



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

**THE EFFECT OF TRAINING ON EMPLOYEES
PERFORMANCE: THE CASE OF HEINEKEN BREWERIES
SHARE COMPANY ETHIOPIA**

BY

HAMID TSEHAYU SULEMAN

JUNE 2018

ADDIS ABABA, ETHIOPIA

**THE EFFECT OF TRAINING ON EMPLOYEES
PERFORMANCE: THE CASE OF HEINEKEN BREWERIES
SHARE COMPANY ETHIOPIA**

BY

HAMID TSEHAYU SULEMAN

**A THESIS SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL
OF GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE DEGREE OF MASTER OF BUSINESS
ADMINISTRATION**

JUNE 2018

ADDIS ABABA, ETHIOPIA

**ST, MARY’S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
FACULTY OF BUSINESS**

**THE EFFECT OF TRAINING ON EMPLOYEES
PERFORMANCE: THE CASE OF HEINEKEN BREWERIES
SHARE COMPANY ETHIOPIA**

**BY
HAMID TSEHAYU SULEMAN**

APPROVED BY BOARD OF EXAMINNERS

Dean, Graduate Studies

Signature

Advisor

Signature

External Examiner

Signature

Internal Examiner

Signature

Declaration

I, Hamid Tsehayu Suleman, hereby declare that this thesis entitled “The Effect of Training on Employee Performance : The Case of Heineken Breweries Share Company Ethiopia” submitted by me for the award of the degree of Master of Business Administration, St. Mary’s University at Addis Ababa, Ethiopia, is my original work and it has never been presented in any university. All sources and materials used for this thesis have been duly acknowledged.

Name,

St. Mary’s University Addis Ababa

Signature

June 2018

Endorsement

This thesis has been submitted to St. Mary's University School of graduate studies for the examination with my approval as a UNIVERSITY advisor.

Advisor

St. Mary's University, Addis Ababa

Signature

June 2018

Tables of Contents

Tables of Contents	i
Acknowledgements	iv
List of Acronyms	v
List of Tables	vi
List of Figures	vii
Abstract	viii
CHAPTR ONE	1
INTRODUCTION	1
1.1 Back ground of the Study	1
1.2 Back ground of the Company	4
1.3 Statement of the problem	5
1.4 Research Questions	6
1.5 Objective of the Study	7
1.5.1 General Objective	7
1.5.2 Specific Objective	7
1.6 Research Hypothesis	7
1.7 Definitions of Key Concepts.....	8
1.8 Significance of the Study	9
1.9 Scope/delimitation of the study	9
1.10 Organization of the Research	10
CHAPTER TWO	11
REVIEW OF RELATED LITERATURE	11
2.1 Theoretical Literature Review	11
2.1.1 Human Resource Management	11
2.1.2 Overview of Training	13

2.1.3 The Benefits of Training	15
2.1.4 The Justification of Training	16
2.1.5 Effective Training Practice	16
2.1.6 The Training Management Practice	17
2.1.7 Employees Performance	27
2.2 Empirical Literature	28
2.3 Conceptual Framework of the study	30
CHAPTER THREE	32
RESEARCH DESIGN AND METHODOLOGY	32
3.1 Research Design	32
3.2 Research Approach	32
3.3 Population and Sampling Technique	33
3.4 Data Sources and Data Collection Instruments.....	35
3.5 Data Analysis Method	36
3.6 Reliability Test	38
3.7 Validity Test	39
3.8 Ethical Considerations	39
CHAPTER FOUR	40
PRESENTATION AND DATA ANALYSIS	40
4.1 Demographics Characteristics of Respondents	40
4.2 Descriptive Analysis	42
4.2.1 Training Policies and Procedures	43
4.2.2 Training Need Assessment	45
4.2.3 Training Planning and Programing	46
4.2.4 Training Implementation Method	48
4.2.5 Training Evaluation	50
4.2.6 Employees Performance – Knowledge	52

4.2.7 Employees Performance- Skill.....	53
4.2.8 Employees Performance – Attitude	54
4.3 Results of Inferential Statistics	56
4.3.1 Pearson’s Correlation	56
4.3.2 Regression Analysis	59
4.3.3 Regression Assumption Test	59
4.3.4 Multiple Regression Analysis	61
4.4 Hypothesis Testing and Discussion	64
CHAPTER FIVE	66
SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	66
5.1 Summary of Major Findings.....	66
5.2 Conclusions	68
5.3 Limitation of the Study	69
5.4 Recommendations	70
REFERENCES	72
APPENDICES	75
Appendix 1	75
Appendix 2	82
Appendix 3	83

Acknowledgments

First and foremost I would like to thank the almighty God for his gift and strength that enabled me to complete this research.

