Effect of Training and Development on Employees Performance
A case study of African Union Commission

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DECLARATION

I hereby declare that the dissertation entitled EFFECT OF TRAINING AND DEVELOPMENT ON EMPLOYEES PERFORMANCE: A CASE STUDY OF AFRICAN UNION COMMISSION submitted by me for the partial fulfillment of the MPA to Indra Gandhi National Open University,(IGNOU) New Delhi is my own original work and has not been submitted earlier either to IGNOU or to any other institutions for the fulfillment of the requirement for any other programme of study. I also declare that no chapter of this manuscript in whole or in part is lifted and incorporated in this report from any earlier work done by me or others.

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Abstract

The quality of human resource is an asset to any organization and as a result training has become an issue that has to be faced by every organization. Therefore this study, sought to determine the impact of training on employees performance using African Union Commission as a case study.

The methodologies primarily the researcher used to collect data were interview and questionnaire augmented by different literatures found in the organization. Simple random sampling was used to select staff for the study. The objective of the study was to investigate the actual training practice and its effect and also to find out whether training schemes have positive effect in improving the performance of employees.

The findings revealedtraining and development had positive impact on employees of the African Union. However employees of the organization are facing a lot of challenges with regard to the training plan and system of the organization. The study also revealed that the organization failed to identify the specific needs oftrainees towards the improvement of their skills. Therefore, it becomes imperative for organizations to ascertain the training and development needs of its employees, through its training need analysis and align such needs to the organizational overall needs and objectives in order to actualize the organizational vision and mission.

It is also recommended that the African Union commission shall maintain providing employee training and development activities and ensure the participation of employees in planning, need or skill deficit identification and evaluation of training and development programs.

CHAPTER ONE
INTRODUCTION

1.1 Background of Study

The African Union Commission is an intergovernmental organization formed to help nurture security, economic development, and economic integration among its member states. It is open to all states in Africa and currently has 54 members. The commission plays a pivotal role within the African Union and its unrelenting efforts to pursue integration, development, peace and prosperity across the continent. Hence that, the commission's mandate is huge and challenges are many.

Due to the current globalization, Organizations are facing increased competition and therefore every organization has to train their employees for a sustainable growth and development of the organization and its performance. Training and development is a critical process, which seeks to improve the performance of workers in the organization. Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning. Employees are a major resource of any organization. Employees are made capable of doing the job prescribed to them through the process of training. It enables the employees to keep up with new methods, techniques, new machines and equipment for doing the job (Dale S. Beach 1970).

In order to succeed, well trained and experienced employees help the organization to execute its missions and goals successfully. The active role they play towards a company's success cannot be underestimated. As a result, equipping these unique assets through effective training becomes imperative in order to maximize the job performance. Organizations have to obtain and utilize human resources effectively. Organizations, therefore, need to design its human resource management in ways that fit into the organization's structure as this it will make the organizations achieve their goals and objectives. Moreover, it is also important for organizations to assist their workforce in obtaining the necessary skills needed and, increase commitment. Therefore, in every organizations responsibility to enhance the job performance of the employees and certainly implementation of training should be the primary goal (Dale S. Beach 1970).

The African union has operates in a dynamic, fast –paced environment which demands of its employees to adapt to unforeseeable factors, socio political changes, and/or technological advancements. This can

only be achieved through a continuous training and development process within the institution. Training, Learning and Development are therefore indispensable functions.

In this regard, the African Union launches the staff training and Development programme with the aim to prepare the staff to acquire new skills, sharpen existing ones, perform better and increase productivity which is essential for a continental institution.

1.2 Statement of the Problem

It is imperative for the African Union to adopt a Training and Development Strategy that reflects the unique mandates of the AU's organs and one of that appropriately prepares the workforce, with the skills, capabilities and competencies needed to ensure a sustainable future. However the AU's training and development plans lacked a properly agreed strategic focus. Managing and implementing the plans have been challenged by many fundamental questions like what constitutes training and development. What is the appropriate Training and development activities and for which skill areas? Etc.

The study, therefore, focused on how providing training for employees of the African Union would improve their performance for the provision of timely, efficient, effective and quality of works.

1.3 Objectives of the Study

The general objective of the research is:

➢ To examine the training practice within the African Union Organization that the organization provide to its employees which increases their applicable knowledge and skills that leads to improve the organization performance.

The specific objective of the study will be;

➢ To determine the effect of training on employees' performance.
➢ To point out the methods that are used meet the training objectives.
➢ To find out whether training schemes have positive effect on the performances of workers.
➢ To suggest some practical recommendations on the basis of the findings of the study.

1.4 Significance of the study

The study will help to develop and maintain a quality work life, which will provide an opportunity for employees' job satisfaction and self-actualization. Finally, this thesis will be used as a reference material for those individuals who want to conduct a research in this area for the future

1.5 Research Questions

This research provides answers to the following basic questions.

1. Is the type of training you have taken applicable for the job after the training?

2. Does the training increase your motivation to the job you do?

3. Does training improve your performance?

4. Does the training lead you to be satisfied with your job?

5. Do you think the method of training used by the organization is effective?

6. Do you have enough training that enables you to do your job as required?

1.6 The Scope of the Study

The study is limited to employees of the African Union, particularly the head office by emphasizing on the effect of training on employees performance. The employees of the organization were given the questionnaires to complete.

1.7 Organization of the study

The study is organized into five chapters. Chapter one introduced the study by giving the background information, the research problem, objectives, and significance of the study, scope of the study. Chapter two is deals with the review of relevant literature on the research problem. This chapter has sub-titles under which a brief review has been done in the areas in the past.

Chapter three discussed the research methodology adopted for the study and relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections. Chapter four presents the main body of the dissertation report. It shall comprise the analysis and interpretation of the major findings in line with the basic questions set in the statement of the problem through organizing, analysing and interpretation of the collected data.

Chapter five presents the conclusions that were draw from the research findings and recommendations to enhance organizational effectiveness through training, and to ensure a stable and committed human resource

CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Over view of training

Every organization should develop its employees according to the need of that time so that they could compete with their competitors (Carlos A. P. Braga, 1995).

Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010). Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, HR and training staffs, working in collaboration, or by external agents acting on their behalf the aim of the process is to develop in the organizations employees the knowledge, skills and attitudes that have been defined as necessary for the effective performances of their work and hence for the achievements of the organizational aims and objectives by the most cost-effective means available (Tyson and York, 2000).

One major area of the human resource management function of particular relevance to the effective use of human resources is training. Few people these days would argue against the importance of training as a major influence on the success of an organization. It is the view of Hales (1986) that the general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the workforce give increasing emphasis to an environment of coaching and support. He also added training is necessary to ensure sustain economic growth and effective performance and for adequate supply of staff that is technically and socially competent.

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Furthermore, training is the most important tool of a business to develop commitment, effectiveness, efficiency and loyalty and to create a culture of cooperation among employees. Sometimes the top management and managerial level employees are found to be uncooperative towards HR training, whilst lower level employees lack the commitment to participate in training activities (Abdullah, 2009). As Meyer *et al.,* (1993) indicated that employee commitment has become increasingly important in many organizations. The construct employee commitment is however complex and commitment cannot be seen as a single, homogenous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over times as employee circumstances and needs change. Meyer *et al.,* 1993 defines commitment as purely psychological it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization. According to Morrow (1996), the concept of commitment is four folded, it account for an employee's personal involvement in the decision, the attraction of alternative options, the degree of ambivalence-as well as employee satisfaction.

2.2 Definition of training

Training has been defined differently by different authors using their own words though they have used different wordings, all definition convey the same meaning.

According to Mathis and Jackson (2008), training is the process whereby people acquire capabilities to perform jobs. The focus of training is the job or task for example, the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few. It is "a systematic acquisition and development of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the job environment" (Tharenou, Saks and Moore,2007:252). Other scholars view training as, "a planned process to modify attitude, knowledge or skill behavior through learning experience to achieve effective performance in any activity or range of activities" (Beardwell and Holden, 2001:324). Its

purpose is to develop the abilities of the individual and to satisfy the current and future needs of the organization.

Noe *et al.* (2003:251) defines training as "a planned effort to facilitate the learning of job-related knowledge, skills, and behavior by employees. Other studies worthy of consideration have been carried out to determine the reasons why organizations should train their employees.

Generally speaking, most organizations have long recognized the importance of training to its development. Helping employees to become effective in their job is one of the most fundamentally important tasks in people management that any work organization has to undertake. Employers depend on the quality of their employees' performance to achieve organizational aims and objectives; employees have motivational need for development, recognition status, and achievements that can should be meet through job satisfaction. Hence the initiative for providing this help must come from the employers (Tyson and York, 2000).

2.3 Purpose of training

To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment(Meyer, P.J. and Smith, A.C. 2000) Employees can make or break their organizational reputation and profitability. And they are responsible for the bulk of the activities which can affect client satisfaction, the quality of the product and event (Elnaga, A. and Imran, 2013)

According to Garavan (1997) and Berge *et al*. (2002) training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively .A formal training program is an effort by the employer to provide opportunities for the employee to acquire job-related skills, attitudes and knowledge. This means for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

2.4 Human resource management and training

For any organization to function effectively, it must have money, materials, supplies, equipment, ideas about the services or products to offer those who might use its outputs and finally people, which is the human resource, to run the organization. The effective management of people at work is Human Resource Management. (Armstrong M, 2009) Human Resource Management has emerged as

a major function in most organizations and is the focus for a wide-ranging debate concerning the nature of the contemporary employment relationships. Managing human resources is one of the key elements in the coordination and management of work organizations.

Several new technologies are used to ensure the creation and delivery of services and goods in modern economies. Whatever means are used, the role of individuals and groups as employees and the ability of management to effectively deploy such a resource is vital to the interest of both the employee and organization. Traditionally, human resource concerns itself with recruitment, selection, placement, training, compensation and industrial relations among others (Armstrong,

1996). Beardwell and Holden (1993) argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized. They added that technological developments and organizational change have gradually led some employers to the realization that success relies on the skills and abilities of their employees, and this means considerable and continuous investment in training. Therefore, in an organization, the management of human resources means that they must be recruited, compensated, appraised, trained, and developed (Mathis and Jackson, 2008). Abbas and Yaqoob (2009) pointed out that renewing knowledge is an imperative for the organization, and not an option. They also suggest that training of employees is a continuous procedure which is the only meaningful and logical approach in the condition of knowledge obsolescence, dynamic changes and increasing need for constant product and service innovations.

In general, organizations should manage their work force effectively and efficiently and they should also give greater attention for the training and learning of employees to meet the goal of the organizations and to achieve the best result. Neely et al., (1995) refer to effectiveness as the extent to which customer requirements are met and to efficiency as a measure of how economically the firm's resources are utilized when providing a given level of customer satisfaction.

2.5 Relationship between training and employees performance

The performance of workers and organizations in delivering services is a multi-faceted concept. It can be understood in an expansive or a more narrow way. The expansive understanding includes factors internal to an organization such as job satisfaction, organizational citizenship behavior voluntarily helping others in the workplace

Organ (1988), and organizational commitment (the strength of a person's attachment to and involvement in an organization, see Grusky 1966). All of these have in turn been shown to be conducive to performance understood more narrowly, namely as outputs and outcomes, in particular efficiency, and effectiveness.

Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Therefore, impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano, 2007).

Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Obisi (1996) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Taiwo (2001) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations.

