



**ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE
STUDIES**

**EFFECT OF TRAINING ON EMPLOYEES
PERFORMANCE: THE CASE OF MUGHER CEMENT
FACTORY**

BY:

TEFERA GEBEYEHU ENDIRE

SGS/0174/2006

JUNE, 2015

ADDIS ABABA, ETHIOPIA

**EFFECT OF TRAINING ON EMPLOYEES
PERFORMANCE: THE CASE OF MUGHER CEMENT
FACTORY**

**BY:
TEFERA GEBEYEHU**

A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY SCHOOL OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE DEGREE OF MASTERS OF BUSINESS ADMINISTRATION (MBA)

JUNE, 2015
ADDIS ABABA, ETHIOPIA

**ST. MARY'S UNIVERSITY SCHOOL OF GRADUATES
STUDIES FACULTY OF BUSINESS**

**EFFECT OF TRAINING ON EMPLOYEES PERFORMANCE:
THE CASE OF MUGHER CEMENT FACTORY**

BY:

TEFERA GEBEYEHU ENDIRE

APPROVED BY BOARD OF EXAMINERS

_____	_____
Dean Graduate studies	Signature
_____	_____
Advisor	Signature
_____	_____
External Examiner	Signature
_____	_____
Internal Examiner	Signature

DECLARATION

I hereby declare that this Research report is my original work and has not been submitted for Examination in this University or elsewhere for an award of any other degree.

Name

St. Mary's University, Addis Ababa

Signature

June, 2015

ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate Studies for examination with my approval as university advisor.

Advisor

St. Mary's University, Addis Ababa

Signature

June, 2015

ACKNOWLEDGEMENTS

I would like to express my gratitude to God for seeing me through this study. I would also like to express my appreciation to the management and employees of Mugher Cement Factory for allowing me pursue my study and providing me all the necessary financial, technical and moral assistance towards the completion of this research report.

Special thanks are due to my supervisor, Goitom Abraham (Ass. prof.) for his brilliant guidance from the preparation of the proposal to write-up of this research report. My special thanks are also extended to Ato Tamirat Girma for all his encouragement and support.

May God bless you all!

TABLE OF CONTENTS

Content	page
ACKNOWLEDGEMENTS.....	i
TABLE OF CONTENTS.....	ii
LIST OF TABLES.....	v
LIST OF FIGURES.....	vi
LIST OF ABBREVIATIONS (ACRONYMS).....	vii
ABSTRACT.....	viii
CHAPTER ONE.....	1
INTRODUCTION.....	1
1.1 Back ground of the Study.....	1
1.2 Statement of the problem.....	2
1.3 Research Questions.....	3
1.3.1 General research question.....	3
1.3.2 Specific research questions.....	3
1.4 Objectives of the Study.....	4
1.4.1 General objective.....	4
1.4.2 Specific objectives.....	4
1.5 Definition of terms.....	4
1.6 Significance of the Study.....	5
1.7 Delimitation/Scope of the Study.....	5
1.8 Organization of the Research Paper.....	6
CHAPTER TWO.....	7
LITERATURE REVIEW.....	7
2.1 Training as a component of Human Resource Functions.....	7

2.2 The Concept of Employee Training.....	7
2.3 Benefits of employees training	8
2.4 Training processes	9
2.4.1 Assessment phase	9
2.4.2 Implementation Phase.....	11
2.4.3 Evaluation Phase.....	11
2.5 Methods of employees training.....	12
2.6 Employee performance	12
2.7 The consequence of training on organization performance	13
2.8 Investment on employees training	13
2.9 Return on Training Investment	14
2.10 Measurement and Evaluation of the Training Investment System	14
2.11 Effectiveness from the Training Investment.....	15
CHAPTER THREE	19
RESEARCH DESIGN AND METHODOLOGY	19
3.1 Research design	19
3.2 Population and Sampling Techniques.....	19
3.3 Types of data and Instruments of Data Collection.....	20
3.4 Procedures of Data Collection	21
3.5 Methods of Data Analysis.....	22
3.6 Assurance of Research Validity and Reliability	22
3.7 Ethical Considerations	23
CHAPTER FOUR.....	24
DATA ANALYSIS AND INTERPRETATION.....	24
4.1 Demographic Characteristic of Respondents.....	24
4.2 Analysis of the findings of the study	27

4.2.1 Number of training program employees attended	27
4.2.2 Methods of Training used	28
4.2.3 Duration of the training program	29
4.2.4 The types of Job Areas training employees attended.....	30
4.2.5 Regularity of Training Needs Assessments	31
4.2.6. The Integration between human resource training plan and strategic plan.....	33
4.2.7 The factory's human resource training program organization.....	37
4.2.8 The Human Resource Training Needs Assessment	38
4.2.9 The contribution of training provided on employees' performance	41
4.2.10 Employee's satisfaction on the training provided.....	48
4.2.11 Analyzed questionnaires using Training Model focusing the documents	54
CHAPTER FIVE	59
SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION	59
5.1 Summary of findings.....	59
5.2 Conclusions.....	61
5.3 Limitations of the study	62
5.4 Recommendations.....	63
Reference:	65
Appendices.....	68
Appendix A Questionnaire to be completed by employees.....	68
Appendix B Questionnaire to be filled out by the management	72
Appendix C Interview questions For Top Management & TDT staffs	76

LIST OF TABLES

Table	Title	Page
Table2.1	Kirkpatrick’s Four-Level Framework of Evaluation Criteria	16
Table3.1	Number of respondents selected from different branches.....	19
Table4.1	Age distribution of respondents	23
Table4.2	Education background of Respondents.....	23
Table4.3	Service years of respondents	24
Table4.4	Current position of respondents	25
Table4.5	Number of training program employees attended	26
Table4.6	Method of Training as employees responds	26
Table4.7	Factory’s duration of the training program as employee’s respondents	28
Table4.8	Respondents Response on Job Areas Training	29
Table4.9	Regularity of Training Needs Assessment	30
Table 4.10	Regularity of training program as managers’ respondents	31
Table 4.11	The Integration of training plan with strategic plan as employee’s respondent.....	32
Table 4.12	The integration of training plan with strategic plan, as manager respondents	33
Table 4.13	The human resource training program organization as employee’s respondent	35
Table 4.13	The respondent employees views on conduction of training needs assessment.....	37
Table 4.15	The contribution of training provided according to employee respondents	39
Table 4.16	The contribution of training provided on employees’ performance according to the views of the management	41
Table 4.17	Employee’s satisfaction on training provided as respondent employees	46
Table 4.18	Employee’s satisfaction on training provided as manager’s respondents	49
Table 4.19	Cost benefit / ROI /on employees training as management response	54

LIST OF FIGURES

Figure	Title	Page
Figure 2.1	Conceptual Framework on Effect of Training on employee performance.....	18
Figure 3.1	Soloven's formula	19
Figure 4.1	Gender of respondents	22
Figure 4.2	Methods of training as management responds	27
Figure 4.3	Effectiveness of MCF training on Employees performance using Kirkpatrick Model Focuses, according to views of the management	52

LIST OF ABBREVIATIONS (ACRONYMS)

MCF- Mughher Cement Factory

HRM- Human Resource management

HR- Human Resource

ROI- Return on Investment

BSC- Business Scored card

IMPS – Integrated Measurement Performance system

TDT – Training and Development Team

TVT- Technical and Vocational Technology

SPSS-Statistical Product and Service Solutions

ABSTRACT

The main objective of this research was to assess how effective Mugher Cement Factory human resource training programs are in improving employee's performance for the last three years. Descriptive research design was employed in order to answer the research questions. Structured questionnaires were distributed to employees and management selected through employing purposive sampling technique. A group of top management and training and development team staff were interviewed and documents were tabulated, analyzed and interpreted using frequency count and percentage. The researcher tried to find out: the integration between human resource training plan and the strategic plan, how often training programs are organized, observe whether training programs are organized based on training needs assessment and how are such needs assessed, investigate to what extent training program conducted have contributed on employees performance and assess to what extent employees are satisfied with the training programs provided. Hence, the study found out that the integration between Training plan and Strategic plan was rated as intermediate, there was lack of performing training needs assessment, training program evaluation and conducting training programs in an organized manner, there was weak training program organization, the training provided was not adequately increasing employees performance and employees' satisfaction from the training they attended was low. Therefore, the researcher recommended that as training plan and strategic plan should strongly integrated, the training program provided to the employees be supposed to organized properly, the training needs assessment and evaluation should be conducting in all sub processes and teams and trained employees should motivated and promoted based on training and competencies in order to increase employees performance.

Key words: training, performance, competitive

CHAPTER ONE

INTRODUCTION

1.1 Back ground of the Study

Today every organization's top priority is to manage the human resources. The level of the Productivity and the efficiency of employees should be increased to take maximum output. Many and different strategies have been implementing to develop productivity of employees at their organizations. Every organization must try to achieve a highest output from their human resources. Strategic human resource management is the latest trend of development of an organization. Therefore many organizations invest huge amount of money on strategic human resource management. Training is one of the major functions of the human resource management and it is used help in enhancing employees' skills, knowledge, capability, ability to perform more efficiently , to change or moderate the behavior and the level of motivation aiming the positive contribution for the Performance and finally for the productivity (Palo, S., Padhi N., 2003).

Employees are the indispensable asset and key element of gaining competitive advantage of any organization and training is essential tool for its actualization. The level of competency, skills and ability of the employees of an organization influences its ability to preserve its obtained positions gain competitive advantage (Vaughan P. Houser, 2006). Meanwhile, employees competence, skills and pro-activeness is directly proportional to the level at which organization can compete with others.

The purpose of a training program is to improve employee capabilities and organizational capabilities, too. When the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and effective employees. Training programs may be focused on individual performance or team performance. However, the creation and implementation of training programs should be based on training needs identified by a training needs analysis so that the time and money invested in training is linked to objective of organization (Kenneth M. York, 2009).

In Mughher Cement Factory, employees' skills, knowledge, capability, motivations etc. are crucial assets that drive productivity and performance. Training can increase employees' competencies, capabilities, skills, knowledge, attitudes etc through adequate training process. This research seeks to critically examine the effectiveness of training on employees' performance and competitiveness. Moreover, the study results will help the management to identify the challenges that affect employees' training on organizational performance, hence determine the areas where improvements through training process can be done. It will also help the management in planning for the development and implementation of effective and efficient training needs that will lead to increased performance of the factory. The performance is measured in terms of the improvement in productivity, quality and motivation of the employees and how were employees effective on reducing human error, material wastage, accidents at work, frequency of supervision, lateness, absenteeism at workplace, etc.

In Mughher Cement Factory employees skills, knowledge, capability, motivation etc are crucial assets that drive productivity and performance. This is because the factory provided different types of training per years to its employees. The study therefore seeks to assess the effect of training on employees performance at Mughher Cement factory

1.2 Statement of the problem

Training is a learning experience which seeks a relatively permanent change in the individual that will improve his ability to perform his job well. Every organization needs to have well trained and experience employees to perform their duties efficiently. Mughher Cement Factory was one of the organizations who has training programs for its employees. The objective of the training program was to improve the performance and self-fulfillment of the employees through a variety of methods and programs. Overall, training have been provided an impacts on its' competitiveness, revenue and performance.

The performance of the factory is mostly depending on the performance of the human resource. An employee performance is basically depending on the skills, the knowledge, the attitudes change, the capability, the motivation of each workforce. Most of the organization has major problem on effectively using training they were provided for the benefit of the organization. Mughher Cement Factory has also similar problem in practice.

Every employee, no matter his/her educational background or level within the factory had benefited from a training program. The factory focuses on few aspects of the training methods which were mainly had less value adding on its profitability (as commented on annual report of 2006 E.C) . Nowadays, considering the competitive nature of the cement business market, there is the need to practice effective training management system to equip employees with the needed skills, knowledge, attitudinal change, motivation and capability to be able to functioning effectively and efficiently.

Mugher Cement Factory has been providing at least two types of training for more than one times to each employee for the last three years. However, it appears that even though the factory has training programs for its employees, the training management system is not handled systematically and comprehensively. And, the questions then are: Did Mugher cement Factory offered the appropriate training to its employees to achieve its objectives? Were these done timely and properly? These encouraged the researcher to assess the practices of training process, methods, approach and its' acceptance nearby the trainee and the employers. Moreover based on the training practices, the researcher tried to focus on the effect of training on improving the employees' performance through deeply referring the relevant literature, made contact with directly concerned stakeholders (like employees, managers, etc) and reviewing and analyzing necessary factory's documents. Therefore, this study designs to answer the following question.

1.3 Research Questions

1.3.1 General research question

The general research question of the study would be as follows:

- How effective is the training program organized by Mugher Cement Factory in improving employee's performance?

1.3.2 Specific research questions

Specifically, this study tries to seek answer for the following questions:

- To what extent is Mugher Cement Factory human resource training plan integrated with its strategic plan?

- How often are human resource training programs organized by Mughher Cement Factory?
- Are employees' training programs conducted based on training needs assessment results? How are such needs assessed?
- To what extent are the employees satisfied with the training programs they attended?
- To what extent have the training programs offered contributed in improving employees performance and competencies

1.4 Objectives of the Study

1.4.1 General objective

The General objective of the study is to assess how effective Mughher Cement Factory human resource training programs are in improving employee's performance for the last three years.

1.4.2 Specific objectives

Specifically, the objectives of the study include the following:

- To assess the integration between human resource training plan and the strategic plan of Mughher Cement Factory ;
- To determine how often training programs are organized by Mughher Cement Factory.
- To explore the way employees training needs assessment is performed in Mughher Cement Factory
- To assess to what extent employees are satisfied with the training programs they attended.
- To investigate to what extent training program conducted in Mughher Cement Factory have contributed on employees performance and

1.5 Definition of terms

- **Employee performance** - refers to the ability of an employee to perform a given task to satisfaction of its employer (Herbert, John & Lee , 2000)

- **Investment** - means the using of resources in the hope of making employees effective and efficient on their job, duties and responsibilities (Karen Kaminski, 2009).
- **Return**-the benefits obtained from trained employee on job related by investing an amount(Karen Kaminski, 2009).
- **Training effectiveness** - refers to the benefits that the factory and the trainees receive from training (Gordon 1992).

1.6 Significance of the Study

The study will help the factory to understand the importance of training programs and its outcomes to serve for various purposes. First, the result of the study is expected to serve as an input for the factory to revise its training policies, directives and guidelines; so that, training programs in the future are designed, implemented and monitored to effectively enhance performance of the employees and competitiveness of the factory. Second, it can also serve as a source of information for academicians, researchers and policy makers and finally it can be provided the researcher to acquire depth knowledge and experience on writing the research in the area of the field.

1.7 Delimitation/Scope of the Study

The study is delimited to the effect of training on employees' performance at Mughher cement factory; it was targeting the employees and management at headquarter and all the branches (Addis Ababa, Mughher, Tatek, and Derba) which are located in Addis Ababa and Oromia Region.

The researcher focused on qualitative (interview and documents) and quantitative (questionnaires) research methods and statistical tools of data analysis since it can assess the effectiveness of training on employee's performance based on the activities implemented over the last three years(2004-2007 E.C). Hence the findings of this study can be generalized to the factory.

1.8 Organization of the Research Paper

The paper contains five chapters and organized as follows: chapter one comprises the background of the study, statement of the problem, objective of the study, research questions and definition of terms , significance of the study, delimitation/scope of the study, organization of the research paper. Chapter two consists of reviews of related literatures, chapter three consists of research design, sampling technique, the types of data and instrument of data collection, procedures of data collection, methods of data analysis, assurance of research validity and reliability and ethical consideration. Chapter Four consists of data analysis and interpretation and chapter five consist of summary of the study, conclusions, limitations of the study and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Training as a component of Human Resource Functions

Human resource is a key to determining organizational success Abdul Nassaz, (2013). The effectiveness and success of an organization therefore lies on the employees who form and work within the organization. It follows therefore that the employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge D.A Olaniyanl, (2008). The overall purpose of HRM is to ensure that the organization is able to achieve success through employee and it aims to increase organizational effectiveness and capability to achieve its goals by making the best use of the resources available to it (Michael Armstrong, 2010).

