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

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Keywords: *training impact, employee productivity, performance.*

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Abstract- This study was intended to look into, impact of on the job training on employee's performance in Wellega University of academic staffs. The sample selected for the study was one hundred two (102), from the total population of eight hundred ninety seven academic staffs on duty in 2010/18 academic year (897) of which (130) male and sixty seven (67) female in 2018/10 academic year. This study has revealed that trained employees are more willing to continue working in the same organization after being trained than those who are not yet trained. One big result is that there is no feedback obtained after training session, training given at wollega university were not by professional trainers and hence, respondents shown their degree of reservation on knowledge and experience of trainers. Once an employee is trained, he gains opportunity to enhance his performance, his current job has direct impact on achieving the organizational objectives, his job performance outcomes are consistent with the goals of the organization and his good performance on his job gives him/her formal appreciation by the higher ups. The implications of the distinctive effect of employee training and other human resource practices on job performance measures and employee's career path were found remarkable. Generally, the findings of this study were found reliable with the studies conducted by other researchers on the contribution of human resource practices related to the job performance and employee's career.

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Chapter One

I. Introduction

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

a) Back ground of the study

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

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

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

b) Statement of Purpose

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

Since its establishment (inception) the institution has been organizing several capacities building programs in which many employees of the institution has been participated and improved their performances. And the institution will continue providing several

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capacity building trainings for the betterment of the institution throughout its life.

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

c) Research Question

This study aims to get answer for the following research questions

1. Were the objectives of the trainings relevant to the employees and the university as a whole?
2. Were the deliveries of the trainings efficient?
3. Were the training facilities adequate?
4. What is the impact of the training on the employees' performance?
5. What are the challenges faced during the training?

d) Research Objective

i. *General Objective*

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

ii. *Specific Objectives*

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

e) Significances of the study

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

f) Scope of the Study

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

Chapter Two

II. Literature Review

a) Introduction

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

b) Concepts and Definitions

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

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

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

i. *Meaning of training*

DeCenzo & Robbins (2000), explain training as a "learning experience, in that, it seeks a relatively permanent change in an individual that will improve his ability to perform on the job". This mean training must be designed in such a way that, it will involve the either the changing or enhancing of skills, knowledge, attitudes, and social behavior. This change or enhancement of skills, knowledge, attitudes, and social behavior could involve what the employee knows, how he works, his relations and interactions with co-workers and supervisors.

Finally, Ivancevich (2010), says "training is an attempt to improve current or future performance of an employee and it is important for both new and current employees" He quotes Clifton & Fink (2005), as follows:

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"*Training is a systematic process of altering the behavior of employees in a direction that will achieve organization goals. Training is related to present job skills and abilities. It has a current orientation and helps employees' master specific skills and abilities".*

ii. *Employees' Performance*

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

According to Khan et al (2011), on job training is positively related with organizational performance as measured by empirical data. According to Iftikhar Ehmad and Siraj-Ud-Din (2009) in health industry training and development has a role like a back bone. It enhances the performance of an employee. Thomas j. Watson (founder of IBM) said about the human resource: "you can get capital and erect buildings, but it takes people to build a business".

Organizational goals without human resource cannot be achieved; most of the jobs have such type of orientation which cannot be performed without human capital. According to Flynn and al., (1995) on the job training reduces cost and saves time. You can give training in your organization for assigning the duties of senior employee, juniors are attached with seniors for some time and they learn and train there.

According to Ohabunawa (1999) those organizations that train their employees well, managers and superiors have the confidence to get the authority and to deal with their subordinates. Abiodun (1999) said that, through training employees can get knowledge, skills, and attitudes which are the requirement of employees to perform their task adequately. Stephen & Bowley's (2007) study shows the link between employee productivity and training which further leads to employee performance.

