collected, 27(18%) of respondents reacted strongly disagree, 50(33.3%) respondents reacted disagree, 26(17.3%) of the respondents remained neutral, 37(24.7%) of the respondents chose agree and 10 (6.7%) of the respondents selected strongly agree. Based on the result, 77(51.3%), the majority, of the respondents disagreed. This openly explains that organization did not assess the skill gap of the employees during the assessment of the training need .In addition to this; the interview result also exposed similar reactions except in the department of training.

Number 4 explains about employees’ involvement in attending the training that fit the departments’ needs with the alignment of the organization objective. From this, 17(11.3%) of the respondents answered strongly disagree, 37(24.7%) of the respondents chose disagree, 32(21.3%) of the respondents chose neutral, 51(34%) of the respondents answered agree, and 13(8.7%) of the respondents chose strongly agree. Therefore, the response rate shows that the majority of the respondents 54 (36%) believed that the employees attended the trainings which did not fit the need of the departments and the one lacking alignment with that of the organization’s objectives, and the remaining 51(34%) of the respondents preferred to be neutral in this regard.

Additionally, the point elucidated was that the overall training needs assessment practice, the mean and standard deviation of 2.94 and 1.01 respectively. When we look at each item, the highest score of need assessment was conducted properly with Mean= 3.2 and SD. =1.24, followed by the employees attend the trainings that fit the departments need with the alignment of organizations objective ‘with the (mean=3.04 and SD= 1.18), ‘The selection for training based on proper need assessment’ with mean= 2.83 and SD = 1.16. Finally ‘the organization assesses the trainee’s knowledge before selecting training program’ with the mean = 2.69 and SD =1.22, respectively.

Based on the result, it can be observed that training need assessments were not fully implemented in the Bureau because the mean of the overall training need assessment is 2.94 and SD=1.01. Based on the researcher’s interview, the result of researcher interview to the

HRM director, most of the trainings given by the organization were massive and the training was not aligned with need of the departments with the objective of the organization.

Training and Development Design

The assessment of the training and development program design

No	Items	N= 150	Frequency	Percent %	Mean	SD
5	Training programs are designed based on need assessments	SDA	15	10.0%	2.91	1.14
		DA	53	35.3%		
		N	20	13.3%		
		A	55	36.7%		
		SA	7	4.7%		
6	The objectives of trainings were coherent with the employees trainings need.	SDA	13	8.7%	2.79	1.05
		DA	54	36.0%		
		N	41	27.3%		
		A	35	23.3%		
		SA	7	4.7%		
7	Training programs are designed at the level of abilities and educational back ground of employees.	SDA	22	14.7%	2.70	1.12
		DA	50	33.3%		
		N	35	23.3%		
		A	37	24.7%		
		SA	6	4.0%		
8	There is an opportunity for training and development	SDA	27	18.0%	2.55	1.13
		DA	57	38.0%		
		N	29	19.3%		
		A	31	20.7%		
		SA	6	4.0%		
Overall Training and development design score					2.74	.89

Source:- (Survey data,2020)

According to Kulkarni (2013) Employees Training and Development Programs are designed to meet specific objectives which have contribution to both employees and organizational effectiveness. These include reviewing organizational objectives, evaluating the organization's current management resources, determining individual needs, designing and implementing development programs and evaluating the effectiveness of these programs and measuring the impact of training on the participants' quality of work life. Training must be designed to address the assessed needs. Effective training design considers learning concepts, legal issues, and different approaches to training (Dahiya&Jha, 2011).

In table above, number 5 explains about training programs are designed based on need assessments. The reaction of respondents indicates that 15(10%) of the respondents chose strongly disagree, 53(35.3%) of the respondents answered disagree, 20(13.3%) of the respondents asserted neutral, 55(36.7%) of the respondents answered agree, and 7(4.7%) of the respondents said strongly agree. As the response rate, majority that are 68(45.3%) of the respondents chose disagree. In addition to this, the responses obtained from interview also supported by the opinion of human resource director. (BOPSHRD) provides short-term

orientation training to create awareness on general issues and the trainings may not be based on specific need assessments.

In table above again, number 6 for the statement ‘the objectives of trainings were coherent with the employees trainings need’, 13(8.7%) of the respondents chose strongly disagree, 54(36%) the respondents answered disagree, 41(27.3%) of the respondents chose neutral, 35(23.3%) of the respondents believed agree and 7(4.7%) of the respondents chose strongly agree. According to the response rate that shows 67(44.7%) of the respondents disagree and 41(27.3%) of the respondents neutral about the objective of trainings coherent with the employees training needs. This implied that the objective of the training set by the organization is not coherent with the need of the employees.

