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**THE IMPACT OF TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN AFGHANISTAN'S PUBLIC SECTOR ORGANIZATIONS**

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**ABSTRACT**

*Improved productivity has become a global need in both private and public sectors in the modern management era. It has become highly essential in the fast and dynamic pace of global progress to invest in training and development of employees in order to improve performance and keep up with the pace of development. This study investigates the effect of training on employee performance with an empirical evidence from Afghanistan's public sector organizations. A survey was conducted on a sample of 147 public sector employees in Afghanistan. The first main finding of this research is the significant positive correlation between effective training and employee performance in public sector, the second main finding is that training design, quality of the trainer and training experience has a significant role in making a training program effective. This study provided recommendations to the interested stakeholders on how to include a training and development strategy in their development and capacity building plan in Afghanistan, and also recommendations on conducting effective training programs that can yield desired results in order to improve employee performance at lowest cost.*

**KEYWORDS** -Training, Employee Performance, Public Sector

**I. INTRODUCTION AND BACKGROUND**

In the era where public sector has applied innovative management techniques in order to serve a highly demanding public, training and development has become a necessity rather than a choice. Despite the vital role of training and development on efficiency and productivity of public and

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private sectors, the literature on training and performance is still very general, particularly in Afghanistan and other developing countries. While economics of training has been wisely researched in developed countries and much is known about the significance of human resource training and development, investigations concerning topics related to human resource training and development in less-developed countries is not easily found. Most of the researches that has been done so far on this matter “(Jackson 2002; Kamoche, Debrah, Harvey 2002; Harvey, Matt & Milord 2002; Hortwiz & Muuka 2004; Kraak 2005)” are more concerned on general human resource management (HRM), this has created a gap on literature about issues related to training and its effects over employee performance.

Following the collapse of Taliban regime in Afghanistan in 2001, UN hosted a conference in Bonn, Germany where Bonn agreement was signed between all Afghan parties and the interim government of Afghanistan was formed, in which it was agreed to renew Afghan institution which had been closed or paralyzed during decades of war, in order to meet the contemporary values such as equal opportunity, gender, and transparency. Subsequent to the establishment of the new regime, lack of skilled human resources for government organizations and NGOs who were implementing the rehabilitation and capacity building projects was one of the main hurdles and this led to inflow of skilled labor, managers, and advisors from foreign countries which was highly costly for the government and provocative for militants fighting the foreigners. Currently, Afghanistan's public sector has employed 310,130 people. Education attainment is as follows, 268 PhD, 4804 MA or M.Sc., 350 Upper B.A, 55157 BA or B.Sc. and 237305 persons below BA or B.Sc. and Not reported education level 12255 (Afghanistan Central Statistics Organization CSO 2016-2017), yet this education attainment ratio has developed after 16 years of post-war educational development and the return of minds which had fled during decades of war, nonetheless this ratio is far from optimum especially after hundreds of billions of dollars were poured in by US, its allies, UN, NGOs and the world for capacity building and reconstruction, which made the government and the international community to rethink the aid grant to be paid based on the achievements of the government in transparency and corruption reduction, good governance and rule of law. Afghan government, later on, instigated different organizations for performance assessment, reform and capacity building. Taking the aforementioned study problem in mind, we will test only one hypothesis throughout our research, the research is designed in a deductive manner in which below hypothesis will be tested:

$H_1$ . There is a significant correlation between training and employee performance.