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

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

iii. *Employee's Training*

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

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

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

In general, a company will weigh the costs and returns to training to determine the amount of investment it will incur (Kaufman & Hotchkiss, 2006). In addition to the direct and indirect costs described above, turnover plays a significant role in the amount of training investment companies will assume. The greater the chance of employee turnover, the less likely a company will invest in it. A company loses all of its investment should an employee terminate the relationship upon completion of training. As a result, employers have very important decisions to make in regards to the level of investment they are willing make in training. Training duration, specificity, relevance, payment options, and training location are all things that

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employers must consider while developing a training program. Krueger and Rouse (1998) examined the effect that training and workplace education programs can have on various organizations.

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

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

Training and Organization Performance

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

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

Training and Employee's Performance

According to Brum (2007) training is probably the hardiest strategy to improve employee's determination towards the organization's performance. Khanfar (2011) views substantiates Brum's (2007) claim regarding employee performance that is provided by training. Akhtar et al. (2011) discovered that training has an optimistic association between motivations along with job engagement involving personnel doing work in organizations.

Muzaffar et, al,. (2012) indicates that, to increase the employee's performance, it is crucial to inspire the employees by means of satisfying the space in between skills necessary and the owned or operated by means of staff through delivering applicable training. Farooq and Khan (2011) concluded that the role of the valuable training is to improve the quality of task process that brings improvement in the performance of employees.

Chapter Three

III. Methodology an Introduction

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

a) Research Design and Approach

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

b) Population

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

c) Sampling Techniques

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

In determining the sample size from total population (Naresh, 2007) will be used and the researcher believes and select the sixth stage because

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the total population is about 1089 in 2010 academic year.

Table 3.1: Sample Determinations

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

Source: (Naresh, 2007)

d) Sample Size Determination

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

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

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

e) Sources of Data

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

f) Instruments

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

g) Methods' of Data Analysis and Presentation

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

Chapter Four

IV. Anaysis and Presentation

a) Introduction

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

b) Demographic information

This part commences with the analysis of the demographic data gathered from the respondents using frequencies and percentages. Accordingly, the general

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respondents" characteristics including: sex, age, educational level and work experience are presented in Figure 4.1.1 below. For this study, a total of 102 questionnaires were distributed to the employees currently working in wollega university Nekemte Branch to assess impact of on the job training on employee's performance. All distributed questionnaires were not filled up and returned because of different reasons and response rate is 91.9%.

Table 4.1.1: Respondents Demographic information

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

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

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

From the table 4.1.1 above, it is possible to deduce the following facts. The overwhelming majority of the respondents were 62 (66.7%) males and the rest 31 (33.3%) were females. This implies that the majority of academic staff was male employees and females' participation was low relative to male.

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

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

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

Many organizations spend much money on training, believing that training will improve their employees" performance and productivity. Recruiting, selecting, orienting and then placing employees in jobs do not ensure success. In most cases, there may be the gap between employees knowledge and skill and what the job demands. The gap must be filled through training and development programs. Hence, personnel training and development is one of the major ways that work organizations attempt to maintain the competency levels of their HRD and increase their adaptability to changing organizational demands. With regard to the respondents" reaction with the practice of Training and Development the following statements were given to indicate their degree of agreement in Table 4.2.1

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Table 4.2.1

No.	Objectives of the training	Scales	Frequency	Percentage
1	Relevance of training objective	SDA	9	9.7
		DA	2	2.2
		N	3	3.2
		A	49	52.7
		SA	30	32.3
2	Trainings were prepared with the inclusion of Contemporary issue	DA	8	8.6
		N	31	33.3
		A	44	47.3
		SA	10	10.8
3	Clear statement of training objective	SDA	9	9.7
		N	7	7.5
		A	44	47.3
		SA	33	35.5
4	Was the training objective practicality	DA	9	9.7
		N	7	7.5
		A	74	79.6
		SA	3	3.2
5	Training Objective was in line with vision of wu	DA	2	2.2
		N	5	5.4
		A	77	82.8
		SA	9	9.7

As shown in the above table 4.2.1, respondents were asked to show their degree of agreement or disagreement regarding the question of whether training objective was relevant to their actual work and vision of the university using the above liker scale questions, according majority of the respondents 47 (52.7%) replied agree with the concept that majority of trainer provided them clear objective. In contrary 9(9.7%) of respondents replied that they strongly disagree with the concept.