Number 7 in the above table for the statement ‘Training programs are designed at the level of abilities and educational background of employees’, 22(14.7%) of the respondents chose strongly disagree, 50(33.3%) of the respondents chose disagree, 35(23.3%) of the respondents chose neutral, 37(24.7%) of the respondents chose agree, and 6(4%) of the respondents answered strongly agree. According to the response rate that shows from the response the majority 72 (48%) of the respondents chose disagree. This implied that the design of training programs was not based on the ability and educational level of the employees.

In table above, number 8 for the statement ‘There is an opportunity for training and development,’ 27(18%) of the respondents chose strongly disagree, 57(38%) of the respondents chose disagree, 29(19.3%) of the respondent chose neutral, 31(20.7%) of the respondents chose agree, and 6(4%) of the respondents chose strongly agree. Therefore, the majority of 84(56%) of the respondents chose in the position of disagree. Hence, BOPSHRD does not have adequate training opportunities for employees, In addition to the information gathered through questionnaire from employees; interview was conducted with HRM Director and training coordinator. They also agreed with employees’ view assuring that there was limited training opportunity for staff in the Bureau.

Moreover, the table above illustrated that Overall Training and development design score the mean and standard deviation of 2.74 and 0.89, respectively. When we look in each item, the highest score of ‘Training programs are designed based on need assessments’ with Mean= 2.91 and SD. =1.14, followed by ‘The objectives of trainings were coherent with the employees trainings need’ with the (mean=2.79 and SD= 1.05), ‘Training programs are designed at the level of abilities and educational background of employees’ with mean= 2.70 and SD = 1.12. Finally ‘There is an opportunity for training and development with the mean = 2.55 and SD =1.13 respectively. Based on the result it is observed training and development design are not fully implemented in the Ministry. Hence, BOPSHRD does not have adequate training opportunities for employees, In addition to the information gathered through questionnaire from employees; interview was conducted with HRM Director and training coordinator. They also agree with employees’ view there was limited training opportunity for staff in the Ministry. In general training and development design is not fully implemented.

6) Effectiveness of training and development program implementation Table: Effectiveness of training and development program implementation

	Item	N= 150	Frequency	Percent %	Mean	SD
	The training I have taken is relevant to my job.	SDA	9	6.0%		
		DA	40	26.7%		

9		N	27	18.0%	3.17	1.08
		A	65	43.3%		
		SA	9	6.0%		
10	The method of training used by the organization is relevant to the training objectives.	SDA	12	8.0%	3.05	1.05
		DA	38	25.3%		
		N	35	23.3%		
		A	61	40.7%		
		SA	4	2.7%		
11	There are defined criteria for training and development at the organization.	SDA	16	10.7%	2.78	1.02
		DA	45	30.0%		
		N	50	33.3%		
		A	34	22.7%		
		SA	5	3.3%		
12	Trainings organized by the Ministry are improving employees' performance.	SDA	13	8.7%	3.11	1.10
		DA	35	23.3%		
		N	34	22.7%		
		A	59	39.3%		
		SA	9	6.0%		
	Overall effectiveness of Training and development score				3.03	.87

Source :- (survey data, 2020)

According to Elnaga and Imran (2013) concluded that training program is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of organizations specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance. The research affirmed the proposition that training has a positive impact on employee performance.

From the above table, number 9 for the statement 'The training I have taken is relevant to my job', 9(6%) of the respondents chose strongly disagree, 40(26.7%) of the respondents answered disagree, 27(18%) of the respondents chose neutral, 65(43.3%) of the respondents chose agree and 9(6%) of the respondents chose strongly disagree. According to the respondents response 74(49.3%) respondents chose agree. Therefore, most of the respondents were agreed and as the interview result shows that some training offered based on the relevancy of the job but not enough. Therefore, there are skill gaps to be considered to compare their relevancy.

In the table, number 10 for the statement 'The method of training used by the organization is relevant to the training objectives,' 12(8%) of the respondents chose strongly disagree, 38(25.3%) of the respondent chose disagree, 35(23.3%) of the respondents chose neutral, 61(40.7%) of the respondents chose agree and 4(2.7%) of the respondents chose strongly agree. According to the rate of the response 65(43.3%) of the respondents confirmed agree. This implied that there are also a skill gaps to consider the relevancy of the method of training with the objective of training.