Second, I would like to record a special note of thanks to my advisor Goitom Abraham (Asst.Professor), who generously devoted his time giving valuable suggestion and comments in reshaping and organizing the whole research. Without his effort, this research could not have been realized.

I am highly indebted with Heineken Breweries S.C., for their unreserved support for the successfulness of carrying out the data collection.

Finally, my deep appreciation goes to my families for their support and encouragement to pursue this career.

List of Acronyms

- EP** - Employee Performance
- HBSCE** - Heineken Breweries Share Company Ethiopia
- HRM** - Human Resource Management
- POD** - People and organization Development
- SPSS** - Statistical Package for Social Sciences
- TD** - Training and Development
- TE** - Training Evaluation
- TI** - Training Implementation
- TNA** - Training Need Assessment
- TPP** - Training Policies and Procedures
- TPPR** - Training Planning and Program

List of Tables

<u>Table 3. 1 Number of Employees at HBSCE Head Office</u>	33
<u>Table 3. 2 Sample of employees from seven departments</u>	34
<u>Table 3. 3 Variables of the study</u>	37
<u>Table 3. 4 Reliability Statistics</u>	39
<u>Table 4. 1 General profile of respondent's</u>	40
<u>Table 4. 2 Training policies and procedure questions</u>	43
<u>Table 4. 3 Training need assessment Practice</u>	45
<u>Table 4. 4 Training planning and programing</u>	46
<u>Table 4. 5 Training implementation methods</u>	48
<u>Table 4. 6 Training evaluation method</u>	50
<u>Table 4. 7 Knowledge</u>	51
<u>Table 4. 8 Skill</u>	52
<u>Table 4. 9 Employees' Job Performance – Attitude (employee engagement, motivation and employee job satisfaction)</u>	53
<u>Table 4. 10 Correlation between training variables and employee performance</u>	56
<u>Table 4. 11 Multicollinearity Test</u>	60
<u>Table 4. 12 Training practice (TPOP, TNA, TPP, TI and TE) as independent variable on employees' Performance as dependent variable</u>	61

List of Figures

<u>Figure 2. 1 Relationship between Training and Employee Performance</u>	31
<u>Figure 2. 2 Relationships between Training and Performance with slight modification of (Abbas and Yaqoob, 2009)</u>	31
<u>Figure 4. 1 normal P-P plots test</u>	59
<u>Figure 4. 2 scattered plot test</u>	61

Abstract

The quality of human resource is an asset to any organization and as a result training has become an issue that has to be faced by every organization. The amount and quality of training carried out varies enormously from organization to organization due to factors such as the degree of external change, for instance new markets, or new process, the adaptability of existing workforce and importantly the extent to which the organization supports the idea of internal carrier development. Most organizations meet their needs for training in ad hoc and haphazard way while others set about identifying their training needs, then design activities in a rational manner and finally assess the result of training. The objective of the study was to investigate the effect of training on employees' performance at Heineken Breweries Share Company Ethiopia. The researcher has used both qualitative and quantitative approach as well as descriptive and explanatory research design in the study. Data were gathered through a structured questionnaires and interview. A total of 151 employees from the head office of the company took part in the study. The researcher used SPSS version 20 to analyze descriptive and inferential statistics. The study revealed that an absence of training policy and procedure manual as well as an absence of systematic employee training need assessment practices due to lack of focus by concerned department; in addition to that there is no strong and effective training effect evaluation mechanism in place. The study concluded that the above mentioned drawbacks affecting the performance of the company negatively. Therefore, in order to improve the effectiveness of training program of HBSCE, possible recommendations of the research, are producing proper training policies and procedures, conducting appropriate training need assessment and evaluating training outcomes thoroughly.

Key words: Employee Performance HBSCE

CHAPTER ONE

INTRODUCTION

This chapter deals with background of the study, background of the company, statement of the problem, research questions, objective of the study, definition of key terms, significance of the study, scope/delimitation of the study and organization of the study.

1.1 Background of the Study

Undoubtedly, organizations worldwide are striving for success and out competing those in the same industry. In order to do so, organizations have to obtain and utilize their human resource effectively. Organizations need to be aware of face more realistically towards keeping their human resources up-to-date. In so doing managers need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economically related areas among others that are influential the attainment of organizational goals and thus organizations successful continuation of the market (David and Geoffery, 2009).

In the brewery industry, human resources, skills and expertise are crucial assets that drive productivity and performance. This is because as a production industry, the product provided by the brewery is delivering through its personnel and it is consumed by the client. The brewery personnel (human resource) stand for the production and portray to the customer the value and quality of the brewery's product (Barons and Hagerty, 2001).

As such, breweries need exceptional human resources to present their products to customers in a manner that will win more customers and sustain profitability. Training is therefore, crucial to any present day Ethiopian breweries seeking to improve the performance and competence of its employees. It goes without saying that, the amount, quality and quantity of training provided vary

among organizations (Nasir, Afshan, Sobia and Kamaran, 2012).

