SCHOOL OF GRADUATE STUDIES

EFFECTS OF CAPACITY BULDING PRACTICE ON EMPLOYEE PERFORMANCE: THE CASE OF HIGHER EDUCATION INSTITUTIONS IN CENTERAL ETHIOPIA REGIONAL STATE

DESTA SHKUR

APRIL, 2025

WOLKITE, ETHIOPIA

WOLKITE UNIVERSITY

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A THESIS SUBMITED TO SCHOOL OF GRADUATE STUDIES, IN PARTIAL FULFILMENT OF THE REQURMENTS FOR THE DEGREE OF MASTER OF ARTS IN BUSINSS ADMINISTRATION (MBA)

DESTA SHKUR

ADVISOR: ABAS MOHAMMED(Ph.D.)

APRIL, 2025

WOLKITE, ETHIOPIA

Declaration

I, Desta Shkur, hereby declare that this MBA thesis entitled "effects of capacity building practice on employee performance: the case of higher education institutions in central Ethiopia regional state' is my original work and has not been presented for a degree in any other university, and all sources of material used for this thesis have been properly acknowledged. This thesis has been carried out by me under the guidance and supervision of Abas Mohammed (Ph.D.).

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Desta Shkur Signature ……. Date …….

Advisors Approval Sheet

This is to certify that the thesis entitled "effects of capacity building practice on employee performance: the case of higher education institutions in central Ethiopia regional state." submitted in partial fulfillment of the requirements for the degree of Master of art in Business Administration (MBA), the Graduate Program of the school of graduate study, and has been carried out by Desta Shkur Id. No 011/15, under my supervision. Therefore, I recommend that she has fulfilled the requirements and hence hereby can submit the thesis to the Management.

Name of Advisors	Signature	Date
Abas Mohammed (Ph.D.)		11/04/2025 .

EXAMINERS APPROVAL SHEET

We, the undersigned, members of the Board of Examiners of the final open defense by Desta Shkur have read and evaluated her thesis entitled "effects of capacity building practice on employee performance: the case of higher education institutions in central Ethiopia regional state", and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree Master of art in Business Administration (MBA).

1. Didiha Bicha (Ph.D)		27/05/2025
Name of external examiner	Signature	Date
2. Birhanu Terada (Ass. Prof)	_____	_____
Name of Internal Examiner	Signature	Date
3. Tafesse Akinida	_____	_____
Name of chairman	Signature	Date

Final Approval and acceptance of the thesis is contingent upon the submission of the final copy of the thesis to the School of Graduate Studies (SGS) through the School Graduate Committee (DGC/SGC) of the candidate's department.

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Table of Contents

Acronyms viii

Abstract ix

CHAPTER ONE 1

1. INTRODUCTION 1

1.1 Background of the study 1

1.2 Statement of the problem 3

1.3 Research questions 5

1.4 Objective of the study 5

1.5 Scope of the study 6

1.6 Limitation of the Study 6

1.7 Significance of the study 6

1.8 Organization of the study 7

CHAPTER TWO 8

REVIEW OF RELATED LITERATURE 8

2.1 THEORETICAL REVIEW 8

2.1.1 Concepts and Definition of Capacity Building 8

2.1.2 Trainning and Development policies 9

2.1.3 Performance improvement programs and employee performance 10

2.1.4 Professional development programs and employee performance 14

2.1.5 Training and Development Philosophy 17

2.1.6 Ethics trainings and employee performance 17

2.1.7 BENEFIT OF TRAINNING AND DEVELOPMENT 20

2.1.8 Employee performance 21

2.1.9 Problems of Training and Development Implementation 22

2.2 Empirical literature 23

2.3 Conceptual Framework 28

CHAPTER THREE 29

RESEARCH METHODOLOGY 29

3.1 Introduction 29

3.2 Description of the study Area 29

3.3 Research Design 31

3.4 Research approach 31
3.5 Sources of Data 31
3.6 Data Collection Techniques 32
3.7 Sampling Technique 33
3.8 Methods of Data Analysis 34
3.9 Model specification for employee performance 35
CHAPTER FOUR 37
RESULT AND DISCUSSION 37
4.1 Response Rate 37
4.2 Demographic Profile of the Respondents 37
4.3 Reliability of the Data 39
4.4 Descriptive Analysis 40
4.4.1 Performance improvement program 40
4.4.2 Professional development programs 42
.4.4.3 Ethics training 43
4.5 Correlation Analysis 47
4.6 Regression Analysis 49
4.6.1 Tests of Assumptions 49
4.6.2 Model summary 51
4.7 Discussion 53
Chapter – Five 55
5. Summary, Conclusion and Recommendation 55
5.1 Summary of findings 55
5.2 Conclusion 56
5.3 Recommendation 57
Reference 58
APPENDIX I 66

List of Tables

Table 1 Selected university with their prospective employees 34
Table 2:- Demographic profile of the respondent 38
Table 3: Reliability statistics result of the study 39
Table 4: Performance improvement program 40
Table 5:- Professional development programs 42
Table 6: Ethics training 43
Table 7: Employee performance in the university 45
Table 8; Interpretation of (r) value 47
Table 9: pearson Correlation between within dependent and independent variables 48
Table 10:- Multicollinearity test 50
Table 11:- Normality test 51
Table 12: the Average model summary of coefficient of determination 51
Table 13: Regression results of employee performance 51

List of Figures

Figure 1:- Conceptual framework 28

Acronyms

ACCA;- Association of Chartered Certified Accountants

CPA Certified Public Accountant

HRM Human resource management

IPA Institute of Public Administration

LGs Local governments

MLR Multiple linear regression

MOPS Minimum Operational Performance Specification.

OECD Organization for Economic Cooperation and Development

PDP professional development program

Abstract

Employee performance relates to how well workers can conduct their required job duties. The main objective of this study was to examine the effect of capacity building practice on employee performance. In order to achieve the research objectives, data was collected from a sample of 364 employees in selected university of central Ethiopia regional state. The effects of capacity building practice on employee performance were analyzed by using multiple linear regression analysis models. The study discovered that, performance improvement program Professional Development Programs and Education status have significant and positive effect on the employee performance. Especially performance improvement program has highly significant effect on the employee performance. Thus, the study indicates that that performance improvement program of the respondents has high effect on the employee performance. Evaluating performance is an easy way to identify the need for additional training and mentoring to improve the institution workforce.

Key words: employee performance, performance improvement program, performance development program, ethical training

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the study

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments (Evans, Pucik & Barsoux 2002, 32) and therefore prompting these organizations to train their employees as one of the ways to prepare them to adjust to the increases above and thus enhance their performance. It is important to not ignore the prevailing evidence on growth of knowledge in the business corporate world in the last decade. This growth has not only been brought about by improvements in technology nor a combination of factors of production but increased efforts towards development of organizational human resources. It is, therefore, in every organizations responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to achieve this. As is evident that employees are a crucial resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore calls for managers to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions (Afshan, Sobia, Kamran & Nasir 2012).

Scholars and development partners have different ideas of what capacity building is. Capacity building is described by the United Nations Development Program (UNDP) as "the process by which individuals, organizations, and societies obtain, strengthen, and sustain the skills to design and achieve their own development objectives over time" (UNDP, 2008).According to the World Bank, building capacity entails fostering an environment for hands-on learning, employing domestic accountability mechanisms to put pressure on governments to operate efficiently, and enabling social actors to help promote effective governance (World Bank, 2006). It is attributed to the process by which people, organizations, and society at large unleash, strengthen, generate, adapt, and

retain capacity over time by the Organization for Economic Cooperation and Development (OECD-DAC, 2006).

Human capital is currently known as human potential, and in fact, the technology, talent and knowledge of employees are recognized as one of the intangible assets of the organization/government that are closely related to the strategy and efficiency of the organization (Asgarova, 2019). Strengthening the potential of a person is often used interactively with learning, including acquisition and change, knowledge, attitudes and social behavior. It improves the ability to improve work efficiency and improves tendency to adapt to new changes in the work environment (Lawan, 2018).

Employee performance has always been a principal driver of organizational success in today's global changing environment (Saadouli, 2020). Scholarly research has shown that several contextual and behavioral factors within an organization have significant impact on employee performance(Freeman, 2010). Whereas these factors are wide ranging, it is particularly imperative to recognize the relevant factors for government employees where key decisions may have political rather than objective criteria (Lempert, 2015).

Donors and practitioners have tried to develop a clear method for evaluating the efficacy of capacity development projects ever since it became a preeminent topic in international aid (Lempert, 2015). Development cooperation has long been closely tied with capacity development discourse and notion(Greijn, 2015).They developed the idea further in the 1980s and saw it as a protracted process of interventions in the institutions of a developing nation's government, both public and private, as well as NGOs (Basaza, 2016). Several places in the Sustainable Development Goals of the United Nations refer to capacity building rather than capacity development: "Strengthen the mechanisms of implementation and revitalize the Global Partnership for Sustainable Development" is the purpose of Sustainable Development Goal(UNSDG, 2021).

In Kenya,according to Aluvisia (2016), there have been many complaints, claims, and confirmed incidents of Kenyan public employees exhibiting poor performance, including corruption, poor service quality, delays in delivering projected output, and poor cost

effectiveness, among other things. Further, Otera (2018) also reported that human capital in an organization is made up of the knowledge, skills and competencies held by the employees. However, this has not been so impactful in Kenya's public sector. Tanzania's public sector employee performance has also been reported to be a challenge and Mwita and Teleli (2019) recommend the designing and implementation of capacity building programs. Kahungya (2016) had earlier reported mismatch between employer set goals and employees' actual performance.

Ethiopia as one of the fast-growing economies in Africa focuses on human resource development. The increasing blooming business organizations both large and small require competent personnel. As a result, Ethiopian universities play a vital role in providing competent manpower needs to both public and private sectors of the country.. Although each staff has got its own defined duties and responsibilities, their performance determines the accomplishments of the goal of the University. To enhance their performance human resource development must be the strategic focus of the University (BDU-HRM, 2019).

There are very few organizations or countries that investigated the effect of capacity building on employee performance. Therefore, this study focuses on the capacity building strategy on higher institution in central Ethiopia regional state of Ethiopia.

1.2 Statement of the problem

Organizations are considered as effective as labor. In fact, providing high -quality products and services to all organizations depends on the quality of the employees working at the company (Christensen & Gazley, 2014). According to Hermann and Renz (2015), if the potential increases as a role of human resources, it involves the measures taken by employees to improve the ability to perform related tasks in a wider company's performance standard.

According to Chatman(2016) the aspects increase productivity or change work practice as a result of the reaction to the internal and external pressure. Cameron and Quinn (2011) pointed out that in principle, potential expansion includes a change process that

can include recovery movement, policy change, restructuring or sometimes organizational reform process. Yang and Thorneo (2016) shows that the various dimensions of the container are not separated and to some extent. Thus, the expansion of abilities is a dynamic process with a feedback loop with various dimensions affecting each other.