## **II. LITERATURE REVIEW**

Implementation of training has proven to result in numerous benefits for the organizations, primarily the improvement in the performance of the employees (Satterfield and Hughes 2007). We can take the example of the research conducted by Arthur et al (2003), he did a wide-ranging meta-analysis over 1152 prospects from 165 different organizations, he realized that the organizations which has conducted any training program had a significantly higher performance level and employee behavior had witnessed a positive improvement than those who did not conduct any training program in the same period. Moreover, the studies that had been conducted in Europe found that a positive correlation amongst training and organizational performance exists. Aragon-Sanchez et al (2003) researched 457 SMEs in the UK, Netherlands, Finland, Portugal and Spain to measure out the effect of training over the job effectiveness, the impact on the indicators linked to effectiveness, and also the effect on the profitability, it was evident that training is a contributor component which had impacted both organization's effectiveness and their profitability positively. Another study conducted by Garcia (2005) in Spain studied 78 entities employing 100 or more employees for measuring the impact of training on the organizational performance. The study assessed 4 major features of performance in an organization, a) satisfaction of the employees, b) satisfaction of the customers, c) productivity level of employees, d) satisfaction of the owner. The result of the researched showed a significant positive correlation between training and every single one of aforementioned variables.

Taking aforementioned examples into account, a large number of studies from different parts of the world confirmed that training is a critical tool by which organizational performance can be led and positively improved in both private and public organizations. The competencies and knowledge of the employees can be kept up to date using training to stay competitive.

### **II.1 Training and Development**

As per Michel Armstrong definition, "Training is referred to the systematic development of the knowledge, skills, and attitudes needed for an individual employee to perform as per the expectations". (A Handbook of Human Resource Management Practice, Kogan Page 8th.No. and Schmitt (1986) definition for training is "A Pre-planned learning experience which is

designed to introduce permanent change in employee attitude, skill and knowledge” Campbell et al (1970).

In all definitions of training some points are common and certain, mainly it’s agreed that training is a “planned process” which indicates that planning wisely for recognizing training necessities and conducting training effectively is the main determinant of training usefulness and effectiveness. The other agreed factors in above definitions are that training’s objective is to enhance the attitude, behavior, skills, and knowledge of employees in a certain entities, for achieving high performance in doing certain activities to accomplish the current and future organizational objectives. This indicates that knowledge, attitude, behavior, and skills are the main required tools for employees to illustrate the optimum performance.

## **II.2 Factors Affecting Employee Performance:**

As explained by Borman and Motowidlo (1993) mainly two sorts of behaviors are crucial for effectiveness in an organization: a) task performance, b) contextual performance. Task performance is defined as the performances that directly assists the core technical process. These behaviors are directly influenced by organizations compensation system. Contextual performance, on the other hand, is referred to the struggles of employees that are not for the main functions of an organization but are nevertheless important for the organization since they act as the important facilitator for primary technical functions (Werner, 2000).

Based on the available literature, below are some of the most important factors that influence employee performance.

**Leadership:** Leadership has been defined as the art and science by which a person inspires group of people to reach shared objectives Northouse, (2007).

**Coaching:** Champathes (2006) stated that Coaching has recently become a very important technique for improving employee performance. Coaching is not a one way communication, but is a two way communication where the need enhancement is recognized and the way to improve it is introduced.

**Empowerment:** Duvall(1999)states that success is the result of empowering the following: 1)Individual success as improving employee’s performance in their role,2) Organizational success, attained as a result of colleagues in accomplishment of collective objectives,(3)As organization members share mutual benefit in a satisfying work experience via meeting both social and individual development requirements.

**Participation:** Chen and Tjosvold (2006) revealed in their research that managing performance is referred to ensuring employees are included in the taking decisions so the employees are assured that they can bring up their problems and they can influence organizational decision making which will give them the sense of responsibility and authority.

**Organizational culture:** Schein (1990) explained that Organizational Culture is referred to collective beliefs and attitudes of members of a group working to achieve a specific goal. It is merely people's mindset that differentiates them other organizations from them. This consist of standards, principles, and actions of the employee's (Hofstede, 1991).

**Working environment:** Working environment has a counterpart influence on a creative job performance. Studies has shown that the jobs which were associated with environments that had creative requirements had higher job commitment and lesser aims to quite the job.

**Motivation:** According to Jobber, (1994) a team which is poorly motivated will eventually be very costly to the organization, so it a high priority to maintain the staff with high morals in order to ensure performance, reduce the turnover and minimize operating expenses, it also reduces the time and efforts management invest.