According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

2.6 Factors that hinder the training and development of employees

Robbins *et al.* (2003:231) points out that many employers are opposed to training and development initiatives because they assume that the responsibility for training people to be workers falls on the school system, not on firms. In addition, they consider that it is the responsibility of the employees to learn how to do their job so that they are hired. Furthermore, they regard training and development

program as an expense which it is difficult to convince shareholders to approve. According to the perspective of the researcher, if aligned with the goals, mission and objective of the organization, and supported by both the employer and the employee, training, development and education programs delivered the right way and at the right time provide substantial returns for the employer in terms of increased productivity, knowledge, loyalty and profit (Robbins *et al.*, 2003:401). In spite of the innumerable reasons and benefits derived from training, in most cases training and development programs fail. This is regardless of whether the courses were attended in the best universities or delivered by the most prominent trainers.

Perry (2007:282) asserts that work appears among the first illustrations outlining the clear reasons why training and development programs fail. His study was seconded by Kleiman (2003:389), who addressed the failures of training and development programs in greater depth. In these two works, the first reason identified for the failure of training and development programs stems from the training objectives not being aligned with the business needs. If the root of the problem of poor performance, for instance, it is related to factors such as reward systems, job design and motivation, which are not related to training, training will be pointless.

Thirdly, in the absence of objectives to provide direction and focus, training will certainly not succeed. Training and development should include a focused process that allows the employee to ponder desired results. Objectives afford important direction and focus for learning the final product, which is a change in job performance.

Researchers also hold that when training is too expensive if compared to its short-term return on investment, then companies may consider it a failure and, therefore, unacceptable.

However, the long-term pay-off may be rewarding. Training will be worthless if the participants regard the training program as a mere event without any change to their behavior. Whenever training is considered as a single event, the chances of behavior change are slim. Training is also likely to fail if participants are not held accountable for the results.

Generally, employees are not held accountable for the use of the contents of their course in the workplace. Unless they are held accountable, no change will occur in their behavior (Kleiman, 2003:49).

If the conditions are not conducive to learning, the training efforts will have been in vain.

Moreover, without the support of line management training will also fail. When there is no support from direct managers/supervisors, the employees will resist implementing the new skills and knowledge acquired during the training course. Management involvement is crucial to the learning

process. Another reason for the failure of training and development occurs when the company fails to isolate the effects of training and development. However, other factors rather than training may influence performance. Thus, the advances directly related to training must be isolated. If not, some training program clearly noticeable as impacting on the bottom line may be discarded as irrelevant. For the success of a training program, top executives' commitment is critical. Top management will not only allocate resources but, for the training and development to succeed, will also participate in the design of the process.

Lastly, training and development will be unsuccessful if there is a failure to provide feedback and use information about results. If the company fails to evaluate training by providing feedback, employees will not be able to know about their progress, nor facilitators to understand the success of their program.

2.7 Factors affecting employee performance

According to Anderson (2003:122), the following are the factors affecting employee performance to increase productivity:

Experience

Hiring employees who do not have the proper background for the job is one of the things that start a performance downward spiral (Anderson, 2003:122). Company training should be used to enhance the employee's background. If an employee has undergone extensive training but is still experiencing performance issues, then the problem could be that the employee does not possess the necessary experience to do the job.

Work–home balance

As much as an employer may not want to be affected by the personal life of his employees, personal problems can sometimes affect employee performance. Managers need to be sensitive to employees' personal problems, and be prepared to discuss the issues with employees when necessary. If an employee requires time off to deal with a personal problem, then granting that time off will help to show all employees that the company values them (Anderson, 2000)

Manager interaction

If an employee does not get feedback from his/her manager, then he/she has no idea how to rate his/her performance. Managers should be trained to give positive and negative employee feedback. In negative situations, the manager should work with the employee to create a programme that will help

address the performance shortcomings. It is easier for employees to improve their performance when they know what they are doing right and what they are doing wrong (Anderson, 2003).

Setting goals

To help employees improve their performance, employers need to set goals that employees are required to achieve. Performing to the minimum standards means the employee is doing his job, and that can help an employee understand what is expected of him at a minimum. It would also be helpful to create incentives that will give employees motivation to go beyond the set goals (Anderson, 2003).

2.8 Types of training

The type of employee training which is best suited to a particular organization depends on a number of considerations. The skill gap to be filled, the job description, the employee present qualification and the challenges faced by the employee in performing his/her job. The approaches that can be used in implementing training fall broadly into two categories namely: on-the job and off-the job techniques, notwithstanding that some of the training techniques cut across (Kempton, 1995).

On-the-Job training

Adamu (2008) asserts that on-the-job training is designed to impart knowledge of job by working under an experienced worker. The trainer or the experienced worker teaches and advices the trainee on specific methods and techniques of doing the job. In some cases, the trainee is expected to learn by watching the master. The trainee is learning and at the same time working, although the trainee's output will not be much. The procedure is usually unsystematic and most times, it is by trial and error. Baum and Devine (2007) opine that it is better for the organizations to give their employees on the job training because it is cost effective and time saving. Besides, it helps their employees learn in a practical way.

Off-the-Job training

Off-the job training is a process of acquiring skill and knowledge at a location different from the employee office. It includes group discussion, individual tutorials, lectures, reading, training courses and workshops (Kempton, 1995). It permits individuals to leave their primary place of work for a different location. Its advantage includes, the trainee's ability to concentrate, analyses past behaviors and reflect on what has been successful and what has not (Okanya, 2008). This kind of training offers an opportunity to impart knowledge and skills that can be learnt or practiced in a safe and conducive atmosphere.

Kempton (1995) opines that if training is conducted in an organized and systematic way it should be able to develop new attitudes and experiences that contribute to the success of the organization, improve employee morale which would translate to better performance and greater productivity and create a psychological climate which orients the activities of each employee towards achieving the goals of the organization.

2.9 The training process

To accomplish the purpose of the planed training organizations should follow different process. Hence, the model below traces the steps necessary in the training process that most organizations practiced (Bratton and Gold, 1999).

· Organizational Objectives

· Needs Assessment

· Training Objectives

· Select the Trainees and trainers

· Select the Training Methods and Mode

· Administer Training

· Evaluate the Training

Organizational Objectives

Your business should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Organizations that plan their training process are more successful than those that do not because, training will increase employee motivation, reduce employee turnover, and increase capacity to adopt new technologies and methods.

Therefore, the objective of the organization and the training goal should be congruent and not be opposite each other.

Identifying training needs

Training needs can be assessed by analyzing three major human resource areas: the organization as a whole, the job characteristics and the needs of the individuals. This analysis will provide answers to the following questions:

· Where is training needed?

· What specifically must an employee learn in order to be more productive?

· Who needs to be trained?

Begin by assessing the current status of the company; how it does, what it does best and the abilities of your employees to do these tasks. This analysis will provide some benchmarks against which the effectiveness of a training program can be evaluated. Your firm should know where it wants to be in five years from its long-range strategic plan. What you need is a training program to take your firm from here to there.

Second, consider whether the organization is financially committed to supporting the training efforts. If not, any attempt to develop a solid training program will fail.

Next, determine exactly where training is needed. It is foolish to implement a companywide training effort without concentrating resources where they are needed most. An internal audit will help point out areas that may benefit from training. Also, a skills inventory can help determine the skills possessed by the employees in general. This inventory will help the organization determine what skills are available now and what skills are needed for future development.

Training goals

The goals of the training program should relate directly to the needs determined by the assessment process outlined above. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future. Setting goals help to evaluate the training program and also to motivate employees. Allowing employees to participate in setting goals increases the probability of success

Selection of the trainees and trainers

Once you have decided what training is necessary and where it is needed, the next decision is who should be trained? For a small business, this question is crucial. Training an employee is expensive, especially when he or she leaves your firm for a better job. Therefore, it is important to carefully select who will be trained.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program. Who actually conducts the training depends on the type of training needed and who will be receiving it. On-the-job training is conducted mostly by supervisors; off-the-job training, by either in-house personnel or outside instructors.

In-house training is the daily responsibility of supervisors and employees. Supervisors are ultimately responsible for the productivity and, therefore, the training of their subordinates. These supervisors should be taught the techniques of good training. They must be aware of the knowledge and skills necessary to make a productive employee. Trainers should be taught to establish goals and objectives for their training and to determine how these objectives can be used to influence the productivity of their departments. They also must be aware of how adults learn and how best to communicate with adults. The investment will pay off in increased productivity.

Training administration

Having planned the training program properly, you must now administer the training to the selected employees. It is important to follow through to make sure the goals are being met.

Questions to consider before training begins include: location, facilities, accessibility, comfort, equipment, and timing. Careful attention to these operational details will contribute to the success of the training program.

An effective training program administrator should follow these steps:

· Define the organizational objectives.

· Determine the needs of the training program.

· Define training goals.

· Develop training methods.

· Decide whom to train.

· Decide who should do the training.

· Administer the training.

· Evaluate the training program.

Following these steps will help an administrator develop an effective training program to ensure that the firm keeps qualified employees who are productive, happy workers. This will contribute positively to the bottom line.

Evaluating training programs

Once a company implements a training program, it must evaluate the program's success, even if it has produced desired results for other companies and even if similar programs have produced desires for it. Moreover, training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills Fed by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many

training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals (Velada and Caetano, 2007).

Companies first must determine if trainees are acquiring the desired skills and knowledge. If not, then they must ascertain why not and they must figure out if the trainees are failing to acquire these skills because of their own inability or because of ineffective training programs. Companies can use qualitative data such as work habits, attitudes, development, adaptability, and initiative to evaluate training programs. Most companies, however, prefer to place more weight on the quantitative data previously outlined (Phillips, 1987).

Furthermore, according to Phillips (1987), companies tend to evaluate training programs on four levels: behavior, learning, reaction, and results. Businesses examine employee behavior after training programs in order to determine if the programs helped employees adjust to their environment; also, companies can obtain evidence on employee behavior via observation and interviews. Throughout the training process, employers monitor how well trainees are learning about the company, the atmosphere, and their jobs.

To evaluate training programs effectively, employers also gauge employee reactions to the programs. This feedback from trainees provides companies with crucial information on how employees perceive their programs. Using questionnaires and interviews, companies can identify employee attitudes toward various aspects of the training programs. Finally, employers attempt to determine the results of their training programs (Bernatek, 2010).

Identification of Training Needs in an Organization

The popular saying that '*a problem identified is half solved*' suggests the need to enumerate the different ways of identifying employee training needs in an organization. Nielson (2010) opines that an overall organizational training needs assessment is a thorough examination of what is currently being trained, what knowledge, skill and abilities should be added presently and in future. Depending on the matter, assessment methods could vary (Nielson, 2010).

Nielson (2010) further notes that training needs could be identified in the following ways:

1. A felt or perceived need: This is an overall desire for improvement in a certain subject area.

2. Comparative needs: These are needs that are identified by comparing the training audience to a set of criteria.

3. Response to a failure of some type. This could be as a result of the organization's inability to meet a set goal for a particular period.

4. Critical Incident needs: This need could occur because of a catastrophic failure such as a factory explosion.

5. The final needs: This is an anticipated need that will occur base on organizational changes, such as new products, new services etc.

6. If current training is not meeting its objective, there becomes a need to retrain.

7. When there is a gap in the job. This occurs when performance is below specification or standard.

2.10 Benefit of training

The purpose of training is mainly to improve knowledge and skills, and to change attitudes or behavior. It is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and production techniques. According to Cole (2002), training can achieve:

1) High morale - employees who receive training have increased confidence and motivation.