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

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

Table 4.3.

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Table 4.2.2

No.	Efficiency of the training	Measurement Scale	Frequency	Percentage
1	The way the trainer facilitate the trainings were attractive and exemplary	SDA	4	4.3
		DA	3	3.2
		N	11	11.8
		A	68	73.1
		SA	7	7.5
2	The trainings were conducted in freely participatory manner	SDA	4	4.3
		DA	5	5.4
		N	7	7.5
		A	70	75.3
		SA	7	7.5
3	There is some practical demonstration in the training	SDA	7	7.5
		DA	1	1.1
		N	13	14.0
		A	60	64.5
		SA	12	12.9
4	There was proper follow-up from the trainers as far as all the topic under discussion were concerned in the training	SDA	5	5.4
		DA	5	5.4
		N	38	40.9
		A	45	48.4
		SA	-	-
5	The trainers have valued the commonly settled rules in the training like the starting and closing time (Time management)	SDA	8	8.6
		DA	27	29.0
		N	9	9.7
		A	16	17.2
		SA	33	35.5
6	The trainers have detail knowledge of the training so that they have systematically and easily handled it	SDA	5	5.4
		DA	39	41.9
		N	9	9.7
		A	37	39.8
		SA	3	3.2
7	There were well organized training manuals distributed to that trainees	SDA	11	11.8
		DA	2	2.2
		N	45	48.4
		A	35	37.6
		SA	-	-
8	The trainers used understandable Languages for targets	SDA	-	-
		DA	4	4.3
		N	30	32.3
		A	59	63.4
		SA	-	-
9	Adequate feedbacks were taken from the trainees at the end each trainings	SDA	13	14.0
		DA	58	62.4
		A	13	14.0
		SA	9	9.7

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

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

As it can be observed from the table above, majority of the respondents 68 (73.1%) did say agree, with the statement saying "the way the trainer facilitate the trainings were attractive and exemplary". Hence, the result indicates that the ways trainers facilitate the training session were appropriate. Another significant

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number of respondents 11 (11.8%) said neutral to the stated statement.

As depicted in the table 4.3 above, 70 (75.3%) percentage of respondents replied that the trainings in Wollega University were conducted in freely participatory manner. This means most of the training given in WU was very participative and has the session open for discussion and comment. Another 4 (4.3%) shown their degree of disagreement to the stated statement above saying they are strongly disagree with the statement. This implies, though the response of majority respondents shows better result, it does not mean that all works have been completed because significant number of respondents tell that yet many works left to ensure training session more attractive and exemplary.

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

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

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

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

Table 4.4

No.	Adequacy of facility	Measurement Scale	Frequency	Percentage
1	The room in which I have taken the training were motivating	SDA	37	39.8
		DA	30	32.3
		N	11	11.8
		A	10	10.8
		SA	5	5.4
2	Adequate stationeries were provided in the training program I have participated in	SDA	8	8.6
		DA	56	60.2
		N	7	7.5
		A	12	12.9
		SA	10	10.8
3	There is adjusted LCD and proper electric power in the room where I have taken the training	SDA	1	1.1
		DA	27	29.0
		N	7	7.5
		A	34	36.6
		SA	24	25.8
4	There were Suitable seats and arrangements	SDA	3	3.2
		DA	57	61.3
		N	1	1.1
		A	19	20.4
		SA	13	14.0

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5	Adequate infrastructure like projector, flipchart were used	SDA	1	1.1
		DA	60	64.5
		A	18	19.4
		SA	14	15.1
6	Suitable location/ selected for practical training parts	SDA	29	31.2
		DA	12	12.9
		N	1	1.1
		A	45	48.4
		SA	6	6.5

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

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

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

An additional very important question asked was about "adequacy stationeries were provided" in this regard majority *replied that 56 (62.1%)* there was no sufficient training materials, manuals and stationeries provided during the given training session. With the concern of availability and adjustment of adjusted LCD and proper electric power in the room, majority of sample taken response 34 (36.7%) agreed with the above mentioned statement. That means training rooms have necessary adjustment and power installation.