**Training:** Swanson, (1999) defined training as the process for developing employees' skills in order to improve individual performance is training. Wright (2001) noted staff capabilities is altered via training. Training has constructive consequences for all stakes holders, especially the employees and the organization.

### **II.3 Public Sector and Employee Performance**

One main result of the dramatic political, economic and managerial changes in the 21st century has been the shift into a knowledge economy, Powell, and Snellman (2004). Excellence is no more determined by natural or financial resources owned by organizations or governments but is determined by the innovative and creative ideas that are acquired. (Houston, 2000) stated that Characteristics of public service motivation can be the dependence on intrinsic rewards rather than extrinsic rewards. Intrinsic rewards are referred to the self-satisfaction that is derived as a result of doing the right thing. Public sector employees value serving the society, working for the public interest, helping others and doing things that is worthwhile for the society. Perry (1996) introduced a scale to evaluate PSM, it has four main components: a) Attraction to the process of making policy: which is about the passion to contribute in policy making process. b) Commitment to public interests which is related to the unique sense of civic duty of an

employee. c) Compassion: it refers to an individual employees' strong passion for patriotism d) self-sacrifice: it denotes an individual employees' passion to act for a cause that protects, advocates, and works for the betterment of the general public regardless of personal interests.

Afghanistan's government has also demonstrated an ongoing interest in improving employee performance, the government has mainly established different organizations for bringing reform in human resources performance and organizations for enhancing human capital capacity, some of the programs created for this purpose can be named as follows: PAR; Public Administrative Reform, IDLG; independent directorate of local governance, IARCSCI; independent Administration Reform and Civil Services Commission, PRR; Priority Reform and Restructuring, JSR; Justice Sector Reform, CBR; Capacity Building for Results are a number or NGOs have also been active in improving employee performance in the government organizations, despite the huge steps taken in this regard in the case of Afghanistan, performance management has failed to deliver on its promises, the reasons are also case specific to Afghanistan since 30 years of almost none stop war has influenced everything negatively, but corruption can be singled out as the main one.

### **III. . RESEARCH METHODOLOGY**

Research philosophy is referred to the belief based on which the data regarding the research topic will be collected and evaluated to solve the research problem. Benbasat et al., (19874) believed that as a result of accurate observations, no research methodology is intrinsically better compared to the other, some authors think these methods can be combined to enhance the research quality. Considering our research question explained in Chapter One, positivist philosophy best suits the philosophy for this study, since positivism values the realities that are based only on "factual" gained knowledge that are understood via observations and its measurement is trustworthy and positivism limits researchers role only to collection and data analysis, in this research, this role has also been limited only to collecting quantitative data concerning training provision and its effectiveness and employee performance in Afghanistan's public sector which makes it a cross sectional empirical study of public sector employees in Afghanistan. The data was collected via research instrument adopted from previous studies. The data were analyzed via data analysis software namely SPSS 20 (statistical package for social science) to make interpretations and observations regarding the topic of the study.

This research has adopted deductive research approach to test the hypothesis made in Chapter One, the test will be done based on the quantitative data which was collected via a survey questionnaire from the actual working setting in Afghanistan's public sector organizations. The hypothesis will either be accepted or rejected after analysis of the collected data. This research is based on a cross-sectional survey, a sample was calculated and the survey was conducted on the defined sample.

### **Target population**

Based on the definition of Sekaran (2006) who stated that population is the total group of individuals, actions or phenomena that the researcher plans to investigate them, the population for this study was the entire employees in Afghanistan's public sector organizations, Afghanistan public sector consists of central government, thirty four provincial governments, municipalities, districts and government entities. The public sector employs 310,130 employees as of now based on (Afghanistan Central Statistics Organization CSO 2016-2017). Since no population frame with contact details exists and due to limitations of this study, communication and security limitations in Afghanistan surveying all Human Resource decision makers was impossible, the survey was conducted using a reasonable sample that can most accurately represent the population.