Training enhances skills, competencies, ability and ultimately worker performance and productivity in organization. It followed that organizational success relied on the skills and abilities of their employees and this means that organizational success depends on considerable and continuous investment in training. This would ensure an adequate supply of staff that is technically and social competent and capable of being developed in to specialize for the relevant department position. In the organization there is a continual need for the process of staff development and training fulfils an important part of this process (Nasir, etal, 2012).

Organizations are increased competition due to globalization, changes in technology, political and economic environment and therefore promoting these organizations to train their employees as one of the way to prepare them to adjust to the increase above and thus enhance their performance (Evans, Puick, and Barsoux, 2002).

To manage an organization both large and small requires staffing them with competent personnel. The formal educational system does not adequately teach specific job skills for a position in an organization. Few employees have requisite skills, knowledge, abilities and competencies needed to work. As a result, many require extensive training to acquire the necessary skills, knowledge, abilities and competencies to be able to make substantive contribution towards the organization's growth (David and Geoffery, 2009).

If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs. Training and development are the processes of investing in people so that they are equipped to perform. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Barron and Hagerty, 2001).

It goes without saying therefore that the training and development of employees is an issue that has to be faced by every organization. However, the amount, quality and quantity of training carried out vary enormously from organization to organization. Factors influencing the quantity and quality of training and development activities include, the degree of change, the availability of suitable skills within the existing work force and the extent to which management see training as a motivating factor in work(Cole, 2002).

Training plays vital role in the building of competencies of new as well as current employees to perform their job in an effective way. It also prepares employees to hold future position in an organization with full capabilities and helps to overcome the deficiencies in any job related area. Training is considered as that sort of investment by the firm that not only bring high return on investment but also supports to achieve competitive advantage (Amir and Amen, 2013).

The result of Farooq. M & Aslam. M. K (2011) study depicts that, positive correlation between training and employee performance. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the productivity gap. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival.

Many organizations meet their needs for training in an ad-hoc and haphazard way. Training in these organizations is more or less unplanned and unsystematic. Other organizations however identifying their training needs, then design and implement training activities in a rational manner, and finally assess results of training worth not. Heineken Breweries Share Company Ethiopia has been giving training enormously for its employees throughout the year but training effect was not

examined properly. So the main purpose of this study was to examine the effect of training on employee performance at Heineken Breweries Share Company Ethiopia.

This study, therefore, goes on to discuss one of the core functions of human resource which is training, employee performance, and the earlier affects the later.

1.2 Background of the Company

HEINEKEN is an independent global brewer, committed to surprise and excite consumers with its brands and products everywhere. The company was founded in 1864 by Gerrard Adrian Heineken. HEINEKEN is Europe's largest brewer and the world's second largest by consolidated volume. The company's aim is to be a leading brewer in each of the markets in which it operates and to have the world's most valuable brand portfolio. The Company is present in over 70 countries and operates more than 165 breweries. HEINEKEN is committed to the responsible marketing and consumption of its more than 250 international premium, regional, local and specialty beers and ciders. The number of people employed is over 81,000.

HEINEKEN has a long history with Africa and was exporting beer to various African countries (Ghana, Nigeria, Liberia and Sierra Leone). Africa is a major part of the overall business: it provides 14.5% of the revenue or 14.1% of the beer volumes. Heineken are investing massively in Africa because the continent is really moving fast. In Africa, HEINEKEN supports 1.1 million direct and indirect jobs. 3

In 2011 Heineken made acquisition of Harar and Bedele Breweries in Ethiopia. In 2012 Heineken commenced the construction of a new Greenfield brewery, which was fully operational in January 2015. Since then the Ethiopian beer market is growing fast. The market practically doubled over the past years. The main drivers for growth are a growing population, urbanization and rising incomes. HEINEKEN's key brands are Heineken, Walia, Bedele Special, Bedele Regular, Harar, Bukler, Walia Radler, Hakim Stout and Sofi Malt. Most recent information is available on Heineken's website: www.Heinekeninternational.com. *Source: Heineken*

1.3 Statement of the Problem

This study begins from the realization of the need to effectively administer training. Training is a systematic process to enhance employee's skills, knowledge and competency, necessary to perform effectively on job. Overall training impacts organizational competitiveness, revenue and performance.

Now a time a number of newly established breweries are operating in our country. Since 2012 four additional breweries have been opened in Ethiopia. Totally around nine breweries have been distributing their products in the country. This shows that, in the future there might be high competition among different brewery companies.