Many factors can affect the performance of individual employees; therefore the role of the HRM is to improve the organization's effectiveness by providing employees with knowledge, skills and attitudes that will improve their current or future job performance. Thus, any organization that wants to succeed, and to continue has to maintain employees, who are willing to learn and develop continuously.

Training leads to an increase in the quality of labor, by equipping employees with greater skills and knowledge. And it is also one of the ways of improving organization's effectiveness F Alipour, K Idris, IA Ismail, J Anak Uli, R Karimi (2011) by making employees to improves their knowledge and skills, enabling them to undertake more complex tasks or complete tasks better or faster Laplagne. P, Bensted, L, (1999). After the training programs, an evaluation is carried out to establish the effectiveness of the organization from the training in line with the need.

2.2 The Concept of Employee Training

Training defined by scholars as it refers to instruction that promotes knowledge, skills and attitude of employees in order to carry out their duties more efficiency. According Robert L.Mathis and John H. Jackson, (2008) training is a process whereby employee acquires

capabilities to aid in the achievement of organizational goals. Moreover, training is defined by Olaniyan D.A and L. B. Ojo, (2008) as a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job. Training is one of several responses an organization can undertake to promote learning. Whereas Learning is the process by which a person constructs new knowledge, skills and attitude these are necessary for them to perform their jobs satisfactorily (M. Armstrong, 2010)

Training is usually aimed at solving significant problems as we are supposed to use it as a key requirement for guaranteeing that any training which takes place is based on proper analysis of its contribution to the effectiveness and efficiency of an organization. It has been seen by researchers as an aid in adjusting to work environment which is designed to increase the capacity of individuals or groups in contributing to the attainment of the organizational goals.

Training is one of the most important strategies for organizations to help employees gain proper knowledge and skills needed to meet the environmental challenges Isiaka Sulu Babaita (2010). Employee training represents a significant expenditure for most organizations. Organizational leaders are often not clear about what they want from training and therefore fail to connect training with the overall organizational objectives and strategy (Babaita, 2010).

2.3 Benefits of employees training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. There are so many advantages associated with training (Cole K. , 2001) summarizes these as indicated below: Employees who receive training have increased confidence and motivation, training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste , training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided and it helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills , abilities needed to adjust to new situations, it helps to improve the accessibility and quality of employees knowledge, skills and attitude, a well trained employee will be well awarded with the job and will need less of supervision. Thus, there will

be less wastage of time and efforts and errors are likely to occur if the employees lack knowledge and skills required for doing a particular job. The more trained an employee is, the less are the chances of committing accidents in job and the more proficient the employee becomes and so on .

2.4 Training processes

The training process includes three phases such as Assessment, Implementation, and evaluation phase, Tung-Chun Huang, (2001). Assessing the needs for training is particularly important, because an organization cannot be assured that the right type of training is provided to its employees.

The systematic model of training consists of five phases and should be repeated on a regular basis to make further improvements. The training should achieve the purpose of helping employee to perform their work to required standards. The steps involved in the system Model of training are as follows. Each step develops a performance measure on the basis of which actual performance would be evaluated, (Michael M.Harris, 2008)

- **Design and provide training** to meet identified needs. This step requires developing objectives of training and identifying the types of training.
- **Develop-** This phase requires listing the activities in the training program that will assist the employees to learn, selecting delivery method, examining the training material, validating information to be imparted to make sure it accomplishes all the goals & objectives.
- **Implementing** is the hardest part of the system because one wrong step can lead to the failure of whole training program.
- **Evaluating** each phase so as to make sure it has achieved its aim in terms of subsequent work performance. Making necessary amendments to any of the previous stage in order to remedy or improve failure practices.

2.4.1 Assessment phase

In the assessment phase, planners determine the need for training and specify the objectives of the training effort. Managers can identify training needs by considering three sources (Michael M.Harris, 2008)

a) Organizational analyze

One important source for organizational analyses comes from various operational measures of organizational performance. On a continuing basis, detailed analyses of HR data can show training weaknesses. Departments or areas with high turnover, high absenteeism, low performance, or other deficiencies can be pinpointed. After such problems are analyzed, training objectives can be developed. Specific sources of information and operational measures for an organizational-level needs analysis may include the following: grievances, complaints from customers, accident records, equipment utilization figures, observations, training committee observations, exit interviews, and waste quality control data, etc (Michael M.Harris ,2008).

b) Task analyze

The second way to diagnose training needs is through analyses of the tasks performed in the organization. To do these analyses, it is necessary to know the job requirements of the organization. Job descriptions and job specifications provide information on the performances expected and skills necessary for employees to accomplish the required work. By comparing the requirements of jobs with the knowledge, skills, and abilities of employees, training needs can be identified, (Michael M.Harris, 2008).

c) Individual analyze

The third means of diagnosing training needs focuses on individuals and how they perform their jobs. The use of performance appraisal data in making these individual analyses is the most common approach. In some instances, a good HR information system can be used to help identify individuals who require training in specific areas. To assess training needs through the performance appraisal process, an employee's performance inadequacies first must be determined in a formal review. Then some type of training can be designed to help the employee overcome the weaknesses.

A training needs survey can take the form of questionnaires or interviews with managers and employees on an individual or group basis. The purpose is to gather information on problems perceived by the individuals involved. The following sources are useful for individual analyses: questionnaires, records of critical incidents, Job knowledge tools, and data from assessment centers, skill tests, Role-playing results, and Attitude surveys, (Michael M.Harris, 2008)

d) Establishing Training Objectives

Once training needs have been identified using the various analyses, and then training objectives and priorities must be established. All of the gathered data is used to compile a *gap analysis*, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable, (Michael M.Harris, 2008).

2.4.2 Implementation Phase

Using the results of the assessment, implementation can begin. For instance, a supervisor and an HR training specialist could work together to determine how to train the employees to increase their performance. In selection of techniques/methods, facilities, locations, arrangements for instructors, classrooms, materials, and so on would be made at this point. A programmed instruction manual might be used in conjunction with a special training program set up at the factory. Implementation occurs when training is actually conducted, (Michael M.Harris, 2008).

2.4.3 Evaluation Phase

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Monitoring the training serves as a bridge between the implementation and evaluation phases and provides feedback for setting future training objectives.

According to Dekok, (2004) the effects of training depend on various influences, then an organization must control for all these influences if it wants to obtain a maximal return to training. Setting up a training program with maximal efficiency requires a firm to follow certain steps: What must be learned? , Formulate the goals of training, and the criteria to evaluate it, Choose the evaluation system, determine the training design, perform the training course and evaluate to what extent the training has reached the formulated goals; not only to learn more about the effects of this specific training course, but also to stimulate the motivation of employees to apply their newly gained knowledge in practice

2.5 Methods of employees training

A multitude of methods of training is used to train employees. However, the main training methods are categorized into two groups (i) on the job training and (ii) off-the job training types and methods.

i). **on-the -job training-** *Cannel* (2002) defines on-the-job training as:

“Training that is planned and structured that takes place mainly at the normal workstation of the trainee- although some instruction may be provided in a special training area on site - and where a manager, supervisor, trainer or peer colleague spends significant time with a trainee to teach a set of skills that have been specified in advance.”

He further emphasizes that often utilizes orientation training, job-instruction training, apprentice training, internships and assistantships, job rotation, coaching and so on.

ii) **Off-the- job training-** Refers to employee training at a site away from the actual work environment, at a special training center or a resort. It often utilizes lectures, case studies, role playing, simulation, etc.

2.6 Employee performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior *M.Armstrong* (2010). There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures (*Abuja*, 1992).

Organizations make sure 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 organization, and therefore participates by having a role in the entire process thus creating motivation for high performance levels. Performance management can focus on performance of the employees, a team, processes to build a product or service, etc.

2.7 The consequence of training on organization performance

In development of organizations, training plays a vital role, improving performance as well as increasing productivity, and eventually putting organization in the best to face competition and stay at the top. Investing in employee training should improve worker retention rates, customer satisfaction and creativity for new product ideas. Effective training saves labor by reducing time spent on problem-solving and saves money in the long run by producing a better workforce. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Anderson V. , 2009).

Therefore, employee performance is a function of organizational performance since employee performance influences general organizational performance.

2.8 Investment on employees training

Current practices in many organizations indicate that employees are viewed as valuable investments Greer C. (2003). Because, Today, increasing population and civilization, increased and diversity of needs, complexity of job relations, specialization of duties and job responsibilities, change in knowledge and attitude of staff and so forth have resulted in changing methods and procedures. Due to these changes, most leaders and effective organizations and institutes have paid their attention to planning training courses in order to improve human resources more than before Farahbakhsh, (2010). Heavy investments in training will be necessary for future strategies and competitive advantage of an organization (Greer C., 2003).

Generally, training expenditures of any organization includes Paid working time of employees while taking courses, fees to external providers, trainee labor cost, trainers' fee, trainee's traveling expenditures ,course development expenditure, cost of facilities and equipment/course material, facilitator costs, stationery and printing cost, Venue costs, meals/refreshments costs, participants' benefits, administrative costs, assessment costs, evaluation costs (Ahmed Z.,2010).

According to Huang, (2001) - European Centre for Research Training and Development UK , study shows that average annual training expenditure per employee for the better training effectiveness group was US\$182 (which is currently 3640.00 Eth. birr), higher than the

US\$138 spent by the worse training- effectiveness group. Another important indicator is the percentage of total payroll spent on training. In a comparison with training expenditures in other countries (Lynch, 1994) as cited by (Huang, 2001), this study found that the percentage of total payroll spent on average by Taiwanese firms on training exceeded that Japanese firms (0.4%) and rough approximated the average percentage spent by Canadian firms (0.9%). However, the 0.93% of payroll expended by the average Taiwanese firm on training was well below the 1.8% spent by the typical firm in USA (including large firms), 1.8% in West Germany, 1.5% in the Netherlands, and 1.7% in Australia. How is in case MCF? This is among the question that this study intends to answer.

2.9 Return on Training Investment

According to Kurtus G. (2001), company management wants to know that the money they are spending on training is well spent and to know that whether they are getting a sufficient return on their training investment. Improvement factors include increased productivity, reduction of waste and improved employee retention. Measurement of training ROI starts with defining the reasons and goals for the training, determining how much the training costs and verifying the amount of return. Questions to be asked may have included: What is the reason for the training? What is the investment in training? How is the return measured?

A company may provide training to its employees, managers, customers, and sometimes suppliers. The ultimate reason for training them should be to improve the profits and repeat business of the company. It is preferred that this improvement is measurable, so that an effective ROI can be determined. Therefore based on it we can determine the effectiveness of the organization from the training investment (Ron Kurtus, 2001).

2.10 Measurement and Evaluation of the Training Investment System

Measurement focuses on obtaining information as a result of comparing a given against a standard (e.g., information about the effectiveness of the organization from training expenditure can be determined by comparing it against the standard provided by measure); whereas, evaluation concerns itself with making judgments based on the information provided by measurement (e.g., the effectiveness of the organization from training expenditure in question is

too much effective or too low or just right). Evaluation is defined as the systematic collection of data regarding the effectiveness of the organization from the training expenditures or investment. Evaluation is normally conducted to answer the question of whether training objectives were achieved or the accomplishments of training objectives resulted in enhanced performance of the individual on the job Phillips, (1997). It enables trainers to continuously monitor their programs and to identify points of intervention for program improvement (Doris B. Collins, 2002).

2.11 Effectiveness from the Training Investment

Many training programs fail to deliver the expected organizational benefits. Having a well structured measuring system in place can help one to determine where the problem lies. Effectiveness goes to the heart of what training is all about in an organization and giving employees the knowledge and skills they need to perform their jobs effectively. In order to initiate more effective training, organizations need to look at how the training and is aligned with the strategy of the organization and at what is being done to make sure that all training activities are effective (Haslinda & Mahyuddin, 2009).

As an organization want to identify whether training expenditure is delivering tangible value to the organization, they need to put in place techniques to measure the effectiveness and value of training to the organization. Having a well structured measuring system in place can help to determine where the problems lay. And measurement serve a barometric function for organizations subunit within the organization and individuals by providing information about performance status, or growth rates, strengths, and deficiency (Bates, 1999).

Training evaluation is a critical component of analyzing, designing, developing, and implementing an effective training program. Training evaluation determines a training program's effectiveness in meeting its intended purpose, which mainly is producing competent employees.

Organizations may select different models to measure the effectiveness of organization from the training programs. The selection of an evaluation model is very important as it show how organization is benefited with training program, what is the employees reaction, how much did they learn, did they change their behavior, and what is the result? (Ahmed Z, 2010). Generally,

there are two commonly used models to evaluate the effectiveness of organization from the training expenditure. These models are discussed below.

a) Kirkpatrick Model for Evaluating Effectiveness of Training Programs

The most well-known and used model for measuring the effectiveness of organization from training expenditure was developed by Kirkpatrick in the late 1950s. It has since been adapted and modified by a number of writers; however, the basic structure has well stood the test of time. Kirkpatrick Evaluation Model was created by Donald Kirkpatrick to define the four levels of training evaluation. The four levels of evaluation are: the reaction; the learning the behavioral and) the results of employees or effects that the employee’s performance has on their job.

Table 2. 1 Kirkpatrick’s Four-Level Framework of Evaluation Criteria

Level & Criteria	Focus
Level 1. Reactions	How do the participants feel about the program they attended? To what extent is they ‘satisfied customers’?
Level 2. Learning	To what extent have the trainees learned the information and skills? To what extent have their attitudes changed? To what extent did participants improve knowledge and skills and change attitudes as a result of the training?
Level 3. Behavior	To what extent has their job behavior changed as a result of attending the training program? Was there a measurable change in the activity and performance of the participants when back in their roles?
Level 4. Results	To what extent have results been affected by the training program? (Results would include such factors as profits, return-on-investment, production quality, quantity, costs, safety record, absenteeism, turnover, grievances and morale). What organizational benefits resulted from the training?

Sources: Kirkpatrick (1977:9)

Organizations that choose to measure their effectiveness from training expenditure can start with the former category before moving to measuring behavioral skills at certain levels.

b) Cost benefit /Return on Investment model (Jack J. Phillips Model,1999)

Comparison of cost benefits associated with training remains the best way to determine if organization is cost effective from the training. In a number of situations, effective training often

produces productivity, profitability, quality and quantity gains that more than offset the cost of the training.

In similar manner Return on Investment (ROI) is a measure of the monetary benefits obtained by an organization over a specified time period in return for a given expenditure in a training program. ROI can be used both to justify a planned investment and to evaluate the extent to which the desired return was achieved from training expenditure. ROI is calculated by making estimates or obtaining measurements of the costs - benefits associated with a training program. Using this information, the business units can effectively assign and apply resources to improve performance and ensure organizational success Carr, (2002). Benefits of ROI of training measure contribution, set priorities, focus on results and alter management perceptions of training

At a minimum an organization needs to consider five basic questions with respect to learning and a healthy return on investment, thus what to train? Who to train? Where to train? When to train? & How to train?

A poor return on investment does not mean that the training is inherently ineffective. The training may be poorly planned and badly implemented, if it is implemented at all. Employees who are involved in training without assessing needs, either theirs or the organizations', may find their newly acquired skills not effectively integrated into the workplace.