### **Sampling size and sampling procedure**

Considering the population size of 310130 employees in Afghanistan's public sector CSO (2016-2017) Sample size was calculated considering 95 percent confidence level within 0.05 risk of sampling error and was determined 399 public sector employees in Afghanistan's public sector who were surveyed as described in the data collection section below using the survey instrument. The surveyed subjects were selected using non probability convenient sampling since the main goal of this study is to find the correlation between the dependent variable being employee performance and independent variable being effective training, despite the fact that this sampling method is reliable for finding the correlation between the variables, it has concerns of generalizability.

### **Survey instrument and data collection**

The data was collected adopting a 27 item questionnaire constructed by previous researchers, The instrument used five-point Likert scale: 1= strongly disagree to 5 = strongly, questions related to training and development were adopted from Stephen Choo, Christine Bowley, (2007)

research. The questions related to Employee Performance were adopted from LejlaHadzimehmedagic et al (2004) which were self-rated performance questions.

The questionnaire was originally designed in English and was translated into Persian which is one of the official languages of Afghanistan's government since not every government employee understands English, the questionnaire also was accompanied with a cover letter that assured the participants of their anonymity and confidentiality of their responses.

Out of the 399 questionnaires, 350 questionnaires were sent online using Google Survey to government employees all over Afghanistan over social media and email since most of the public sector organizations are present on Facebook and a follow up message was sent two weeks later to insist the importance of the survey and its result, personal connections were used to urge the participants to participate. In addition, 49 hard copies of the questionnaire were sent to different government organizations in Herat and Kabul provinces, 35 of which returned. In total 132 questionnaires returned back yielding a 33 % response rate in a period starting from December 2017 to February 2018.

#### **IV. PRESENTATION AND ANALYSIS OF FINDINGS**

The quantitative data of the survey is based on a 27 item questionnaire that was developed in two sections, respondent's demographic information and training practices in the organization using 5 point Likert scale. The outcome of the data is analyzed using statistical package for social science (SPSS) and presented in this chapter.

Majority of the employees in Afghanistan's public sector organizations are male, out of the 147 respondents 114 of them which is 77.6% and most of the respondents, 105 out of N=147 were aged between 26 to 35 years which accounts for 71.4 % of the sample. Middle managers formed majority of the respondents with 64 respondents representing 43.5% of the sample. In addition, Huge portion of respondents, 94 out of 147 respondents representing 63.9% of the sample holds a bachelor's degree, comparing this to the previous table, it can be deducted that majority of middle managers or even top managers of the government organizations in Afghanistan are bachelor degree holders which raises the legitimacy to invest more in training and development programs for specialized skills. Most of the respondents, 76 out of 147 cases being 51.6 % of the sample have served from 1 to 5 years which reflects the reality of young organizations and poorly experienced employees.

The two main methods used in employee selections process were on joining the organization which is called orientation training in the literature and their supervisors recommendation, 39 employees which represent 26.5% were selected in each of these two methods which totals to 53.1% in total.

As per the literature, the number of hours and employee attends training program is significantly correlated with employee performance and organizational performance overall since they develop skills, attitudes, and abilities. Hence, we asked the respondents about the frequency of training they attend in one year, it was revealed that most of the respondents 47 cases representing 32% of the respondents stated they had only attended once a year a training. In addition, the research was interested to know the main training methods used in the public sector organizations in Afghanistan. Most of the respondents said that they had attended seminar, 83 respondents representing 56.5% of the respondents were in this category

#### IV.1 Descriptive Statistics

Descriptive statistics are mostly the distribution of the variables and it reveals potential relationships between variables. The means, standard deviations, and skewness of the data are illustrated in Table IV-1 The items related to employee performance yielded means from 3.68 to 3.89, the means related to employee performance are slightly higher than the means related to the items related to the perception of employees from training and development program, Since performance was measured using self-rated questions by the respondents, they might have been optimistic about their performance which can be classed as a source of bias.