Lack of necessary skills, knowledge and ability to produce quality product, delivering timely, promotion, sales and marketing would result in to poor performance that creates customer dis satisfaction. Due to this they must have the necessary skills and competencies required to do their jobs through training. Training and development is the tonic employees need to enhance their performance and potentials that will in turn enhance organization effectiveness (Partlow, 1996).

Currently many organizations in Ethiopia and indeed in the breweries sector are engaged in staff training. However, for a certain condition staff training practice effect on employee's performance appears little. Hence the main reason that the researcher wanted to conduct this research is to investigate the effect of training practice on employee job performance in Heineken Breweries Share Company Ethiopia. Understanding the effect of training on employee performance primarily helps to create competent and well performed work force. It will also enable the company to design effective training systems which fit with the overall vision and mission. It also helps to minimize unnecessary costs which can be incurred as a result of less important training and development.

Earlier researchers proved that, a positive link between training and employee performance. As training brings benefit for the employee along with the firm by positively effecting employee performance through the enhancement of employee's competencies and behavior. Firms that focus on shareholders and customer satisfaction realized the importance of investing in training and thus recognize the worth of employee development (Evans and Lindsay, 1999).

Many Breweries in Ethiopia engaged in training of staff but there has not been empirical research (to the knowledge of the researcher) that is conducted to investigate the effect of training on employees' performance. Heineken Breweries Share Company Ethiopia is one of such organization that has been participating in employees' training so far, but the effect of training on employee performance is not well evaluated. Therefore, this study, take Heineken Brewery S.C. Ethiopia to assess the effect of training on employees performance besides, to study the way the company utilizing, training policies and procedures, training need assessment, training planning and program, training implementation and training evaluation methods as well as their effect on employees job performance.

1.4 Research Questions

The principal question of the research is to examine the way the company follows to conduct need assessment of training, planning, implementing and evaluating as well as what effect training does on employees performance. In order to analyze the fundamental questions the researcher developed the following sub questions.

- Does training polices and procedure of the company has effect on employee performance?
- What effect does training need assessment of the company has on employee performance?
- Does training planning and programing of the company has effect on employee performance?
- Does training implementation method of the company has effect on employee performance?
- What effect does training evaluation of the company has on employee performance?

1.5 Objective of the Study

1.5.1 General Objective

The main objective of the study is to examine the effect of training on employee performance in Heineken Breweries Share Company Ethiopia.

1.5.2 Specific Objectives

- To point out the effect of training policies and procedures on employees performance.
- To analyze the effect of training need assessment on employees' performance.
- To point out the effect of training planning and programing on employees performance.
- To see the effect of training implementation on employees performance.
- To find out the effect of training evaluation on employees performance.

1.6 Research Hypotheses

A hypothesis is an assumption or claim about some characteristics of a population, which we should be able to support or reject on the basis of empirical evidence (Gaur, 2009). In order to achieve the purpose of the study, specific hypotheses were formulated based on the basic researched questions which were raised by the researcher. Therefore, the hypotheses for this study were as follows:

Hypotheses 1

H0: Training policies and procedures does not have positive effect on employee performance.

H1: Training policies and procedures has positive effect on employee performance.

Hypotheses 2

H0: Training need assessment does not have positive effect on employee performance.

H1: Training need assessment has positive effect on employee performance.

Hypotheses 3

H0: Training planning and programing does not have positive effect on employee performance.

H1: Training design has positive effect on employee performance.

Hypotheses 4

H0: Training implementation does not have positive effect on employee performance.

H1: Training implementation has positive effect on employee performance.

Hypotheses 5

H0: Training evaluation has does not have positive effect on employee performance.

H1: Training evaluation has positive relationship on employee performance.

1.7 Definition of Key Concepts

Training: The planned and systematic modification of behavior through learning events, programs and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively (Armstrong, 2006).

Training policies and procedures: - A training plan of action adopted by the company or training organization and a process or a series of acts especially of a particular nature involved in a training program.

Human resource management: Is the way organization manage their staff and help them to develop in order to be able execute organization missions and goals successfully (Mc Court and Eldridge, 2003,).

Employee performance: Is defined as the outcome or contribution of employees to make them attain goals (Herbert, John and less, 2000).

Performance: Is the achievement of specific task measured against predetermined or identified standard of accuracy, completeness, cost and speed (Afshan et al, 2012).

Skills: are defined as expertness, practiced ability, facility in doing something, dexterity and tact. Skill encompasses experience and practice, and the gaining of skill leads to unconscious and automatic actions. Skill is more than just the following of rule-based actions.

Attitudes: are the established ways of responding to people and situations that we have learned, based on the beliefs, values and assumptions we hold. How we respond to situations and our behavior can reflect our attitude (Fabio, 2010).

Employee Engagement: employee engagement is the positive, affective psychological work, related state of mind that leads employee to actively express and invest themselves emotionally, cognitively, and physically in their role performance (Agyemang & Ofei, 2013).