In order for employees to gain experience, they need to be needed to teach employees to make their work effective. You can also use the process of studying, improving and improving your skills using your practice to support your own plan. According to Mohapi (2011), quoted by Amiga (2020), technology development is involved in providing employees with the knowledge and technologies needed to do any more work. Due to the explosion of knowledge and the lack of work, workers believe that they must inherently recognize the events around him, compliance with requirements, and do their best to do their best. The identification of individual demands is also important

Services of state organizations, institutions and non -governmental organizations today; the back before is used as a traditional library system based on printing. Obviously, the performance of the employee has a direct relationship with the knowledge and technology obtained as a result of training, and before the/IT is hired or before protecting the service in major purposes. Labor force is an important factor in all organizations, and thus the competence, technology and general knowledge that are taken to perform daily work can achieve the progress and growth of the organization. For this reason, it is necessary to train and systematically develop the workforce, and actually penetrate all aspects of organizational operation (Larry et.al, 2022).

Despite the increase in the effects of organizational employees in organizational employees, the literature on human resource development in developing countries is still limited(Debrah & ofori, 2006), and the problem of organizational customers is increasing in relation to low quality services in the university sector. In addition, it is known that there is a lot of knowledge about the training economy of developed countries, but it is worth noting that the problems related to the training of developed countries are rare. The existing studies in this title(Aidah Nassazi 2013; Nainmdinedhoiffir 2023; Melaku

Habtamu 2021; Kamoche, Debrah, Hortwiz & Muuka 2004; Kraak 2005) have taken a general human resource management (HRM) focus on the issues such as the effect of training on employee performance. On this title, recently did not done as the current situation need that means most research on this title are take more than five years old. In addition to this, most research are done without using model especially multiple linear regression model. Those listed problems invited me to do research on this title.

1.3 Research questions

- What mechanism does to improve the performance improvement programs?
- How the professional development programs affects employee performance?
- What was the effect of ethics trainings on employee performance?
- What was the effect of educational status on employee performance?
- How asses the descriptive of the study affect the performance?

1.4 Objective of the study

General objective of the study

The purpose of the study was to examine the effect of capacity building strategies on employee performance.

Specific objectives of the study

- To assess the effect of performance improvement programs on employee performance.
- To examine the effect of professional development programs on employee performance.
- To establish the effect of ethics trainings on employee performance.
- To study the effect of educational status on the employee performance.
- To assess the descriptive study of the employee performance.

1.5 Scope of the study

The scope of study entails contain the geographical area, content and time the research covers. The study was limited to three universities, which are Wolkite, Wachamo and Werabe university in central Ethiopia regional state in Ethiopia. The choice of those university was based on their location near to Wolkite university and in one regional state of central Ethiopia. Based on the scope of the study covered the effect of capacity building strategies on employee performance in 2025. The government had established fully functional institutional structures, carried out a general retooling of the service, and filled critical positions with qualified personnel, introduced the Training Policy and developed the capacity of the employment through various training of trainers' programs, and built and trained on an open and transparent performance management system. The content of the study was the implications of performance improvement, professional development, ethics trainings on employee performance and educational status of the employee measured by timely accountability delivery were examined.

1.6 Limitation of the Study

The study has some limitations that may affect the finding of the study. On this research, there was not papal discussion in this research. This happened by the reason of financial and distance of availability of the selected universities. Some respondents was not interested to feel the quaternary based on the workload.

1.7 Significance of the study

This study deals the effects of capacity building practice on employee work performance: the case of higher education institutions in central Ethiopia regional state. It enables the management bodies (board of directors) to understand the effect of capacity building practice and to decide their effect as well as to plan their optimal level based on their effect. The study has great contribution to the Ethiopian higher education institution to assess their improvement of employee performance. The study as a whole should have great contribution to the supervisory authority, policy makers, higher education

institution and other researchers to gain knowledge about the effect of capacity building practice on employee performance.

1.8 Organization of the study

This research report consists of five chapters. The first chapter provides a common idea for the entire report. The second chapter explains the review of the relevant literature, and the third chapter provides a detailed description of the methodology used in the study. Chapter 4 includes presentations, analysis and interpretation of data. Finally, the last chapter contains conclusion and recommendations based on the results.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 THEORETICAL REVIEW

2.1.1 Concepts and Definition of Capacity Building

Many scholars have decided to train and develop. The increase in labor potential is the main concept emphasized by each expert. Education and development are personnel management activities, and the purpose is the gap between the existing and expected effects (elnaga & imran, 2013; Nassazi, 2013). According to Business Dictionary (training, n.d.), training is an “organized activity aimed at imparting information and/or instructions to improve the recipient's performance or to help him or her attain a required level of knowledge or skill.” Training is a set of planned and systematic actions aimed at improving a person's skills, knowledge, and competency (Nassazi, 2013).

Training focuses on improving the experiancse needed to achieve organizational goals because it expands the effects of individuals, groups and organizations (elnaga & imran, 2013) (Jehanzeb & Bashir, 2013). I can also be considered a wider concept. This can be considered a overall and long -term growth of people to meet future roles and responsibilities (Nassazi, 2013).

Development, on the other hand, is ready to increase the knowledge and abilities of members of the organization and to accept new tasks and difficulties. In general, we aim to expand human skills in preparing for future missions (Snell & Bohlander (2010), Meron (2022). We have established that the development of employees, including continuous creation and knowledge and experience exchanges, is the most important factor in each company's growth (Mayo, 2000, Meron (2022). In addition, Harrison (1997) argues that the organization is "intangible assets" that characterize the characteristics of the individual's integrity and self -control and characteristics such as competency, effects and high levels of personal responsibilities. Finally, employee education and development maintain the balance between research and actual organizational practices, providing the basis of education and development funds such as

delivery, environmental development, methods and evaluation (NOE, 2010). Training and development in all organizations are continuous activities. Education, Development and Planned Experience -All of this contributes to education, which is the official and systematic change of behavior through Teach (Armstrong, 2001).

Many other studies of experiments and workers' productivity, employees who are satisfied with their jobs will have more labor productivity, so they will have more jobs than those who are dissatisfied with work (Landy, 1985). Furthermore, it was said that dissatisfied personnel are more likely to leave and are thus demotivates to perform well. Employee performance is higher when employees are happy and pleased, and management finds it easy to motivate top performers to meet firm goals (Kinicki and Kreitner, 2007). Employees can only be satisfied if they believe that they have the right to fulfill their duties, which can be achieved using improved educational programs.

2.1.2 Trainning and Development policies

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

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

retraining) is the norm the next concept that training will be a life-long endeavor (may as long as employee remains in the employment of the organization) third recognize the need to upgrade existing abilities, replace obsolete ones, and train for new ones and finally the requirement for multi-skilling in order to deal with change. (Multiskilling is the new paradigm shift for would-be employees in today's job market.) This is because, as the cost of conducting business rises while profits fall, business owners are looking for ways to minimize costs by reducing the number of staff they recruit.

2.1.3 Performance improvement programs and employee performance

Performance improvement programs are also regarded as short-term capacity enhancement programs, they include induction, mentoring and coaching, workshops and seminars, delegation, feedback, taskforce activities, rotation and transfers, and any other activity that can facilitate learning (Bua, 2013).

It should be emphasized that Wachira (2010) advises induction to any organization, large or little, for every staff member starting work in a new deployment or assignment, whether full- or part-time, with the goal of effective integration. These opinions differ somewhat from the MoPS's conception of its new hire induction programs. Wachira suggests a new dimension to induction aimed at new managers, graduate trainees, people returning from career breaks, longterm absence or maternity/paternity leave, senior appointments, technical specialists, and direct reports. Wachira's recommendation is included in the MoPS transformation paper, 2011, which mandates that all newly recruited and promoted public servants participate in mandatory induction programs run by the civil service college, whose curricula were developed in conjunction with training institutions (MoPS, 2006).Wachira explains that induction reflects the philosophy of an organization that recognizes the significant roles staff play in leading change, the variety of backgrounds and competencies that can be harnessed, and the organizational support required to deliver. The goal of MoPS for induction is orientation to the public service as well as the challenges of new jobs/responsibilities.

According to Elena et al. (2010), the transfer of knowledge about jobs and tasks to new organizational members is the primary goal of organizational socialization. According to

them, organizational socialization should include every step of the organization's and the newcomer's actions to ensure a successful transition. This process entails learning about the organizational structure, its formal guidelines and objectives, as well as its social norms that are influenced by the firm's history, traditions, and politics of the organization. Additionally, the employee is introduced to his or her work unit and instructed on how to carry out the necessary duties

Workshops and seminars, which account for more than 67.09% of interventions for capacity building in Mbale City, are the most prevalent performance improvement activity (Mbale DLGNDC 2011). Annual capacity requirements assessment reports serve as the foundation for determining training needs, establishing goals, defining the target audience, the outcomes, and developing an evaluation methodology. MoLG established general categories, including administration/governance, human resources management, planning and budgeting, procurement, gender and the environment, health, education, water and sanitation, engineering, and production (MoLG, 2005). The utilization of district resource pools, professional trainers, and prequalified service providers (MoPS, 2006, Mbale DLGNDC, 2006).

Although most workshops and seminars are conducted internally, the central government occasionally conducts them for important policy implementers and decision-makers with the primary goals of spreading information, raising awareness, and fostering consensus on ministerial policy matters (MoLG, 2006). The capacity development grants are mostly used for workshops and seminars. Whether it has an impact on employee performance was a subject of some debate. Experience demonstrates that it is one of the least well-liked programs that implementers have exploited.

Some of these concerns are brought up in a research by Golooba, where some service providers expressed concern that "people have attended too many workshops and have grown to view them as a source of per diem allowances and out-of-pocket expense"(Golooba, 2006). In order to emphasize the effects of workshops and seminars on individual employee performance, this study will go a long way. Clinton (2004) created a more practical and efficient method of maximizing the advantages of

workshops and seminars in order to increase their efficiency. He argues that managers should not leave a seminar, class, or workshop without creating a clear goal and learning action plan for putting the desired skills and practices into practice at work. He also supports active participation in discussions, exercises, case studies, and assessments because they foster thinking, integration, and the potential for future application.

Contrarily, coaching and mentoring, a one-on-one procedure that concentrates on the practical development of certain PS talents (MoPS, 2006). Public officers who, for reasons beyond their control, are unable to reach their performance goals and targets are required under the PS Standing Orders, 2010, to be assisted in improving by, among other things, training, coaching, mentorship, and attachment to other officers who do better. Coaching, according to Wachira(2010), is the process of enhancing someone's abilities and knowledge to enhance work performance. It has a brief duration, is goal-specific, and strives to boost performance at work.