**Table IV-2:** Descriptive statistics.

	Mean	Std. Deviation	Variance	Skewness	
				Stats	Std. e
I am a top performer.	3.77	1.088	1.183	-.950	.200
I am in the top 10% of the employees here.	3.69	1.159	1.344	-.695	.200
I get along better with customers than do others.	3.73	1.170	1.369	-.680	.200
I know more about services delivered to customers.	3.68	1.137	1.292	-.784	.200
I know what my customers expect.	3.87	1.181	1.395	-1.033	.200
The trainer was well prepared	3.46	1.132	1.282	-.733	.200
I would be able to apply what I had learned on a regular basis in my job	3.77	1.076	1.159	-1.053	.200

I had plenty of time to complete all the modules of the program	3.48	1.150	1.323	-.528	.200
The activities in the program gave me sufficient practice and feedback	3.49	1.070	1.145	-.769	.200
I found the program overall to be very challenging	2.66	1.122	1.259	.426	.200
The program exceeded my expectations	3.08	1.011	1.022	.000	.200
The trainer was very helpful	3.40	1.061	1.125	-.753	.200
I was very satisfied with the support offered by the trainer	3.43	1.055	1.112	-.474	.200
The objectives of the program were relevant to my job	3.45	1.197	1.432	-.603	.200
I was well informed of the requirements for the program	3.32	1.042	1.085	-.344	.200
I was confident that i had the required skills and knowledge to complete the training program.	3.86	1.123	1.262	-1.144	.200
I was well informed of how to complete each module of the program	3.34	1.018	1.036	-.509	.200
The assessments used in the program were fair	3.44	1.043	1.087	-.580	.200
I accomplished all the objectives of the course	3.60	1.091	1.190	-.723	.200

## IV.2 Reliability

Reliability of the data is the degree of consistency that an instrument demonstrates, Gay (1996). This research used Cronbach's Alpha yielded an alpha value of 0.895 which is greater than the acceptable value of 0.7. This classifies our 27 item instrument as internally reliable for having the required degree of consistency.

**Table .IVIV-3** :Reliability test

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.895	.899	27

A composite variable was prepared for both dependent and independent variables being employee performance and training. Relatively, test of normality was conducted using Shapiro Wilk test and KS test of histograms, based on normality or deviation from it, tests of different groups were carried out. The p value illustrates significance level, if  $p < 0.05$ , the null hypothesis is rejected and for  $p > 0.05$ , the null hypothesis is accepted.

**Table IV-4: Tests of Normality**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Training	.105	147	.000	.967	147	.001
Performance	.129	147	.000	.914	147	.000

a. Lilliefors Significance Correction

Considering P values for both variables being less than 0.05, the null hypothesis is rejected which means the data is statistically significantly different from a normal distribution, which says that the data for both these variables are not normally distributed.

### IV.3 Correlation

A sample of 147 Afghan government employees were asked questions related to capability of trainer. Using Pearson correlation test, it was observed that a significant correlation exists between the 16 items. In particular, the helpfulness of trainer was significantly correlated ( $r=70$ ) and information on how to complete the modules ( $r=62$ ) and the significant correlation between all items show that all the items are measuring the same thing, and there is no highly correlated item ( $r>9$ ).