In the table number 11 for the statement 'there are defined criteria for training and development at the organization', 16(10.7%) of the respondents confirmed strongly disagree, 45(30%) of the respondents answered disagree, 50(33.3) of the respondents chose neutral, 34(22.7%) of the respondents chose agree, and 5(3,3%) of the respondents said strongly

agree. According to the respondents response rate, 61(40.7%) of the respondents chose disagree and 50(33.3%) of the respondents chose neutral. Therefore, this indicates that there were not defined criteria for training and development in the organization and as the interview result support to the above response rate, the researcher asked about the policy of training and development as the human resource director there is not any clear training and development policy to govern how to administer during and after training.

In the table, number 12 for the statement 'trainings organized by the Ministry are improving employees' performance,' 13(8.7%) respondents said strongly disagree, 35(23.3%) of the respondents chose disagree, 34(22.7%) of the respondents confirmed neutral, 59(39.3%) of the respondents chose agree and 9(6%) of the respondents chose strongly agree. According to the respondents response rate 68(45.3%) of the respondents chose agree and 34(22.7%) of the respondents confirmed neutral.

Moreover, the table illustrated that Overall effectiveness of Training and development design score the mean and standard deviation of 3.03 and 0.87 respectively. When we look in each item, the highest score of 'The training I have taken is relevant to my job' with Mean= 3.17 and SD. =1.08, followed by 'Trainings organized by the Ministry are improving employees' performance' with the (mean=3.11 and SD= 1.10), 'The method of training used by the organization is relevant to the training objectives.' with mean= 3.05 and SD = 1.05. There are defined criteria for training and development at the organization with the mean = 2.78 and SD =1.02.

Therefore, this indicates that there were not defined criteria for training and development in the organization and as the interview result support to the above response rate, the researcher asked about the policy of training and development as the human resource director there is not any clear training and development policy to govern how to administer during and after training specifically.

The interview result shows that the training organized by the Bureau was not improved the employees' performance, according to the response of the respondents and the interview results from human resource director there is gap in this regard.

Correlation analysis

The study was set to determine the relationship between employees training and development on their performance at the Bureau of Public Service and Human Resource Development. Pearson correlation was used to associate the independent variables (training design and training delivery) and dependent variable (employees' performance). A correlation coefficient expresses quantitatively the magnitude and direction of the linear relationship between variables, Pearson correlation coefficient reveal magnitude and direction of (either positive or negative) and the intensity of the relationship (-1 to +1). In this section, a correlation analysis was done to establish whether relationship do exist between variables as it was conceptualized in the framework. The result would ~~and~~ the researcher used to determine the regression on the dependent variable. The researcher used one of the most commonly used types of correlation coefficient which is Pearson correlation coefficient methods because of the statistical accuracy that usually results from this method. 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

The relationship between Training and development, and Employees performance
The correlation analysis of overall training and development and over allemployees' performance

Correlations			
		Overall Employee Performance	Overall Training and Development
Overall Employee Performance	Pearson Correlation	1	.679**
	Sig. (2-tailed)		.000
	N		150
Overall Training and Development	Pearson Correlation		1
	Sig. (2-tailed)		
	N	150	150
**. Correlation is significant at the 0.01 level (2-tailed).			

Source: - (Survey data, 2020)

Over all training and developments was positively and highly correlated with over all employees performance ($r = 0.679$, $p < 0.001$). Accordingly, the result revealed that the relationship of training and development and employees' performance is significant and strong since p value is < 0.001 . 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.

Regression analysis

Regression is a measure of association between two quantitative variables. The following table below shows the regression analysis of the effect of training on employees' performance.

The beta value is a measure of how strongly predictor variable influences the criterion variable. So that the beta value of this study as indicated in table 15 below is 0.679 which indicates that a change of one standard deviation in the predictor variable that is training resulted in a change of 67.9% 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. Moreover, when you have only one predictor variable in your model, then beta is equivalent to the correlation coefficient between the predictor and the criterion variable.

Table 4.10 Analysis model summary of R and R²

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.679 ^a	.461	.458	.63228
a. Pre Predictors: (Constant), Overall Training and Development				

Source:- (Survey data, 2020)

From the above model summary table, it can be seen that R is 0,679 and R square is 0.458, this indicates that 45.8% of the variance is employees performance (dependent variable) can be explained by overall training and developments (independent variable), the remaining 54.2% of the variance is explained by other variables that are not included in the study.