2) Lower cost of production training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste.

3) Lower turnover training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided.

4) Change management- training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations.

5) Provide recognition, enhanced responsibility and the possibility of increased pay and promotion.

6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for career progression; and

7) Help to improve the availability and quality of staff.

Chapter Three
Research Design and Methodology of the Study

3.1 Research Design

The research is a case study in the form of cross sectional design in which data was collected across a population The case study method was chosen because; case study is suitable for practical problems. It is often seen as being problem – centred, small scaled and manageable. Again, case study method has the uniqueness ability to use and apply differently a lot of different empirical evidence, Yin (1994). The aim of this research was to survey the extent to which the African Union training and development plan motivate and improve the performance of its employees. Different types of research methods were used while doing the research. The methods include: qualitative research, quantitative research, and a mixture of both qualitative and quantitative research. In order to achieve sound results, the researcher employed both Quantitative and qualitative methods. While more emphasis are given to the qualitative method, quantitative analysis are also used as a supplement to the former approach. Qualitative research helps to obtain the insights about the phenomena in question and is flexible in the sense that it helps in identifying the missing part of what is unknown or partially known (Ghauri & Grönhaug 2005). Further still, qualitative research is said to be more relevant in the context of discovery and thus be able to get access to what was never known before.

Thus, the research mainly focuses on qualitative method with the view assessing the effects of training culture of the African Union and identifying the challenges and problems faced by the employees of the organization.

3.2 Universe of the Study

This study were conducted in Addis Ababa, which is the capital city of Ethiopia. The city has been selected because the Headquarter of the African Union is found in Addis Ababa and also the researcher resides in the city.

All employees of the organization which comprises professional Staff, Administrative staff, Secretaries, Archives, Accountants, Logistic staffs and Office assistants are the targets of the study. The study focused only on the employees of the Headquarter of the Commission that has 1191(One Thousand One Hundred Ninety Nine) employees.

3.3 Sampling Technique and Sample Size

The research work has been decided to limit itself to a single organization due to the time, financial and administrative constraints.

The research is a case study in the form of cross sectional design in which data was collected across a population through simple random sampling. Because, this technique gave equal chance to the employees being selected.

The sample focused on both the employees and the people who are accountable for human resource management especially to education and training. There are fifteen (15) departments in the African Union Commission and eight (8) Commissioners office. According to Krejcie and Morgan's (1970) sampling size formula for an effective and efficient method of determining a representative sample size of a given population using the following formula. Thus, in the present study the sample size will be determined by using the following formula

$$s = \frac{x^2(Np(1-p)}{D^2(N-1) + x^2\,P(1-P)}$$

Where: S= required Sample size, X^2 = the table value of 95% Confidence interval

P =the Population Portion (assume 0.5 for it maximum sample size)

D= the Degree of accuracy expressed as a proportion (0.05)

N= the Population size

X^2 = 1.96   N= 1191   D2 = 0.05   P = 0.5

S = (1.96)^2 (1191) (0.5) (1-0.5)   .

0.05^2(1191-1) + 1.96^2 (0.5) (1-0.5) = **290.4**

Therefore, as per the above formula   out of 1191 employees who work in the organization two hundred ninety(290) employees were selected to which questionnaires were distributed and administered.

3.4 Data Type and Source of Data

The study employed both primary and secondary data. Actually the study mainly used primary data gathered by means of an in-depth interview responded by employees of the African Union at different levels. The study also augmented by secondary data obtained from various sources such as books, occasional papers, journals, proceedings, reports, etc.

3.5 Data Gathering Instruments

With the objective of obtaining accurate information, a questionnaire which contains open and closed items were constructed .The purpose of the questionnaire is to investigate the role of the African Union plays in the training of its employees and its effectiveness. In addition to the questionnaire an in-depth interview is also employed to obtain more information. In-depth interview is a qualitative research technique that allows for a person to person discussion. Such discussion provides an opportunity to have a deeper understanding of one's beliefs, feelings, and behaviors on important issues.

3.6 Procedures for Treating Data and Data Analysis

The data collected were organized in line with the objective of the study, and both qualitative and quantitative analytical procedures were used. In the qualitative analysis, employee's opinions, feelings, behaviors and experiences with regards to the training given by the organization and its impacts in their performance investigated in a deep manner to discover the effectiveness of the training. While in the case of quantitative analysis, the data analyzed and interpreted using some statistical techniques such as; tables, percentages and charts used to ensure easily understanding of the analysis

3.7 Ethical Consideration

Each respondent gave his/her own consent to participate in the study before he/she is giving information. The privacy and confidentiality of the respondents were kept both during the interview and in the compilation of reports. Since all respondents are required to be protected from physical and psychological harm, debriefing shall aim to leave the participants in the same state as they entered in the study. Information obtained were held in strict confidentiality by the researcher.

3.8 Validity and Reliability

Cronbach's Alpha is used for improving the validity and reliability of research or evaluation of finding. Cronbach's is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric test score for a sample of examinees. According to Lombard (2010), Coefficients of 0.90 or greater are nearly always acceptable, 0.80 or greater is acceptable in most situations, and 0.70 may be appropriate in some exploratory studies for some indices. By tracing this literature the researcher tested the reliability of the items which were developed for respondents. Therefore the whole items is 0.917 which means the whole items were reliable and acceptable because as Lombard stated coefficients of 0.9 or greater are nearly always acceptable.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1Presentation of Data

This chapter deals with the presentation and analysis of the data obtained from the respondent. The study was conducted to evaluate the effect of training on the employees' performance – a case study on the employees of the African Union at the head quarter.

A total of two hundred ninety (290) copies of questionnaires were distributed, out of which, two hundred sixty seven (267) were fully completed and returned while eighteen (18) copies were not returned and five (5) copies were discarded due to missing data.

Therefore, two hundred sixty seven (267) questionnaires were considered for the study as respondents working in the selected organization. The data received from the respondents are analyzed with help of statistical software program SPSS-20.

Table 1 **Age Respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25	10	3.7	3.7	3.7
	26-40	156	58.4	58.4	62.2
	41-55	81	30.3	30.3	92.5
	55 and above	20	7.5	7.5	100.0
	Total	267	100.0	100.0	
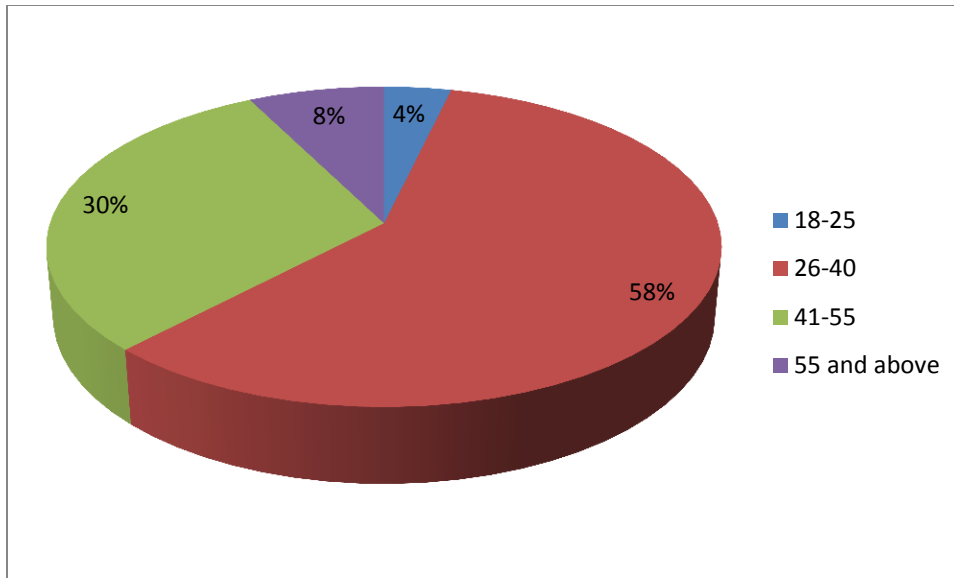
Figure 1

Analyzing the data obtained from the questionnaire, table 1 reveals that 156 respondents are between 26-40 years representing 58.4% formed the majority. The next largest respondents are between the age of 41-55 representing 30.3% and they are 81 in number. The third group of respondents fall under the age category of 55 and above that represents 7.5% or 20 employees from the total respondents .10 aged between 18-25 representing 3.7%which can easily understand that they are young to do a lot for the organization

Table 2 **Gender composition of respondents**

		Frequency	Percent	Valid Percent	Cumulative Percent
	male	146	54.7	54.7	54.7
Valid	Female	121	45.3	45.3	100.0
	Total	267	100.0	100.0	
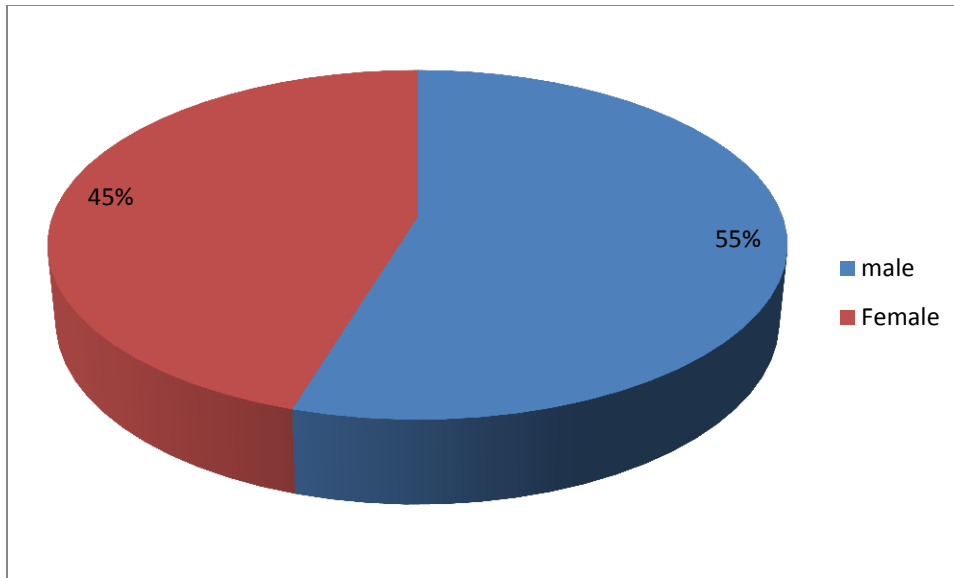
Figure 2

Table 2 presents data on gender of respondents. The table shows that the male respondents formed majority of the target population with a total of 146 representing 54.7%, while 121 respondents were female representing 45.3%.