Therefore, measuring effect of training in terms of employees performance using cost-benefits/return on investment do take planning, time, and money. All may not be able to perform a full ROI on every skills development activity one undertake, but it's worth choosing to do it on the big ones

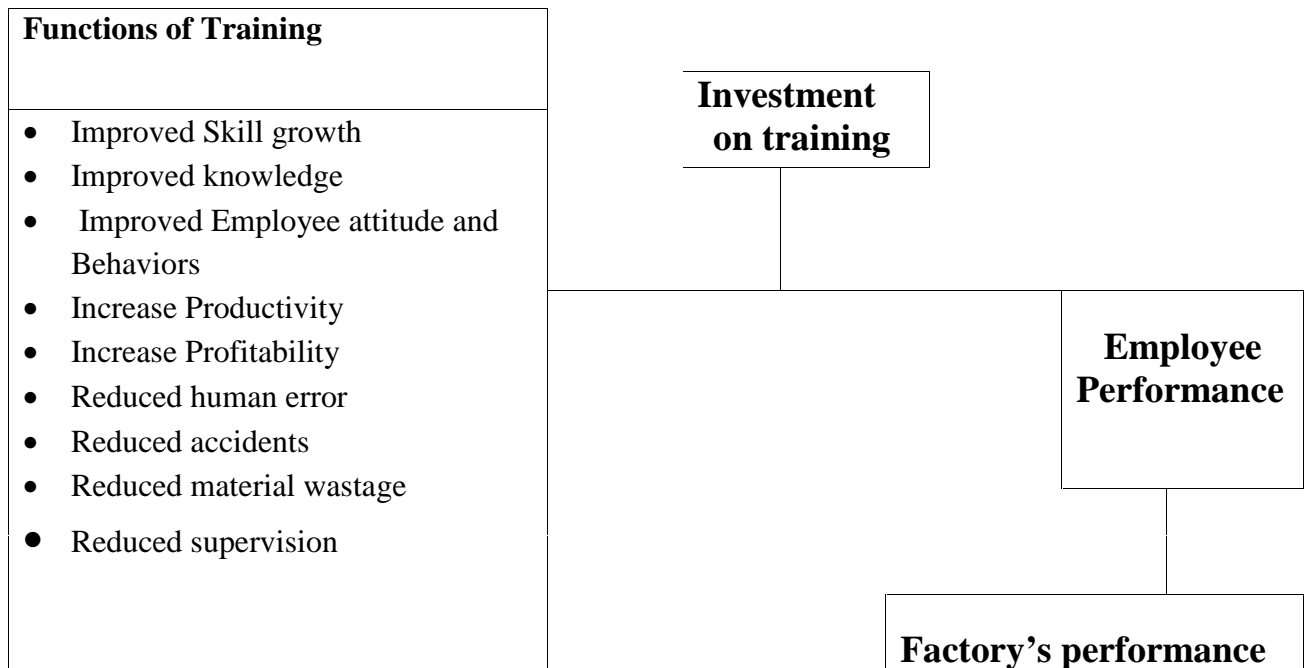
A Framework for analyzing effect of Training and employees Performance

The approach of the factory was to improvement and development of performance based on enhancing the knowledge, skills and attitudes or abilities of the employees (Kozlowski, 2000). This paradigm may be accomplished through training activities. From this perspective, training is effective to the extent that it directly contributes to the strategy, objectives, or outcomes central to factory's effectiveness. The theoretical frameworks are adequately addressed in current

situations of the factory. Thus, a theoretical concept is proposed in the hope that it will assist the effect of training on employees' performance

To contribute to the theoretical literature, a theoretical framework was developed and proposed to fulfill the requirement for analyzing effect of training on employees' performance issues; this framework is shown in Figure below.

Figure 2.1 Conceptual Framework on Effect of Training on employee performance.



Employee is a valuable resource of the factory. The success or failure of the factory depends on employee performance. Therefore, factory are investing huge amount of money on employee development. The study examines and investigates the literature review on employee training and its effect on employee performance. The key variables identifies related to employee training and Employee performance. The study presents the importance of the employee training program, activities, importance of investment in a human capital, and challenges in employee training process. The further discussion develops the relationship between employee training variables (improved skill growth, improved knowledge, improved employee attitude and behaviors , Increase productivity, increase profitability, reduced human error , reduced accidents, reduced material wastage and reduced supervision and employee performance variable. The employee performance will affect on organizational effectiveness.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter presented the methodology to be employed for data gathering as well as the relevant statistical tools that was employed for analyzing the survey results gathered during the study. The purpose of this section was to provide a description of the study area, research design, population and sampling techniques, types of data and instruments of data collection, procedures of data collection, and methods of data analysis, assurance of research validity and reliability, ethical consideration and the area in which the study is carried out.

3.1 Research design

In order to answer the research questions, this study employed a descriptive survey research design which was more preferable for this study because it would help to capture and explain the details of the relationships of various variables of the study. In this research the structured questionnaire and interview were used and documents were analyzed.

The primary data generated by questionnaire were tabulated, using tables, charts, graphs. The research focused on identifying how much the trained employees are effective in improving their performance on their job. The secondary data were analyzed based on the theory and training process practicality depending upon organizational culture of Mugher Cement Factory. This secondary data was used to explore the effect of the factory's unique nature upon the training. Then, based on the results conclusions were drawn and recommendations forwarded.

3.2 Population and Sampling Techniques

The target populations were the employees and management of Mugher Cement Factory of which has a total 1600 staffs and 60 management staffs at headquarter and all branches. Employees and management were encompassed in the study who was permanently employed.

The target population was stratified in to two main process; core and corporate services as per structure of the factory and then for 373 sample proportional random sampling method was employed for all branches in order to select respondents from each Sub-Process.(Fig: 3.1.) Soloven’s formula was used to determine the sample size. The formula gives the degree of accuracy of the sampling technique and gives an idea as to how many samples have to be studied taking into consideration, additional it is easy and not time consuming. It was stated as follows:

Fig.3.1 Soloven’s formula $n = \frac{N}{1+(N)(e)} 2$ Where; $N_1 = 1600$ is total population,

$n_1 =$ is sample size for employees and $N_2 =$ total numbers of management $n_2 =$ is the sample size of managers

$$n_1 = \frac{1600}{1+1600(0.05)} 2 = 321(\text{for employees})$$

$$n_2 = \frac{60}{1+60(0.05)} 2 = 52(\text{for managers})$$

$$n = n_1 + n_2 = 321+52 = 373 \quad \& \quad e = 5\% (\text{Error tolerance/ the margin of error})$$

Using the above formula, a total of 373 respondents (managers and non-managers) were drawn from a population size of 1660 in all Sub-Process and Branches of the factory.

Table 3.1 Number of respondents selected from different branches

Branches	Target population			Sample size			Percentage
	Core process	Corporate service	Total	Core process	Corporate service	Total	Total
Mugher	650	250	900	142	55	197	52
Tatek	350	70	420	77	11	88	24
A. Ababa	150	90	240	33	22	55	14
Deriba	70	30	100	26	7	33	10
Total	1220	440	1660	278	95	373	100

Sources: Own survey, 2015

3.3 Types of data and Instruments of Data Collection

Both primary and secondary data were used for this study. Primary data was obtained from a survey that involved employees and management using questionnaire. Questionnaires were administered to 321employees and 52 management members of total was 373 and it were selected using the purposive sampling technique(because Purposive sampling is used to covers a

wide range of quantitative research design can draw on and it can be also provided to make generalizations from the sample that is being studied) , whereas 260 employees and 40 management total 300 of them were only responded properly, whereas others were either not returned or disqualified

Interview questions were also used to gather information on the subject from 12 Top Management and 6 Training and Development Team staffs at the head quarter and branches, whereas 10 top management and 5 training and development team staffs (of totally 15 of them) were interviewed .

The primary data were collected through closed and open ended questionnaires and interviews were used to investigate the effect of training on employee's performance. It is used easily to addresses specific research issues as the researcher controls the research design to fit their needs.

The primary data were qualitative (interview) and quantitative (questionnaires) in nature. Questionnaires were used to gather data over a large sample of the factory, and the interview was also used for intensive investigation and to obtain more information in depth. Five Point Liker's Scale (*Assume that strongly disagree = 1, Disagree = 2, Neutral = 3, Agree = 4, strongly Agree = 5*) was employed for most of the questionnaires.

The secondary data were obtained from different documents of MCF including strategic plan, annual plan, annual report (financial report and HR reports), directives, and annual published brochure and analyzed and interpreted accordingly. The secondary data was used to cross check and substantiate the primary data.

3.4 Procedures of Data Collection

Primary and secondary data was collected. After the sample had been identified questionnaires were developed based on the theatrical concepts described (see Appendix A and B), and interview questions were prepared (appendices C). Before questionnaires were distributed for each the respondent's pilot test was conducted to enhance the transparency of the questionnaires for the study and amended based on the feedback obtained. Questionnaires were duplicated and distributed to respondents personally (for each sample employees and management accordingly). Questionnaires were distributed and collected within five working days. The collected

questionnaires and interviews were edited and analyzed qualitatively and quantitatively. The secondary was also collected from the factory and it was analyzed

3.5 Methods of Data Analysis

The data which were obtained from sample population analyzed according to the objective of the study. In order to ensure logical completeness and consistency of responses, data editing and coding were carried by the researcher. The data obtained through different data collection instruments were cleaned and analyzed qualitatively and quantitatively.

The quantitative data obtained from questionnaires were described, analyzed and synthesized in tables, percentage, frequency distribution, mean and with the help of SPSS.

The qualitative data from interview and secondary data were also analyzed using content analysis and logical analysis techniques.

3.6 Assurance of Research Validity and Reliability

Validity refers to the extent of accuracy of the results of the study. Thus the research results were describing actual events according to the objective of the study.

Validity of the research instruments were assured through professional judgment, with the advices and comments of the research advisor. The researcher tried to ensure there was no potential biasing effect of different items in the questionnaires. It also helped ascertain the possibility of the study techniques and perfected the questionnaires concepts and wording.

Reliability ensures that the consistency of the research measurement or the degree to which the questionnaires were used as a measure of an instrument. Data reliability ensures the precision with which data were collected.

Therefore, to ensure the reliability of this study, the researcher did the pilot test. The pilot test was conducted on 30 employees and 20 managers. The questionnaires were administered twice to the same group of respondents and show the same results. This shows that the prepared questionnaires were reliable. It is therefore believed that the responses and results from this study were valid and reliable.

3.7 Ethical Considerations

In this study, ethical issues were taken into consideration. The respondents were assured that the responses they give are used with complete confidentiality and the confidentiality of the research data was ensured. All data are used for the purpose of the research study only. The researcher also took individual responsibility for the conduct and consequences of the research by adhering to the time schedule agreed upon with the supervisors and management. The respondents' who participated in the study were informed about the aims and objectives of the study. The research participants will not be subjected to harm in any ways whatsoever; respect for the dignity of research participants were prioritized. The texts and materials used in any part of this study have been fully referenced with APA style. The researcher was open and honest when communicating or dealing with respondents. The study was used only for the academic purpose.

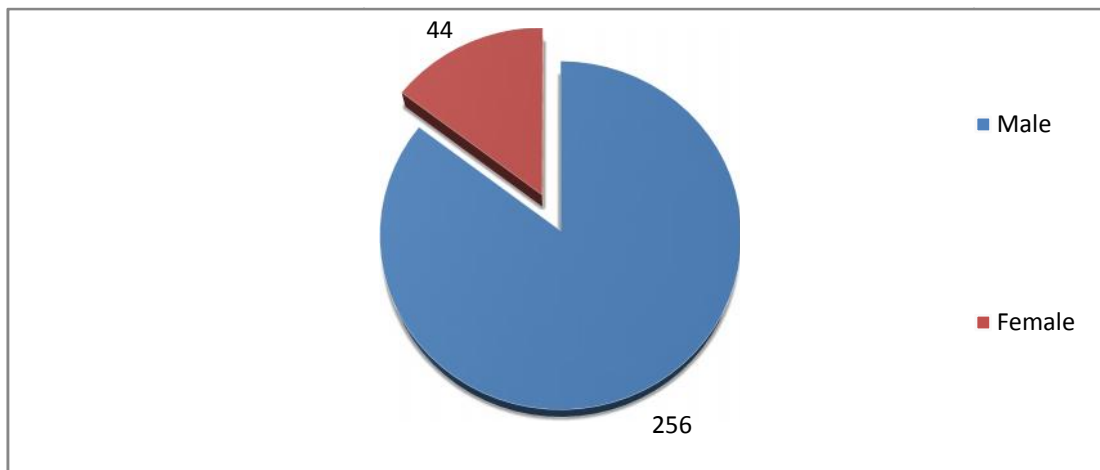
CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis of the data collected from the respondents and interprets the research findings on the effect of training on employee performance, the case Mughher cement factory. The 260 completed questionnaires for employees, 40 completed questionnaires for managers of total 300 and 15 interviewed questions for Top Management and Training and Development Team staff were edited for accuracy, uniformity, consistency and completeness. Summaries of data findings together with their possible interpretations have been presented by use of mean, percentages, frequencies and tables.

4.1 Demographic Characteristic of Respondents

Figure 4.1 Gender of respondents



Source: Own Survey, 2015

As Indicated in Fig.4.1 above, the respondents were asked their gender categories. The majority of 256(85.3%) respondents were male, while females respondents were 44(14.7%). Therefore, it can be inferred from the results this indicating that more males were involved in the Mughher cement Factory.

Table 4.1 Age distribution of respondents

$$n_1 + n_2 = 300$$

Age Range	Frequency	Percent	Valid Percent	Cum. Percent
18-27	127	39	39	39
28-37	126	42	42	81
38-47	47	15.7	15.7	96.7
48-57	10	3.4	3.4	100
≥ 58	0	0	0	100.0
Total	300	100.0	100.0	

Source: Own Survey, 2015

As indicated in Table 4.1, 117(39%) of respondents belongs to the age range of 18-27 years, 126(42%) of them lies in the age range of (28-37) years, 47(15.7%) of them are in the age range between 38-47 years and 10(3.4%) of them are in the age group of 48 and above. Therefore, it can be assumed from the results that the factory is equipped with employees in the productive age and this can increase the profitability of the factory. The age group composition may also indicate that majority of the employees trainable and they may also require intensive trainings.

Table 4.2 Educational background of Respondents

$$n_1 + n_2 = 300$$

Education level	Frequency	Percent	Valid Percent	Cumu. Percent
Elementary school complete	34	11.3	11.3	11.3
High school complete	95	31.7	31.7	43.0
TVT graduate	86	28.7	28.7	71.7
Diploma graduate	36	12.0	12.0	83.7
First Degree	46	15.3	15.3	99.0
≥ Master	3	1.0	1.0	100.0
Total number of respondents	300	100.0	100.0	

Source: Own Survey, 2015

As indicated in Table 4.2 above, the respondents hold a range of educational qualification from elementary school to Master's level. Majority of the sample group that is 95 (31.7%), were at high school level. 3 out of 300 respondents were Master's degree graduates. Among the

respondents, 34 (11.3%), 86(28.7%), 36(12%) and 46(15.3%) were elementary school, TVT, Diploma and Degree, respectively. The majority of respondents' educational background is at high school complete level.

This reveals that employees and management of different educational qualifications are in the factory. This implies that different level of training which is planned systematically may be required to improve employees' performance.

Table 4.3 Service years of the respondents

$$n_1 + n_2 = 300$$

Respondents Service of years	Frequency	Percent	Valid Percent	Cum. Percent
1-3	34	11.3	11.3	11.3
4-6	64	21.3	21.3	32.7
7-9	102	34.0	34.0	66.7
≥ 10	100	33.4	33.4	100
Total	300	100.0	100.0	

Source: Own Survey, 2015

As indicated in Table 4.3 above, the respondents have served in MCF for different years, that is, for short service years to long service years. This means the factory has a blend of experienced employees and young professionals who require constant refresher training to update their skills and enable them to perform their job as required. The respondents were asked to describe their service years in the factory. Accordingly, they 34(11.3%), 64(21.3%) 102(34%) and 98(32.7%) responded as 1-3 years, 4-6 years, 7-9 years and 10 & above services years, respectively. Therefore, one can be understood that, 66.7% of total population experienced for more than seven years in the factory, which indicate that majority of the factory's employees and managers or respondents have knowhow about the work they perform.

Table 4.4 Current employees job categories as employees' respondents $n_1 = 260$

Employees Job categories	Frequency	Percent	Valid Percent	Cumulative Percent
Engineering	114	43.8	43.8	43.8
Automotive	25	9.6	9.6	53.4
Administrative and Clerk	57	21.9	21.9	75.3
Marketing	45	17.3	17.3	92.6
Financing and logistics	19	7.4	7.4	100
Total	260	100.0	100.0	

Source: Own Survey, 2015

As it can be seen in Table 4.4 above, Of the 260 sample respondents of employees in the factory the current position of 73% of them was from the core process (operation), of which machine operator ranked first ; number of respondents from cement packing is the second largest and 27% was from corporate service process , here HR experts ranked first. Minimum of respondents' current position is geologist. As per sample respondents replied all of them had taken training provided for the last three years.

Regarding to the question asked whether training was given or not for the last three years, all of the respondents responded as it has been given.