On the other hand, Werner and Desimone (2006) contend that coaching should be seen as a process that encourages workers to take ownership of their performance in order to help them achieve and maintain higher performance as well as the objectives and effectiveness of the company. These opinions are consistent with the Expectancy Theory's Vroom's model (Expectations, Instrumentality, and Valence). To improve performance, Werner and Desimone advise goal-setting, mentoring, employee involvement initiatives, and job redesign.

According to the Mbale DLGNDC's 2011 capacity development report, coaching accounted for 21.08% of all activities carried out during the nine-year period under review. This is consistent with what academics contend on the value of coaching, mentoring, and counseling in raising employee performance. According to Golooba (2006), the HRM divisions are not giving enough attention to putting cost-effective capacity building initiatives including on-the-job training, mentorship, understudies, induction, and orientation into place. This doesn't appear to be the case with Mbale DLGNDC.

According to DeSimone's research on "coaching in a manufacturing business," coaching enhanced employee engagement and satisfaction and decreased attrition intentions, but there was no concrete evidence linking coaching to improved worker performance (DeSimone, 2006; Tedla, 2016). Wachira (2010) suggests combining coaching with other development interventions like mentorship, training programs, or on-the-job training to improve performance. Conversely, in mentoring, more senior coworkers use their superior knowledge and comprehension of the job or workplace to aid in the growth of a less senior or inexperienced employee (Wachira, 2010).

But Muir (2006), Hubbard (2016), and Riisgaard et al. (2016) recommend using delegation as a coaching strategy since it requires managers to find innovative solutions. To them, delegation entails a leader or team leader giving work, power, and responsibility to a subordinate in an effort to make the subordinate accountable for the performance's outcome.

Furthermore, Riisgaard et al. (2016) explained that efficient delegation offers a number of advantages as managers are able to mobilize resources, share responsibilities, and also focuses on doing a few tasks well, rather than many things less effectively, resulting in increased management and leadership potential. It is obvious that delegating has the ability to boost managers and leaders of public organizations' productivity levels.

From the reviewed literature, it is clear that the authors (Golooba, 2006; Wachira, 2010; Elena et al., 2010; Abbas &Asghar, 2010; Bua, 2013; Tedla, 2016; Hubbard, 2016; &Riisgaard et al., 2016.) understand and clearly explain the dimensions of performance improvement programs, they have not attempted to justify the lower LGs' performance has remained below standard as per annual assessment reports, despite the efforts to utilize the performance improvement programs. Thereby, prompting the researcher to pursue an assessment of the effect of performance improvement programs on employee performance in selected university.

2.1.4 Professional development programs and employee performance

Employees can join professional groups and receive certificates with institutional support. As a result, they are used on an individual basis by people working in different professions. Although there hasn't been much research on how well this strategy has affected employee performance, accountants, for instance, participate in and pay for CPA and ACCA courses. The goal of this review is to examine the effect of professional development programs on employee performance.

Refresher training and post-graduate education are the most common forms of professional development programs that are provided internally by civil service training institutions like the Institute of Public Administration (IPA), now known as the Uganda Management Institute (UMI), Makerere University, the Law Development Center, and other business schools both inside and outside the nation (Golooba, 2006) sited in Nainmdinedhoiffir, (2023). Among other things, reports are not consistently sent to the LGs Ministry's headquarters, daily operations are not transparent, technical support programs in LGs are not coordinated, and district training pools are not effectively utilized (MoLG 2005; Golooba, 2006; ACODE, 2020).

Currently, LG employees get training and skill development through a variety of channels. Most certificate programs are supported by LGDP. For acceptance into the military and promotion to higher posts, the majority of certificate programs serve as prerequisites. The Mbale often offers certificate programs in administrative law (required for administrative cadre), financial management, procurement, computer science, health records management, training of trainers, and human resource management as necessary work-related skills (Mbale , 2006).

Tertiary educational institutions plan, devise, and provide professional development programs expressly for LG staff in addition to generic courses. Postgraduate certificates, diplomas, and degrees are awarded to participants. Using money allotted to them from the LGDP's capacity building fund, some candidates are sponsored by their companies, while others pay for themselves. Additionally, several educational institutions or their faculties and departments create separate programs and courses that are supported by

sponsors with the express objective of enhancing the competence of LGs (Nabalende, 2015).

Additionally, management development programs in the service are designed to assist newly promoted officers or those who are about to be promoted in assuming more responsibility successfully and with confidence. It is intended for middle-level government employees in the professional and administrative class grades (MoPS, 2006; Karyeija, 2010). The process of management development involves giving managers the opportunity to exercise their skills while being directed by formally organized methods. It combines management education, management training, and management assistance (Carol, 2005; Boxall, Purcell, & Wright, 2008). They clarify that personalized procedures such as job rotation and promotion, coaching and mentoring, may be used to build and give effective management assistance.

According to the MoPS transformation document from 2011, despite the initiatives made under PSRP to train and develop public officers, the service still lacks a critical mass of leaders who can set an example, question the status quo, and motivate staff to reach their full potential. Although the report acknowledges that there are certain public officials in each PS agency who exhibit leadership qualities and who, with the right support, may serve as change agents (MoPS, 2011) cited in Nainmdinedhoiffir, 2023).The document continues by saying that the civil service college, as a national school of government, must cultivate the proper attitudes in public servants, offer targeted public employees focused skill upgrading, and develop a cadre of personnel ready to overhaul the PS. It must promote management development, carry out service research and civil service development, offer "hands on" leadership and management training, provide corporate development opportunities for senior managers, staff induction for recently hired public servants, and develop the professional skills of public servants.

In addition, obtaining professional certification is a way for someone to demonstrate that they possess the information, expertise, and abilities necessary to carry out a certain work. The evidence is presented in the form of a certificate obtained by passing an exam authorized by a body or organisation that supervises and upholds established standards

for the relevant industry. There are three common certification types: corporate (internal), product-specific, and profession-wide, which are listed in order of development level and portability (Ricardo, 2020).Professional certification is available in a wide range of fields and occupations, including the arts, human services, and highly technical positions. In each instance, the certificate guarantees the public and clients that the certificate holder is knowledgeable and skilled (Peterson, 2019; ILO, 2021).

Certification is a prerequisite for practice or employment in various professions. Examples include physicians, educators, certified public accountants (CPAs), and pilots. Additionally, certification guarantees the use of professional standards, an elevated quality of practice, and public safety (Barnhart, 2009) cited in Nainmdinedhoiffir, 2023). The focus is on ongoing professional growth, and certificates call for holders to complete a minimum number of hours of continuing education each year or every two years in order to stay up to date (Ganzeboom, 2010).

Annual conferences, conventions, and/or trade exhibitions are conducted to present seminars for continuing education, to talk about the condition of the industry and new best practices, and to display the newest goods and services. For professionals, networking at these events may be quite beneficial (DeSimone, 2006; Segal, 2011).

From available literature (Carol, 2005; Boxall, Purcell, & Wright, 2008; Barnhart, 2009; Ganzeboom, 2010; Karyeija, 2010; Segal, 2011; Nabalende, 2015; Peterson, 2019; Ricardo, 2020), employees can join in professional groups and certification programs thanks to institutional assistance. As a result, they are used on an individual basis in many different professions. For instance, accountants participate in and pay for CPA and ACCA courses, yet little research has been done to determine whether this activity has a positive impact on worker performance. This explains why the researcher found it necessary to examine the effect of professional development programs on employee performance in selected universities in central Ethiopia regional state.

2.1.5 Training and Development Philosophy

The training philosophy must describe the overall considerations and beliefs of the organization towards knowledge acquisition and the sensible utilization of all knowledge media available. The scope and general practices should be presented in concise statements by the training systems unit and should be agreed up on by the executives of the organization. According to, Ghosh & Kumar (2003), some of the main statements of any training philosophy would include the following.

Training is the responsibility of the organization and of every employee of the organization, training system is as much a part of the organization‟s operation as any man, machine, or method. A training system must be implemented through the active involvement of the mangers and they will be responsible for its continuation. A training system must provide training opportunities for all employees. A training system must offer a wide variety of courses and subject matter and have reasonable, logical beginning point for each employee to enter in to the system. The training system must not be limited in the use of any source of knowledge or information. The acquisition of knowledge by every employee must be a continuing process. The true measurement of any knowledge is the performance of the employee in utilizing this knowledge on the job. The organization must recognize the achievement of each and every employee. The training system must not in any way be involved in the use of pressure or forced participation. It must be voluntary(MELAKU, 2021).

2.1.6 Ethics trainings and employee performance

One of the most important challenges in business, and particularly in human resource management, is ethics. Employee performance is influenced by an organization's commitment to embracing the need for ethical conduct and putting it into practice. A good ethical culture will give direction and guidance in a variety of areas to help create unified, harmonious, and ethical workers (Wood, 2000; Tran, 2017). The key indicators of ethics trainings are full accountability, transparency and integrity (Jacobson et al., 2010). The purpose of this review is to facilitate the study process of establishing the

effect of ethics trainings on employee performance in the selected university in Central Ethiopia regional state. .

According to Steets (2010), taking responsibility for one's actions include reporting, explaining, justifying, responding, accepting duties, rendering reckoning, and submitting to an external or external judgment. While Edwards and Hulme (2003) saw accountability as a way for people and organizations to take responsibility for their activities and report to established authorities. Muthein (2000) and according to Mulgan (2003) sited in Nainmdinedhoiffir (2023), accountability refers to being responsible for one's deeds or behavior. According to these academics, accountability entails the creation of objective standards of evaluation that can be used to assess how well individuals and organizational units accomplish their obligations. However, in the public service, accountability refers to holding someone or anything accountable for performance that is as objectively measured as feasible (Aucoin&Heintzman, 2000 sited in Nainmdinedhoiffir (2023)).

Although its particular definition and institutional application may differ from one region or one institution to another, accountability is a globally acknowledged requirement for public administration in theory and practice. Traditionally, the idea of accountability has involved topdown control within an official structure and individual responsibility for carrying out specific tasks (Wolf, 2000; Dubnick& Frederickson, 2011).Public employees working in intricate government agencies must answer to their immediate superiors, the political establishment, and the general public, according to Campbell (in Chapman, 2000 cited in Nainmdinedhoiffir, 2023).

One may argue that accountability is a necessary condition for stopping the misuse of power and making sure that it is used to accomplish efficiency, effectiveness, responsiveness, and transparency. Delivering community-oriented public services must start with an open, transparent, and responsible government since doing otherwise would lead to hidden unethical activity (Ebrahim, 2003; Raga & Taylor, 2005; Pretorius, 2017).

Transparency, on the other hand, denotes honesty, openness, and responsibility. It is an extension of the notion of a transparent or see-through object. It suggests that persons in positions of authority should be as open and honest as possible about the choices and actions they take in relation to the civil services. One of the fundamental tenets of effective government is transparency. According to Kailasam, Geeta, and colleagues (2004) cited in Nainmdinedhoiffir, (2023), transparency means sharing information and conducting business honestly. A key element in promoting transparency is free information. Information needs to be current, relevant, accurate, and thorough in order to be used successfully.