Job Satisfaction: The extent to which people like or dislike their jobs (Adesola, Oyeniya & Adeyemi, 2013).

Motivation: viewed as those psychological processes that cause the arousal, direction, and persistence of voluntary actions that are goal directed (Kreitner & Kinicki, 2006).

1.8 Significance of the Study

The study will have major importance to Heineken Breweries Share Company Ethiopia and it will have also value to the other investors, managers, employees, government and the society at large by benevolent scientific direction about the link between training and employee performance. It will also enables the company to structure their training programs to make them more effective in terms of helping to improve the efficiency of the workforce and lead to better performance. This also ensures the existence of a pool of skilled workforce who could be utilized for national development. Labor is a major input to the success of the company.

If labor is efficient it will help to improve the performance of the company. As companies perform better they are able to increase output and contribute more to the economy. They are also able to grow and hire more people thus helping to decrease the level of unemployment. As companies perform better, they are also able to remain vibrant. It also helps other researchers as a source of reference and as pacing stone for those who want to make further study on the area subsequently.

1.9 Scope / delimitation of the Study

The study focused on assessing the effect of training on employees' performance in Heineken Breweries Share Company Ethiopia Head Office, Addis Ababa, over the last three years (2015-2017). Three breweries' employees those who are working at Kilinto, Harar and Bedele towns are not included in the study due to time and cost constraints. The data was collected from respondents using questionnaire and interview as well as document analysis. The research methodology was both quantitative and qualitative research approach with descriptive and explanatory research design. The finding of the study were generalized the whole employees of the company in Addis Ababa.

1.10 Organization of the Research Report

The research report is organized into five chapters:

Chapter one, introduces by giving the background information of the study, background of the company, statement of the problem, research question, research objectives, and definition of key concepts, significance of the study, scope/delimitation of the study and organization of the research report whereas chapter two explains a comprehensive review of relevant literature in an attempt to position the study in an appropriate theoretical framework in addition chapter three, depicts the methodology used for data gathering as well as the relevant statistical analytical tools that researcher used for analyzing the survey results gathered during the study moreover chapter four, described data analysis and discussion, using the statistical tools and methods chosen for data analysis with detail explanation of the findings and chapter five, the final section, contains a summary of the study and findings, conclusions drawn from the findings, limitation of the study and recommendations aimed for improving the job performance of employees in Heineken Breweries Share Company Ethiopia.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents the concepts about training, performance and related contents. It is just the written information that could have a relation or relevance to the specific topic of the study. This will support and inform the subject matter of the study being covering.

2.1 Theoretical Literature Review

This part of the literature review depicts that, what employee training means, how training need assess, how training program design, implement and evaluate as well as what is the effect of training on employees performance and other related points are discussed.

2.1.1 Human Resource Management

Human resource management refers to all of the dedicated activity that an organization uses to affect the behaviors of all the people who work for it. Because the behaviors of employees influence profitability, customer satisfaction, and a variety of other important measures of organizational effectiveness, managing human resources is a key strategic challenge for all companies (Randall, Susan & Yadong, 2004).

i. Human Resource Development

Human resource development (HRD) is one of the main function of human resource management (HRM). According to Chalofsky (1992) Human resource development is the study and practice of increasing the learning capacity of individuals, groups, collectives, and organizations through the development and application of learning-based interventions for the purpose of optimizing human and organizational growth and effectiveness.

HRD is the integrated use of training and development, career development, and organization development to improve individual and organizational effectiveness (McLagan and Suhadolnik, 1989). Watkins, (1989) define HRD the field of study and practice responsible for the fostering of

a long-term, work-related learning capacity at the individual, group, and organizational level of organizations. Human resource development encompasses activities and processes which are intended to have impact on organizational and individual learning (Stewart and McGoldrick, 1996).

ii. Training Policy and Strategy

Kenney et al (1992) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons: To provide guidelines for those responsible for planning and implementing training, to ensure that a company's training resources are allocated to pre-determined requirements, to provide for equality of opportunity for training throughout the company; and, to inform employees of training and development opportunities. As much as these policies seem to be accurate, they are silent on the elements of budgetary provision and top management support for training. According to Michael Armstrong in his book: *A Handbook for Personnel Management Practice* (1996), training policies are expressions of the training philosophy of the organization. He also affirms the assertion of Kenny et al (1992), but even further stated that training policy shows the proportion of turnover that should be allocated to training. Training and development falls under HRD function which has been argued to be an important function of HRM (Weil & Woodall, 2005). Nadler (1984) noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives.

2.1.2 Overview of Training

Every organization needs well-adjusted, trained and experienced people to perform its activities. One significant function of Human Resource Management to the effective use of human resources is training and development. Almost everyone now recognizes the significance of training on the success and growth of organizations. Employees are however a very crucial and expensive resource to every organization. As job today's dynamic organization have become more complex, the importance of employee education has increased (De Cenzo and Robbins, 2010).