4.2 Analysis of the findings of the study

4.2.1 Number of training program employees attended

Table 4.5 Number of training program employees attended / $n_1 = 260$ /

Question	Scale	Frequency	Percent	Valid Percent	Cum. Percent
7. How many times have you taken the training since 2004 E.C?	Once	104	40.0	40.0	40.0
	Twice	125	48.1	48.1	88.1
	Three times	27	10.4	10.4	98.5
	Four times	4	1.5	1.5	100.0
	≥ 5	0	0	-	-
	Total		260	100.0	100.0

Source: Own Survey, 2015

As it can be seen in Table 4.5 above, the respondents were asked about the number of training they took in the last three years. Accordingly, 104(40%), 125(48.1%), 27(10.4%) & 4(1.5%) responded as for only once, twice, triple and quadruple, respectively. No respondents took five times and above. Therefore, it can be shown that majority of the employees had taken more than one times of training offered; due to, the minimum duration of training time offered, it can be difficult to say sufficiently improved the employees' performance.

4.2.2 Methods of Training used

Table 4.6 Method of Training as employees responds

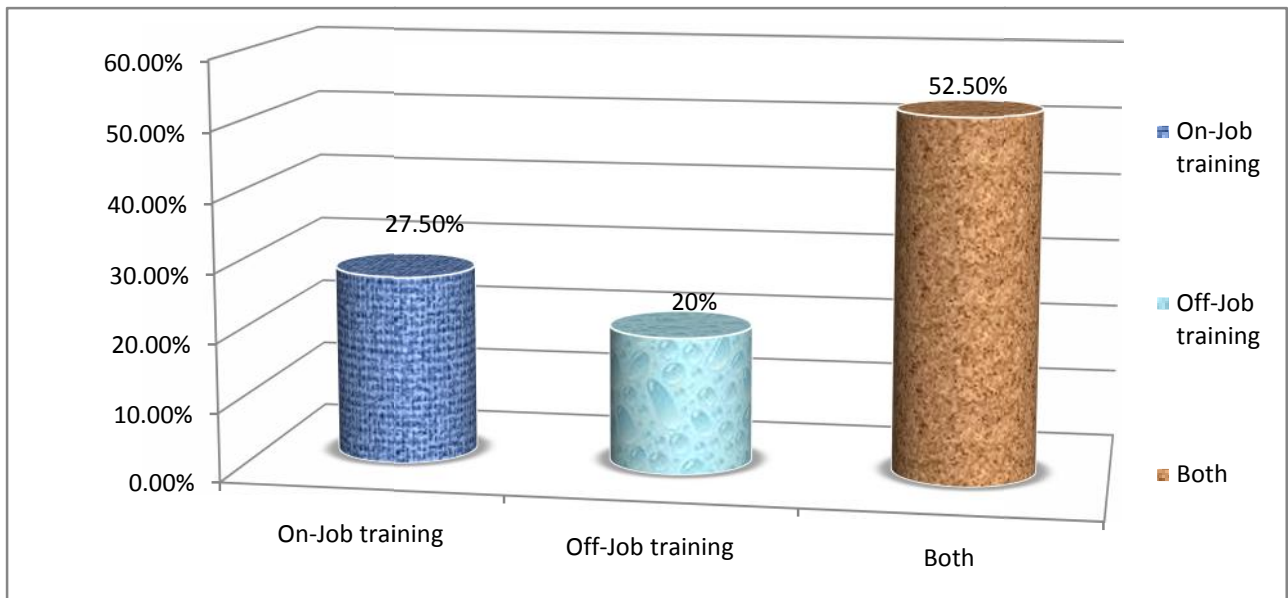
n₁ = 260

Methods of training	Frequency	Percent	Valid Percent	Cumu. Percent
<i>On-job training</i>	107	41.2	41.2	41.2
<i>Off-job training</i>	35	13.5	13.5	54.6
<i>Both</i>	118	45.4	45.4	100.0
<i>Others</i>	0	0	0	100.0
<i>Total</i>	260	100.0	100.0	

Source: Own Survey, 2015

As it can be observed from Table 4.6 above, the respondents were asked about methods of training they were offered in the last three years. They replied 107(41.2%), 35(13.5%), and 118(45.4%) as on-the-job, off- job and both on-job & off- job training, respectively. Therefore, it can be indicated from the results that the methods of training offered were both of on-job and off-job types of training methods.

Fig 4.2 Methods of training as management responded / $n_2 = 40$ /



Source: Own Survey, 2015

As it can be seen from Figure 4.2 above, the manager respondents were asked about the methods of training offered to employees under their supervision. Accordingly, 28%, 20% and 52% responded as on - job, off-job training and both (on-job and off-job) type of training methods, respectively. One can understand that, the majority of respondents (from both Employees and Managers) replied the offered training was both On-Job and Off- Job type of trainings methods.

4.2.3 Duration of the training program

Table 4.7 Factory's duration of the training program / $n_1 = 260$ /

Question	Scale	Frequency	Percent	Valid Percent	Cum. Percent
9. What was the duration of training program/s you attended on an average?	< A week	192	73.8	73.8	73.8
	A week	34	13.1	13.1	86.9
	2-3 week	13	5.0	5.0	91.9
	A month	11	4.2	4.2	96.2
	several months	9	3.5	3.5	99.6
	A year	1	0.4	0.4	100.0
	Total		260	100.0	100.0

Source: Own Survey, 2015

As indicated in Table 4.7 above, the employees respondents were asked about the duration training they received on an average in the last three years and hence 192 (73.8%), 34(13.1%), 13(5%), 11(4.2%%), 9(3.5%) and 1(0.4%) responded as they were trained for less than a week, a week, 2-3 week, a month, several months and a year, respectively. Then majority of the respondents were offered the training for less than a week.

4.2.4 The types of Job Areas training employees attended

Table 4.8 Respondents Response on Job Areas Training

Even though $n_2 = 260$, many of them may taken more than one job areas types of training

Job areas of training	Frequency	Percent	Valid Percent	Cumulative Percent
Operational safety	38	7.3	7.3	7.3
Accounting / purchase	12	2.3	2.3	9.6
Managerial skills/Leadership	23	4.4	4.4	14.0
Reform / Kaiezen, BSC,IMPS	243	46.7	46.7	60.8
System Design	7	1.3	1.3	62.1
Automotive	21	4.0	4.0	66.2
Machine maintenance	32	6.2	6.2	72.3
New machine maintenance	40	7.7	7.7	80.0
Electrical/Mechanical maintenance	51	9.8	9.8	89.8
Customer services / Marketing	13	2.5	2.5	92.3
Clerical	5	1.0	1.0	93.3
Computer skill	35	6.7	6.7	100.0
Total	520	100.0	100.0	

Source: Own Survey, 2015

As indicated in Table 4.8 above, based on question # 10 the employees' respondents were asked the types of training they provided in their job areas. The majority of 243(46.7%) responded as on reform job training area trainees (such as kaizen, BSC and IMPS).Some of them 51 (9.8%), 40(7.7%), and 38(7.2%) responded as trained on electrical/mechanical, new machine

maintenance and operational safety job areas, respectively. Regarding to the question data were analyzed from interview was:

Question1. *“Has there been any training organized / offered for your department / process staff in the last three years? ”*

All of the fifteen top management as well as training and development team staff who were interviewed responded to have organized / offered training to the employees under their respective process or sub-process or service team. Majority of them said giving a training to their employees was to upgrade the skills, knowledge, capabilities, and attitude of the employees in the area which the employees had deficiency. The training provided improves the employees performance at a given task or job assigned. It was used to increase productivity, product quality & quantity, reduce material wastage, and to keep safety & health of the employees and others. Therefore, data collected explained as different types of training have been given.

Therefore, the factory was more focused and offered training on reform job areas and operational job areas, which have significant effect on employee’s performance.

4.2.5 Regularity of Training Needs Assessments

The training needs assessment is analyzed through the tasks performed in the organization. To do these analyses, it is necessary to know the job requirements of the organization with regard to this, job descriptions and job specifications provide information on the performances expected and skills necessary to employees to accomplish the required work. By comparing the requirements of jobs with the knowledge, skills, and abilities of employees, training needs assessments can be identified (Michael M.Harris, 2008)

The employee respondents responded on regularity of training needs assessments as shown in table below.

Table 4.9 Regularity of Training Needs Assessment**n₁ = 260**

Question	Regularity	Frequency	Percent	Valid Percent	Cumulative Percent
11. How often have you been requested about your training needs by your department or training and development team?	<i>Always</i>	36	13.8	13.8	13.8
	<i>Sometimes</i>	57	21.9	21.9	35.8
	<i>Never</i>	167	64.2	64.2	100.0
	<i>Total</i>	260	100.0	100.0	
12. How often have you got a chance to propose your training needs to your employer or department?	<i>Always</i>	38	14.6	14.6	14.6
	<i>Sometimes</i>	53	20.4	20.4	35.0
	<i>Never</i>	169	65.0	65.0	100.0
	<i>Total</i>	260	100.0	100.0	

Source: Own Survey, 2015

As it can be seen from Table 4.9 above, the employee respondents were asked how often they were requested their training needs. Accordingly, 36(13.8%), 57(21.9%) and 167(64.2%) responded as always, sometimes and never, respectively. Therefore, it can be inferred from the results that the trainings offered were employed without trainee's need or skill gap. These types of trainings have less effect on employee's performances.

As indicated in Table 4.9 above, the employee respondents were asked how often they have a chance to propose trainings they needed to attain. Accordingly, 38(14.6%), 53(20.4%) and 169(65%) responded as always, sometimes and never, respectively. Therefore, it can be indicated from the results that trainees did not had a chance to propose on training they needed to take. Thus, training offered without trainees need results in less effect on employees' performance.

Table 4.10 Regularity of training as managers respondents

n₂ = 40

Questions	Regularity	Frequency	Percent	Valid Percent	Cumulative Percent
7. How often do you regularly assess training needs before you organize capacity building activities for your employees?	<i>Always</i>	34	85.0	85.0	85.0
	<i>Sometimes</i>	5	12.5	12.5	97.5
	<i>Never</i>	1	2.5	2.5	100.0
	<i>Total</i>	40	100.0	100.0	

Source: Own Survey, 2015

As it can be observed from Table 4.10 above, the management respondents were asked how often they regularly assessed their employees training needs before capacity building going on. Accordingly, 34(85%), 5(12.5%) and 1(2.5%) responded as always, sometimes and never, respectively. The majority of 34(85% respondents replied as they were always assessing their employees training needs before the program. Therefore, it can be understood that employees responded in Table 4.9 above and managers responded in Table 4.10 above contradict each other. Thus, since managers or supervisors did not assess their training /s their employees needed the effect of the training on employees' performances was less than what was expected.

4.2.6. The Integration between human resource training plan and strategic plan

Analysis of training effectiveness on employees' performance was used with a five- point scale

Table 4.11 The Integration of training plan with strategic plan as employees responded / n₁ = 260

Question	five- point scale	Frequency	Percent	Valid Percent	Cumu. Percent
13. The Objective of the training is made clear before being accomplished	1	9	3.5	3.5	3.5
	2	96	36.9	36.9	40.4
	3	67	25.8	25.8	66.2
	4	59	22.7	22.6	88.8
	5	29	11.2	11.2	100.0
	Total	260	100.0	100.0	
14. The training program that I attend is checked with the factory's strategic plan	1	5	1.9	1.9	1.9
	2	46	17.7	17.7	19.6
	3	131	50.4	50.4	70.0
	4	53	20.4	20.4	90.4
	5	25	9.6	9.6	100.0
	Total	260	100	100	
15. I think that the amount of investment for employee training was adequate.	1	4	1.5	1.5	1.5
	2	37	14.2	14.2	15.8
	3	69	26.5	26.5	42.3
	4	125	48.1	48.1	90.4
	5	25	9.6	9.6	100.0
	Total	260	100.0	100.0	

Source: Own Survey, 2015

As it can be seen from Table 4.11 above, the following thought were obtained with regard to the integration of human resource training plan with strategic plan: the Employees respondents were asked to express their level of agreement on whether the objectives of training offered made clear before being accomplished. Accordingly, 9(3.5%), 96(36.9%), 67(25.8%), 59(22.7%) and 29(11.2%) responded as strongly disagree, disagree, neutral, agree and strongly agree respectively. As the majority 96(36.9%) of respondents reflected it can be inferred from the results that the objective of trainings offered not made clear.

As it can be observed from Table 4.11 above, the respondent were asked to expresses their level of agreement on whether the training programs offered checked with factory's strategic plan. Accordingly, 5(1.9%), 46(17.7%), 131(50.4%), 53(20.4%) and 25(9.6%) replied as strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority 131(50.4%) of the respondents replied as an agreed level. Therefore, it can be understood from the results that the training programs checked with factory's strategic plan, which had an effect on employee's performance.

As indicated in Table 4.11 above, the Employees respondents were asked to express their level of agreement on whether the invested of amount on training offered was adequate. Accordingly, 4(1.5%), 37(14.2%), 69(26.5%), 125(48.1%) and 25(9.6%) replied as strongly disagree, disagree, neutral, agree and strongly agree, respectively. Heavy investment in training will be necessary for future strategic plan and competitive advantage of an organization (Greer, 2003). Accordingly, Most of the respondents, 125(48.1%) agreed that, the amount of investment allocated to training for the last three years was adequate. Therefore, it can be understood from the results that the amount invested on training offered had an effect on employee's performance. The literature explained as organizational leaders are often not clear about what they want from training and therefore, fail to connect training with overall organizational goal and strategy (Babaita, 2010). The integration of human resources training plan with strategic plan as manager respondents described as follows

Table 4.12 The integration of training plan with strategic plan, as managers responded n₂ =40

Question	five- point scale	Frequency	Percent	Valid Percent	Cum. Percent
8.The factory training program is checked with its strategic plan	1	0	0	-	
	2	1	2.5	2.5	2.5
	3	18	45.0	45.0	47.5
	4	13	32.5	32.5	80.0
	5	8	20.0	20.0	100.0
	Total	40	100.0	100.0	
9. The budgetary limitation had effect on the quality of both training and trainer	1	12	30.0	30.0	30.0
	2	13	32.5	32.5	62.5
	3	8	20.0	20.0	82.5
	4	4	10.0	10.0	92.5
	5	3	7.5	7.5	100.0
	Total	40	100.0	100.0	
10. limitation is observed between the training cost set and the allocated budget	1	12	30.0	30.0	30.0
	2	15	37.5	37.5	67.5
	3	7	17.5	17.5	85.0
	4	5	12.5	12.5	97.5
	5	1	2.5	2.5	100.0
	Total	40	100.0	100.0	
11.Invested resources on employees training were effective and accomplished factory's objectives	1	0	0	-	
	2	1	2.5	2.5	2.5
	3	18	45.0	45.0	47.5
	4	15	37.5	37.5	85.0
	5	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Source: Own Survey, 2015

As indicated in the Table 4.12 above, the respondents were asked to express their level of agreement on whether the training offered compatible with its strategic plan or not. Accordingly, 1 (2.5%), 18(45%), 13(32.5%), and 8(20%) responded as strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority 18(45%) of the managers responded as disagreed level of agreement. Therefore, it can be inferred from the results that training offered was not compatible with strategic plan.

As it can be seen from Table 4, 12 above, the manager respondents were asked to express their level of agreement on whether budget limitation had an impact on the quality of training and trainees. Accordingly, 12(30%), 13(32.5%), 8(20%), 4(10%) and 3(7.5%) responded as strongly disagree, disagree, neutral, agree and strongly agree respectively. Therefore, it can be inferred from the results that majority 13(32.5%) of respondents replied that they were disagreed on what was asked. This means that no budget limitation that upset quality of training and trainers.

As indicated in Table 4.12 above, the managers' respondents were asked to express their level of agreement on whether they observed limitation of training cost set as budget allocations. Accordingly, 12(30%), 15(37.5%), 7(17.5%), 5(12.5%) and 1(2.5%) responded as strongly disagree, disagree, neutral, agree and strongly agree respectively. Most of respondents, which is 15 (37.5%), replied that limitation was not observed between cost set and the allocated budget. Based on this response, it can be deduced that there was no discrepancy between the cost set and the allocated budget, the training that was offered could bring the expected effect on the employee's performance.