As known seating arrangement and quality in terms of conformance plays a significant role in making training session more effective. As per the data collected and tabulated in the table above, majority of respondents response 57 (61.4%) depicts there were no suitable seats and arrangements in the training rooms. They replied that types and quality of seats as well as the arrangement is not in the appropriate manner as per observed data. Another variable were Suitable location/ selected for practical training parts issues. In this context majority response 45 (48.5%) shows that suitable location was selected for practical training session by trainers.

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Table 4.5

No.	Outputs of the training /performance related variables	Measurement Scale	Frequency	Percentage
1	The training results in attitude changes towards my daily work	SDA	1	1.1
		DA	4	4.3
		N	8	8.6
		A	62	66.7
		SA	18	19.4
2	The training fills some of the skill gaps I have encountered in my work	SDA	1	1.1
		DA	26	28.0
		N	11	11.8
		A	46	49.5
		SA	9	9.7
3	The training I have taken enables me for efficient utilization of the university's resource to accomplish my work easily	SDA	5	5.4
		DA	52	55.9
		N	5	5.4
		A	24	25.8
		SA	7	7.5
4	The training motivates me to participate in different university affairs	SDA	5	5.4
		DA	3	3.2
		N	6	6.5
		A	69	74.2
		SA	10	10.8
5	The training capacitates me to carry out my work efficiently and effectively	SDA	1	1.1
		DA	1	1.1
		N	30	32.3
		A	44	47.3
		SA	17	18.3
6	I have received proper certificate	SDA	18	19.4
		DA	28	30.1
		N	15	16.1
		A	6	6.5
		SA	26	28.0
7	I have got thorough understanding on how to contribute to the mission of Wollega University	SDA	1	1.1
		DA	3	3.2
		N	5	5.4
		A	73	78.5
		SA	11	11.8
8	What is the improvement in productivity after your training programme?	90% -100%	8	8.6
		75% - 90%	47	50.5
		50% - 75%	35	37.6
		Below 50%	3	3.2

Source: *Researchers own computation from survey result (2018).*

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

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

Another variable inculcated in the question was the issue of impact of training to enhance employee's efficiency. Concerning this majority of the respondents

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52 (55.8%) replied that the training they have taken didn't enable them for efficient utilization of the university's resource to accomplish their work easily. This might be due to the fact that types of training given were not attitudinal in content and design.

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

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

Another important area and big objective of this study was measuring level of productivity improved after given through training programme. In this regard, majority 47 (51.6%) evident that their productivity improved from 75-90% after given different training. Other significant percentage 30 (35.7%) replied that their productivity increased from 50-75%. This implies that training has significant impact on the productivity, loyalty, commitment, motivation and reduction of turnover rate at Wollega University.

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Table 4.6: Pearson correlation table