There are significant changes today in terms of the value of the employee. Along with these changing values are the workplace trends that have significant impact on employees' knowledge and skills. Training is therefore necessary to enhance the knowledge, skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in other co-workers.

In order to sustain performance there is the need for training in empowering the workforce to be creative and innovative. Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment. Training is therefore the key element in successful wealth creation. (Hales, 1986).

It is worth nothing that, as researchers continue with their quest into the training research area, they also continue their arguments into its importance. Some of these researchers argue that the recognition of the importance of training in recent years has been heavily influenced by the intensification of competition and the relative success of organizations where investment in employee development is considerably emphasized (Beardwell et al. 2004).

Training consists of an organization's planned efforts to help employees acquire job related knowledge, skills, abilities and behaviors with the goal of applying these on the job. A training program may range from formal classes to one-to-one mentoring, and it may take place on the job or at remote location. The matter what its form, training can benefit the organization when it is linked to organizational needs and when it motivates employees (Noe, Hollenbeck and Wright, 2011).

Different authors defined training in many ways and here are below some of the definitions in which different authors defined training:

Training is the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon, 1992). Training is a planned effort to enable employees to learn job-related knowledge, skills, and behavior (Noe, Hollenbeck & Wright, 2011).

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase 'learner-based training'. It involves the use of formal process to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning (Armstrong, 2006).

Training is related to the skills an employee must acquire to improve the probability of achieving the organizations over all business and academic goals and objectives. Positive training offered to employees may assist with reduction of anxiety or frustration, which most employees have experienced on more than one occasions during their employment careers (Truitt, 2011).

Training is a learning activity directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. The focus of training is the job or task for example, or the need to have efficiency and safety in the operation of particular machines or equipment, or the need for an effective sales force to mention but a few(Cole, 2012).

2.1.3 The Benefits of 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.

Training enhanced product or service quality, improved work motivation, improved ability and knowledge, attitude changes ,decreased material wastage, increased job satisfaction, reduction in errors, less supervision necessary, enhance the use of tools and machine, reduce accidents in the workplace, eliminates obsolete skills, improve capital management skill and enables the organization to reduce other overhead costs (Huang, 2001).

Training is important and a domineering tool for the organization to improve performance of all the personnel growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of current employees by providing comprehensive training and development. Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving all the information they need to perform those jobs (Rothwell and Kazanas, 2003).

According to Cole (2002) training can achieve:

- 1) High morale – employees who receive training have increased confidence and motivation;
- 2) Lower cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- 3) Lower turnover – training brings a sense of security at the workplace which reduces labor turnover and absenteeism is avoided;
- 4) Change Management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skills and abilities needed to adjust to new situations;
- 5) Provide recognition, enhance responsibility and the possibility of increased pay and promotion;

- 6) Give a feeling of personal satisfaction and achievement, and broaden opportunities for a career progression;
- 7) Help to improve the availability and quality of staff.

2.1.4 The Justification for Training

According to Armstrong (2006) formal training is certainly only one of the ways of ensuring that learning takes place, but it can be justified when:

The work requires skills that are best developed by formal instruction;

Different skills are required by a number of people, which have to be developed quickly to meet new demands and cannot be acquired by relying on experience;

The tasks to be carried out are so specialized or complex that people are unlikely to master them on their own initiative at a reasonable speed;

Critical information must be imparted to employees to ensure they meet their responsibilities;

A learning need common to a number of people has to be met, which can readily be dealt with in a training program, for example induction, essential IT skills, communication skills.

2.1.5 Effective Training Practice

Effective training uses the systematic approach with an emphasis on skills analysis. The purpose of the training should be clearly defined in terms of the 'criterion behavior' required as a result of training, and the 'terminal behavior' expected (Armstrong, 2006).

One of the things to consider in designing a training program is what the program is to accomplish, that is the objectives. In other words a training program cannot be designed until what that program is to accomplish is known. It is imperative for organizations to realize that in designing a training program, it is equally important to consider what the trainees should know or be able to do after the training is complete. Training objectives should however be attainable and measurable. A

training program is successful if the objectives are achieved (Cole, 2002).

There is also the need for the organization and the employees to know the motive for which they undergo training. It can, therefore be concluded that training programs will not be more effective unless the purpose for which it was administered is known. Therefore in planning training, it should go through these stages; develop a training plan, designing a training lesson, selecting the trainer and prepare the trainee (Zaccarelli, 1997). Most of the benefits derived from training are easily attained when training is planned. This means that the organization, trainers and trainees are prepared for the training well in advance. According to Kenney & Reid (1986) planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance. The training plan will serve as the guidelines for both the trainer and the trainee to follow in order to successfully implement the program. It covers the individuals involved in the training, the person that will administer the program, the required resources and the content to be followed. Once the plan for the program has been outlined then the training lesson is designed (Teresa and Mario, 2005).