**Table.IV-5:** Correlation, Mean, and standard deviation of items related to training and Development

	Mean	Std. Deviation															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14		
The trainer was well prepared	3.46	1.132															
The trainer was very helpful	3.40	1.061	.682**														
I was very satisfied with the support offered by the trainer	3.43	1.055	.709**	.706**													
The objectives of the program were relevant to my job	3.45	1.197	.569**	.625**	.684**												
I was well informed of the requirements for the progra	3.32	1.042	.459**	.440**	.571**	.654**											
I was confident that i had the required skills and knowledge to complete the training program.	3.86	1.123	.581**	.493**	.593**	.589**	.528**										
I was well informed of how to complete each module of the program	3.34	1.018	.617**	.548**	.559**	.558**	.571**	.571**									
The assessments used in the program were fair	3.44	1.043	.551**	.557**	.550**	.672**	.492**	.586**	.647**								
I accomplished all the objectives of the course	3.60	1.091	.542**	.524**	.589**	.570**	.485**	.667**	.565**	.577**							
I would be able to apply what I had learned on a regular basis in my job	3.77	1.076	.565**	.458**	.620**	.672**	.584**	.574**	.513**	.474**	.567**						
I had plenty of time to complete all the modules of the program	3.48	1.150	.526**	.469**	.580**	.565**	.516**	.642**	.539**	.600**	.616**	.608**					
The activities in the program gave me sufecient practice and feedback	3.49	1.070	.568**	.574**	.657**	.680**	.577**	.662**	.577**	.685**	.571**	.667**	.666**				
I found the program overall to be very challenging	2.66	1.122	.121	.207*	.150	.228**	.220**	.090	.223**	.285**	.110	.057	.104	.211*			
The program exceeded my expectations	3.08	1.011	.146	.012	.070	.006	.007	.278	.007	.000	.183	.495	.209	.010			
			.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.000	.002

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

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

A composite variable for constructed both for the items related to training and development (independent variable) and another composite variable for the items related to employee performance (independent variable) using the mean value. The correlation test showed result showed that these two variables are significantly positively correlated with each other. The correlation coefficient ( $r = 0.60, P < 0.000$ ).

**Table.IV-6:**Correlation, Mean, and standard deviation of items related to composite variables of training and Performance

		1	2
Training	Pearson Correlation	1	.606**
	Sig. (2-tailed)		.000
Performance	Pearson Correlation	.606**	1
	Sig. (2-tailed)	.000	

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

#### IV.4 Factor Analysis

Confirmatory factor analysis was conducted, it was confirmed as a result of the test that multicollinearity is not a problem for this data, all items are correlated significantly, and no item's coefficient was particularly large, so no need for considering omitting any of any item was realized. The KMO test value is 0.935 which is classed as excellent, this means that the factor extracted will surely be suitable for the data. Bartlett's test measures the null hypothesis that the correlation matrix is classed as identity matrix. For the data in this research, Bartlett's test is highly significant ( $p < 0.001$ ), hence factor analysis is applicable. For both employee training and performance, only one factor was constructed for each set. All the loadings are more than 0.5 so all items were included.

**Table IV-7:**Training Component Matrixa

	Component
	1
The activities in the program gave me sufficient practice and feedback	.842
The objectives of the program were relevant to my job	.831
I was very satisfied with the support offered by the trainer	.830
The assessments used in the program were fair	.788
I was confident that i had the required skills and knowledge to complete the training program.	.780
The trainer was well prepared	.778
I was well informed of how to complete each module of the program	.774
I had plenty of time to complete all the modules of the program	.772
I would be able to apply what I had learned on a regular basis in my job	.767
I accomplished all the objectives of the course	.762
The trainer was very helpful	.756
I was well informed of the requirements for the program	.729
The program exceeded my expectations	.669

Extraction Method: Principal Component Analysis.

- a. 1 components extracted.

**Table .IV-8:Performance Component Matrix<sup>a</sup>**

	Component
	1
I am in the top 10% of the employees here.	.892
I am a top performer.	.884
I know more about services delivered to customers.	.883
I get along better with customers than do others.	.881
I know what my customers expect.	.877

Extraction Method: Principal Component Analysis.

1 components extracted.

Factor analysis of items related to the performance of employees also resulted in one factor, all items bearing a loading greater than 0.7, so need requirement for considering excluding any item was not necessary.

#### IV.5 Regression Analysis

A regression analysis was conducted to determine how training relates to employee performance, as bellow IV-9 for model summary suggests, the R square is 0.502, and this means that 50.2% of the variability independent variable which is employee performance is described by all of the independent variables together, which are different elements of training and development.

**Table .IV-10:Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.709 <sup>a</sup>	.502	.449	.80873

a. Predictors: (Constant), Training

ANOVA F test has a significant value which means the null hypothesis for F test which is “the model has no explanatory power” is rejected, so the model is fit to explain the relationship between IV and DV.