As it can be seen from Table 4.12 above, the managers' respondents were asked to express what their level of agreement is on whether on invested resources were effective to accomplish factory's objectives. Accordingly, 1(2.5%), 18(45%), 15 (37, 5%) and 6(15%) responded as disagree, disagree, neutral, agree and strongly agree respectively. It was observed that the majority of the respondents 18(45%) said partial invested resources had effectively accomplished the objective of the factory. This indicated that training offered have not fully effective on employees' performances.

4.2.7 The factory's human resource training program organization

The effectiveness and success of an organization lie on the employees who work within the organization. The employees in an organization to be able to perform their duties and make meaningful contributions to the success of the organizational goals need to acquire the relevant skills and knowledge (D.A Olaniyanl, 2008). The overall purpose of human resource is to ensure that the organization is able to achieve success through employee and it aims to increase organizational effectiveness and capability to achieve its goals by making the best use of the resources available to it (Michael Armstrong, 2010).

Table 4.13 The respondent employees views on conduction of training needs assessment

$$n_I = 260$$

Question	five- point scale	Frequency	Percent	Valid Percent	Cumulative Percent
16. The training program that employee attend is well organized	1	3	1.2	1.2	1.2
	2	56	21.5	21.5	22.7
	3	123	47.3	47.3	70.0
	4	58	22.3	22.3	92.3
	5	20	7.7	7.7	100.0
Total		260	100.0	100.0	

Source: Own Survey, 2015

As it can be seen from Table 4.13 above, the respondents of the study were asked to indicate their level of agreement on whether the training program offered to them was well organized or not. Accordingly, 3(1.2%), 56(21.5%), 123(47.3%), 58(22.3%), and 20 (7.7%) responded as Strongly Disagree, Disagree, Neutral, Agree and strongly Agree respectively. The majority 123(47.3%) responded as it was at an average level.

As the MCF documents were investigated human resource training program is organized under Corporate Service Process and Human Resources and Development Sub-Process through the team of Training and Development. The team was organized with eight staff members at head quarter and sub-branches. However, the turnover of employees in the team was too high relative to other Corporate Service Process; the number of staffs was varying from year to year.

The Training and Development Team staff was on process to update training policies, directives and a number of different formats to guide capacity building of the managerial and non managerial employees. After assessing training needs, each sub-processes, team or unit requests respective training to the Training and Development Team. The Training and Development Team (TDT) also tries to do the training needs assessment, even though they lack certain skills and knowledge to properly make needs assessment. All requests from each sub-process or team or unit are compiled by Training and Development Team and translated in to training annual plan and then become Corporate Service Process or the factory plan. The Training and Development Team in collaborations with the requesting sub-processes, teams or units identifies and organizes trainers, training location, and logistics needed for activities. The Training and Development Team also facilitates evaluation of the training for the trainees when the program is going on and collecting feedbacks and analyzing data from each sub-process and team who are given training could identify the satisfaction of the trainees on the programs.

4.2.8 The Human Resource Training Needs Assessment

The respondents respond on the questionnaires related to how the human resources did training needs assessment.

Table 4.14 Human resource training needs assessment as employees responds**n₁ = 260**

Question	five- point scale	Frequency	Percent	Valid Percent	Cum. Percent
17. I think the training program was evaluated during the Program.	1	8	3.1	3.1	3.1
	2	96	36.9	36.9	40.0
	3	89	34.2	34.2	74.2
	4	58	22.3	22.3	96.5
	5	9	3.5	3.5	100.0
	Total	260	100.0	100.0	
18. I think the training program was evaluated at the end of the program.	1	8	3.1	3.1	3.1
	2	95	36.5	36.5	39.6
	3	91	35.0	35.0	74.6
	4	59	22.7	22.7	97.3
	5	7	2.7	2.7	100.0
	Total	260	100.0	100.0	
19. The training program that I attended was based on the requirements of the job or my deficiency on the job.	1	6	2.3	2.3	2.3
	2	93	35.8	35.8	38.1
	3	86	33.1	33.1	71.2
	4	49	18.8	18.8	90.0
	5	26	10.0	10.0	100.0
	Total	260	100.0	100.0	

Source: Own Survey, 2015

As it can be observed from Table 4.14 above, the employees' respondents were asked to express their level of agreement on whether the training program offered evaluated during the program. Accordingly, 8(3.1%), 95(36.5%), 91(35%), 59(22.7%), and 7(2.7%) responded as strongly disagree, disagree, neutral, agree and strongly agree, respectively. The majority 95(36.5%) of the respondents said that the evaluation was deviated from training offered during the program. Therefore, it can be inferred from the results that the training offered was not evaluated properly during the program. So, it could be said that the training offered to the employees resulted in less effect on enabling the employees to be efficient on their tasks.

As indicated in Table 4.14 above, the employees respondents were asked to express their level of agreement on whether the training program evaluation was performed at the end of the program. Accordingly, 8(3.1%), 95(36.5%), 91(35%), 59(22.7%) and 7(2.7%) responded as strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority 95(36.5%) of respondents conformed to the disagreed level of agreement. This depicts that the

training program was not evaluated after the program and this in turn manifests the employees have gained less improvement on their performances.

As it can be observed from Table 4.14 above, the employees' respondents were asked to express their level of agreement on whether training program offered can fulfilling employees deficiency. They said 6(2.3%), 93(35.8%), 86(33.1%), 49 (18.8%) and 26(10%) as strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority 93(35.8%) of the respondents conformed disagreed level of agreement on training program offered to fulfill employees deficiency gap. To sum up, it could be possible to say that the training had been offered couldn't meet fully the intention of making the employees effective on their jobs.

As the interviewers responded on the training needs assessment it is replied on question

Question 5. *“Do you assess the impact of the training at regular interval? What model do you use to evaluate the impact / effectiveness of the training? How do you use the feedback collected?”*

Out of fifteen respondents twelve of them said on the assessment of the impact of training at regular intervals, considering the large number of training organized by different processes, sub-processes and service teams they found that it was difficult to assess the impact specific (each) training. This is partly because of lack of factory level adopted method and structure of evaluation and the qualified staff to lead and implement the evaluation, even if two of the respondents said the series problems were due to the lack of enough number of staff in the Training and Development Team.

As ten of the respondents replied that the feedbacks were collected from employees as well as the supervisors through traditional methods. However, this indicated that the feedbacks were seldom used as input in subsequent training organized.

Therefore, as the respondents replied, and interviewed personnel described and investigated documents showed training needs assessment was not properly and periodically accomplished.

According to Michael M. Harris (2008), the third techniques of diagnosing training need assessment should focus on individual analysis which help to identify individuals who has ability, knowledge and skill gaps in specific area. Therefore, as the majority of sample respondents replied the training provided to employees in MCF is more interpreted, as it

repetitively proposed, and prepared for the sake of meeting training requirements by the concerned body and for internal consumption instead of effectiveness on improving employees' performance.

All data collected by the researcher through different tools showed that individual as well as organizational training need assessments were not done properly. It has less contribution to effect of training on employees' performance.

4.2.9 The contribution of training provided on employees' performance

Based on the employees training have been provided respondents respond and document investigated are described as follows

Table 4.15 The contribution of training provided according to employee respondents

n₁ = 260

Question	five- point scale	Frequency	Percent	Valid Percent	Cum. Percent
20. The type of training that I had taken is applicable for my job after the training.	1	6	2.3	2.3	2.3
	2	66	25.4	25.4	27.7
	3	99	38.1	38.1	65.8
	4	65	25.0	25.0	90.8
	5	24	9.2	9.2	100.0
	Total	260	100.0	100.0	-
21.The training contents were relevant to achieving my personal needs	1	4	1.5	1.5	1.5
	2	58	22.3	22.3	23.8
	3	112	43.1	43.1	66.9
	4	55	21.2	21.2	88.1
	5	31	11.9	11.9	100.0
	Total	260	100.0	100.0	-
22. The training contents were relevant to achieving my goals self development	1	5	1.9	1.9	1.9
	2	69	26.5	26.5	28.5
	3	107	41.2	41.2	69.6
	4	50	19.2	19.2	88.8
	5	29	11.2	11.2	100.0
	Total	260	100.0	100.0	-
23. The method of training used by the factory is effective.	1	3	1.2	1.2	1.2
	2	56	21.5	21.5	22.7
	3	123	47.3	47.3	70.0
	4	58	22.3	22.3	92.3
	5	20	7.7	7.7	100.0
	Total	260	100.0	100.0	-

Source: Own Survey, 2015

As it can be observed from Table 4.15 above, the employee respondents were asked to express their level of agreement on whether the training offered to them was applicable on their job. Accordingly, 6(2.3%), 66(25.4%), 99(38.1%), 65(25%) and 24(9.2%) responded as strongly disagree, disagree, neutral, agree and strongly agree. respectively. Majority 99(38.1%) of them said as they have a neutral level of agreement. Therefore, it can be said from the results that the trainings offered have intermediate or average effect on employees' performance.

As it can be observed from Table 4.15 above, the employee respondents were asked to express their level of agreement on whether the training offered content were relevant to each employees personal needs. Accordingly, 4(1.5%), 58(22.3%), 112(43.1%), 55(21.2%), and 31(11.9%), responded as strongly disagree, disagree, neutral, agree and strongly agree, respectively. Therefore, it can be said from the results that the trainings offered have intermediate effect on employees' performance.

As it can be observed from Table 4.15 above, the employees' respondents were asked to express their level of agreement on whether training offered achieved relevant self development goal. The respondents replied 5(1.9%), 69(26.5%), 107(41.2%), 50(19.2%) and 29(11.2%) as strongly disagree, disagree, neutral, agree and strongly agree, respectively. Therefore, it can be understood from the result that the trainings offered have an average effect on employees' performance.

As it can be observed from Table 4.15 above, the employees respondents were asked to express their level of agreement on whether the methods of offering training was effective. They said 3(1.2%), 56(21.5%), 123(47.3%), 58(22.3%) and 20(7.7%) as strongly disagree, disagree, neutral, agree and strongly agree, respectively. Therefore, it can be inferred from the result that methods of training offered has intermediate effect on employees' performance.

The manager respondents responded up on the contribution of training provided employees training was as follows.

Table 4.16 The contribution of training provided on employees' performance according to the views of the management / n₂ = 40

Question	five- point scale	Frequency	Percent	Valid Percent	Cum. Percent
12. The training provided by the MCF increased the productivity of employees	1	0	0	-	-
	2	12	30.0	30.0	30.0
	3	12	30.0	30.0	30.0
	4	13	32.5	32.5	92.5
	5	3	7.5	7.5	100.0
	Total	40	100.0	100.0	
13. The training provided by the MCF improved quality of product/service.	1	1	2.5	2.5	2.5
	2	2	5.0	5.0	7.5
	3	11	27.5	27.5	35.0
	4	16	40.0	40.0	75.0
	5	10	25.0	25.0	100.0
	Total	40	100.0	100.0	
14. The training provided by the MCF reduced accidents at work	1	2	5.0	5.0	5.0
	2	3	7.5	7.5	12.5
	3	13	32.5	32.5	45.0
	4	12	30.0	30.0	75.0
	5	10	25.0	25.0	100.0
	Total	40	100.0	100.0	
14. The training provided by the MCF reduced lateness, absenteeism of employees	1	4	10.0	10.0	10.0
	2	7	17.5	17.5	27.5
	3	13	32.5	32.5	60.0
	4	8	20.0	20.0	80.0
	5	8	20.0	20.0	100.0
	Total	40	100.0	100.0	
16. The training provided by the MCF eliminated obsolesces in skills.	1	1	2.5	2.5	2.5
	2	2	5.0	5.0	7.5
	3	11	27.5	27.5	35.0
	4	15	37.5	37.5	72.5
	5	11	27.5	27.5	100.0
	Total	40	100.0	100.0	

Question	five- point scale	Frequency	Percent	Valid Percent	Cum. Percent
7.The training provided by the MCF reduced human errors	1	1	2.5	2.5	2.5
	2	4	10.0	10.0	12.5
	3	14	35.0	35.0	47.5
	4	15	37.5	37.5	85.0
	5	6	15.0	15.0	100.0
	Total	40	100.0	100.0	
18. The training provided by the MCF limited the frequency of supervision at work	1	1	2.5	2.5	2.5
	2	2	5.0	5.0	7.5
	3	14	35.0	35.0	42.5
	4	16	40.0	40.0	82.5
	5	7	17.5	17.5	100.0
	Total	40	100.0	100.0	
19. The training provided by the MCF reduced the employees turnover significantly	1	9	22.5	22.5	22.5
	2	18	45.0	45.0	67.5
	3	9	22.5	22.5	90.0
	4	4	10.0	10.0	100.0
	5	0	0	0	100.0
	Total	40	100.0	100.0	
20.The training offered by the MCF decreased material wastage	1	1	2.5	2.5	2.5
	2	3	7.5	7.5	10.0
	3	14	35.0	35.0	45.0
	4	10	25.0	25.0	70.0
	5	12	30.0	30.0	100.0
	Total	40	100.0	100.0	
21. The training offered by the MCF improved profitability of it.	1	4	10.0	10.0	10.0
	2	9	22.5	22.5	32.5
	3	15	37.5	37.5	70.0
	4	8	20.0	20.0	90.0
	5	4	10.0	10.0	100.0
	Total	40	100.0	100.0	
22. The training Increased the motivation level of employees	1	0	0	-	-
	2	1	2.5	2.5	2.5
	3	17	42.5	42.5	45.0
	4	15	37.5	37.5	82.5
	5	7	17.5	17.5	100.0
	Total	40	100.0	100.0	

Source: Own Survey, 2015

As it can be seen from Table 4.16 above, manager respondents were asked to express their level of agreement on whether training provided by the factory increased the productivity of employees. Accordingly, 12(30%), 12(30%), 13(32.5%), and 3(7.5%) responded as disagree, neutral, agree and strongly agree, respectively. Most of respondents agreed that the training provided as increased the productivity. Therefore, it can be inferred from the results that the trainings offered have good effect on employees' performance

As indicated in Table 4.16 above, manager respondents were asked to express their level of agreement on whether training provided increased the quality of product. Accordingly, 1(2.5%), 2(5%), 11(27.5%), 16(40%) and 10(25%) responded as strongly disagree, disagree, neutral, agree and strongly agree, respectively. The majority 16(40%) of the respondents agreed that the offered training improved the quality of the product. Therefore, one can understand from the results that the offered training have effect on employees performance.

As it can be observed from Table 4.16 above, The manager respondents were asked to express their level of agreement on whether training provided by the factory reduced accidents, employees' lateness & absenteeism, human errors, frequency of supervision, and material waste . Accordingly, 2(5%), 4(10%), 1(2.5%), 1(2.5%), 1(2.5%) and 1(2.5%), responded as strongly disagree, 3(7.5%), 7(17.5%), 2(5%), 4(10%), 2(5%) and 3(7.5%) responded as disagreed , 13(32.5%), 13(32.5%), 11(27.5%) 14(35%), 14(35%) and 14(35%) responded as neutral levels of agreement, respectively. Whereas, others responded for each questions, correspondingly 12(30%), 8(20%), 15(37.5%), 15(37.5%), 16(40%) and 10(25%) as they agreed and 10(25%), 8(20%), 11(27.6%), 6(15%), 7(17.5%) and 12(30%) as strongly agreed. The majority of the respondents agreed as training provided by the factory was used in reducing accident, employees' lateness & absenteeism, human errors, frequency of supervision, and material wastage. Therefore, one can inferred from the results that the offered trainings have intermediate effect on employees' performance.

As indicated in Table 4.16 above, manager respondents were asked to express whether training provided reduced employee's turnover. Accordingly, 9(22, 5%), 18(45%), 9(22.5%) and 4(10%) responded as strongly disagree, disagree, neutral and agree, respectively. The majority 18(45%) of the respondents expressed that training offered did not reduce employee turnover. Therefore, it can be inferred from the results that the trainings offered have not effect employees' performance.