The training lesson is developed to help the participants focus on the segments developed and also set out the time frame for each segment. After this, a competent trainer is hired to undertake the training. The trainer should be able to communicate and transfer knowledge effectively (Armstrong, 2006).

2.1.6 The Training Management Process

Has different steps and procedures main of them are training need assessment, planning training programs, implementing training and evaluating training.

A. Identify Training Needs

Needs should only be systematically identified when the cause of a performance problem is lack of knowledge, skill, or appropriate attitude. Otherwise, management action in an area other than training is probably what needed.

Training is only an appropriate solution when skill deficiency is the cause of a problem. It merely furnishes individuals with skills they need to perform. Training is not appropriate to deal with execution deficiency and thus cannot solve problem stemming from such causes as unclear work contexts, mental/ physical disability, or lack of feedback. In those cases, other corrective measures have to be taken, and they must usually be taken by the organization's management (Rothwell and Sredl, 2000).

Nielson (2010) explains that an overall organizational training needs assessment is a thorough examination of what is currently being trained, what knowledge, skill and abilities should be added presently and in future. Depending on the matter, assessment methods could vary (Nielson, 2010).

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

1. A felt or perceived need: This is an overall desire for improvement in a certain subject area.
2. Comparative needs: These are needs that are identified by comparing the training audience to a set of criteria.
3. Response to a failure of some type. This could be as a result of the organization's inability to meet a set goal for a particular period.
4. Critical Incident needs: This need could occur because of a catastrophic failure such as a factory explosion.

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

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

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

Training is designed to accomplish organizational objectives. Training needs assessment is one of the main factors which determine the accomplishment of training objectives of the organization.

The objective to establish a needs analysis is to find out the answers to the following questions:

Why training is needed?

What type of training is needed?

When is the training needed?

Where is the training needed?

Who needs the training?

Who will conduct the training?

How the training is be performed?

By determining the training needs, an organization can decide what skills, knowledge and attitude is need in order to enhance performance of employees to achieve its goal.

The primary objective of training is to improve individual and organizational performance and establishing training needs analysis should always be the first step in the training process.

There are three levels of training needs assessment:

Organizational Analysis

The first way to know training needs in through organizational analysis. An important part of the company's strategic human resource planning is the identification of the knowledge, skills, and abilities (KSAs) that will be needed by employers in the future as both jobs and the organization change. "The organization analysis looks at training needs in light of organizations' strategy, resource available for training and management support for training activities"(Steen, 2009).

Operational Analysis

Focuses attention on the task or job regardless of the employee doing the job. This type of analysis includes the determination with which the worker must perform the job and the specific worker behavior required in order to perform the job effectively. The purpose of operations analysis is to decide what should be taught to employees for promising results.

Reviews the knowledge, attitudes and skills of the worker in each position and determines what knowledge, attitudes or skills he must acquire and what adjustments/alternations in his behavior he must introduce if he is to contribute substantially to the attainment of organizational objectives.

Individual Analysis

Individual analysis, most narrow of all, individual analysis centered on a person doing the job. Does he or she know what to do? How to do it to the minimal acceptable level of performance? Attention focuses on comparison between what should be at present and what is actually happening as measured by employee performance appraisals, tests, and attitude surveys.

Training can be effective (relevant and viable) if the three types of analysis (noted above) are carried on continuously. In addition, the conclusions from this analysis should be integrated in a properly designed and executed training program (Kenny 1992).

B. Plan Training Program

Once training needs have been identified using the various analysis, 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 design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2002).

According to Armstrong (2006), an instructional objective which describes the results or outcomes sought from instruction should be defined first. There are three parts to any objective: (1) performance-what learners will be capable of doing after the instructional experience is completed; (2) conditions-what context and what tools will be necessary for performance to occur; and (3) criterion-how well the performance will be exhibited. In some cases, a condition need not be

specified when no special tools are required (Rothwell and Kazanas, 2003).

An instructional objective is the link between needs and results. Objectives help identify what instruction to offer so as to meet a need and thereby close a performance gap. Objectives can be categorized in to two ways in terms of type and scope.

There are three types of objectives:

- Cognitive objectives, which have to do with knowledge and information;
- Affective objectives, which have to do with feelings and beliefs; and
- Psychomotor objectives, which have to do with the ability to manipulate objects most training in organizational setting is heavily cognitive.