**Table .IV-11:ANOVA**

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	55.003	1	55.003	84.097	.000 <sup>b</sup>
Residual	94.836	145	.654		
Total	149.839	146			

a. Dependent Variable: Performance

a. Predictors: (Constant), Training

Table 4-20 illustrates standardized (B) and unstandardized (b) regression coefficients with their contribution and predictive power of the variable. TableIV-12also shows the t statistics rejects the null hypothesis, the null hypothesis for t statistics by default is that the coefficient for the specific IV is equal to zero, which means that the specific IV has no role in determining the DV, the rejection means that the IV has a role in determining the DV. For training and development,

the linear regression result showed that an adjusted  $\beta$  value of 0.606 for training and development. The result shows that a change of one standard deviation in predictor variable i.e. training and development will have a change in 0.606 times standard deviation for the dependent variable i.e. employee performance. Therefore, training and development have shown a positive correlation with employee performance. And also this relationship is statistically significant at  $P < 0.05$ .

**Table .IV-13:Coefficients**

Model	Unstandardized Coefficients		Standardized	t	Sig.
	B	Std. Error	Coefficients Beta		
(Constant)	1.136	.293		3.882	.000
Training	.766	.084	.606	9.170	.000

Source: Field data 2017

Dependent Variable: Performance

Keeping IV-14 results in mind, the equation for training and employee performance will be as follows:

$$Y = f(\beta_1X_1 + \beta_2X_2 + \beta_3X_3)$$

$$\text{Employees' Performance} = 1.136 + 0.606x \text{ Training} + e \text{Equation 4.1}$$

#### IV.6 Interpretations and Directions for Future Research

The analysis result of the survey conducted over Afghanistan's public sector employees shows that a change of one standard deviation in predictor variable being training and development will have a change in 0.606 times standard deviation for the dependent variable which is employee performance. Therefore, training and development have shown a positive correlation with employee performance. This result was in line with a study conducted many studies as listed in the literature review, the study conducted by Madukoma, Akpa, and Okafor(2014) which attested training motivated library personnel in University of Lagos to do their jobs to perform better, had reached similar results. This relationship was found with statistically significant effect on overall organizational performance. This study might prove the importance of training and the necessity to further investigation.

### V. CONCLUSION AND RECOMMENDATIONS

As a preliminary research in Afghanistan's public sector, this research has shed light on how training affects employee performance in the specific case of Afghanistan. A program that is

designed considering organizational requirements, hiring knowledgeable and supportive trainers for implementing the program in a positive and environment using the state of the art training and education technology will ensure employees keep developing their skills and attitudes. Two interesting findings can be discussed in this research, the first one is contribution of a good training design in making the learning experience satisfying, and the second finding is that an effective training will surely improve performance in public organizations.

It is revealed that training programs can be a quick solution for the developing countries, specifically in the case of Afghanistan. Keeping the regime change in the year 2001 and the international community efforts for capacity building in mind, the organizations are so young and the quick fix for the knowledge gap is training and development.

Having a clear strategic training plan for human resource department which is prepared based on the thorough study of the needs and the long run development plan is highly important. Preparing a strategic training plan and training targets for all public sectors employees is on the central government in Kabul, but preparing detailed and case-specific training programs for all local government bodies either in provincial level, district level or lower levels has to be included in the job disruption of all HR managers at any level. Current contents of training programs in Afghanistan's government organizations are so general and standardized which does not necessarily responds to the needs of specific organizations or changing the working environment. Investment in employee training and development is one of the key investments, since the countries are developing the fast pace, government organizations are reliant on their staff skills and abilities to keep up with the pace of development. Since Afghanistan government almost initialized establishing organizationsseventeen years ago and is heading to stand on its own feet without relying heavily on the support from the international community, investing in human capital is would be the most authentic investment, a wide range of multi-dimensional problems are rooted in the poor performance of government employees,

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