According to Ashour (2004), openness not only aids in educating the public about ideas for development but also persuades individuals that government organizations are interested in hearing their opinions and attending to their priorities and concerns. This reinforces democratic ideals and increases the legitimacy of the decision-making process. In a more direct way, transparency has an impact on civic involvement as well. Success in involving the public and private sectors typically depends on responsiveness. Governments may conduct development projects with the help of stakeholders far more successfully if they regularly communicate their assessments and plans with the public and solicit their opinions (Briggs, 2007).

A thorough disclosure process, an effective human resource management plan, and other procedures must be in place in the meantime to control how public employees behave. According to a 2001 United Nations Development of South Africa study, few African countries appear to have coordinating structures in place, even if many of them support national integrity plans, broad ethical standards, or anti-corruption measures. Similar enforcement mechanisms are necessary for behavior management and guiding policies for government personnel.

Organizational integrity pertains to the interpersonal aspects of a company and is a reflection of all of its employees' integrity. Almost everyone in the organization adheres to the same core beliefs. Because they share the same fundamental values, characteristics,

conventions, and standards, the employees are familiar with one another and can trust them (Fick, 2005; Paine, 2014; Kolzow, 2014).

Although the authors (Wood, 2000; Kailasam, Geeta& et al., 2004; Raga & Taylor, 2005; Briggs, 2007; Hulme&Sanderatne, 2008; Jacobson et al., 2010; Dubnick& Frederickson, 2011; Døssing et al., 2011; Tran, 2017; Pretorius, 2017; Ledingham, 2021)clearly define and enumerate the benefits of ethical trainings on accountability, transparency, and integrity, there is evidently lack of direct focus into how these trainings affect employee performance, a gap that the researcher sought to close by establishing the effect of ethics trainings on employee performance in selected university.

2.1.7 BENEFIT OF TRAINNING AND DEVELOPMENT

Employee development and training is one of the most powerful motivators for both individuals and companies to achieve their short and long-term goals and objectives. Training and development improves not only knowledge, skills, and attitudes, but also provides a number of other advantages. The following are common benefits of employee training and development, according to Nassazi (2013): It increases employees‟ morale, confidence, and motivations. It lowers production costs because individuals are able to reduce waste. It promotes a sense of security, which in turn reduces turnover and absenteeism. It increases employees‟ involvement in the change process by providing the competencies necessary to adjust to new and challenging situations. It opens the doors for recognition, higher pay, and promotion. It helps the organization in improving the availability and quality of its staff. It is noteworthy to remember that individuals become more productive (Bapna, Langer, Mehra, Gopal, & Gupta, 2013), because training and development programs improve individuals‟ skills and abilities. Even organizations offer tuition reimbursement for individuals to attend such programs (Jehanzeb & Bashir, 2013) cited in meron (2022).

On the other hand, it benefits both an organization's employers and employees. When a worker is properly trained, he becomes more efficient and productive. By providing comprehensive training and development, businesses may develop and enhance the

quality of their current staff. Training is necessary not just to boost productivity, but also to excite and inspire employees by emphasizing the importance of their duties and providing them with all of the information they require to complete them (Anonymous, 1998). Increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and reduced employee turnover are some of the general benefits of employee training.

Individual performance is described as an individual's outcome in terms of process, results, relevance, and success. This capability can be exhibited through increased productivity, ease of use of new technology, or being a highly motivated individual (Nassazi, 2013). The measures of success, according to Arinanye (2015) cited in Meron, (2022), are productivity, efficiency, effectiveness, quality and attendance of work. Profitability is defined as the ability to make consistent profits over a long period. It has calculated as a percentage of gross profit divided by sales, or as a return on invested capital (Wood & Stangster 2002) cited in Meron(2022). Efficiency and effectiveness - efficiency refers to the ability to achieve the intended results with the least amount of resources available, whereas effectiveness refers to the ability of employees to achieve the required results. (Stoner 1996)) cited in Meron(2022). Either it is the strategic approach to improve organizational effectiveness by improving the performance of individuals who work in the organization, or it is the overall achievement of a particular activity measured against pre-selected standards of accuracy, cost, and speed.

2.1.8 Employee performance

Employee performance is normally looked at in terms of outcomes. Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr 1995). It is a measure of how the individual,

organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey 1989). Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner 1996).

As noted by Draft (1988), it is the responsibility of the company managers to ensure that the organizations strive to and thus achieve high performance levels. This therefore implies that managers have to set the desired levels of performance for any periods in question. This they can do by for example setting goals and standards against which individual performance can be measured. Companies ensure that their employees are contributing to producing high quality products and/or services through the process of employee performance management. This management process encourages employees to get involved in planning for the company, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. It is important to note that performance management includes activities that ensure that organizational goals are being consistently met in an effective and efficient manner. Performance management can focus on performance of the employees, a department, processes to build a product or service, etc. Earlier research on productivity of workers has showed that employees who are satisfied with their job will have higher job performance, and thus supreme job retention, than those who are not happy with their jobs (Landy 1985). Further still, Kinicki & Kreitner (2007) document that employee performance is higher in happy and satisfied workers and the management find it easy to motivate high performers to attain firm targets.

2.1.9 Problems of Training and Development Implementation

Management capacity and attitude: The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program‟s one of the major factors that influences the process and expected results of the program. The knowledge and attitude of managements are crucial for the success and effectiveness of

training and development program (Gumez, 1995). Therefore Managers „at all level of particularly top managements should provide real support for training and development of the employees in the organization".

Availability of resources: The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education (Monday, 1990). Therefore, organizations that consider shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problem: Financial problem is the major constraints that hamper the implementation of effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. In addition, the implementation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (Mathis& Jackson, 1997).

2.2 Empirical literature

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

According to Mohammed Hassen (2022) on the title the impact of training on employees performance: A case study of Bahir Dar university, Ethiopia study used a quantitative approach and the cross-sectional survey was used to collect data from a sample population of administrative employees of Bahir Dar University, Ethiopia who took training in 2019 chosen by simple random sampling. Data were analyzed using both descriptive and inferential statistics. Findings: Results show that training design, training needs assessment, training delivery style and training evaluation have significant positive effect on employees' performance. Finally, the study recommended that human resource management should engage in increasing the qualities and quantities of the training program and properly apply the four phases of the systematic training processes to increase the performance of administrative employees of Bahir Dar University, especially the technology institutions.

According to Maku Sampson Hassan (2021) the empirical study explores the relationship between Capacity Building and Employees' Performance in Dr Isa Mustapha Agwai I Polytechnic, Lafia, based on descriptive research design. Both primary and secondary data were used.. Descriptive Statistics and frequencies were also performed on the data. The two research questions raised were analyzed using simple percentage and the hypotheses formulated were also tested at 05% confidence interval. The major Findings in the study are that; there are significant positive relationships between training, education and productivity in Dr Isa Mustapha Agwai I Polytechnic, Lafia. Thus, conclusion has been drawn that capacity building plays a significant role in improving the performance in terms of training and education of the academic staff of the Polytechnic.

According to Mak Sampson Hassan (2021). Empirical studies explore the increased potential of poly technique employees in LAFIA and the relationship between employees based on explanatory research. Both primary and secondary data have been used. Description statistics and frequency were also performed for data. We analyzed two increased research problems using simple percentages, and the official hypothesis was also tested as a 05% trust section. The major Findings in the study are that; there are significant positive relationships between training, education and productivity. in Dr Isa Mustapha Agwai I Polytechnic, Lafia. Thus, conclusion has been drawn that capacity

building plays a significant role in improving the performance in terms of training and education of the academic staff of the Polytechnic.

According to Nainmdinedhoiffir (2023) study examined the effect of capacity building strategies on employee performance in Mbale City in Uganda. A cross-sectional study design, with both quantitative and qualitative approaches, was applied in this study and a sample of 64 respondents who were employees of Mbale city was utilized. A 95.3% response rate, research findings revealed there were proper performance improvement programs in Mbale City and professional development programs played a significant role towards the employee performance, and ethics trainings were rarely conducted, though had an effect on employee performance.

According to a study by Nainmdinedhoiffir (2023), studied the effects of strategies to increase the potential for the effects of employees in Uganda's MBAL. In this study, the cross -student design was applied as a quantitative and qualitative approach, and the 64 respondents were used as an employee at MBAL. There were appropriate programs to improve the performance of City, and the professional development program played an important role in the employee's work, and ethical education did not affect the effectiveness of the employee but rarely performed. As a result, it was recommended to establish a city in the city to improve efficiency, as well as teams to improve efficiency, and the Urban Administration, in particular, should consider professional employment experts in relation to the main components of the urban administration, and finally the urban administration develops ethics and professional standards that follow the annual standard of etiquette. Additional research is proposed. The effects of leadership on the effects of the effectiveness of the Uganda regional authorities, the relationship between the guidance and training and adoption of the organizational cultural employees, the influence of leadership on the ethical behavior of the local government, and the effects of the strategy to increase the results of the workers to perform the employees' employees.

According to Musiimenta Nancy (2024), the effect on the program and the performance of the employee to build capital abilities. Topic research on large cities. This study studied the effects of arbitration in the potential building field of universities from 2020

to 2022. The main data was collected using a document, a profile managed by 150 employees, and a deep interview with executives. According to explanatory statistics and regression analysis, programs focused on competency such as change, conflict resolution, financial management and information communication technology have significant positive relationships such as productivity, customer satisfaction, maintenance and innovation. Notable improvements have been made in faculty and departments who actively participated in the structural education mode. In addition, qualitative ideas emphasized the expansion of employees' motivation, interaction and career. The results include potential buildings that can be systematically included in the development strategy of human resources through appropriate funding to contribute to the qualifications of the world's excellent universities.

According to Melaku Habtamu (2021) on the title the effect of training & development on employees performance: in the case of jimma university finds that training need assessment significantly influenced employee performance, training Design significantly influenced employee performance since the comfortable trainings for staff were in line with the training needs established and was according to organizational policies and procedures. Implementation of Training significantly influenced employee performance due to organization adopted the comfortable trainings for staff that was in line with the training needs. The study further established that Evaluation of training program significantly influenced employee performance since there was a well-organized orientation program for its entire new staff(Melaku, 2021).

According to Meron Taye (2022) on the effect of training and development on employees' performance: the case of federal transport authority study finds that training and development have a positive relationship and a significant positive impact on employees' performance. Furthermore effective training and development have significant effect on employees‟ performance. In general, training is very important in order to achieve excellence and competencies in skill, knowledge, ability, creativity attitude and potential to meet the organization competitive advantage. Overall training and development are positively and strongly correlated with overall employee performance, and training and development had a greater relationship with employee

performance. The study proved that training and development has positive impact on employee performance.