As indicated in Table 4.16 above, manager respondents were asked to express whether training provided improved profitability. Accordingly, 4(10%), 9(22.5%), 15(37.5%), 8(20%) and 4(10%) responded as strongly disagree, disagree, neutral agree and strongly agree, respectively. The majority 15(37.5%), replied for neutral level of agreement. Therefore, it can

understand from the results that the trainings that were provided have an average effect on employees' performance.

As indicated in Table 4.16 above, manager respondents were asked to express their level of agreement on whether training that were offered increased employees motivation. Accordingly, 1(2.5%), 17(42.5%), 15(37.5%), and 7(17.5%) responded as disagree, neutral, agree and strongly agree, respectively. The majority 17(42.5%) of the respondents replied that training offered increased employees motivation.

As indicated on question 2, 3 and 8 below, the interviewers were responding on questions related to the contribution of training on employees' performance.

Question 2. *“What was the overall objective of the training? What was the training method Used?”*

According to interviewers the main objectives of the trainings were enhanced the knowledge or skill or employees in various fields thereby to enhance profitability and competitiveness of the factory. In addition to the above objectives, among interviewers some of the respondents replied that the factory offered training for its employee in order to introduce the new technologies like new machine operation, different electron system, cement packing process and so on. Twelve of the respondents said that for the last three years different new reform types of training have been given, which can support their employees for their actual work. However, the two of interviewer said as they denied on the importance of giving employees repeatedly training on the new reforms such as kazien, balance score card and so on. They justified their reasons that the principles of these new reforms are not applicable according to the factory's current situations.

Almost all of the interviewers replied the training approaches used were on-the-job and off-the-job training either separately or in combination as deemed necessary. The respondents have the opinion that in addition to short- term trainings, the factory should also provide long-term training opportunities to further enhance competitiveness as well as minimize staff turnover.

Question 3. *“Do you evaluate the relevance and usefulness of the training at the end of each session?”*

The majority of the interviewer respondents indicated that no thorough and systematic evaluation

was conducted to assess usefulness and relevance of trainings to participate employees. They mentioned the possible reason is due lack of skilled staff to conduct serious evaluation. However, Three of the respondents said to some extent the training that have been given to participant employees regularly evaluated, even though certain problems are observed on the skill gap.

Nearly all interviewers agreed on the importance of training for the usefulness of the factory hence, the factory management should give at most attention if return from the training has to be maximized. As described above, even though the managers and employees working for one vision and objective of the Factory, both of them have different understanding on the importance or satisfaction of training that were being provided for the last three years.

Question 8. *“How do you relate the investment on training with profitability/ successes of the factory?”*

Out of fifteen interviewers, twelve of them said training investment and factory profitability or successes had a positive relationship but they were incapable to state exactly how much employees’ trainings contribute to the factory profitability or success. According to interviewers, there were many external factors happened repeatedly on daily activities of the factory, such as electric power shortage and disturbance, lack of fuel furnaces and so on. The investment on training the employees to some extent developed their skills and knowledge to do their job effectively and efficiently and in turn it contributed for the factory gaining (15-20%) annual profitability or success and this shows that it has certain of its own contribution.

Whereas, some of the interviewers said that since private cement factories started flourishing in the country the contribution of training on employees’ performance or factory profitability / success is severely affected due to high turnover driven by better benefits offered by the private sectors.

Lastly, management respondents’ response indicated that the effectiveness of training on employees’ performance was relatively under good conditions for the last three years. However, all the respondents agreed that training without needs assessment and appropriate evaluation could not succeed forever, so attention should be given, to needs assessment and appropriate evaluation should be made.

4.2.10 Employee's satisfaction on the training provided

Table 4.17 Employees' satisfaction on training provided as employees' respondent /n₁ = 260

Questions	five- point scale	Frequency	Percent	Valid Percent	Cum. Percent
24. The training that I attended improved my skills on the job.	1	0	0	-	-
	2	97	37.3	37.3	37.3
	3	95	36.5	36.5	73.8
	4	56	21.5	21.5	95.4
	5	12	4.6	4.6	100.0
	Total	260	100.0	100.0	
25.The training that I attended Improved my knowledge.	1	0	0	-	-
	2	96	36.9	36.9	36.9
	3	92	35.4	35.4	72.3
	4	67	25.8	25.8	[98.1
	5	5	1.9	1.9	100.0
	Total	260	100.0	100.0	
26. The training that I attended improved my attitude	1	0	0		
	2	95	36.5	36.5	36.5
	3	104	40.0	40.0	76.5
	4	56	21.5	21.5	98.1
	5	5	1.9	1.9	100.0
	Total	260	100.0	100.0	
27.The training increased my motivation to love the job I involve in	1	5	1.9	1.9	1.9
	2	82	31.5	31.5	33.5
	3	108	41.5	41.5	75.0
	4	62	23.8	23.8	98.8
	5	3	1.2	1.2	100.0
	Total	260	100.0	100.0	
28. The training that I attended improved my capability	1	6	2.3	2.3	2.3
	2	69	26.5	26.5	28.8
	3	98	37.7	37.7	66.5
	4	67	25.8	25.8	92.3
	5	20	7.7	7.7	100.0
	Total	260	100.0	100.0	
29. I am satisfied with the overall aspect of the training programs given in the factory	1	7	2.7	2.7	2.7
	2	66	25.4	25.4	28.1
	3	98	37.7	37.7	65.8
	4	69	26.5	26.5	92.3
	5	20	7.7	7.7	100.0
	Total	260	100.0	100.0	
30.The training which I attended helped me to be satisfied with my job.	1	4	1.5	1.5	1.5
	2	37	14.2	14.2	15.8
	3	107	41.2	41.2	56.9
	4	90	34.6	34.6	91.5
	5	22	8.5	8.5	100.0
	Total	260	100.0	100.0	

Source: Own Survey, 2015

As it can be seen from Table 4.17 above, the employee respondents were asked to express their level of agreement on if the training offered improved their skills. Accordingly, 97(37.3%), 95(36.6%), 56(21.6%) and 12(2.6%) responded as disagree, neutral, agree and strongly agree, respectively. The majority 97(37.3%) of the respondents as replied that they were not agreed to the request. Therefore, it can be inferred from the results that the trainings offered has not been effective on employees' performance.

As it can be observed from Table 4.17 above, the employees' respondents were asked to express their level of agreement on whether training offered improved their knowledge. Accordingly, 96(36.9%), 92(35.4%), 67(25.8%) and 5(1.9%) responded as disagree, neutral, agree and strongly agree respectively. The majority 96(36.9%), of the respondent replied as not agreed level of agreement. Therefore, one can understand from the results that the trainings offered have less effect on employee's performance.

As it is seen from Table 4.17 above, the employee respondents were asked to express their level of agreement on whether training offered improved their attitude. Accordingly, 95(36.5%), 104(40%), 56(21.5%), and 5(1.9%) as disagree, neutral, agree and strongly agree, respectively. The majority 104(40%) of respondents responded as disagreed level of agreement. Therefore, it can be inferred from the results that the trainings offered have less effect on employees' performance.

As it is indicated in Table 4.17 above, the employee respondents were asked to express their level of agreement on whether training provided increased their motivation. Accordingly, 5(1.9%), 82(31.5%), 108(41.5%), 62(23.8%) and 3(1.2%) responded as strongly disagree, disagree, neutral, agree and strongly agree, respectively. The majority of them 108(41.5%) responded as disagreed level of agreement. Therefore, it can be inferred from the results that training provided have less effect on employees performances

As it can be seen from Table 4.17 above, the employees respondents were asked to express their level of agreement on whether training offered improved their capability. Accordingly 6(2.3%), 69(26.5%), 98(37.7%) 67(25.8%) and 20(7.7%) responded as strongly disagree, disagree, neutral, agree and strongly agree, respectively. The majority of the respondents 98(37.7%),

expressed they have as an average level of agreement. Therefore, one can understand from the results that training offered has less effect on employees' performance.

Table 4.17 above shows that what, the employee respondents were asked to express their level of agreement on whether the training provided over all satisfactory in the factory. Accordingly, 7(2.7%), 66(25.4%), 98(37.7%), 69(26.6%) and 20(7.7%) responded as strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority of them 98(37.7%) said on an average good. Therefore, it could be possible to infer from the results that the training offered has average effect on employees' performance

As it can be seen from Table 4.17 above, the employees respondents were asked to express their level of agreement on whether training offered helped them to be satisfied in satisfied in their daily activities in the factory.. Accordingly, 4(1.5%), 37 (14.2%), 107(41.2%), 90(34.6%), and 22(8.5%) responded as strongly disagree, disagree, neutral, agree and strongly agree respectively. The majority 107(41.2%) of the respondents said as satisfied at an average level of agreement. Therefore, it can be understood from the results that the training offered has caused intermediate effect on employees performance. .

Table 4.18 Employee’s satisfaction on training provided as managers respondents

n₂ = 40

Question	five- point scale	Frequency	Percent	Valid Percent	Cum. Percent
23. The training provided by the factory improved new capability of the employees in order to do their job	1	0	0	-	
	2	2	5.0	5.0	5.0
	3	17	42.5	42.5	47.5
	4	13	32.5	32.5	80.0
	5	8	20.0	20.0	100.0
	Total	40	100.0	100.0	
24. The training provided by the factory enhanced the use of tools and machine, operational safety , materials , etc	1	0	0	-	-
	2	1	2.5	2.5	2.5
	3	18	45.0	45.0	47.5
	4	16	40.0	40.0	87.5
	5	5	12.5	12.5	100.0
	Total	40	100.0	100.0	
25.The training offered by the factory increased confidence of employees	1	0	0	-	-
	2	1	2.5	2.5	2.5
	3	21	52.5	52.5	55.0
	4	8	20.0	20.0	75.0
	5	10	25.0	25.0	100.0
	Total	40	100.0	100.0	
26.The training provided by the factory Improved skills of the employees in order to do their job	1	0	0	-	-
	2	0	0	-	-
	3	17	42.5	42.5	42.5
	4	15	37.5	37.5	80.0
	5	8	20.0	20.0	100.0
	Total	40	100.0	100.0	
27.The training provided by the factory Improved knowledge of the employees in order to did their job	1	0	0	-	-
	2	1	2.5	2.5	2.5
	3	21	52.5	52.5	55.0
	4	10	25.0	25.0	80.0
	5	8	20.0	20.0	100.0
	Total	40	100.0	100.0	
28.The training provided by the factory changed attitude of the employees in order to do their job	1	0	0	-	-
	2	1	2.5	2.5	2.5
	3	9	22.5	22.5	25.0
	4	18	45.0	45.0	70.0
	5	12	30.0	30.0	100.0
	Total	40	100.0	100.0	
29.The training provided by the factory increased employees’ job satisfaction	1	0	0	-	-
	2	1	2.5	2.5	2.5
	3	17	42.5	42.5	45.0
	4	16	40.0	40.0	85.0
	5	6	15.0	15.0	100.0
	Total	40	100.0	100.0	

Source: Own Survey, 2015

Table 4.18 above, shows responded of manager respondents regarding employees training satisfaction. Manager respondents responded to the requested they were asked to indicate their level of agreement on whether training enhanced employees' capability, and they said 2(5%), 17(42.5%), 13(32.5%), and 8(20%) as disagree, neutral, agree and strongly agree respectively. The majority 17(42.5%) of the respondents agreed that the training provided improved employees capability to do their job.

As it can be shown in Table 4.18 above, manager respondents of the study were asked to indicate their level of agreement on whether training enhanced employees' their efficiency to use tools, machinery, operational safety, materials and so on, They said 1(2.5%), 18(45%), 16(40%), and 5(12.5%) as disagree, neutral, agree and strongly agree respectively. The majority 18(45%) of the respondents said the training enhanced employees efficiency to use tools, machinery, operational safety and materials in well.

Forty Managers sample respondents were asked to indicate their level of agreement on whether training offered increased confidence of the employees and they said 1(2.5%), 21(52.5%), 8(20%), and (12.5%) as disagree, neutral, agree and strongly agree respectively. Therefore, most of them strongly agreed, that means training offered was increased employees confidence. Hence, the training offered for the last three years increased the confidence of the employees.

As indicated on Table 4.18 above, managers of the sample respondents study were asked to indicate their level of agreement on whether training provided to employees improves their skills. They said 17(42.5%), 15(37.5%), and 8(20%) as neutral, agree and strongly agree respectively. The majority of 17(42.5%) replied that training provided for the last three years to employees improved their skills.

As it can be seen from Table 4.18 above, managers of the sample respondents were asked to indicate their level of agreement on whether training provided to employees improves their knowledge. They said 1(2.5%), 21(52.5%), 10(25%), and 8(20%) as disagree, neutral, agree and strongly agree respectively. The majority 21(52.5%) of replied that training provided for the last three years to employees improved their knowledge.

As indicated on Table 4.18 above, 40 managers sample of the respondents study were asked to indicate their level of agreement on whether training provided to employees improves their attitude change on their job. They said 1(2.5%), 9(22.5%), 18(45%), and 12(30%) as disagree, neutral, agree and strongly agree respectively. The majority 18(45%), of them replied as agreed on the training provided for the last three years to employees contributed to change their attitude on their job.

As indicated on Table 4.18 above, managers of the sample respondents were asked to indicate their level of agreement on whether training provided to employees increased their job satisfaction. They said 1(2.5%), 17(42.5%), 16(40%), and 6(15%) as disagree, neutral, agree and strongly agree respectively. The majority of them 17(42.5%), replied that training provided to the employees in the last three years improved their job satisfaction.

Therefore, as compared to manager's respondents with employee's respondents on the satisfaction of employees on training provided the results in all variables are similar. Hence, training provided for the last three years satisfied employees of the factory.

Generally, the returns from training are identified by different scholars According to (Huang, 2001) the returns enable employees to be capable, uses tools, increase the confidence, improved both skills and knowledge, improve job satisfaction, improve work motivation, decrease material wastage, increase work efficiency, and increased job satisfaction reduce absenteeism and so on. Based on the above analysis of the data obtained from managers of sample respondents, the researcher conclude that the factory was moderately effective from the training expenditure as the majority of the respondents said.

As MCF document investigated the trained and experienced employees turnover was too large in the last of three years where its ratio of the turnover to total presented employees were 4.5%, 7.9% and 11.2% respectively.

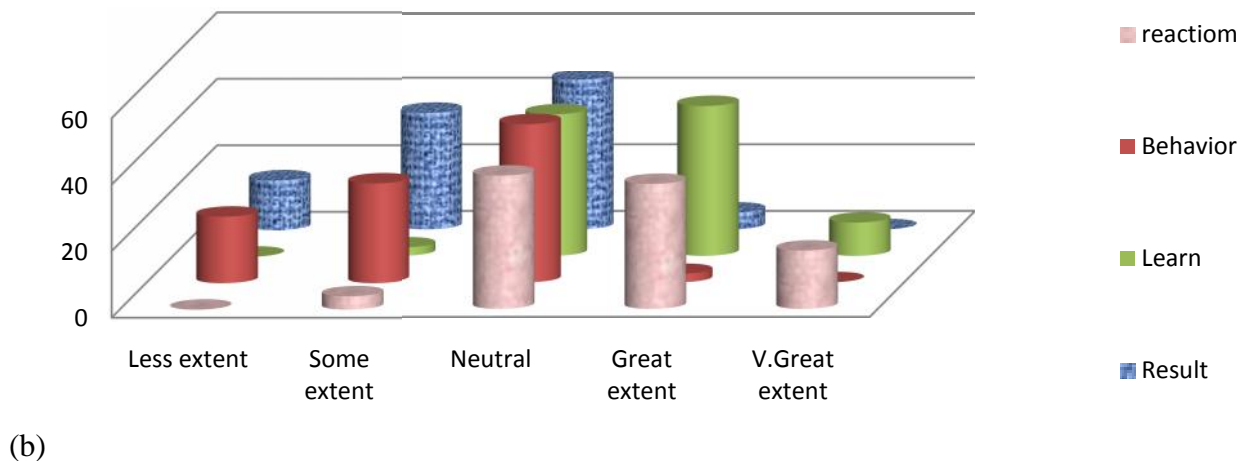
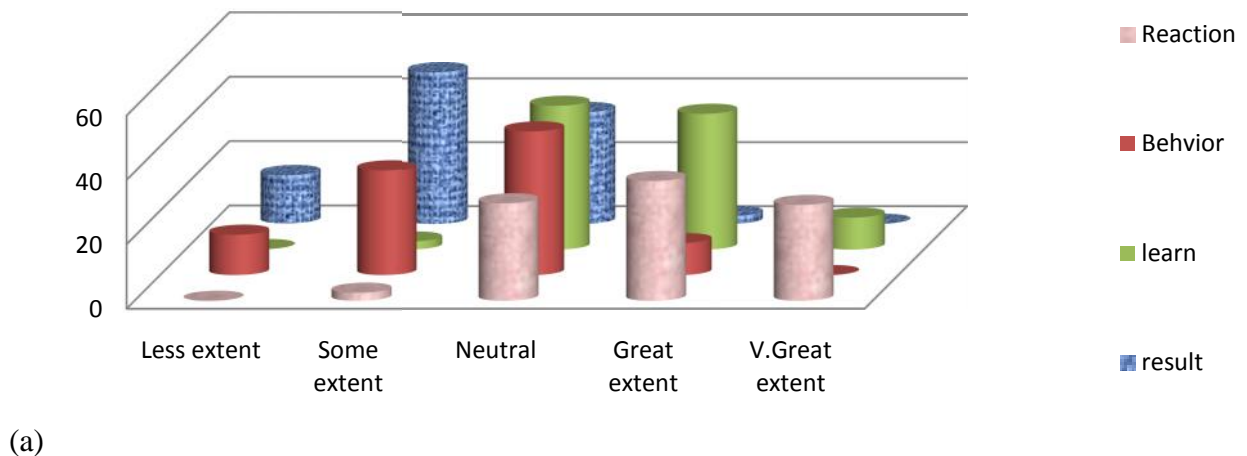
Therefore, what the respondent responded and the investigated document revealed are not align to each other, If the employees were satisfied and motivated on their job why has the employees' turnover been raising from time to time? This indicated that employees have a chance to get better benefit even from others cement or other factories.