Table3 **Education status of the respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
Diploma	25	9.4	9.4	9.4
First degree	151	56.6	56.6	65.9
Master's degree	86	32.2	32.2	98.1
Ph.D.	5	1.9	1.9	100.0
Total	267	100.0	100.0	
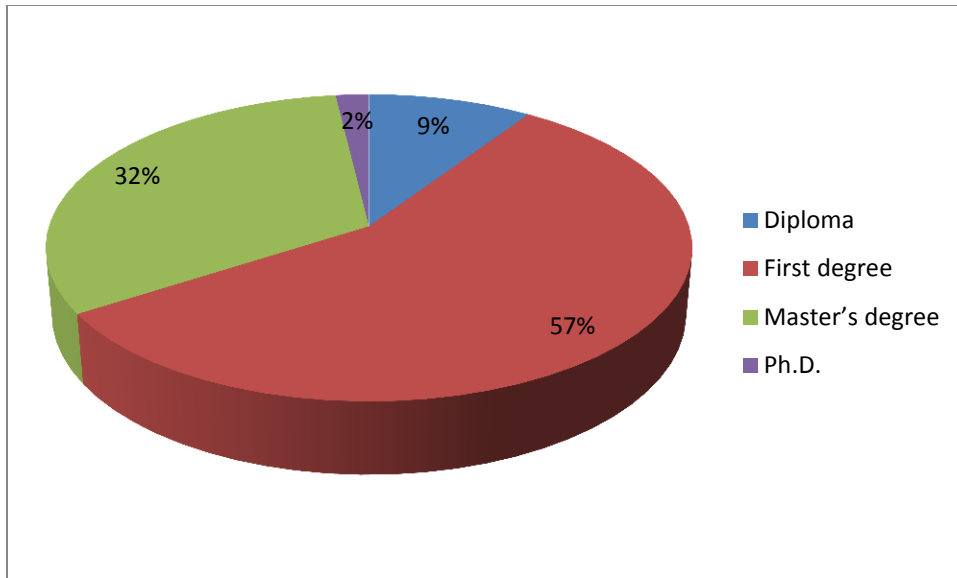
Figure 3

From table 3, it is can be seen that respondents hold a range of educational qualifications from Diplomas to Ph.D. Majority of the sample group were holding first degree which accounted 151 of the respondents' i.e. 56.6 %. 86 out of 267 respondents are master graduates.

Among the respondents 25 or 9.4% are diploma holders and 5 or 1.9% of the respondents have Ph.D. This suggests that people of different educational qualifications are present in the organization. This implies that different levels of training which is planned and systematic may be required to improve their quality.

Table 4 **Respondents Duration of Employment**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-10	172	64.4	64.4	64.4
	11-20	68	25.5	25.5	89.9
	21-30	17	6.4	6.4	96.3
	31 and above	10	3.7	3.7	100.0
	Total	267	100.0	100.0	
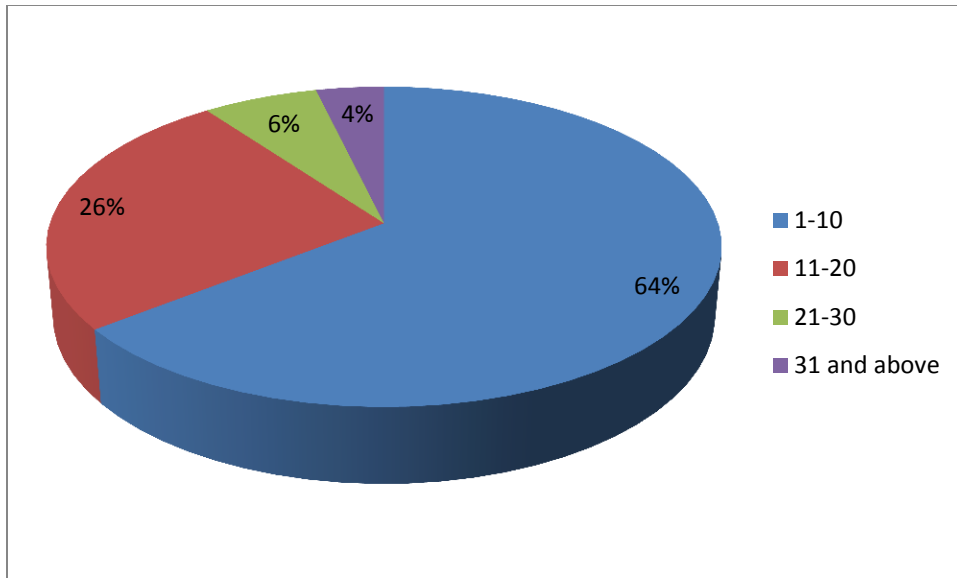
Figure 4

The study also sought to find out the years of service the respondents have rendered to the organization to enable us put their responses into proper perspective. Table 4 below represents the categories of years of service as indicated by the respondents.

As table 4.shows the response received from the employees regarding the number of years they have worked with African Union, 64.4% indicated that they had worked between 1and 10 years. Similarly, 68(25.5%) have put in over 10 years of service to the organizations and 17(6.4%) of the respondents have put in over 20 years of service to the organizations while 3.7% said they have worked with African Union for more than 31 years.

The above table implies that respondents have served in African Union from one year to above 30 years. This means the organization has a blend of experienced and young professionals who require constant refresher training to update their skills and perform on the job.

Research Question #1 The delivery method of training used by my organization is convenient to get the necessary knowledge and skills.

One of the objective that the researcher wanted to point out was relates to the nature of the training practices and methods of the African Union. The training practices and methods of the African Union were therefore assessed using responses from questionnaires administered to the sample of employees, and interview granted by the employees of the African union.

Table 5 The delivery method of training used by my organization is convenient to get the necessary knowledge and skills.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	61	22.8	22.8	22.8
	Agree	101	37.8	37.8	60.7
	Neutral	70	26.2	26.2	86.9
	Disagree	29	10.9	10.9	97.8
	strongly disagree	6	2.2	2.2	100.0
	Total	267	100.0	100.0	
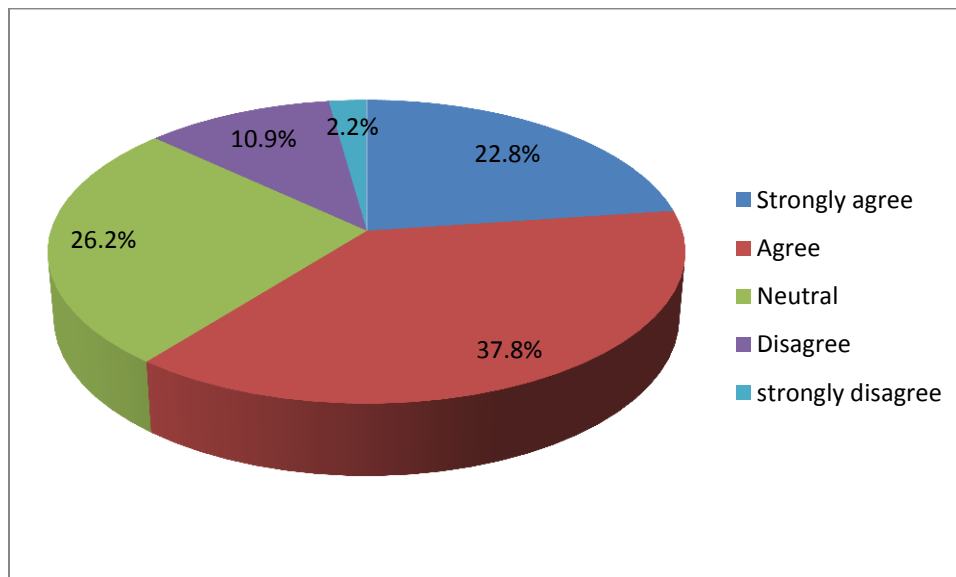
Figure 5

As outlined table 5 above majority of the respondents representing 37.8% feel comfort and agreed that the organization training delivery method is convenient. The rest of respondents that representing 61out of 267 or 22.8% strongly agreed.10.9% and 2.2 of the respondents disagreed, and strongly disagreed respectively. Though most of the respondents agreed or feel comfort with the delivery method of training used by the organization 26.6% of the respondents which is not a small

number remained neutral. Thus this implies that the organization should continue to work on the improvement of the delivery method of training.

Research Question #2My organization is good in providing training program such as seminars, workshops etc. frequently.

Table 6 My organization is good in Providing training program such as seminars, workshops etc. frequently.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	11.6	11.6	11.6
	Agree	98	36.7	36.7	48.3
	Neutral	81	30.3	30.3	78.7
	Disagree	51	19.1	19.1	97.8
	strongly disagree	6	2.2	2.2	100.0
	Total	267	100.0	100.0	
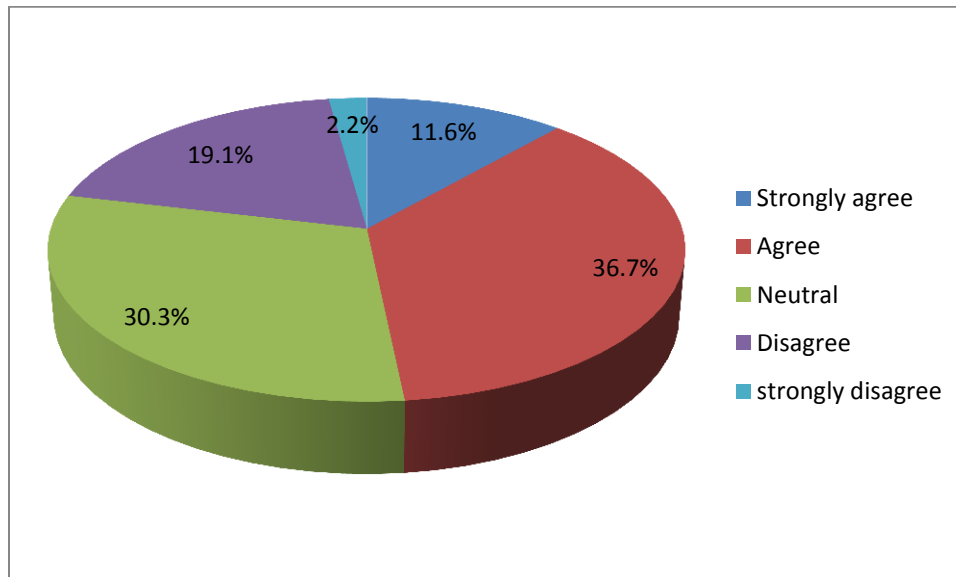
Figure 6

Table 6 reveals that, majority of respondents representing 36.7% agreed and 11.6% strongly agreed on the goodness of the organization in the provision of training program such as seminar and

workshops frequently. However, 19.1% disagreed and 2.2% strongly disagreed. In addition to this, 81(30.3) out of 267 remained neutral Here, it can be said that the organization is excellent in providing different training program such as seminar, workshops etc.

Research Question #3 My organization design the training program based on the requirements of the job I am performing.

Table 7 my organization design the training program based on the requirement of the job I am performing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	26	9.7	9.7	9.7
	Agree	61	22.8	22.8	32.6
	Neutral	107	40.1	40.1	72.7
	Disagree	62	23.2	23.2	95.9
	strongly disagree	11	4.1	4.1	100.0
	Total	267	100.0	100.0	
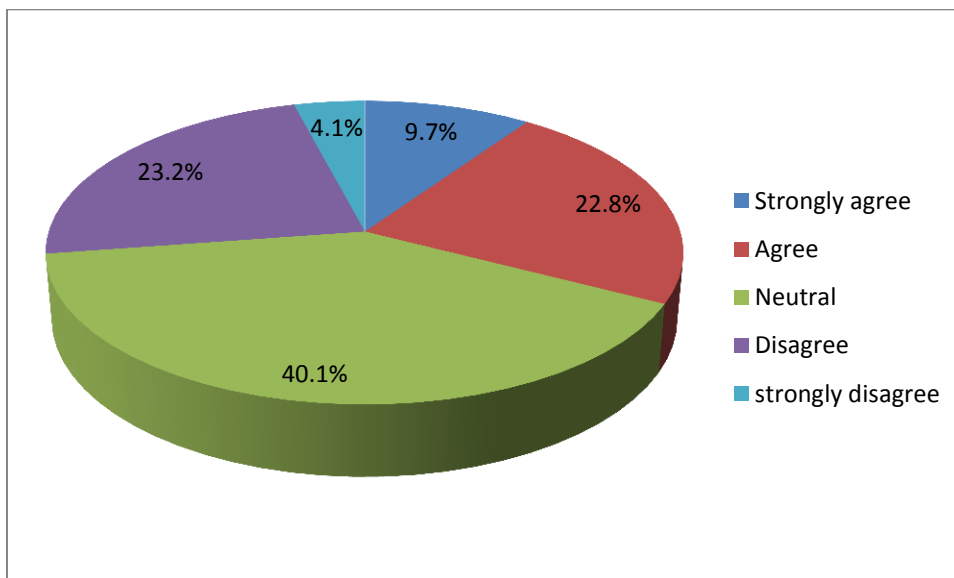
Figure 7

As per the findings, 40.1% of the respondents remain neutral .It is also indicated that 22.8% and 9.7% of the respondents agree and strongly agree respectively. While 23.2% disagree and 4.1% strongly disagree. The finding implies that the majority of the respondents are not sure whether the design of the training program is based on the job they are performing.