2.3 Conceptual Framework

The model of this paper was revised based on a literature assessment of previous researchers' findings from different studies on employee training and performance. This research model was created by the author and explains the link between employee training and performance. The performance of employees is a dependent variable, while Performance Improvement Programs, professional development programs, ethics trainings are an independent variable. In addition to those experience and educational status were included. Finally, the following conceptual framework were used to explain the inter relationships between the variables in this study. Because of the assessment of related literature, a conceptual framework emerged.

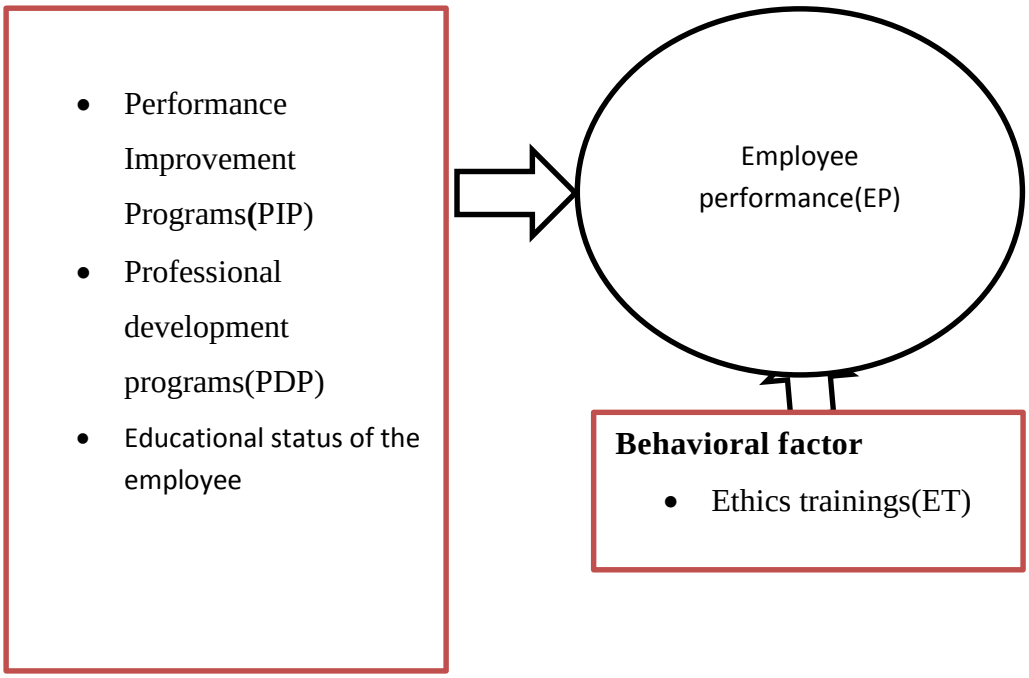


Figure 1:- Conceptual framework

Source:- Meron research paper (2022)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

Research methodology is the procedures by which researchers go about their work of describing, explaining and predicting phenomena (Rajasekar et al. 2013). Under this section the researcher see source and method of data collection, target population and sampling frame, sampling techniques and sample size, method of data analysis, variable definition and model specification.

3.2 Description of the study Area

The federal government of Ethiopia has established more than 46 higher education institutions in the education sector. it was well known that, Wolkite University, Wachamo University and Werabe University are the state universities recognized by the Ministry of Education according to the revised Higher Education Establishment Decree No. 097/2011.

The foundation stone of Wolkite University was laid in 2009 to start the construction of the university based on the development demands of the local community. The institute is located on 180 hectares of land in Gubrye District, which is 174 km far from our capital, Addis Ababa, and 14 km far from Wolkite, the capital of Gurage Zone. Wolkite University, which is classified as a third-generation university and is classified as a University of Applied Sciences, first started its work in Wolkite Polytechnic College, and it accepted 353 students in three colleges, i.e. College of Engineering and Technology. The teaching started by opening 13 departments and accepting 114 students in the College of Computing and Informatics and 84 students in the College of Natural and Mathematical Sciences for a total of 551 students. The departments in the university started teaching for the first time are Civil Engineering, Construction and Technology Management, Chemical Engineering, Mechanical Engineering, Food Engineering, Architecture, Electrical Engineering, Garment Engineering, Computer Science,

Information Technology, Information Systems, Applied Biology and Applied Physics(WOLKITE University,2024).Wolkite University also provides several academic and non-academic facilities and services to students including a library, housing, sport facilities and/or activities, financial aids and/or scholarships, study abroad and exchange programs, online courses and distance learning opportunities, as well as administrative services (wolkite University,2023).

The next university included in the study, Wachemo University (WCU) is one of the public higher educational institutions, which was found in 2009 G.C. It is located 230 km southwest of Addis Ababa, at Hosanna town in the area of over 200 hectares. The University commenced its function in 2012 admitting 538 students in 12 departments under 4 colleges. Currently, the University has 1479 academic staff (from these 9 are expatriate academic staff), 209 Academic technical support staffs totaling 1688 Academic Staffs and Total admin staffs with male 712 and female 1634 is 2346 administrative support staff totaling 4034 Staffs. In terms of the profile of the full time academic staff, 94 are PhD holders, 1154 are MSc/MA holders and 168 are BSc/BA holders in addition to Technical Assistants. Furthermore, the university has launched its branch campus at Durame town (Kambata Tambaro Zone) about 60Km away from the Main campus, Hosanna. From on the top of that the university has one teaching hospital: Nigist Elen Muhamad General Hospital which is found at Hossana town. Other Centers are: Shone Centre, Homacho Centre, Gimbichu Centre, Mudula Centre and Halaba Centre (Wachemo University, 2021).

Werabe University /WRU/ is one of the fourth-generation universities established in 2018. It is situated in a 15-year-old fast growing Werabe town located 172 Km southwest of Addis Ababa and 58 km away from Hosana, the Capital of central Ethiopia regional state. The university was established based on the commitment of the government towards the expansion of quality higher education as well as ensuring a reasonable distribution of higher education in the country. The foundation stone was laid down on 29th November 2007 E.C by the then Prime Minister of Ethiopia His Excellency Hailemariam Desalegn. The construction of the university was started immediately on a total land area of 137 hectares which was given by the city administration of Werabe

town. Currently, the university is operating in 24 fully completed and furnished buildings and has admitted over 4000 students in regular and continuing education programs in 47 departments under 6 Colleges one institution and two schools. The research center of the university involves demand driven and problem-solving researches on agriculture, health, entrepreneurship and social studies. Since more than 80% of the country's population earn their means of living from agriculture, due concern should be given to modernize farming and to make the sector more productive (Werabe University, 2024).

3.3 Research Design

Research design explain how information gathered for an assessment or evaluation that includes identifying the data gathering method(s), the instruments to be used, how the instruments would be administered, and how the information would be organized and analyzed (Assumptah & Muhari, 2017). Explanatory research design was used to meet the overall objective of the study and to test hypotheses under it.

3.4 Research approach

The research approach is a method, in which types of approach or methods of data collection is appropriate to carried out the study, out of alternative methods of data collection under the review period. Therefore to fulfill the objective of the study, the researcher used quantitative and qualitative research approach. Therefore, taking the research problem and objective as stated in the previous sections mixed research approach is preferred and appropriate for this study.

3.5 Sources of Data

In this study, primary sources of data were used as important sources of data. The researchers was gathered primary data from the selected respondents through the questionnaire. Furthermore, a face-to-face interviews with selected key informants, which were from the leader(team leader, dean, department head, director, president of university). The questioners has been collected in the teacher, technical assistant and admin employers of the university. These provide an opportunity of getting reliable data.

A pre-tested structured questionnaire for sample of employee's uses for primary data collection.

The study developed the questioner and the researcher tested questionnaires for consistency, clarity and duplication. Appropriate training including field practice will necessarily developed the enumerators' skill, regarding the objectives of the study and the content of the questionnaire, on approach the respondents and conducting the interview.

3.6 Data Collection Techniques

The research data collection technique was used at the different levels and stages of this study. They are secondary data such as (annual and recent reports of the university, strategic plans, informal/observational data's, books and published work activates) and primary data through questionnaire and interview used to data analysis.

Questionnaire

The major instrument used for this study was a questionnaire which sought information about in the employee are the demographic attributes of respondents, improvements of training , professional development and ethical training are the main point of the questioner. The questionnaire items used closed-ended to generate qualitative and quantitative data as intended.

The scale agreement type response categories are preferred because apart from other advantages, it increases comparability of responses in the respective settlements is guarantee. To collect the data that based on demographic data of respondents and the university participation in capacity building developmental programs.

Interview

Interview guide open - ended questions we have used to gather in-depth qualitative data from team leader, director, dean, department head and presidents of the university. The researcher will prepare an interview protocol in advance and use it to take notes during the interview. Interviews are important sources of data as participants can be asked key questions about the study.

Document analysis

Reviewing documents of the university, there are reports, strategic plans, performance evaluation Historical books and observational data etc. that may serve as valuable data sources to assess its contribution.

3.7 Sampling Technique

The three universities have a total population of 7,486 in 2024. Each university has teacher, technical expert and administrative employer. Similarly the university located in the town of Wolkite, Hosana and Werabe. In central Ethiopia, there are three university listed as a sample.

Sample Size

The sample 3 university selected purposively from central Ethiopia regional state. When we come to the respondent, used simple random sample methods. Each respondent are provided equal chance of being chosen. The researcher expects the confidentiality of the respondents on their responses.