4.2.11 Analyzed questionnaires using Training Model focusing the documents

a) The Kirkpatrick Model focusing the document

Organizations may select different models to measure the effectiveness of organization from the training programs. The selection of an evaluation model is very important as it shows how organization is benefited with training program, what the employees reaction is how much they learn, how far they change their behavior and what the result is ? (Ahmed et al, 2010). The majority of the respondents replied using the four training evaluation levels as seen in fig 4.3 below

Fig.4.3 Effectiveness of training on Employees performance using Kirkpatrick Model focuses according to views of the managements / n₂ = 40/



Source: Own Survey, 2015

In fig. 4.3 (a) and (b) above, reactions level measures the employees' reactions toward satisfaction with performance improvement intervention. As it can be seen on Fig 4.3 (a) and (b) above, management respondents were asked the extent to which they express on whether they satisfied on training provided. The majority 15(37.5%) of managers respondents replied that the trainees were greatly satisfied and like the training provided for the last three years.

The Learning model level measures the trainee's knowledge, skills and attitude that occur during or after training. As it can be seen on Fig 4.3 (a) and (b) above, management respondents were asked the extent to which they express whether training provided improving employees knowledge, skill and attitude. The Majority (45- 42.5 %) of the sample respondents replied as an average level of agreement which means employees learned extra knowledge, skills, attitude, confidence and commitment on their respective work.

As it can be seen on Fig 4.3 (a) and (b) above, managers respondents were asked regarding to behavior measurement model level. The majority sample respondents (44-47.5%) responded as an disagreed level of agreement and this implies that trainees partial implement the relevant knowledge and skill they get from training in order to come with a good performance in their respective Sub-process or Team.

As it can be observed on Fig 4.3 (a) and (b) above, manager respondents were asked to regarding to results measurement model level in order to improve the employees performance. Accordingly, 47.5% and 45% responded as they react average targeted outcomes and less and this implies that the targeted outcome and goals are accomplished, respectively. However, some of the respondents' responses somewhat contradict with employees' response on Table 4.16 above. The investigated factory documents showed that Training and Development Team staff tried to evaluate training process occurs during and after the training program, while the investigated document was focused mostly on the reaction and learning level by ignoring the most important one the behavior and the result level.

The most respondent were asked said that to some extent they were satisfied on training programs, acquired skills, had new skills on the job and also the programs helped them to be productive and cost effective. However, measuring the change result performed due to training provided throughout the factory to ensure the progress made was too difficult.

b) Effectiveness of MCF training on Employees performance as Cost benefits/ Return On Investment as managers responded

The cost- benefits associated with training remains the best way to determine if an organization is cost effective from the training. In a number of situations, effective training often produces productivity, profitability, quality and quantity gains that more than offset the cost of the training. ROI can be used both to justify a planned investment and to evaluate the extent to which the desired return was achieved from training expenditure. ROI is calculated by making estimates or obtaining measurements of the costs - benefits associated with a training program. Using this information, the business units can effectively assign and apply resources to improve performance and ensure organizational success Dacry R. Carr, (2002).

Based on the literature and the respondents responded the researcher tried to assess the factory training program expenditure; however to carry out the evaluation, the essential documents were not recorded or registered properly. Due to this problem the researcher tried to assess the training program expenditure or its cost benefits from the questionnaires respondents responded.

Table 4.19 Cost benefit / ROI / on employees training according to views of managements

n₂ =40

Question	Scale	Frequency	Percent	Valid Percent	Cumulative Percent
4 How do you see the training Cost of the training programs that have been taking place in the last three years?	<i>Very Low</i>	0	0	-	-
	<i>Low</i>	3	7.5	7.5	7.5
	<i>Neutral</i>	18	45.0	45.0	52.5
	<i>High</i>	15	37.5	37.5	90.0
	<i>Very High</i>	4	10.0	10.0	100.0
	<i>Total</i>	40	100.0	100.0	
5 How do you see the Return on Investment (ROI) towards the trainings that took places?	<i>Very Low</i>	0	0	-	-
	<i>Low</i>	0	0	-	-
	<i>Neutral</i>	18	45.0	45.0	45.0
	<i>High</i>	16	40.0	40.0	85.0
	<i>Very High</i>	6	15.0	15.0	100.0
	<i>Total</i>	40	100.0	100.0	

Source: Own Survey, 2015

As indicated on Table 4.19 above, the respondents were asked to indicate their level of agreement on whether the training cost of the training program that took places in the last three years. Accordingly, 3(7.5%), 18(45%), 15(37.5%) and 4(10 %) replied as low, neutral, high and very high respectively. The majority of the respondents 18(45%) replied as that the training cost was good or fair relatively. Some of the respondents 4(10%) said as the training program cost for the last three years was very high. These indicated that, there is no training budget surplus and deficit.

As it can be seen from Table 4.19 above, the respondents were asked to indicate their level of agreement on whether they saw benefit earned from investment on training provided. Accordingly, they 18(45%), 16(40%) and 6(15%) responded as neutral, high and very high, respectively. The majority of the respondents 18(45%) replied that the factory earned an average amount return from the investment for the last three years. This indicates that, according to cost benefit analysis the factory earning the return at the breakeven point, which means the total training cost, is equal with the total return on investment of training to the last three years.

As Mughher Cement Factory the last three years documents were investigated, the factory had on an average of allocated a budget of Ethiopian birr 2678300.00 – 3670493.22 per year to conduct the various training programs (Mughher cement Factory 2006E.C. annual report page 67).

In the last three years (2004-2007 E.C) ratio of training expense to administrative (general expense) calculated was 7%, 7.8% and 8.1%. This puts the factory among the top public enterprises in supporting employee capacity building programs as an intermediate, since most of the governmental or public organization training budget were less than Mughher Cement Factory.

Despite all the external challenges facing the factory, it has been consistently profitable on an average of gross margin profitability (16-21%) per year in the last three years. It is assumed that the employees' skill and knowledge building activities implemented by the factory directly or indirectly have played their contribution in realizing this success. As interviewers respond through questions provided.

Question 4. *“What are the models the factory used to measure it’s the effectiveness from the training expenditure? “*

As the eleven interviewers said the effectiveness of the factory was not only due to training given to the employees, but also there are several situations that the factory more productive. However, no one exactly measures the effectiveness of training of employees in monetary aspect using different scientific models like Kirkpatrick model and cost-benefit/ ROI model. The return on investment due to employees training was measured mostly from their daily efficiency and effectiveness they performed on assigned duties. The rest of interviewers said factory’s effectiveness from training expenditure or investment was partially measured using Kirkpatrick (Reactions and Learning variables or levels). The factory investment on employees training was sufficient. However, measuring their effectiveness is poor.

Question 6. *“How do you evaluate the return and level of performance outcome of the training in terms of the objective of the factory to enhance performance of the employees?”*

The top management and TDT staff that were interviewed had different assessments regarding the impact of trainings on enhancing performance and achievement of targeted goals of the factory. The interviewed top management said trainings have relatively readily observable output, immediate impact in the core process units as the capacity building focuses on skill building as compared to the knowledge and attitude building trainings organized for corporate service staff. Four of TDT interviewed staff said that in the last three years, training provided to employees made significant effect on accomplishing the objectives of the factory, even if there were rushed trained employees turnover. Therefore, the training investment to employees training has certain positive effect on accomplishing the goals of the factory.

Question 7. *“Do you think the budget and other resources allocated for training by the factory is adequate?”*

Almost all the interviewers agree that the factory allocates adequate budget to conduct annually planned training programs. Some of the training has been given by senior experts and management, so that it can contribute to cost minimization as well as transferring sufficient skill and knowledge to trainees. Nevertheless, there is acute shortage of training personnel to organize and monitor the overall activities to ensure maximum return from the investment.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION

5.1 Summary of findings

In order to measure the effect of training on employees' performance different data will be collected through different tools (questionnaires, interviews and documents), and these data's results were analyzed, discussed part by part and finally the findings were summarized as follows:

- The study identified that the factory employed both on job and off job Training methods in order to increase Human Resource efficiency and effectiveness for average duration of less than a week, even though the number of training conducted was very less in number as respondents replied.. A programmed instruction manual including types of training might be set up at the factory before training is actually conducted, (Michael M.Harris, 2008).Mugher Cement factory also give attention on the types of training and the duration for training.
- The study established that regarding the integration between Factory's Human Resource Training plan and Strategic plan even though the managers replied as there is a good integration, the employees responded as both plans were partially integrated. To implement these plans, MCF allocated adequate training budget which was also contributed by the researcher based on the review that was made on the factory's documents of the last three years.
- The study identified based on the responses of the targeted groups to the questionnaires and the results of the interview, the researcher realized there was lack performing training needs assessment, training program evaluation and well organized training. Making the needs assessment on training provided help to accomplish the objectives of the factory. Performing training needs assessment helped to overcome the weaknesses, a gap of skill, knowledge, attitude of employees (Michael M.Harris, 2008). According to Dekok, (2004) the effects of training depend on various influences, then an organization must control for all these influences if it wants to obtain a maximal return to training. Setting up a training program with maximal efficiency requires evaluation to what extent the training has reached the formulated goals. These all should be expected from MCF.

- It was also established to investigate to what extent training program conducted in Mughar Cement Factory have contributed on employees performance, the researcher found that the employees and managers responded differently. From the review on secondary data and interview made with Top Management and Training and Development Team staffs the researcher observed as there was high turnover and absenteeism which reduced the productivity of the organization. From perspective of employees training program conducted in the Factory the contribution on employees' performance was not enough to bring the expected outcome on their self development, personal needs they have to enhance their job activities. Since the main purpose of training is to acquire and improve knowledge, skills and attitude towards to work related tasks (Cole K., 2001), the factory should be done in this manner, otherwise it is waste of budget.
- The study identified the employees' satisfaction on the training program given for the last three years the researcher found that the employees were not satisfied. Not only employees, managers also reflect as some employees even cannot operate new machines and they have less confidence to do their duty by themselves without close supervision. These indicate that there was poor satisfaction level from training provided in MCF for the last three years. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge; skills, ability, competencies and behavior (Anderson V., 2009). Thus training provided initiate the trainee to obtain the benefits from it. In MCF the training provided should be initiated employees for further do their jobs
- Based on the Kirkpatrick Model, the researcher found that the effectiveness of training reaction and learning level were good according to the respondents' response and the revised document. Even though the Kirkpatrick Model has four level reactions, learning, behavior and result the researcher only analyzed the reaction and learning level of training effectiveness because of the absence of documentation from the factory.
- The study established regarding the cost benefits analysis (ROI) the researcher analyzed that when the benefit from investment on training is compared with the training cost the factory did not improve the expected performance for the last three years.

5.2 Conclusions

The purpose of this study was to examine how much MCF is benefitted from the training expenditure that they offered to their employees in order to improve the employees' performance. By collecting data through the questionnaires and interviews made to the employees and the management as well as through investigating the documents, the researcher analyzed the results so as to indentify how far the factory has effectively achieved from the training programs it has invested on. Based on the summary of findings, the following conclusions were derived.

- The study established that the number (frequency) of training and duration of training provided per year was not sufficient in order to acquire the necessary skills, knowledge and attitudinal change. Training has a significant impact on employee's performance and benefits both the individual employees and the organization at large if the programs accomplished properly. Otherwise lack of proper training process would have barriers for the effective training at factory. Thus, the factory management tried to see in depth the frequency and duration of training provided
- The study established that managers did not give employees a chance to propose training they needed in order to fill their deficiency. If the training programs designed and provided in the factory do not include the employees needs and participation, then the expected output may not occurred. The factory should try to participate the employees on training process and design.
- Mughher Cement Factory was upgrading the performance of its human resource through on job and off job training methods. The researcher believed that the number and frequency of the training provided to employees were not as much as they were supposed to be. Thus, the factory may give necessary attention on the types training methods used based on the nature of training and employees interest.
- Regarding the integration between human resource training plan and the strategic plan in Mughher Cement Factory, the degree of integration was at an intermediate level as it was summarized in the finding. The majority of employee respondents said that the human resource training plan and the strategic plan of the factory were not as such strongly integrated as compared to the long experiences of the factory. Unless there is integration between the training plan and strategic plan the factory could not achieved its objective.

- The researcher concluded that on the training provided the factory should give an attention to the training program in order to improve and increase the productivity, quality, profitability, motivation, employees skills, knowledge, capability and attitude; reduce human error, accident, frequent supervision and staff turnover as well as decrease material wastage were in doubt.
- Concerning satisfaction level of employees from the training they attended in the last three years, the researcher concluded that there is poor satisfaction level from both perspective of employees and managers. Hence, it is not easy in ascertaining the effect of training on employee performance
- To sum up, the research findings suggest that the factory was sometimes effective in achievements of the above objectives in views of the employees. In general the researcher concludes that the benefits and cost of investment in MCF for the last three years indicate poor performance. This may be related with the absence of having clear objective about training, lack of strong integration between Human Resource Training Plan and Strategic Plan and Poor training process and less participation of employees on it. So, training program should design based on the requirements of the employee deficiency of skills, knowledge and ability for the job the factory. The improved performance of factory's employees leads directly to success and competitive

5.3 Limitations of the study

To assess the effectiveness of training on employee's performance, there were certain constraints out of it. The major of limitation was non availability of adequate documented data, which could be useful to get a clear picture about the training expenditure by the factory .Though the data were not available as required they were making a , training expenditure to improve employees' performance for the last three years. Besides, lacks of training needs assessment documents become constraints to analyze properly the training benefits. The other limitation was time given for the study; this given short time influenced to some extent the stability of the researcher and exposed him to tension.