Research question #4 I am satisfied with the training condition including the facility of the training that the organization provides to increase my work commitment.

Table 8 I am satisfied with the training condition including the facility of the training that the organization provides to increase my work commitment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	19	7.1	7.1	7.1
	Agree	100	37.5	37.5	44.6
	Neutral	89	33.3	33.3	77.9
	Disagree	53	19.9	19.9	97.8
	strongly disagree	6	2.2	2.2	100.0
	Total	267	100.0	100.0	
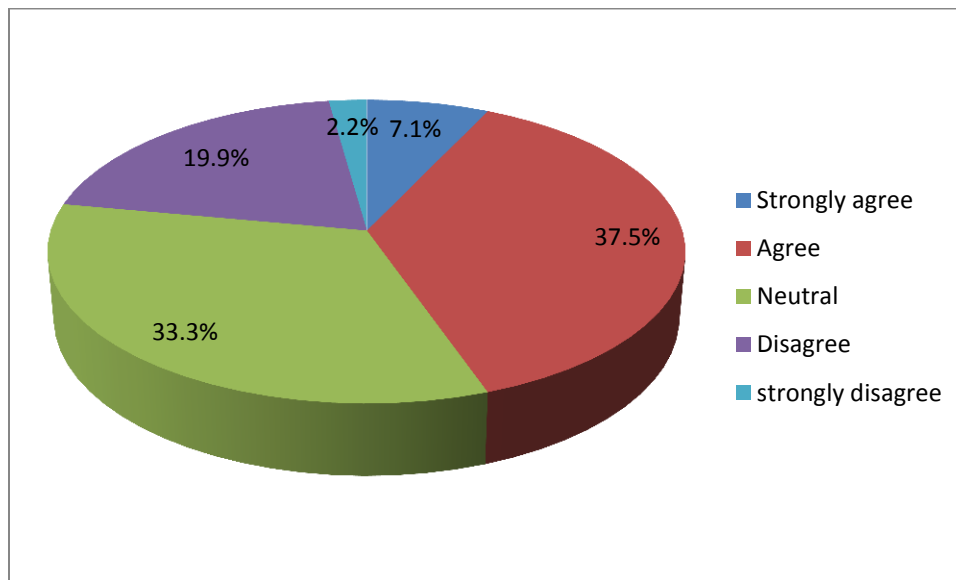
Figure 8

Respondents were also asked to rate their satisfaction in the training conditions including the facility of the training that the organization provided. Therefore, as indicated in table 8, 37.5% and 7.1% of the respondents satisfied with the training condition and facility of the training that the organization provides to increase their work commitment. Whereas, 19.9% respondents disagreed on the training condition of the organization. 89 or 33.3% were neutral so it is noted that the organization still needs improvement in the training facilities and to increase employees work commitment and to create conducive environment.

Research Question #5 The training I have taken is applicable for the job I am performing

Table 9 The training I have taken is applicable for the job I am performing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	11.2	11.2	11.2
	Agree	117	43.8	43.8	55.1
	Neutral	59	22.1	22.1	77.2
	Disagree	44	16.5	16.5	93.6
	strongly disagree	17	6.4	6.4	100.0
	Total	267	100.0	100.0	
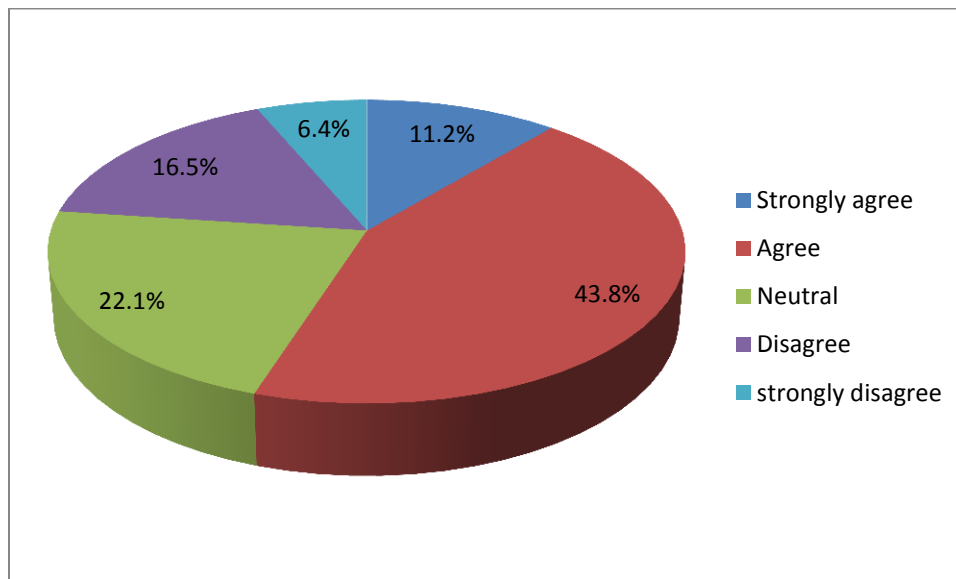
Figure 9

A total of 117 or 43.8 respondents agree that the training they have taken is applicable, whereas 22.1% were neutral while16.5 and 6.4 were disagreed and strongly disagreed respectively. Here it can be recognized that the organization is doing well in providing a training which is applicable after the training.

Research question #6 Trainers who deliver the required training are Competent enough

Table 10 Trainers who deliver the required training are competent enough

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	46	17.2	17.2	17.2
	Agree	126	47.2	47.2	64.4
	Neutral	68	25.5	25.5	89.9
	Disagree	21	7.9	7.9	97.8
	strongly disagree	6	2.2	2.2	100.0
	Total	267	100.0	100.0	
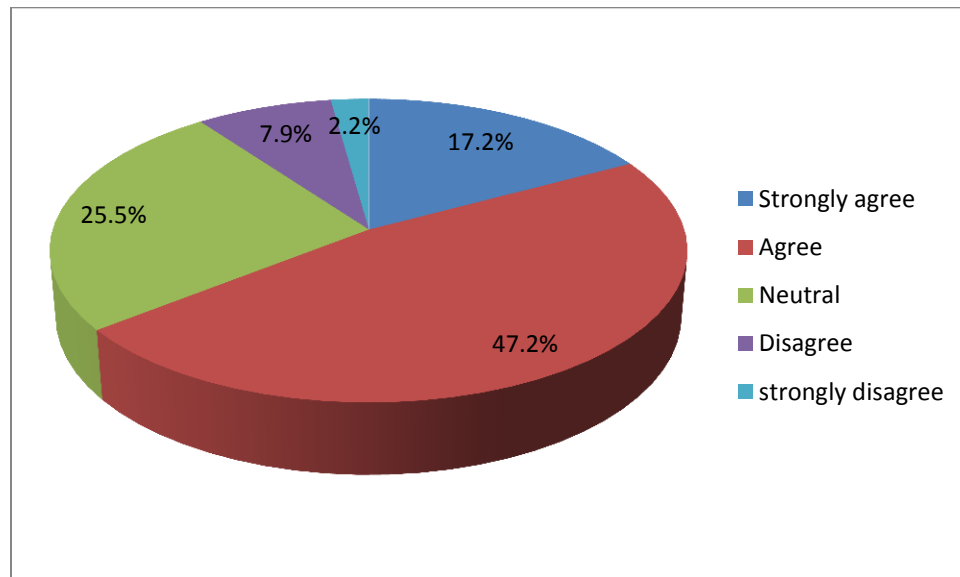
Figure 10

Trainers should be professional and competent enough to teach and train employees wisely. Because of this fact, as table 6 clearly shows, 47.2% agreed that there are professional trainers in the organization who can transfer and demonstrate the training appropriately. Contrary to this, 7.9%disagreed and 25.5% were neutral concerning the competency of trainers. Generally speaking, trainers who deliver the required training in the selected organization are competent enough to transfer the necessary skills and knowledge.

Research question #7 The management request Feedback from trainees during and after the training.

Table 11 The management request feedback from trainees during and after the training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	35	13.1	13.1	13.1
	Agree	86	32.2	32.2	45.3
	Neutral	97	36.3	36.3	81.6
	Disagree	41	15.4	15.4	97.0
	strongly disagree	8	3.0	3.0	100.0
	Total	267	100.0	100.0	
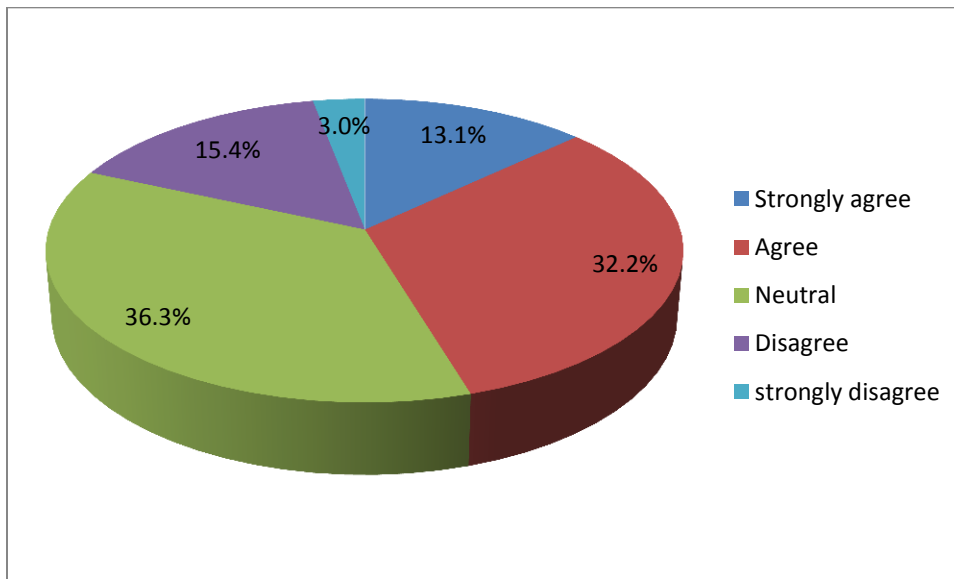
Figure 11

As shown in the table 11 above relating to requesting feedback from trainees during and after their training majority of the respondents which representing 36.3% of the respondents were neutral about management requisition of feedback from trainees during and after the training. There are also respondents that represent 32.2% and 13.1% that agreed and strongly agreed respectively to indicate management requisition of feedback from trainees during and after training. It can be concluded that the management do not use trainees' feedback to improve and provide effective training

Research question #8 In my opinion, trainings organized by the commission is planned and systematic.