Besides, in order to select the representatives of the sample and determine the size, used sample size determination with confidence level 95% and tolerable errors ± 5% i.e. Yamane's (1967) developed a formula to calculate a representative sample for proportions as: -

Remark: $\mathbf{d} = \frac{P}{1+P(e)2}$

$$d = \frac{7052}{1 + 7052(0.05 * 0.05)} = 379$$

Where: d = desired sample size; P = total population; e = significance level

$\mathbf{si} = \frac{Pi}{P}\ \mathbf{x}\ \mathbf{n}$ where= si = desired sample from stratum I, Pi = total number of population at stratum I, P = total number of population, d = desired sample size

The area under the normal curve for 95% level of confidence calculated a sample size of population whose degree of variability is known. Assuming the maximum variability and taking 95% confidence level with ± 5% precision, the calculation for required sample size was as follows;

Table 1 Selected university with their prospective employees

No	Name of University	Name of population	Total pop	Sample Size determination	Sample Size
1	Wolkite University	Teacher	1106	si= $\frac{Pi}{P}$ *n ; $si = \frac{1106}{7052} * 379 = 59$	59
		Administrative Workers	1073	si= $\frac{Pi}{P}$ *n ; $si = \frac{1073}{7052} * 379 = 58$	58
		Technical expert	156	si= $\frac{Pi}{P}$ *n ; $si = \frac{156}{7052} * 379 = 8$	8
2	Wachamo University	Teacher	1464	si= $\frac{Pi}{P}$ *n ; $si = \frac{1464}{7052} * 379 = 79$	79
		Administrative Workers	1922	si= $\frac{Pi}{P}$ *n ; $si = \frac{1922}{7052} * 379 = 103$	103
		Technical expert	203	si= $\frac{Pi}{P}$ *n ; $si = \frac{203}{7052} * 379 = 11$	11
3	Worabe University	Teacher	613	si= $\frac{Pi}{P}$ *n ; $si = \frac{613}{7052} * 379 = 33$	33
		Administrative Workers	473	si= $\frac{Pi}{P}$ *n ; $si = \frac{473}{7052} * 379 = 26$	26
		Technical expert	42	si= $\frac{Pi}{P}$ *n ; $si = \frac{42}{7052} * 379 = 2$	2
	Total		7052	379	379

Source: Own Survey 2025

3.8 Methods of Data Analysis

The data collected for this study underwent a meticulous process of statistical analysis to unravel key insights relevant to the research objectives. Initially, descriptive statistics were computed to summarize the main features of the data set, providing an overview of variables' central tendencies and distributions. Subsequently, correlation analysis was conducted to explore the relationships between employee performance measurement factors like Professional Development Programs (PDP), Performance Improvement

Programs(PIP), Ethics trainings (ET), Experience of the employee (EE), Age of the employee (Age) and Employee performance(EP). This examination of associations was crucial in understanding how different measurement factors influenced employee performance. Following correlation analysis, regression models were developed to assess the effects of capacity building practice on employee performance the case of higher education institutions in central Ethiopia regional state. Through regression analysis, the magnitude and direction of the effects of various performance measurement variable on employee motivation were elucidated.

3.9 Model specification for employee performance

The Multiple Linear Regression (MLR) model utilized in this study aims to analyze the relationship between effects of capacity building on employee performance within the Ethiopia higher institution in Central Ethiopia. The model specification includes: The dependent variable, denoted as EP, represents Employee performance. The independent variables, denoted as PDP, PIP, ET, EE, Age and SE, correspond to different variables Professional Development Programs, Performance Improvement Programs, Ethics trainings and educational status of the employee respectively.

The MLR model assumes a linear relationship between the independent and dependent variables. Mathematically, it is represented as:

$Consequently$, the function of the model is written as

$$EP = \beta_0 + \beta_1 PDP + \beta_2 PIP + \beta_3 ET + \beta_4 EE + \beta_5 Age + \beta_6 ES + \mu$$

Where

EP:- Employee performance

β_0:- The constant term

β_1-β_6 represents the slope of the variable

PDP:- Professional Development Programs

PIP:- Performance Improvement Programs

ET:- Ethics trainings

ES:- Educational status of employee

EE:- Experience of the employee

Age:- Age of the employee

μ:- Error term

CHAPTER FOUR

RESULT AND DISCUSSION

4.1 Response Rate

The results reveal that out of 379 questionnaires distributed among employees in selected university in central Ethiopia regional state, 364 were collected, reflecting a 96% collection rate. Among the collected questionnaires, 162 were from teacher of the universities, 181 were collected from admin employee and 21 were from lab assistant. Specifically, the participation rate of teacher were 44.5%, the admin employee 49.7% and lab assistant 5.8%.

4.2 Demographic Profile of the Respondents

The demographic profile of the sampled respondents provides valuable insights into the composition of the workforce in central Ethiopia regional state higher institution.

Regarding gender distribution, in table 2 explained, it is noted that a higher percentage of male employees participated in the survey numerically 74.5% male and 25.5% female were participated. This gender distribution reflects a prevailing trend in the higher education institution. In higher education institution, male employees often outnumber female employees, potentially influenced by historical and cultural factors.

Analyzing the situation of marital status explained in table 2 in selected university in central regional state result among 364 participants, 98(26.9%) were single and the rest 266(73.1%) were married. In the university most employees were married. According to the interview response, most married employee has more chance compared to single one because the married employee need teach their children and also has fear the life especially in the huge city.

Table 2:- Demographic profile of the respondent

		Frequency	Percent	Cumulative Percent
sex	Female	93	25.5	25.5
	Male	271	74.5	100.0
	Total	364	100.0	
Marital status	Single	98	26.9	26.9
	Married	266	73.1	100.0
	Total	364	100.0	
Experience	Less than 3 years	5	1.4	1.4
	3-6 years	57	15.7	17.0
	6-9 years	64	17.6	34.6
	9-13 years	169	46.4	81.0
	Above 3 years	69	19.0	100.0
	Total	364	100.0	
Educational status	Diploma	14	3.8	3.8
	BSc/BA	146	40.1	44.0
	MSc/MA	140	38.5	82.4
	PhD	64	17.6	100.0
	Total	364	100.0	
Age	From 30-40 years	70	19.2	19.2
	From 40-50 years	182	50.0	69.2
	Above 50 years	112	30.8	100.0
	Total	364	100.0	
position	Admin	149	40.9	40.9
	Teacher/lab assistant	157	43.1	84.1
	Department head/team leader	36	9.9	94.0
	College dean/Director	22	6.0	100.0
	Total	364	100.0	

Source; Survey output, 2025

The above table 2 discusses that, the respondents position result indicates that 149(40.9%) admin employee, 157(43.1%) were teacher and lab assistant, 36(9.9%) were department head and team leader, 22(6.0%) were college dean and directors. These result indicates that most participant were teacher and admin employee compare to the other participants. From this we conclude that most of the respondents in study engaged were teachers in the university and admin employee.

From the table discusses that, the experience of the employee result indicates that most employee of the university has the experience above 9 years. From this researcher conclude that most of the respondents in experience have the range of 9-13 years' experience. Therefore the organizations has matured employee in the university.

Analyzing the situation of educational status in selected university in central regional state result among 364 participants, 14(3.8%) were diploma, 146(40.1%) respondent has BA/BSC, 140(38.5%) respondent has MA/MSC and 64(17.6%) has PhD. This result indicates that most of the respondent were MSC/MA and BSc/BA indicates great ability but in Addis Ababa university, almost all employee are PhD holders.

4.3 Reliability of the Data

The reliability statistics reveal medium internal consistency among the measurement scales employed in the study. Performance Improvement Programs, Professional Development Programs. Ethics trainings, employee performance scales all demonstrate commendable reliability, with Cronbach's alpha coefficients as described in table 3. These findings underscore the trustworthiness and accuracy of the scales in assessing Performance Improvement Programs, Professional Development Programs. Ethics trainings, Experience and employee performance among respondents in central Ethiopia regional state. Such reliability instills confidence in the validity of the research findings and strengthens the overall credibility of the study.

Table 3: Reliability statistics result of the study

Variables	Cronbach‟s alpha	No. of items
Performance Improvement Programs**(**PIP)	0.695	8
Professional development programs(PDP)	0.686	5
Ethics trainings(ET)	0.687	5
Employee performance	0.679	7

Source; Survey output, 2025

4.4 Descriptive Analysis

4.4.1 Performance improvement program

Table 4: Performance improvement program

	N	Minimum	Maximum	Mean	Std. Deviation
Performance Improvement Programs	364	1	5	3.92	0.65
Induction training is done for all new staff joined the organization	364	1	5	3.91	.726
The university's conduct regular Mentoring and coaching is done for the staff	364	1	5	3.65	.908
Workshops and seminars are organized for staff	364	1	5	3.94	.569
Delegation is utilized	364	1	5	3.77	.897
Evaluation is given to staff	364	1	5	4.07	.573
Feedback is given to staff	364	1	5	4.15	.397
Taskforce activities are carried out	364	1	5	3.99	.506
Rotation and transfers are done in the university	364	1	5	3.88	.659

Source; Survey output, 2025

The analysis of Induction training is done for all new staff joined the organization by selected university Wolkite, Wachamo and Werabe university. The respondent response a mean score of 3.91 with a standard divation 0.726. This result suggests that the university have given induction training well as indicated in the table. The variation of the respondent from the mean is small indicates the result of std deviation above.

Moving on to the university's conduct regular Mentoring and coaching is done for the staff scoring a mean value of 3.65 indicates all meantioned university trained on mentoring and coaching for staff. The variation from the mean is less than 1 that is 0.908 indicates the respondent response are almost more are similar meaning agree on mentoring and coaching for staff. When we comes to Workshops and seminars are

organized for staff scored a mean value of 3.94 indicates that the response replies agree on the provision of workshops and seminars.

The duty of Delegation is in the university score a mean value of 3.77 indicates that the habit of delegation in the university used. This result indicates, everywork has the responsible body leads work to do effectively and also succesfuly. The standard deviation result 0.897 indicates majority respondent has similar response meaning the university gave delegation.

Moving on to the Evaluation is given to staff scoring a mean value of 4.07 indicates that those university used evaluation on their university. The distance of response from the mean were 0.573 indicates almost majority of the respondent are almost similar indicate used evaluation of staff periodicaly. According to the interview response, the university used evaluation method for their staff but the evaluation methods are very subjective based on the vision way of the leader more.

When we comes to Feedback is given to staff mean scored a mean value of 4.15 indicates that those university gave feedback for their staff. Standard deviation measures how far observations are from the sample mean. The standardviation result 0.397 indicates not that match far from the mean. According to the interview response, the leader of university gave feedback for their employee especialy busy area follow their employee frequently but for nun busy class not gave attention match.

Moving on to the Taskforce activities are carried out scoring a mean value of 3.99 indicates that those university used Taskforce activities are carried out on their university. The distance of response from the mean were 0.506 indicates almost majority of the respondent are almost similar indicate taskforce activities are used. According to the interview response, the university used taskforce activity.

When we comes to Rotation and transfers are done in the university scored a mean value of 3.88 indicates that those university gave Rotation and transfers are done in the university for their staff. Standard deviation measures how far observations are from the sample mean. The standardviation result 0.659 indicates similar meaning gave rotation

and transfer for the staf. According to the interview response, the leader of university gave rotation and transfer are used.

4.4.2 Professional development programs

Table 5:- Professional development programs

	N	Minimum	Maximum	Mean	Std. Deviation
Professional Development Programs	364	1.4	5	3.81	.965
There are opportunities for short courses for staff	364	1	5	3.84	.964
The universities give the opportunities for postgraduate programs	364	1	5	4.26	.729
Staff enroll for certification programs	364	1	5	3.22	1.189
Staff belong to professional associations	364	1	5	3.56	1.262
Management development activities are organized	364	3	5	4.19	.681

The question, there are opportunities for short courses for staff mean score of 3.84 indicates that short course are given to the staff especially for teacher. This result suggests that the opportunity for short course are utilized as indicated in response. The standard deviation result 0.964 are less than 1 indicates the universities have similar.