Correlations

		The room in which I have taken the training were motivating	Adequate stationeries were provided in the training program I have participated in	There is adjusted LCD and proper electric power	There were Suitable seats and arrangements	Adequate infrastructure like projector, flipchart were used	Suitable location/ selected for practical training parts	The training results in attitude changes towards my daily work	The training fills some of the skill gaps I have encountered in my work	The training I have taken enables me for efficient utilization of the university's resource	The training motivates me to participate in different university affairs	The training capacitates me to carry out my work	I have received prope certificate	I have got thorough understandir g on how to ontribute to the mission of Wollega University	Productivity
The room in which I have taken the training were motivating	Pearson Correlation	1	.274**	.037	.244*	.618**	.325**	-.121	-.101	.500**	-.253*	.321**	-.363**	-.368**	-.201
	Sig. (2-tailed		.008	.724	.019	.000	.001	.249	.336	.000	.014	.002	.000	.000	.053
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
Adequate stationeries were provided in the training program I have participated in	Pearson Correlation	.274**	1	.338**	.689**	.668**	.455**	.285**	.606**	.737**	.353**	.531**	-.222*	.605**	-.368**
	Sig. (2-tailed	.008		.001	.000	.000	.000	.006	.000	.000	.001	.000	.033	.000	.000
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
There is adjusted LCD and proper electric power	Pearson Correlation	.037	.338**	1	.541**	.550**	-.329**	.166	.781**	.577**	-.192	.143	.178	.025	.189
	Sig. (2-tailed	.724	.001		.000	.000	.001	.111	.000	.000	.066	.173	.088	.815	.070
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
There were Suitable seats and arrangements	Pearson Correlation	.244*	.689**	.541**	1	.713**	.493**	.046	.510**	.752**	-.054	.541**	-.291**	.302**	-.515**
	Sig. (2-tailed	.019	.000	.000		.000	.000	.664	.000	.000	.606	.000	.005	.003	.000
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
Adequate infrastructure like projector, flipchart were used	Pearson Correlation	.618**	.668**	.550**	.713**	1	.356**	.130	.462**	.823**	-.071	.559**	-.380**	.035	-.200
	Sig. (2-tailed	.000	.000	.000	.000		.000	.213	.000	.000	.498	.000	.000	.738	.054
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
Suitable location/ selected for practical training parts	Pearson Correlation	.325**	.455**	-.329**	.493**	.356**	1	.129	-.246*	.393**	.159	.700**	-.627**	.313**	-.798**
	Sig. (2-tailed	.001	.000	.001	.000	.000		.218	.018	.000	.127	.000	.000	.002	.000
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
The training results in attitude changes towards my daily work	Pearson Correlation	-.121	.285**	.166	.046	.130	.129	1	.218*	.061	.700**	.518**	.038	.483**	-.397**
	Sig. (2-tailed	.249	.006	.111	.664	.213	.218		.036	.560	.000	.000	.717	.000	.000
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
The training fills some of the skill gaps I have encountered in my work	Pearson Correlation	-.101	.606**	.781**	.510**	.462**	-.246*	.218*	1	.589**	.224*	.147	.386**	.435**	.111
	Sig. (2-tailed	.336	.000	.000	.000	.000	.018	.036		.000	.031	.159	.000	.000	.290
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93

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The training I have taken enables me for efficient utilization of the university's resource to accomplish my work easily	Pearson Correlation	.500**	.737**	.577**	.752**	.823**	.393**	.061	.589**	1	-.103	.605**	-.322**	.231*	-.259*
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.560	.000		.324	.000	.002	.026	.012
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
The training motivates me to participate in different university affairs	Pearson Correlation	-.253*	.353**	-.192	-.054	-.071	.159	.700**	.224*	-.103	1	.409**	.239*	.757**	-.399**
	Sig. (2-tailed)	.014	.001	.066	.606	.498	.127	.000	.031	.324		.000	.021	.000	.000
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
The training capacitates me to carry out my work	Pearson Correlation	.321**	.531**	.143	.541**	.559**	.700**	.518**	.147	.605**	.409**	1	-.433**	.491**	-.740**
	Sig. (2-tailed)	.002	.000	.173	.000	.000	.000	.000	.159	.000	.000		.000	.000	.000
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
I have received proper certificate	Pearson Correlation	-.363**	-.222*	.178	-.291**	-.380**	-.627**	.038	.386**	-.322**	.239*	-.433**	1	.146	.253*
	Sig. (2-tailed)	.000	.033	.088	.005	.000	.000	.717	.000	.002	.021	.000		.164	.014
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
I have got thorough understanding on how to contribute to the mission of Wollega University	Pearson Correlation	-.368**	.605**	.025	.302**	.035	.313**	.483**	.435**	.231*	.757**	.491**	.146	1	-.474**
	Sig. (2-tailed)	.000	.000	.815	.003	.738	.002	.000	.000	.026	.000	.000	.164		.000
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93
Productivity	Pearson Correlation	-.201	-.368**	.189	-.515**	-.200	-.798**	-.397**	.111	-.259*	-.399**	-.740**	.253*	-.474**	1
	Sig. (2-tailed)	.053	.000	.070	.000	.054	.000	.000	.290	.012	.000	.000	.014	.000	
	N	93	93	93	93	93	93	93	93	93	93	93	93	93	93