Table 12 In my opinion Trainings organized by the commission is planned and systematic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	11.2	11.2	11.2
	Agree	71	26.6	26.6	37.8
	Neutral	103	38.6	38.6	76.4
	Disagree	45	16.9	16.9	93.3
	strongly disagree	18	6.7	6.7	100.0
	Total	267	100.0	100.0	
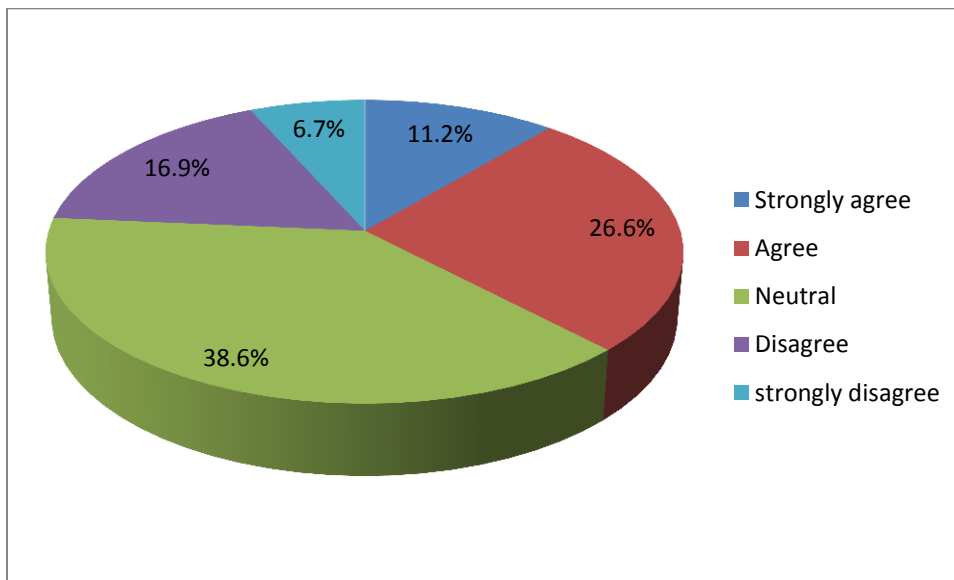
Figure 12

As the researcher view from their response majority of the respondents that representing 38.6% were neutral and 16.9% were disagreed for the planned and systematic nature of the organization training. 26.6% of respondents' and11.2% of respondents agreed and strongly agreed for the planned and systematic nature of the organization training. It can be concluded that for any organization to succeed in achieving the objectives of its training program, the design and implementation must be planned and systematic

Research question # 9 I am satisfied with the overall aspects of the training program of the organization

Table 13 I am Satisfied with the overall aspects of the training program of the organization

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	34	12.7	12.7	12.7
	Agree	76	28.5	28.5	41.2
	Neutral	82	30.7	30.7	71.9
	Disagree	60	22.5	22.5	94.4
	strongly disagree	15	5.6	5.6	100.0
	Total	267	100.0	100.0	
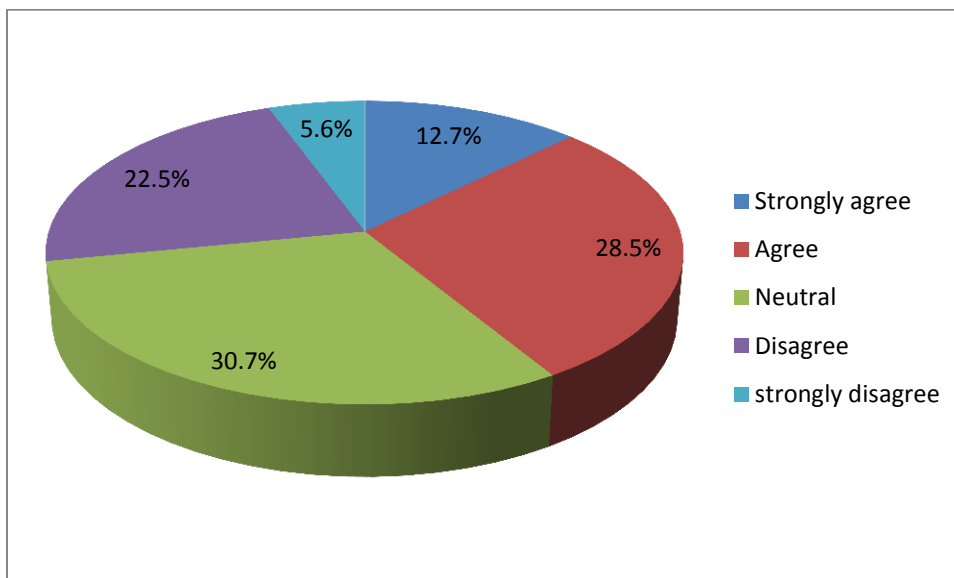
Figure 13

Table 13 above shows that respondents were asked if they are satisfied with the training program of African Union. Hence, as indicated in table 13 majority of the respondents that representing 30.7% were neutral .28.5% of respondents agreed. On the other hand 22.5% and 5.6% of respondents disagreed and do not satisfied with the training program of the organization. Therefore as per the findings this could have its own effect on the quality of training this could have its own effect on the quality of training.

Research question 10 The training provided by the organization helped me to improves my skills and knowledge

Table 14 The training provided by the organization helped me to improve my skills and knowledge

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	31	11.6	11.6	11.6
	Agree	127	47.6	47.6	59.2
	Neutral	56	21.0	21.0	80.1
	Disagree	45	16.9	16.9	97.0
	strongly disagree	8	3.0	3.0	100.0
	Total	267	100.0	100.0	
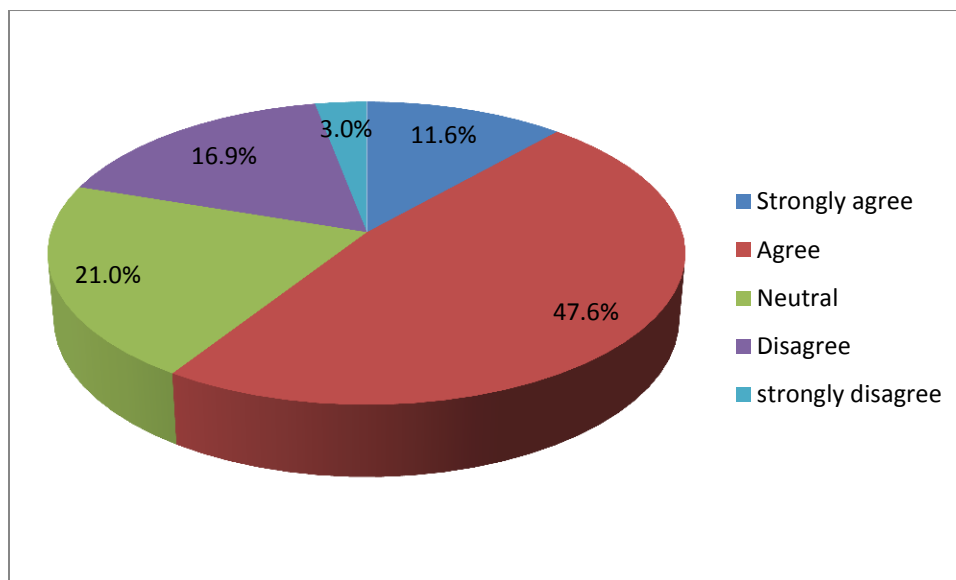
Figure 14

Table 14 reveals that 21% of the respondents were neutral and 16.9% disagreed. However Majority of the respondents representing 47.6% agreed that the training provided by the organization improves their skill and knowledge that leads to improve the organization performance.

Research question #11 The training I received has helped me to improve my performance and my motivation to work.

Table 15 The training I received has helped me to improve my performance and my motivation to work

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	23	8.6	8.6	8.6
	Agree	100	37.5	37.5	46.1
	Neutral	89	33.3	33.3	79.4
	Disagree	47	17.6	17.6	97.0
	strongly disagree	8	3.0	3.0	100.0
	Total	267	100.0	100.0	
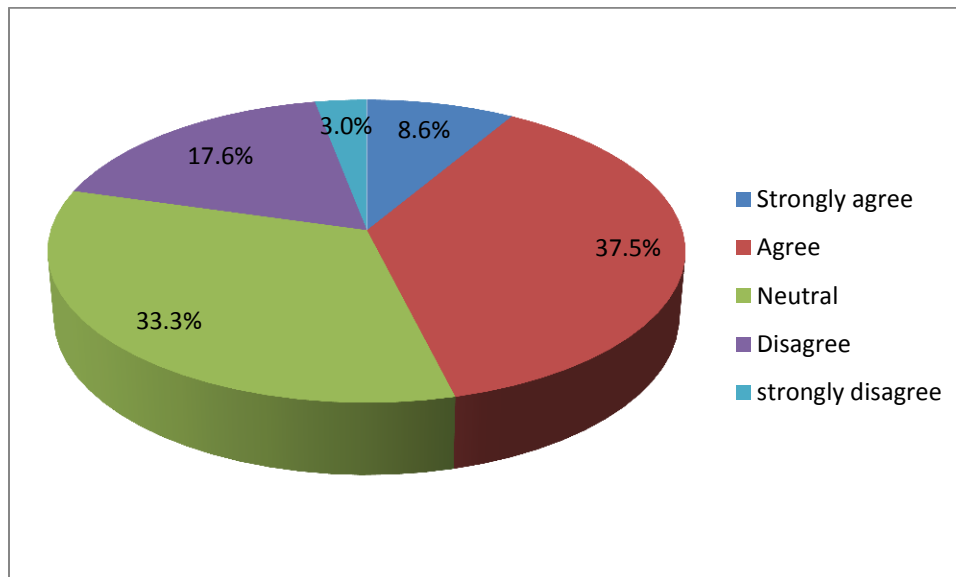
Figure 15

This finding is supported by Rothwell and Kazanas (2006:145), who state that effective employee training leads to an increase in employee performance. A total of 37.5% of respondents agreed that the training improves their performance and motivation to work while 33.3% were neutral and 17.6% disagreed. In line with these findings, Nel *et al.* (2004:310) state that a motivated person is always aware of the fact that a specific goal must be achieved, and continuously directs his/her efforts at achieving that goal, even in the face of adversity. Nel *et al.* (2004:207) state that a person is motivated only when his/her personal needs have been satisfied

Research question #12 I feel a strong sense of belonging to my organization since it has a good training methods to acquire the needed skills.