Moving on to the universities give the opportunities for postgraduate programs a mean value of 4.26 with standard deviation 0.729. This result indicates that employees in those universities give the chance of postgraduate opportunity for their employee. The result indicates that the employee have chance for post graduate program. According to the interview response indicates that lecturers have good chance in postgroduate program but in admin employee, there were not gave opportunity as expected.

The question, Staff enrolls for certification programs score a mean value of 3.22 indicates that the certification programs were not done well as the result of respondent indicate. In this situation the certification habit in the university were not done well.

The selected university in central Ethiopia regional state Staff belongs to professional association's score a mean value of 3.56 indicates that the employers of selected university become members of professional association but not as expected. The professional association were done well in academic but not in admin.

Those university develop organized Management development activities score a mean value of 4.19 indicates that the organization develop management development activities. The standard deviation result 0.681 were moderate not the different data of respondent far from the mean. The management body have the responsibility of the organization duty.

.4.4.3 Ethics training

Table 6: Ethics training

	N	Minimum	Maximum	Mean	Std. Deviation
Ethics trainings	364	1	5	3.41	0.95
Accountability trainings are often conducted for staff	364	1	5	3.23	0.886
Transparency trainings are frequently done	364	1	5	3.07	1.078
Integrity trainings are always undertaken	364	1	5	3.60	.842
Training evaluations are done	364	1	5	3.68	.934
Evaluation results show improved staff ethical behavior	364	1	5	3.48	1.005

Source; Survey output, 2025

The analysis of Accountability trainings are often conducted for staff score a mean of 3.23 indicates that those university provide training for their staff. According to the interview response result indicates the university provide training were not enough to change the behavior of the employee but different pricier were distributer to the different department and directorates. But the provision of training in the issue of ethic were not enough.

Transparency trainings are frequently done score a mean value of 3.07 with standard

deviation 1.07 results indicates that employees in the university were not that match gain transparency training. According to the interview result indicates that transparency training were similar to the accountability. According to the interview response result indicates the training in the university provision were not enough as expected and also the respondent says no training in such issue in the university.

Integrity trainings are always undertaken score the mean value 3.60 indicates that employees in the selected university with standard deviation 0.842 indicate most employees did not agree on the fairness of employee integrity.

Training evaluations are done score the mean 3.68 with the standard deviation 0.934. These results indicate training evaluation is done. Most of the time after training certification award has been given to the trainer on the university.

Evaluation results show improved staff ethical behavior score the mean value 3.48 with standard deviation result indicates that staff ethical behavior changed but the changed behavior most of time connected to the awarded certificate.

4.4.4 Employee performance

Table 7: Employee performance in the university

	N	Minimum	Maximum	Mean	Std. Deviation
Employee performance in the university	364	1	5	3.89	1.06
Employees in selected university keep & manage their time based on government work time.	364	1	5	3.69	1.219
Staff always meet goals in work	364	1	5	3.68	1.111
Personnel follow the university work plans	364	3	5	4.46	.693
The employees complete their tasks on time	364	1	5	3.85	1.163
There is efficient service delivery by staff of the university	364	1	5	4.04	1.115
Every employee achieves work targets in the university	364	1	5	3.91	1.033
There is timely accountability by staff of the university	364	1	5	3.62	1.116

Source; Survey output, 2025

The analysis of employees in selected university keep & manage their time based on government work time in central Ethiopia regional state higher institution exhibit a mean scores 3.69. This result suggests that employees in the institution have medium habit on the use of the government work time. The interview response explains that the managing and keeping work time were medium and managed in medium way. The managing of work time need some need improvement.

Similarly, in terms of Staff always meet goals in work become serious, the central Ethiopia regional state meet the goal of the institution. The staff always meet goals has a higher mean score (mean of 3.68) with the value of standard deviation varies from the mean by the amount of 1.111. This result suggests that employees in the institution may experience a greater level of staff meet the goal of the institution.

Interestingly, when it comes to Personnel follow the university work plans, the higher institution employer in central Ethiopia regional state exhibit score the mean 4.46 with standard deviation value 0.693. This result suggests that employees in the institutions are follow the plan on their work.

Similarly, in terms of the employees complete their tasks on time become serious, the central Ethiopia regional states selected university respondent response that the employee complete their task on time. This result indicates that the employee has done their work as planned. The employees complete their tasks on time mean score (mean of 3.86) with the value of standard deviation varies from the mean by the amount of 1.163. This result suggests that employees in the institution may experience of complete their work on time.

There is efficient service delivery by staff of the university respondent response that the employee deliver service efficiently a mean score (mean of 4.04) with the value of standard deviation varies from the mean by the amount of 1.115. This result suggests that employees in the institution may experience of complete their work on time. The interview response says that university especially the academic employer, most teacher teach by using the schedule of the budget year but some teachers have problem on their teaching practice. The admin employee somehow give effective service especially on the student service giving were very well

There is timely accountability by staff of the university respondent response that the employee accountable for the time a mean score (mean of 3.62) with the value of standard deviation varies from the mean by the amount of 1.116. This result suggests that employees in the institution medium habit accountability on time respectful way. On the interview response says that, most employee of the university have good habit but some employee are not respect the time of the government employee.

In summary, the descriptive of the study result indicates that almost all respondents have good vision on the capacity building and also the provision of different capacity building especially the teacher gain very well as explained by the interview of the respondent. The interview response on the admin employer says that the academic employers have better

chance on the capacity building practice. When we come to the standard deviation, the variation of response from the mean was medium varied. This result indicates that most respondents have respondent have nearly similar response.

4.5 Correlation Analysis

A correlation serves as a metric indicating the connection between two variables of interval or ratio scale. Expressed as a correlation coefficient, denoted as "r," it quantifies the extent of the relationship between the variables. This measure defines a measurable link between two variables, as outlined by Field (2005). The magnitude and direction of this relationship are conveyed through the value of the correlation coefficient (r). In this study, the decision rule provided by Bartz (1999) was employed to characterize the strength of association between the variables, delineating the significance of their relationship.

Table 8; Interpretation of (r) value

Value (r)	Description
0.8 or Higher	Very high
0.6 to 0.8	Strong
0.4 to 0.6	Moderate
0.2 to 0.4	Low
0.2 or Lower	Very low

Source: Bartz, 1999

Table 9: pearson Correlation between within dependent and independent variables

		Employee performance	Performance Improvement Programs	Professional Development Programs	Ethics trainings	Experience	Age	Education status
Employee performance in the university	Pearson Correlation	1						
	Sig. (2-tailed)							
Performance Improvement Programs	Pearson Correlation	.223**	1					
	Sig. (2-tailed)	.000						
Professional Development Programs	Pearson Correlation	.515**	.591**	1				
	Sig. (2-tailed)	.000	.000					
Ethics trainings	Pearson Correlation	-.019	.015	-.095	1			
	Sig. (2-tailed)	.715	.781	.070				
Experience	Pearson Correlation	-.093	-.224**	-.290**	.637**	1		
	Sig. (2-tailed)	.075	.000	.000	.000			
Age	Pearson Correlation	.414**	.881**	.621**	.023	-.023	1	
	Sig. (2-tailed)	.000	.000	.000	.666	.660		
Education status	Pearson Correlation	.106*	.937**	.583**	.011	-.283**	.761**	1
	Sig. (2-tailed)	.044	.000	.000	.836	.000	.000	

*** and ** indicates the correlation is significant at the 0.01 and 0.05 level respectively (2-tailed) Source: Own survey result, 2025

The correlation analysis in table 9 below reveals several significant relationships between the variables under investigation. Firstly, there is a strong positive correlation between e Employee performance and Performance Improvement Programs, with a Pearson correlation coefficient of 0.223 ($p < 0.00$), indicating that higher levels of employee performance enfluenced by performance improvement program. Professional Development Programs demonstrates a moderately strong positive correlation with employments performance($r = 0.515$, $p < 0.00$). This result indicates that professional development program has strong correlation with employee performance.

The age of respondent has strong correlation with employee performance. This result indicates that the age of employee has positive correlation with employee performance. Similarly educational status of the employee has positive and significant correlation with the level of employee performance. When the level of education increase, the employee performance also increase. Similarly the independent variable with each other have similarly as shown in table 9 there are both significant and insignificant results are there as shown in table.

4.6 Regression Analysis

Regression analysis is a statistical technique used to assess the relationship between two or more variables by examining how changes in one variable (the predictor or independent variable) affect changes in another variable (the response or dependent variable). Essentially, it quantifies the extent to which the dependent variable changes in response to a unit change in the independent variable. In simpler terms, a regression model estimates the value of the dependent variable based on changes in the independent variable(s). As described by Sekaran and Bougie (2010), regression analysis involves predicting the value of the dependent variable as the independent variable changes by one unit. In the context of this study, regression analysis was utilized to ascertain the effects of capacity bulding practice on employee performance: the case of higher education institutions in centeral Ethiopia regional state.

4.6.1 Tests of Assumptions

4.6.1.1 Multicollinearity test

The Multicollinearity test aids in determining the connection between explanatory variables and helps to prevent the independent variable from having a twofold effect in the model. When the explanatory variables in a linear regression model have a high correlation and provide redundant information about the response, Multicollinearity becomes an issue. Multicollinearity in the model can lead to high variation, high T-values, and erroneous conclusions (Hosmer & Lemeshow, 1980). Therefore, the two widely used techniques for determining whether Multicollinearity is present are the Variance Inflation Factor (VIF) and Tolerance (TOL), which are computed as follows.

$VIF = \frac{1}{1-Ri^2}$; TOL =1-R^2. As the common rule, VIF is 10 or greater than 10 and a TOL 0.10 or less it may indicate the presence of Multicollinearity otherwise free from the problem. As indicated in Appendix A, the value of variance inflation factor for all explanatory variables is less than 10. These results suggest that the independent variables, including Employee performance in the university, Performance Improvement Programs, Professional Development Programs, Ethics trainings, Experience, Age and Education status do not exhibit strong correlations with each other, thus meeting the assumption of Multicollinearity in multiple regression analysis. Overall, the findings indicate that there is no significant Multicollinearity issue among the predictors, ensuring the reliability of the regression model in predicting employee performance.

Table 10:- Multicollinearity test

Model		Collinearity Statistics	
		Tolerance	VIF
1	(Constant)		
	Performance Improvement Programs	.544	1.837
	Ethics trainings	.368	2.716
	Experience	.723	1.382
	Educational status	.143	6.969
	profesional development program	.103	9.675
	Age	.232	4.311

Source: Own survey result, 2025

4.6.1.2 Normality test

The normality distribution of residual was used to check the distribution of normality by applying the Kolmogorov-Smirnov for normality. In Appendix B for the model presents the value of Kolmogorov-smimov of normality is 0.2 which is greater than 0.05 implying insignificance at a 5% level of significance, the null hypothesis cannot be rejected. Therefore, the result shows normal distribution.