**. Correlation is significant at the 0.01 level (2-tailed).

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

The above table 4.6 depicts the relation between different variables employed to measure impact of training on employees' performance at Wollega University. The room in which training has taken were significantly correlated with (sig=000) with I have got thorough understanding on how to contribute to the mission of Wollega University. The training motivates me to participate in different university affair is highly correlated (sig=001) with Adequate stationeries was provided in the training program I have participated in. Thus, productivity is significantly correlated with almost all variables. Productivity is significantly correlated (sig=0012) with number of training given. Significantly correlated (sig=002) with received certificate. This implies weather training room is comfortable or nor it can't add value on individuals understanding level means. Besides the above data implication number of training given, clarity training objective, practical training sessions has significant positive relationship (sig=001) with employee productivity or job performance.

In general majority of the variable employed to describe and measure training impact has positive correlation with each other. Hence, it's the right variable to measure the impact as well as to describe the topic understudy in a better manner.

Chapter Five

V. Conclusion and Recommendations

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

a) Conclusion

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

- This study reveals a diverse aspect of a practical operation of human resource management related to employee training, career and performance. The symmetric measures have shown a strong association between years of experience in current organization and the probability of being trained while on job.
- There is a significant association between the fact that an employee has been trained and his/her age, education level and job experience. However, employee's age and job experience being strongly associated can induce a confounding factor in the triple association. It is also agreed that employees who are not trained fear to lose their job by lack of required performance.
- It was attested that employees perform better only when they feel belongingness and given more training. The study has observed strong correlation between being trained and has better organization performance.
- Trained employees were more willing to continue working in the same organization after being trained than those who are not yet trained. Once an employee is trained, he performs better, he is assured of being promoted to higher responsibilities and he is willing to staying longer in the current organization.
- The study revealed that there is not feedback given after completion of training session. Feedback is the fundamental ground for the existence of learning. Once an employee is trained, he gains opportunity to enhance his performance, his current job has direct impact on achieving the organizational objectives, his job performance outcomes are consistent with the goals of the organization and his good performance on his job gives him/her formal appreciation by the higher ups.
- It was revealed that training given by Wollega University didn't alter employees' attitude hence, there should be types of training which is attitudinal in nature.
- Another big result obtained through this study was trainer's knowledge gap observed and respondents have a reservation in this regard.
- Training rooms were not fully equipped, appropriate and attractive at Wollega University.
- On-job training gives full satisfaction to trained employees. All the satisfactions requirement and level are strongly and positively correlated to the on-job training. Altogether this research makes an effort signifying a substantial positive contribution by employee training to job performance. Generally, the findings of this study were found reliable with the studies conducted by other researchers on the contribution of human resource practices related to on the job training and job performance.

b) Recommendations

Up on the findings of the study the researcher forwarded the following recommendations;

- ❖ There should be post training feedback. Feedback can be for three reasons to modify training session, to take for the next as cycle as it is, or to change the program for the next.
- ❖ Attitudinal change type of training program should be organized and given by Wollega University since it was concluded that employees have attitudinal problem or lack of commitment and have negative feeling to contribute.
- ❖ The university should pay attention while searching and selecting trainers because there is reservation

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from trainees regarding knowledge, skills and ability of trainers.

- The university should equip with necessary facility, seating arrangements, and intra/internet facility to make training room gorgeous and attractive.
- The university should work on training needs identification, preparation of training materials and training manuals. For that matter there could be timely, objective, clear and standard based performance evaluation since performance evaluation is a ground for training need identification.
- As per the data Wollega university is better in providing different training for its employee but it lack evaluating result/output obtained because of the given training hence, WU should continuously evaluate or collect feedback after every training session held at university after all.
- Training and development unit should be restructured in away it can discharge its responsibility of identifying training needs, preparing training materials, training manuals, establish training policy and procedure, have performance evaluation on hand, evaluate and provide post training session feedback and given mandate of enhancing training impact of wollega university on employee performance at large.

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List of acronyms

WU=Wollega university

T&D= Training and Development

PA=Performance Appraisal

OJT=On the job training

OFJT=of the job training

TM=Training manual

HoD=Head of Department

CoBE=College of Business and Economics

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