5.4 Recommendations

Based on the findings and conclusions made, the researcher forwards the following recommendation that need to be considered by the management of the factory:

- Even though the results indicate the factory adopted good training approaches in the last three years, the frequency of training programs conducted by the factory's TDT was not enough as compared to the skill and knowledge gap of the employees. Therefore, it is recommended that the factory in general and the TDT in particular need to provide or organize training programs based on adequate training assessment in order to fill the knowledge , skill and attitude change gap and enhance the competitive advantage of the factory.
- Mugher Cement Factory did not conduct training needs assessment in all Processes, Sub-Processes and Teams on time to determine skills, knowledge and attitude gaps among its employees. Everyone who involved on training process should agree exactly what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work performance. The needs identified should emanate from factory's strategic plan, Indeed, MCF should see learning, training and development as well as training's objectives, plan, implementation and evaluation as a continuous process for factory development and survival. Therefore, the researcher highly recommended the MCF, should give attention on the nature and approach of training proposed and prepared by TDT to concerned Processes or Sub-processes in relation with their countable benefits for the Factory.
- Irrespective of the amount of cost allocated for the purpose of Human Resource Training because the employees satisfaction level they gained from training is less and therefore, the Factory should revise its strategies through participation of employees in order to integrate, revise training policy and decide to propose and prepare the training program only after the gap and need assessment and evaluation during and after training program. Employees must identify their aspirations and abilities, and through counseling recognize what training and development are required for a particular career information and training to its employees. This will help improve work performance and boost employee morale.
- The contribution of training conducted by Mugher Cement Factory on improving employees' performance responded both by employees and managers contradicted to each other. Training generates benefits for the employee as well as for the organization by positively influencing

employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Anderson V., 2009). Hence, researcher advised as the factory should give an attention on training program design and process in order to improve and increase the productivity, quality, profitability, motivation, employees' skills, knowledge, capability and attitude; reduce human error, accident, frequent supervision and staff turnover as well as decrease material wastage.

- The satisfaction level of employees from the training they attended in the last three years was not satisfactory. Motivation generally seeks to boost employees' morale to work hard and thus increase productivity. Mughar Cement Factory should be initiated a policy for motivation attached to training. Motivation include both extrinsic, such as more pay, allowance, fringe benefits, and intrinsic such as recognition, appreciation, acceptance by fellow workers, opportunities for promotion, career development and consultation for important matters. Morale on the other hand increases productivity indirectly by reducing absenteeism, accidents, employee turnover and grievances. This means that the workforce can never develop in an organization where there is low morale and lack of motivation because motivation and morale leads to job satisfaction, which in turn leads to development. Hence, the factory has been advised as to motivate their employees after their training and assigned on the job.
- In order to measure the effectiveness of training on employee's performance the Kirkpatrick Model is the best one for the Factory. As the researcher observed and reviewed the documents of the factory for the last three years, this model was not fully implemented since the behavior and the result were not considered. This indicates that the factory did not record continuously the impact of training on behavioral change and did not measure the output using the behavior and result level of Kirkpatrick Model respectively. Therefore, the researcher suggested that MCF should have to employ fully this model or any other models which are appropriate to measure employees' performance.
- Finally, the researcher was advised MCF that it should determine the cost and benefits of the proposed training before preparing the training. The Top Managers also should consider this analysis result as the benchmark to authorize the requested and proposed training type, nature, approach and training cost.

Reference:

- Abdul Nassaz, (2013). Effects of training on Employee performance. Uganda (Vaasa Amati koreakoulu University of Applied Sciences International Business.)
- Anderson V. (2009) . The Value of Learning. London: CIPD.
- Bramley, P. and Kitson, B. (1994) . ‘Evaluating Training against Business Criteria’. *Journal of European Industrial Training* . 18(1), pp.10-14. Accessed on 12/01/2015
- Cole K. (2001): Supervision: The theory and practices of first line management: (2nd Ed.) Sydney- prentice Hall
- D. A. Olaniyan and Lucas. B. Ojo, (2008). Staff Training and Development: A Vital Tool for Organizational Effectiveness. European Journal of Scientific Research. Vol.24 No. 3, pp.326331 Accessed on 12/01/2015.
- Dacry R. Carr. (2002). Performance Improvement Quarterly. Volume 15, Issue 4, pages 86–104. Accessed 12/12/2014
- Doris B. Collins, (2002). Performance-level Evaluation Methods used in Management Development study . Louisianan state university
- Evans, P., Pucik, V., Barsoux, J.- Frameworks for international human resource management. New York: McGraw- Hill/Irwin, 2002.
- F Alipour, K Idris, IA Ismail, J Anak Uli, R Karimi , (2011). Learning Organization and Organizational Performance: Mediation Role of Entrepreneurships. *European Journal of Social Sciences* 21(4). Accessed 09/02/2015
- Haslinda, A Mahyuddin, M, (2009). The Effectiveness of Training in the Public Service. *American Journal of Scientific Research* pp.3951 Accessed 09/1/2015
- Tung-Chun Huang (2001). Innovations in Education & Training International. *Personnel Review* Vol. 30 – Accessed on 12/12/2014
- Isika Sulu Babaita,(2010). Investment in Training and management development in industry. Publiccation, faculty of Business and social Sciences Accessed 09/1/2015

- Ishfaq Ahmed, Muhammad Musarrat Nawaz, Ahmad Usman, Muhammad Zeeshan Shaukat, Naveed Ahmed, and Wasim-ul-Rehman, (2010). How organizations evaluate their trainings? Pakistan
- Jay J. Jamrog and Miles H. Overholt (Ed). (2005). Measuring Organizational Effectiveness: Canadian Management Centre special
- Jack J. Phillips (2007). Measuring Return On Investment . American Society for Training & Development
- Kenneth M. York, (2009). Applied Human Resource Management. Oakland University
- Kirkpatrick, D.L. (1977). 'Evaluating training programs: Evidence vs. proof', Training and Development Journal, pp.9-12. Accessed on 12/11/2014
- Kirkpatrick, D.L. (1998) Evaluating training programs: The four levels. 2nd edition. San Francisco: Berrett- Koehler Publishers Inc.
- Kirkpatrick, D.L. (2006) : Evaluating training programs- The four levels. 3rd edition. University of Wisasin
- Palo, S., Padhi, N. - Measuring Effectiveness of Total Quality Management Training'- An Indian
- Phillips, J.J. (1991): Handbook of Training Evaluation and Measurement Methods. Gulf Publishing Company, Houston.
- Phillips, J.J. (1997): Measuring Return on Investment, Volume 2. ASTD, Alexandria, VA.
- Robert L. Mathis, John H. Jackson, (2008).Human Resource Management. 13th Nelson education Ltd, Canada.
- Laplagne, P and Bensted, L, (1999).The Role of Training and Innovation in Workplace Performance. Productivity Commission Working Paper No. 1609 Accessed on 19/12/2014
- Likert, R. (1932). A Technique for the Measurement of Attitudes. Archives of Psychology, 140, 1–55. Accessed 9/02/2015

Mary Broad and John Newstrom (1992): Transfer of training- Action Packed Strategies to ensure high Payoff from Training Investments, . Addison-Wesley.

Malik, M. E., Ghafoor, M. M., & Naseer, S., (2011). Organizational Effectiveness: A Case Study of Telecommunication and Banking Sector of Pakistan. Far East Journal of Psychology and Business, 2 (1), 37-48. Accessed 9/02/2015

Meyer, J.P. and Allen, N.J. (1991): A Three Component Conceptualization of Organizational Commitment - the University of Western Ontario

Mengistu Beyazen, (2011): effect of training on employee's performance. survey on Private bank and leather industry. Accessed on 13/11/2014

Michael M Harris (2008): Handbook of Research in International Human Resource Management. New York & Oxford

Michael Armstrong. (2001). A Handbook of Personal Management Practice, London

Michael Armstrong, (2010): Armstrong's Essential Human Resource Management Practice: in Great Britain and the United States

Ngugi Martha Nyaked Nyokab (2014): Perceived relationship between Training and development and employee performance- Nairobi, Kenya

Web site:

www.navkribubb.com/training/systematic-model.htm Accessed on 19/12/2014

http://www.faculty.babson.edu/krollag/org_site/scott_org/htm Accessed on 23/12/2014

<http://www.chron.com/> Accessed on 19/01/2015

<http://www.effectperformance.com/sits/pretera/html/M4/L5> Accessed on 9/01/2015

<http://www.school-for-Champions.com/training/roi.htm>. Accessed on 19/12/2014

<http://www.articlesbase.com/human-resources-articles/effectiveness-of-training-1000385.html>).
Accessed on 12/01/2015

http://www.pub.iaea.org/MTCD/publications/PDF/te_1358_web.pdf Accessed on 29/12/2014

Appendices

Appendix A Questionnaire to be completed by employees

This questionnaire is developed to collect the data required for the study

Dear Participant !

I am a postgraduate student in business administration / MBA/ program at St. Mary University. Now I am conducting a research in the area of “Effect of training on employee’s performance, the case of Mughher Cement Factory”

Therefore, your answers are very important and valuable for the successful completion of the study. Please fill out all of the questions to the best of your knowledge accordingly the questions require. The information you provide will be kept confidential and will be used for this research purpose only.

Thank you very much for your cooperation in advance!!!

General Instructions

- There is no need of writing your name
- In all cases where answer options are available please put “ ” in the appropriate box .
- For questions that demands your opinion, please try to honestly describe as per the questions on the space provided.

I. Basic demographic data

1	Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>				
2	Your Age(in years)	18-22 <input type="checkbox"/> 43-47 <input type="checkbox"/>	23- 27 <input type="checkbox"/> 48-52 <input type="checkbox"/>	28 -32 <input type="checkbox"/> 53-57 <input type="checkbox"/>	33-37 <input type="checkbox"/> 58 and above <input type="checkbox"/>	38-42 <input type="checkbox"/>	
3	Your Education background	Elementary school complete <input type="checkbox"/>	High school complete <input type="checkbox"/>	TVT complete <input type="checkbox"/>	Diploma graduate <input type="checkbox"/>	First Degree graduate <input type="checkbox"/>	Masters degree and above <input type="checkbox"/>
4	Your service years in Mughher Cement Factory (No. in years)	1- 3 <input type="checkbox"/>	4 - 6 <input type="checkbox"/>	7 - 9 <input type="checkbox"/>	10 and above years <input type="checkbox"/>	if any other specify -----	

5. What is your current job category in the Mughher Cement Factory?

- A) Engineering B) Automotive C) Administrative and Clerk
D) Marketing E) Financing and logistics

6. Have you had any form of training since 2004 E.C in Mughher Cement Factory?

- A) Yes B) No

7. If your answer to question # 6 is yes , how many times did you take the training Since 2004 E.C ?

- A) Once B) twice C) three times
D) four times E) five & above times

8. What of training did you attend, if your answer for question # 6 is yes?

- A) On-the-job training B) off- the- job training
C) Both on-the- job and off-the job training D) if any other specify (-----)

9., What was the duration of training program/s you attend on an average ?

- A) less than a week B) a week C) 2 – 3 week
D) a month E) for several months, but less than a year
F) a year G) if any other specify_____)

10. What types of training you have taken? **May be more than one answer is possible**

- A) Operational safety B) System design C) Automotive
D) Machine maintenance E) New machine operation
F) Electrical & Electron maintenance G) Customer services H) clerical
I) Computer skill J) Accounting/ Purchasing K) Managerial skill/ leadership
L) kaiezen, BSC, IMPS / Reform/ M) If other please specify (-----)

11. How often have you been requested about your training needs by your department or training and development team? A) Always B) Sometimes C) Never
12. How often have you got a chance to propose your training needs to your employer or department? A) Always B) Sometimes C) Never

To what extent did the training/s you attended helped you to improve you skill gap. Please put “ ” in the space under expressed position. Assume Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Agree = 1.

S/N	Items	Strongly disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	strongly agree (5)
12	The objective of the training is made clear before being accomplished					
14	The training program that I attend is checked with the factory's strategic plan					
15	I think that the amount of investment for employee training was adequate					
16	The training program that I attend is well organized					
17	I think the training program was evaluated during the program.					
18	I think the training program was evaluated at the end of the program					
19	The training program that I attended based on the requirements of the job Or my lack of ability on the job					
20	The type of training that I had taken is applicable for my job after the training.					
21	The training content relevant to achieving my personal needs					
22	The training content relevant to achieving my goals self development					
23	The method of training used by the factory is effective					
24	The training that I attend improved my skills on the job.					

25	The training that I attend improved my knowledge.					
26	The training that I attend improved my attitude					
27	The training increased my motivation to love the job I did.					
28	The training that I attend improved my capability					
29	I am satisfied with the overall aspect of the training programs given in the factory.					
30	The training which I attend helps me to be satisfied with my job.					

31. In your opinion, do you think the Mughher Cement Factory is effective from the training investment?

Yes / No. Why ? -----

6. What types of training/s was /were given if your answer is yes to question number 5 ?

A) On-the-job training B) off-the job training

C) Both on the job and off the job training D) if any other specify (-----)

7. How often do you regularly assess training needs before you organize capacity building activities for your employee's?

A) Always B) Sometimes C) Never

How do you evaluate the return of the training programs organized, relative to the objectives of the trainings? Please answer by putting “ ” in the box you think represent the result of the training in front of each question. **Assume Strongly Agree= 5, Agree=4, Neutral= 3, Disagree=2 and Strongly Disagree=1**

S/N	Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strong Agree (5)
8	The factory training program is checked with its strategic plan					
9	The budgetary limitation had effect on the quality of both training and trainer					
10	limitation is observed between the training cost set and the allocated budget					
11	Invested resources on employees training were effective and accomplished factory's objectives					
12	The training provided by the factory increased the productivity of employees					
13	The training provided by the factory improved quality of product/service					
14	The training provided by the factory reduced accidents at work					
15	The training provided by the factory reduced lateness, absenteeism of employees					
16	The training provided by the factory eliminated obsolescence in skills,					
17	The training provided by the factory reduced human errors					
18	The training provided by the factory limited the frequency					

	of supervision at work					
19	The training provided by the factory reduced the employees turnover significantly					
20	The training offered by the factory decreased material wastage					
21	The training offered by the factory improved profitability of it					
22	The training Increased the motivation level of employees					
23	The training provided by the factory Improved new capability of the employees in order to did their job					
24	The training provided by the factory enhanced the use of tools and machine, operational safety , materials , etc					
25	The training offered by the factory increased confidence of employees					
26	The training provided by the factory Improved skills of the employees in order to did their job					
27	The training provided by the factory Improved knowledge of the employees in order to did their job					
28	The training provided by the factory Improved attitude change of the employees in order to did their job					
29	The training provided by the factory increased employees job satisfaction					

s/n	Model/ methods of evaluation of training		To less extent(1)	To some extent (2)	Neutral (3)	To a great extent (4)	To a very great extent (5)
1	Reaction	a) To what extent do the employees react kindly to the training given.					
		b) To what extent do employees likes the training program provided by the factory					
	Behavior	a) To what extent do the employees apply what they learned during training when they are back on the job.					
		b) To what extent do employees knew where the relevant skills and knowledge used					
	Learn	a) To what extent employees acquire the intended knowledge, skills, attitudes, confidence, and commitment based on their training event					
		b) To what extent do employees learn what was intended to be qualified					

	Result	a) To what degree targeted outcomes occur as a result of the training event and subsequent reinforced.					
		b) To what extent do the implementation of training program impact the factory's to accomplish its goal					
			Very Low (1)	Low (2)	Neutral(3)	High (4)	Very High (5)
2		How do you see the Cost of training for the last three years programs spent?					
3		How do you see the Return on Investment (ROI) towards of the training program took places for the last three years?					

30. Based on the training evaluation model the researcher prepares the following questions to answer the effectiveness of the training/s from its expenditure, in order to increase the employee's performance. Indicate your answers by putting " " in the boxes that represents your answer. Assume To a very great extent =5, To a great extent =4 , Neutral =3, To some extent =2 , To less extent =1

31. Write your Feeling about the effectiveness of the factory from the employees training investment.

Appendix C Interview questions For Top Management & TDT staffs

I am a postgraduate student in business administration/ MBA/ program at St. Mary University. Now I am conducting a research in the area of “Effect of training on employees’ performance, the case of MCF”

The Interviews for MCF Top managers and training and development team staffs of the effect of training on employee’s performance.

1. Has there been any training organized / offered for your department / process staff in the past three years?
2. What was the overall objective of the training? What was the training approach / method used?
3. Do you evaluate the relevance and usefulness of the training at the end of each session?
4. What are the models the factory used to measure the effectiveness of it from the training expenditure?
5. Do you assess the impact of the training at regular interval? What model do you use to evaluate the impact / effectiveness of the training? How do you use the feedback collected?
6. How do you evaluate the return and level of performance outcome of the training in terms of the objective of the factory enhancing performance of the employees?
7. Do you think the budget and other resources allocated for training by the factory is adequate?
8. How do you relate the investment on training with profitability/ successes of the factory?