Table16 I feel strong sense of belonging to my organization since it has a good training methods

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	29	10.9	10.9	10.9
	Agree	58	21.7	21.7	32.6
	Neutral	112	41.9	41.9	74.5
	Disagree	58	21.7	21.7	96.3
	strongly disagree	10	3.7	3.7	100.0
	Total	267	100.0	100.0	
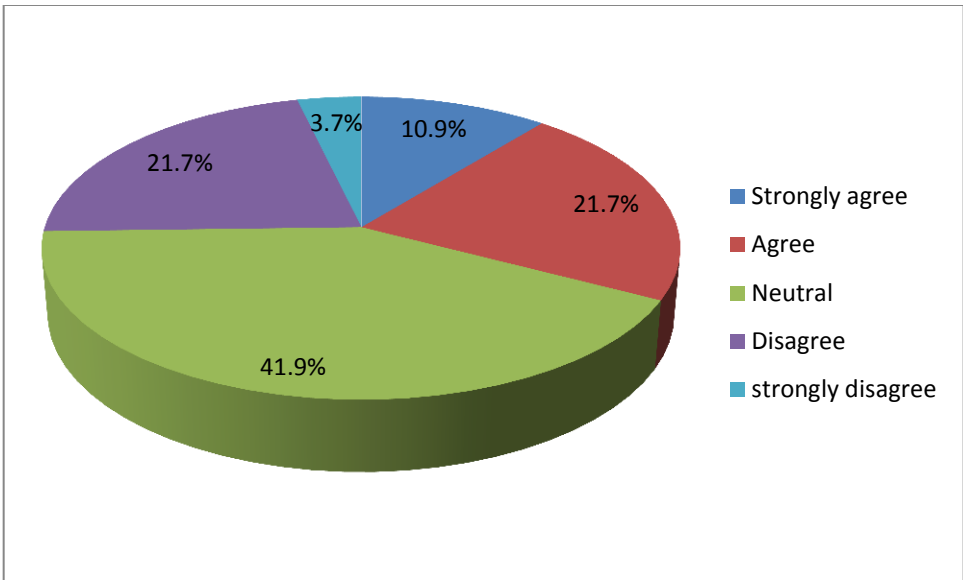
Figure 16

Table 16 has shown with regard to strong sense of belonging to the organization since it has a good training method to acquire the needed skills. It is discovered that, majority of respondents that representing 41.9% were neutral whereas, 21.7% agreed and also the same number of respondents 21.7% disagreed on the issue. Hence, it can be concluded that employees lack confidence to say I have strong sense of belonging to the organization since it has a good training methods to acquire the needed skills and to become loyal for different activities.

Research question #13 Because of the knowledge and attitude that I learned from the training I am better-off to rely on myself for a solution when things are looking difficult in my work

Table 17 Because of the knowledge and attitude that I learned from the training I am better-off to rely on myself for a solution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	7.5	7.5	7.5
	Agree	83	31.1	31.1	38.6
	Neutral	107	40.1	40.1	78.7
	Disagree	53	19.9	19.9	98.5
	strongly disagree	4	1.5	1.5	100.0
	Total	267	100.0	100.0	
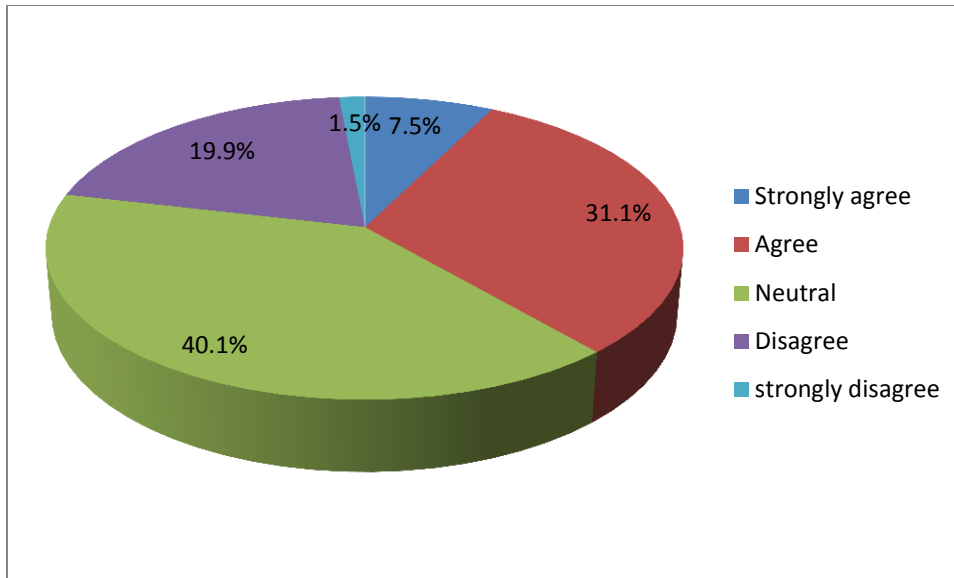
Figure 17

In regard to on self-relying for a solution when things are looking difficult in the work, majority of respondents representing 40.1% were neutral. In addition to this, 31.1% respondents reported that because of the knowledge, skills and attitude that they learned from the training they do things easily when they become difficult. 19.9% disagreed on this question.

As shown in table 16 there is absences of confidence, in confirming that the knowledge, skills and attitude that they learned from the training made them self-reliable when things are looking difficult. Therefore they may need external assistance from their supervisors or seniors.

Research question#14 Because of the good training practices of the organization, I am committed to accomplish my organization objectives

In regard to employees 'commitment, respondents were asked to indicate their commitment to accomplish the organization objectives. Among the total respondents, 34.5% of respondents reported that they are not sure about the training practices of the organization make them committed enough to accomplish the organization objectives. Whereas, 27.7%, and 21.7% respondents respectively reported agreed and disagreed on their commitment. As the result indicated, even if there are some points that make employees committed, majority of the respondents are not committed and unable to accomplish the organization objectives.

Table 18 Because of the good training practices of the organization, I am committed to accomplish my organization objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	30	11.2	11.2	11.2
	Agree	74	27.7	27.7	39.0
	Neutral	92	34.5	34.5	73.4
	Disagree	58	21.7	21.7	95.1
	strongly disagree	13	4.9	4.9	100.0
	Total	267	100.0	100.0	
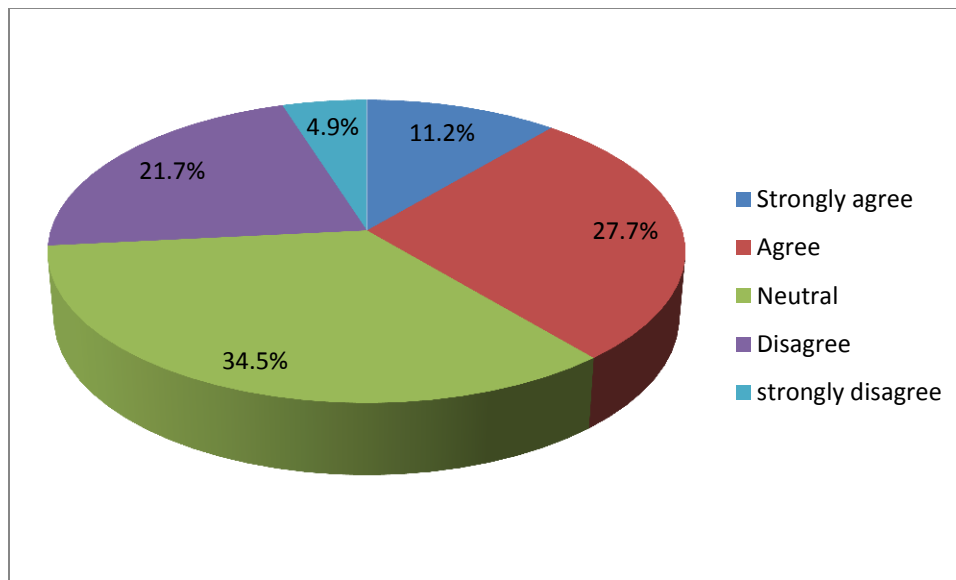
Figure 18

Research question #15 The content and delivery methods that my organization provides assist me in achieving my job performance objectives

Table 19The content and delivery method that my organization provides assist me in achieving my job performance objectives

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	20	7.5	7.5	7.5
	Agree	90	33.7	33.7	41.2
	Neutral	102	38.2	38.2	79.4
	Disagree	39	14.6	14.6	94.0
	strongly disagree	16	6.0	6.0	100.0
	Total	267	100.0	100.0	
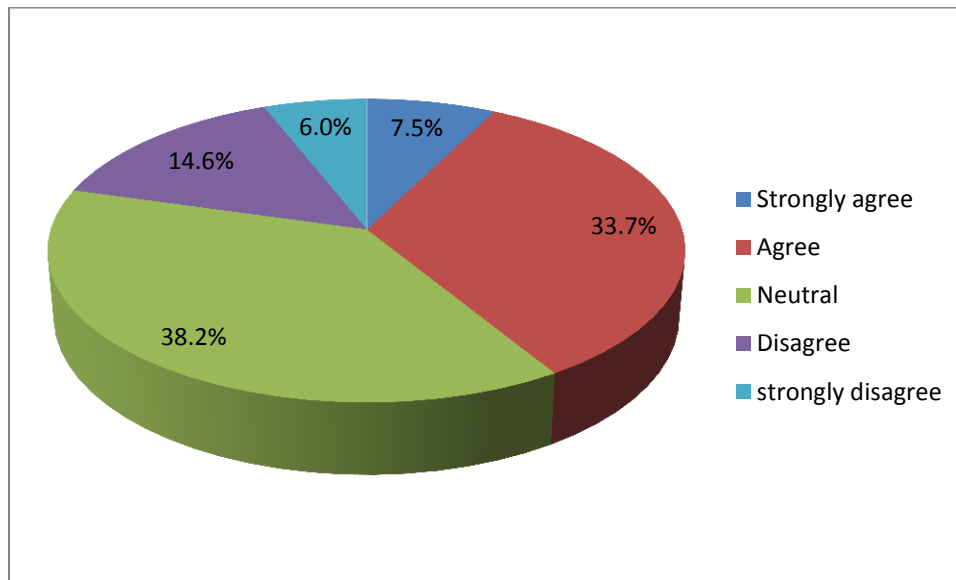
Figure 19

The findings from table 19 Shows that the majority of the respondents were neutral. 33.7%and 7.5 respondents were agreed and strongly agreed respectively .however 14.6% of respondents were disagreed with the delivery method of the organization in achieving the employees' job performance

objectives. It can be concluded that the organization should improve the content of the training since training impacts employee performance partly through improving employee skills which enables them know and perform their jobs better (Wright & Geroy 2001; Swart et al. 2005; Harrison 2000; Appiah 2010).

Research question #16 The training provided by the organization helped me to perform my work quickly and efficiently

Table 20 The training provided by my organization helped me to perform my work quickly and efficiently

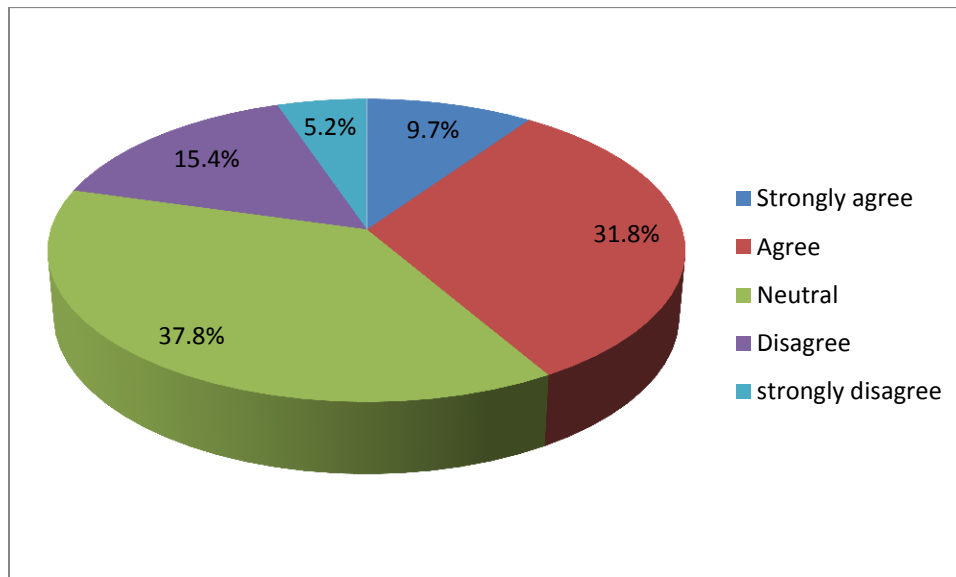|		Frequency	Percent	Valid Percent	Cumulative Percent
	Strongly agree	26	9.7	9.7	9.7
	Agree	85	31.8	31.8	41.6
Valid	Neutral	101	37.8	37.8	79.4
	Disagree	41	15.4	15.4	94.8
	strongly disagree	14	5.2	5.2	100.0
	Total	267	100.0	100.0	

Figure 20

As shown in the same table, among the respondents 37.8% were neutral even if 31.8% agreed about the training relevance to work quickly and efficiently .In addition to this 15.4% were disagreed up on this issue.