Table: (ANOVA) T and D to as predictor to EP

ANOVA^a						
Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	50.658	1	50.658	126.714	.000 ^b
	Residual	59.168	148	.400		
	Total	109.826	149			
a. Dependent Variable: Overall Employee Performance						
predictors: (Constant), Overall Training and Development						

Source: -(Survey data, 2020)

The F- test result in the ANOVA table 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 126.714 with a significance of less than 0.05, this means, the probability of those results occurs by chance is < 0.001. Therefore, significant amount of employees performance is influenced by the Bureau'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 , $F(1,148)=126.714, P<0.05, R^2 = 46.1\%$ (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, $P<0.001$. This implies that, the Bureau's effort to develop its manpower and intervention of training and development practices, affect employees performance significantly. This result is also in line with the study finding of Kum, Cowden & Karodia (2014) and Elnaga and Imran (2013), who found that employees' performance is predicted by training and development, rendered by organizations.

7) **Table : (Coefficient) training and development as predictor to EP**

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	T	Sign
		B	Std. Error	Beta		
1	(Constant)	1.371	.184		7.467	.000
	Overall Tand D	.700	.062	.679	11.257	.000

a. Dependent Variable: Overall Employee Performance

Source:- (Survey data, 2020)

Based on the above coefficient table, Beta value 0.679 indicated that there is a positive relationship exists between overall training and development and over all employees' performance. Employees' performance which is statically significant at 99% confidence level .Moreover ,the B- value 0,700 in the un standardized coefficient column represent that for every one unit increase T and D practice ,we expect 0.700 unit increase in employees' performance.

The regression equation, in this condition, will be;-
Simple regression equation

$$EP = \beta + \beta_1 T + D + e \quad , EP = 1.371 + 0.7TD + 0.062$$

Conclusion

The overall objective of the study was to determine the effect of training and development on employees' performance at the Bureau of Public Service and Human Resource Development of Sidama National Regional State. 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 used explanatory research design by explaining, understanding and predicting the relationship between variables. The study also adopted mixed approach and used both primary and secondary data sources. This study utilized cross-sectional survey in which all relevant data were collected at a single in time. The primary data collected from BOPSHRD through self-administered questionnaire for 156 selected experts and middle level managers through stratified simple random sampling technique and semi- structured interview question employed for human resource director and training coordinator through interview.

- The findings of this study found supporting the large number of reviewed research papers and the respondents' response show that systematic and proper need identification of training and skill deficit of the employees were not implemented and practiced

fully. Thus, the TNA were not fully implemented at the Bureau.

➤ It is also noted that training and development design was not fully implemented in the Bureau. Hence, BOPSHRD did not have adequate training opportunities for employees, based on the information gathered through questionnaire from employees; interview with HRM Director and training coordinator. They also agreed with employees' view there was limited training opportunity for staff in the Ministry. In general, it can be concluded as training and development design is not fully implemented and it implies that training and development practice is not at intended level.

➤ Effective training is considered to be a key factor for improved performance; as it can enhance the level of employee and organization competency. It supports to fill the gap between what performance is required and what performance is happening, i.e. gap between desired performance and actual employee performance. To this end, it is found that the implementation of training and development programs were not supported with defined criteria, and there are no well-established rules, regulations and guidelines to measure effectiveness of programs; thus, there is almost no experience in measuring the effectiveness of training and development programs in the ministry. This result is supported with the information obtained from interview.

➤ Training program is stimulant that workers require to improve their performance and capabilities, which consequently increase. Therefore, training should be designed on the basis of organization specific needs and objectives. Effective training is the thoughtful intervention designed at attaining the learning necessary for upgraded employee performance.

Abbreviations

BOPSHRD, Bureau of Public Service and Human Resource Development; EP, Employees' Performance; HRD, Human Resource Development; HRTDP, Human Resource Training and Development Policy; T&D, Training and Development; TNA, Training Need Assessment

Data Sharing Statement

Data is not available for online access, however readers who wish to gain access to the data can write to the author Wosenyeleh Semeon Bagajjo at wos1975@gmail.com.

Ethical consideration

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Although this research incorporated analysis and review of scholarly literature, such as books and journal articles, every respondent involved in the study was entitled to the right of privacy and dignity of treatment, and no personal harm was caused to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged.

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