H_0: Residuals are normally distributed

H_1: Residuals are not normally distributed

Table 11:- Normality test

	Kolmogorov-Smirnov[a]	
	df	Sig.
Employee performance	364	.200*

4.6.2 Model summary

Table 12: the Average model summary of coefficient of determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.713[a]	.509	.501	.23934

Source: Own survey result, 2025

The model summary indicates there are a relationship between the predictor variables and the outcome variable, with an R-square value of 0.509 for employee performance suggesting that approximately 50.9% of the variability in the dependent variable can be explained by the independent variables. The adjusted R-square value of 0.501 suggests that this model accounts for the complexity of the data by considering the number of predictors and sample size, providing a more accurate estimation of the true population value.

Table 13: Regression results of employee performance

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-.998	.476		-2.098	.037**
	Performance Improvement Programs	.094	.029	.159	3.243	.001***
	Professional Development Programs	.189	.077	.377	2.438	.015**
	Ethics trainings	.044	.030	.089	1.463	.144
	Experience	.497	.026	.808	18.836	.000***
	Education status	.114	.054	.263	2.112	.035**
	Age	.046	.007	.604	6.288	.000***

*** and ** indicates a significant level of variables at the 0.01 and 0.05 level respectively

Source: Own survey result, 2025

The regression analysis revealed significant coefficients for various performance measurement variables. Specifically, Performance Improvement Programs emerged as a significant predictor, with a coefficient of 0.094 at a 1% significance level. When performance improvement program increase by one unit citrus paribus employee performance increase by 0.094 unit. This suggests that Performance Improvement Programs positively influences employee performance.

The Professional Development Programs has positive and significant effect on the employee performance. The regression analysis revealed a significant coefficient of 0.189 for Professional Development Programs at a 5% significance level, indicating its strong positive influence on employee performance. When the professional development program increase by one unit citrus paribus employee performance increase by 0.189 unit.

The Experience exhibited a positive relationship with employee performance, indicated by a coefficient of 0.497 at a 1% significance level. When the experience of the employee increase by one unit citrus paribus employee performance increase by 0.497 unit. This finding underscores the importance of experience in the employee performance.

The Education status exhibited a significant positive relationship with employee performance, with a coefficient of 0.114 at a 5% significance level. When the educational status increase by one unit citrus paribus employee performance increase by 0.114 units. These findings suggest that the level of education was crucial for fostering employee performance on the selected university.

The age has a significant positive relationship with employee performance, with a coefficient of 0.046 at a 1% significance level. When the age of the employee change by one unit citrus paribus employee performance change by 0.046 unit. These findings suggest that age of employee has crucial for fostering employee performance on the selected university.

4.7 Discussion

The regression analysis revealed significant coefficients for various performance measurement variables. Specifically, Performance Improvement Programs emerged as a significant predictor, with a coefficient of 0.094 at a 1% significance level. The performance improvement program has significant effect on the employee performance. This program include induction training, regular mentoring and coaching, workshops and seminars, Rotation and transfers are done, delegation, evaluation, feedback, etc activities are carried well. All those listed activities are explain the performance improvement program and also it has positive relationship with the employee performance. The finding of Khanetal (2011) and Mohammed Hassen (2022) were the training have a significant impact on employee performance.

The Professional Development Programs has positive and significant effect on the employee performance. The regression analysis revealed a significant coefficient of 0.189 for Professional Development Programs at a 5% significance level, indicating its strong positive influence on employee performance. The Professional Development Programs has positive and significant effect on the employee performance. The professional development program explain the opportunities for short courses for all staff, the universities give the opportunities for postgraduate programs, the staff enroll for certification programs, staff belong to professional association and management development activities are organized in similar way. All those listed activists commonly explains professional development program(PDP). PDP has positive and significant relationship with employee performance. The study of Sampson Hassan (2021).finds that capacity building plays a significant role in improving the performance in terms of training and education of the academic staff of the Polytechnic.

The Experience exhibited a positive relationship with employee performance, indicated by a coefficient of 0.497 at a 1% significance level. This finding underscores the importance of experience in the employee performance. When the number of year giving service increase, the performance of the employee will be increased.

The Education status exhibited a significant positive relationship with employee

performance, with a coefficient of 0.114 at a 5% significance level. These findings suggest that the level of education was crucial for fostering employee performance on the selected university. This result suggests that the level of education has positive and significant relationship meaning when the level of education increase leads to increase the performance of the employee. The study finding of Khanetal (2011), Mohammed Hassen (2022) were training has a significant impact on employee performance.

The age has a significant positive relationship with employee performance, with a coefficient of 0.046 at a 1% significance level. These findings suggest that age of employee has crucial for fostering employee performance on the selected university. Age has been taken as experience. The employee age increase, the performance of the employee also increase.

Chapter – Five

5. Summary, Conclusion and Recommendation

5.1 Summary of findings

The purpose of this study aimed at finding the effects of capacity building practice on employee performance the case of higher education institutions of central Ethiopia regional state. In this regard the study attempt primary data on the employee of central Ethiopia regional state selected higher education has been used. Among 379 distributed questionnaires 364 questioner were returned, yielding an approximately 96 percent response rate.

The following are the major findings with regards to the effects of capacity building practice on employee performance the case of higher education institutions of central Ethiopia regional state.

The performance improvement program has significant effect on the employee performance. This program include induction training, regular mentoring and coaching, workshops and seminars, Rotation and transfers are done, delegation, evaluation, feedback, etc activities are carried well. All those listed activities are explain the performance improvement program and also it has positive relationship with the employee performance.

The Professional Development Programs has positive and significant effect on the employee performance. The professional development program explain the opportunities for short courses for all staff, the universities give the opportunities for postgraduate programs, the staff enroll for certification programs, staff belong to professional association and management development activities are organized in similar way. All those listed activists commonly explains professional development program(PDP). PDP has positive and significant relationship with employee performance

The Experience of employee in selected higher institution in central Ethiopia regional state result indicates that experience has significant relationship with employee performance. When the number of year giving service increase, the performance of the employee will be increase.

The Education status exhibited a significant positive relationship with employee performance. This result suggests that the level of education has positive and significant relationship meaning when the level of education increase leads to increase the performance of the employee.

The age of the employee has significant and positive relationship with employee performance. Age has been taken as experience. The employee age increase, the performance of the employee increase.

5.2 Conclusion

Employee performance is a serious factor in organizational success, helping to also improve overall productivity and employee morale. By assessing employee performance regularly, institution can identify areas that need improvement, provide employee learning and development opportunities, and ensure that everyone is working towards the same goals. The investigation of three higher education institution in central Ethiopia regional state using primary data reveals the following result using multiple linear regression. The above analysis provides that the selected higher education institution accorded importance to various measures of model. The summary of all measures, such as Performance Improvement Programs, Professional Development Programs, Ethics trainings and Education status of the employee brings out that from all sectors considered more important for measuring the performance of the higher educational institution in central Ethiopia regional state. The study reveals the following results. The performance improvement program, The Professional Development Program and The Education status of the employee has significant and positive relation with employee performance. The performance improvement program of the employee has strong relationship with the employee performance.

5.3 Recommendation

Based on the finding and conclusions the study recommends the following.

The performance improvement program has positive effect on employee performance; therefore we recommend that the institution may use Workshops and seminars , delegation, evaluation and feedback are very essential tools to improve the performance of employee.

The professional development program has positive relationship with employee performance, therefore we recommended for the institution used opportunities for short courses for staff, give opportunities for postgraduate programs, enroll for certification programs and Staff belong to professional associations have role to improve the performance of the employee.

The educational status of the institution has positive and significant relationship, this result leads to recommend to use more educated employee may improve the effective of the institution.

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APPENDIX I

Section 1: General Background Information

1. Sex: Male □ Female □

2. Age Less than20 years □ from 20-30 years □ from 30-40 years □ from 40-50 years □ Above 50 years □

3. Marital status Single □ Married □ Divorced □ Widowed □

4. Education status: - certificate □ Diploma □ BSC/BA□ MSc/MBA □ PhD □

5. Occupation: - Teacher □ Admin employee □ Lab assistant □

6. Current position Admin employee □ Teacher/lab assistant □ Department head/team leader□ College dean/Director □

7. Experience Less than 3 years □ from 3-6 years □ from 6-9 years □ from 9-13 years □ Above 13 years □

Section 2:- **Questions related to capacity building practices**

This questionnaire is prepared based on a five point Likert scale. Please indicate to what extents do you agree or disagree with the following statements. If the statement strongly matches with your response, choose ***5(Strongly Agree)***, if you discreetly agree on the idea, choose ***4(Agree)***, if you do not have any response on the point, choose ***3 (Neutral)***, if you discreetly disagree with the statement, choose ***2 (Disagree)*** and if you completely differ with the statement, choose ***1 (Strongly Disagree)***.

No	Survey Statement	1	2	3	4	5
1	**Performance Improvement Programs**					
1.1	Induction training is done for all new staff joined the organization					
1.2	The university's conduct regular Mentoring and coaching is done for the staff					
1.3	Workshops and seminars are organized for staff					
1.4	Delegation is utilized					
1.5	Evaluation is given to staff					
1.6	Feedback is given to staff					
1.7	Taskforce activities are carried out					
1.8	Rotation and transfers are done in the university					
2	**Professional Development Programs**					
2.1	There are opportunities for short courses for staff					
2.2	The universities give the opportunities for postgraduate programs					
2.3	Staff enroll for certification programs					
2.4	Staff belong to professional associations					
2.5	Management development activities are organized					
3	**Ethics trainings**					

3.1	Accountability trainings are often conducted for staff					
3.2	Transparency trainings are frequently done					
3.3	Integrity trainings are always undertaken					
3.4	Training evaluations are done					
3.5	Evaluation results show improved staff ethical behavior					
4	**Employee performance in the university**					
4.1	Employees in selected university keep & manage their time based on government work time.					
4.2	Staff always meet goals in work					
4.3	Personnel follow the university work plans					
4.4	The employees complete their tasks on time					
4.5	There is efficient service delivery by staff of the university					
4.6	Every employee achieves work targets in the university					
4.7	There is timely accountability by staff of the university					

Section 4:- Interview questioner

Your input is very important to the research hence you are kindly requested to respond this interview to achieve the grand objective of the study.

I thank you very much in advance for participating in this survey and providing your thought full feedback

1. Do you believe training and development practice implemented in your institution?

2. What do you think the benefits of employees training to both the employee and the organization?

3. To what extent the university's training and development rules are followed?

4. In your opinion, how have the performance improvement programs increased employee performance in the university?

5. How is performance professional development being utilized in the university?

6. What are the challenges associated with employees training at the university?

7. How often are ethics trainings conducted in the university & what areas are covered?

8. How have the ethics trainings increased employee performance in the university?

Thank you!!!