According to Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore we can infer from the result that the objective of the training is not accomplished.

4.2 Challenges faced by the employees with regard to the training programs of the African Union

The study also revealed the challenges faced by the employees with regard to the training programs of the African Union. The some of the challenges that are revealed from the analysis of the findings are:

➢ Non implementation of recommended feedback about the trainings

➢ Trainings that are given by the organization are not consistent

➢ Training designs are not intended to improve the skills and knowledge of the employees.

➢ There is no transparency on the selection of participants

➢ The Number of trainings rendered by the organization is limited

➢ The period of training provided is not convenient. Trainings are not given throughout the year .Trainings are given once in a year.

➢ The duration of trainings are short therefore the trainers will not be able to cover the portion.

➢   Trainers are not competent enough

➢ Trainings are given based on the position or title of an employee not on the employees educational back ground

➢ Trainings are designed to suit very few groups of employees.

➢ There is Repetition of training programs

➢ Trainings that are given are not related to the jobs performed by the employees

➢ The training in the organization doesn't involve employees in the designing and planning of training programs

➢ Failure to identify the specific needs of trainees towards the improvement of their skills.

4.3 Proposed solutions by the employees of the African Union for the improvement of training programs

The following points are proposed by the employees of the organization for the improvement of training programs

- ➤ Arrange the trainings in a way to promote the staff capability and skills to achieve departmental objectives
- ➤ An Emphasis must be given in designing and implementation of training programs by involving employees of the organization
- ➤ It should be on the job training
- ➤ Application of training as per the employee requests stated on the SAP appraisal section of development plan
- ➤ Knowing the type of training needs and grouping employees together according to their specific need will help addressing the issue of what type of training should the staff be given
- ➤ Developing a training calendar that is not always constant
- ➤ A quarterly training program would be ideal for the staff to choose and take part in the training program
- ➤ Evaluation of employees performance should be conducted after the training
- ➤ Trainings to be identified by the concerned employee and approved by the supervisors
- ➤ Training should be recognized as an added value to achieve the organization objectives
- ➤ In-house training center should be established
- ➤ Follow up on employees to know how to impactful training received has improved on job competence
- ➤ Training opportunities should be given regardless of grade an level of an employee

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This research examined the effect of training and development on employees' performance, a case of African Union in the form of employee effectiveness, efficiency, and commitment of international organizations. The essence of the comparison and findings was to find out whether training has effects on Employees performance.

This chapter gives a summary of the study with conclusions based upon the results of the study and recommendations for the way forward.

5.2 Summary of findings

According to Velada and Caetano (2007), the impact of training on employee performance is not only significant but also increases job satisfaction and commitment towards the organization. This research had the objectives to find out how training and development has an effect on the performance of employees which increases their applicable knowledge and skills that leads to improve the organization performance. To achieve these objectives a sample of 290 employees were selected and questionnaire were administered. This was further supported with an interview of the employees' organization. From this study, the following particular findings are observed:

➢ From the study conducted it was found out that training of employees is one of the activities of the Human Resource Department of the African Union. The human resource division will work with managers to empower them to fill the identified knowledge. Managers will be responsible for setting training and development priorities and building learning in to their daily management practices.

➢ It was also gathered from the study that the one of the purpose of training and development at the African Union is to achieve individual and organizational performance.

➢ Data was then presented and analyzed regarding the actual training programs on the ground for training and development at African Union. With regard to the delivery method of training used by the organization, majority of the respondents feel comfort and agreed that the organization training delivery method is convenient to get the necessary knowledge and skills. According to Braga (1995) training delivery style is a very important part of training and development.

➢ Further the results also revealed that the organization is providing different training programs such as seminar, workshops etc. However the researcher confirms from the response of the respondents that the majority of the respondents are not sure whether the design of the training program is based on the job they are performing. According to Descenzo&Robbines (2000) 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.

➢ Though one of the organization objectives is to build a strong sense of belonging. The finding of this research also indicated that, employees lack confidence to say I have strong sense of belonging to the organization because of the good training methods to acquire the needed skills and to become loyal for different activities.

➢ According to (Ospina and Watad, 1999). for the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the Organizational goals or objectives they need to acquire the relevant skills and knowledge however, the result indicated from the respondents even if there are some points that make employees committed to accomplish the organization objectives, majority of the respondents are not committed and unable to accomplish the organization objectives. Therefore, it becomes imperative for organizations to ascertain the training and development needs of its employees, through its training need analysis and align such needs to the organizational overall needs and objectives in order to actualize the organizational vision and mission.

5.3 Conclusions

The importance of training and development in the corporate world has been highlighted in the previous literature. Thus, it is essential to examine any issues related to training and development in any organizations. The purpose of this study is to examine the effects of training on employee performance: a case study on the employees of the African Union.

The findings reported in this study suggest that training and development have an impact on the performance of employees with regards to their jobs. This result is broadly consistent with prior management literature on training and development. In addition to this, the organization has a separate department responsible for manpower training. The availability of this department can make things easy to coordinate as well as control.

In order to gain more specific knowledge of training and development practice of the organization different questions are presented to the respondents and thus examined. The key findings indicated

that employees training positively and significantly correlate and influence employees work effectiveness, efficiency and commitment collectively employee performance.

From the findings of the analysis majority of the respondents were neutral with the content and delivery method of the organization in achieving the employees' job performance objectives. It can be concluded that the organization should improve the content of the training since training impacts employee performance partly through improving employee skills which enables them know and perform their jobs better (Wright & Geroy 2001; Swart et al. 2005; Harrison 2000; Appiah 2010)

The training process should hover around three most important areas: determining training need, designing training programs and implementation and evaluation of the training programs and this should be in conjunction with the branch managers, head of departments as well as the human resource manager. This will help determine the skill gap that has to be filled and who really needs to be trained

The study also revealed that the management do not use trainees' feedback to improve and provide effective training. This will enable the organization to improve their current and future training programs and to gauge its effect. Organizations should attempt to obtain information (feedback) on the effects of a training program and to assess the value of the training in the light of that information. (Cole, 2000)

Finally, concluding the whole research conducted it is found that training is of great importance to the organization and as a result of this the training should be evaluated regularly and several times during the process as well. Effective and efficient training goals and objectives set by the organization for the training program should be duly followed and the organization should be able to evaluate it employees by comparing the skills acquired from their training to their performance on the job. In this case performance appraisal must handle effectively and comprehensively. indicate management requisition of feedback from trainees during and after training. It can be concluded that

5.4 Recommendations

Based on the findings and conclusions, the following recommendations are outlined for addressing challenges identified as well as ways of improving training and development at African Union:

➢ The objective and need for training should be clearly identified and the method or type of training should be chosen according to the needs and objectives established

- Encouraging and motivating employees through awards, recognition and prizes after proper evaluation of performance is done

- The organization must receive feedback during and after the training. This will enable the organization to improve their current and future training programs and to gauge its effect.

- The organization should allow enough time for the training programs in order to utilized different training opportunities on time so that trainer will have sufficient time to equip the trainees with the required knowledge and skills. Besides, it can reduce as well as avoid program mismatch that happened in the organization and ultimately will have quality training. Hence, African Union should see learning, as well as training objectives, plan, implementation and evaluation as a continuous process for organizational development and survivals

- The other recommendation is the department as well as the organization should give a chance for employees to participate in the designing and development of the organization training. This can help the organization to easily understand the need and want of employees regarding the training that the organization will deliver and give awareness for them about the types of training that will be provided.

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INDRA GHANDI NATIONALOPEN UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MPA PROGRAM

Questionnaire to be filled by AUC staff at head Quarter.

Researcher: Alem Damtew (alemdamtew2@gmail.com) Tel: +251923482148

Research topic: The Effect of Training & Development on Employees Performance: a case study on the African Union employees

Dear respondents,

This questionnaire is designed to collect information about the effect of training on the performance of the African Union employees. The information that you respond shall be used as a primary data in my case research which I am conducting as partial requirements of master's degree at Indra Ghandi National Open University. Therefore, the information gathered will be used fully and with due attention for academic purpose only and I would like to assure you that the data collected will not be misused any ways.

General Instructions.

➢ In all cases where answer options are available please tick (√) in the appropriate box.

➢ For questions that demand your opinion, please try to describe as per the questions on the space provided.

➢ I would like to express my sincere appreciation for your generous time, co-operation and contribution to my study.

Section A

Personal Information

Department ....

1. Age

18-25 ☐   26-40 ☐   41-55 ☐   55 and above ☐

2. Gender

Male ☐   Female ☐

3. Education Status:

Diploma ☐   First degree ☐   Masters Degree ☐

PhD ☐   Other please specify _____

4. How long have you been working with the AUC:

1-10 ☐   11-20 ☐   21-30 ☐   31 and above ☐

SECTION B

QUESTIONNAIRE ON TRAINING

Please read the questions carefully and tick (√) in the appropriate box.

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1.	The delivery method of training used by my organization is convenient to get the necessary knowledge and skills					
2	My organization is good in providing training program such as seminars, workshops etc. frequently.					
3	My organization design the training program based on the requirements of the job I am performing					
4	My organization provides a good training condition including the facility of the training to increase my work commitment.					
5	The training I have taken is applicable for the job I am performing.					
6	Trainers who deliver the required training are Competent enough					
7	The management request feedback from trainees during and after the training.					
8	In my opinion, trainings organized by the commission is planned and systematic.					

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
9	I am satisfied with the overall aspects of the training program of the organization.	☐	☐	☐	☐	☐

SECTION C

QUESTIONNAIRE ON EMPLOYEE PERFORMANCE

Please read the questions carefully and tick (√) in the appropriate box.

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The training provided by my organization helped me to improve my skills and knowledge	☐	☐	☐	☐	☐
2	The training I received has helped me to improve my performance and my motivation to work	☐	☐	☐	☐	☐
3	I feel a strong sense of belonging to my organization since it has a good training methods to acquire the needed skills	☐	☐	☐	☐	☐
4	Because of the knowledge and attitude that I learned from the training I am better-off to rely on myself for a solution when things are looking difficult in my work	☐	☐	☐	☐	☐
5	Because of the good training practices of my organization, I am committed to accomplish my organization objectives.	☐	☐	☐	☐	☐
6	The content and delivery methods that my organization provides assist me in achieving my job performance objectives	☐	☐	☐	☐	☐
7	The training provided by my organization helped me to perform my work quickly and efficiently	☐	☐	☐	☐	☐

SECTION D

ADDITIONAL QUESTIONS

1. What problems do you face with regard to training and development within your organization?

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2. Please specify any ways you think training and development in your organization can be improved.

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Thank you for your response.