There are two ways to think of the scope of objectives:

Terminal, which are behaviors exhibited at the end of instruction, and

Enabling, which are behaviors that contribute to mastery of terminal objectives. They are typically capable of being exhibited at the end parts of instruction, components of a larger instructional experience. Terminal objectives express what learners will be able to do upon completion of program. They are most frequently the center of a trainer attention (Rothwell and Kazanas, 2003).

C. Prepare Test Items Based on Objectives

To determine that learners have mastered behaviors that a training program has been designed to teach, trainers prepare test items corresponding to each instructional objective. In this way, subsequent content or subject matter is clearly focused on results and linked to measures of achievement like test items. Broadly speaking, tests for training are categorized into two types: norm referenced, in which achievement is assessed relative to other learners, and criterion referenced, in which achievement is assessed relative to individual success in mastering instructional objectives. In short, norm referenced tests compare each learner to others, while criterion-referenced tests compare a learner's progress to pre-established measures (Rothwell and Kazanas, 2003).

Another way to think about tests is on the kind of behavior or skills they measure. There are four types, all criterion-referenced:

An entry test measures how well the learner has mastered instructional prerequisites. One prerequisite to instruction might be simple reading ability. But how well do learners read?

A pretest measures the learner's present knowledge or level of skill relative to outcomes sought through instruction. If a learner achieves a score of 100 % on a pretest, he or she does not need instruction.

Post-test measures what the learner knows or can do following instruction. It indicates how well the learner is able to perform, and thus serves as a quality control check on the instruction and the learner.

An embedded test is carried out during instruction to assess how well the learner is progressing toward achievement of terminal objectives. An easy way to distinguish between these tests is by placement: entry and pretests occur before instruction embedded tests occur during it, and post-tests occur after it (Rothwell and Kazanas, 2003).

D. Select or Design Instructional Content or Subject Matter

The decision of what to teach; i.e. the selection or design of instructional content is based on test items and instructional objectives. In this process, it is important to consider whether the content should be:

Located from existing sources, such as textbooks, other training courses and/or published articles,

Tailor-made for the purpose at hand, or

Prepared from some combination of externally available and internally developed content.

In many cases, the choice depends on instructor preferences and on relative costs and benefits associated with each method. Despite the wide variety of media available, the traditional lecture remains a popular delivery method. When it is used, instructional content is prepared through lesson and unit plans. A lesson plan describes the objectives for one lesson. It usually includes the subject matter to be measured by the learner and the means of measuring learner achievement. A unit is a group of related lessons. If instruction is offered in a formal other than lecture, content is prepared in a way that will (of course) be appropriate for the delivery method (Rothwell and Kazanas, 2003).

E. Choose Delivery Methods

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization do as to able to meet organization's current and future objectives.

F. Implement Training

The implementation phase is called the delivery phase. In this phase, you actually teach the training program to the students, whether the instruction takes place online, in the classroom, or through another method. If the delivery method is classroom instruction and you have a large audience, you may conduct a "train-the-trainer" program, where the facilitators sit through the class as students and then practice teaching various parts of the material back to each other to ensure consistency and full understanding. The first time the instruction is offered is called a "pilot" and there should be an opportunity to debrief and make changes based upon feedback from observers and the pilot audience. Program implementation involves concrete action on the following points (Olaniyan A. and Ojo B. 2008):

- Organizing training and other facilities and deciding the location of training where training activity is to be arranged.
- Arranging the schedule of training program which will make training effective and also offer convenience to participants and trainers.
- Conducting training program as per the designed prepared.
- Monitoring the progress of the training program/process as well as the progress of trainees.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent return on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills. Regardless of the method used, ensuring that training is effective the primary goal (Gilley, Gilley, Quatro, & Dixon, 2009). HRM needs to determine which training methods are the most

appropriate for the skill and the employee. It may be necessary to combine several methods (Decenzo & Robbins, 2010). Methods of training are:

A. On-the-Job Training Methods:

According to Greer (2003) under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. These methods do not cost much and are less disruptive as employees are always on the job, training is given on the same machines and experience would be on already approved standards, and above all the trainee is learning while earning. Some of the commonly used methods are:

1. Coaching:

Coaching is a one-to-one training. It helps in quickly identifying the weak areas and tries to focus on them. It also offers the benefit of transferring theory learning to practice. The biggest problem is that it perpetrates the existing practices and styles (Dessler & Varkkey, 2010).

2. Mentoring:

The focus in this training is on the development of attitude. It is used for managerial employees. Mentoring is always done by a senior inside person. It is also one-to-one interaction, like coaching (Dessler & Varkkey, 2010).

3. Job Rotation:

In which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities (Dessler & Varkkey, 2010).

According to Beardwell et al, (2004) another version of training by switching roles is job rotation, which became popular in the 1970s to help relieve boredom and thereby raise the productivity of shop floor workers. If appropriately implemented, it can be an excellent learning experience for workers, and it fits suitably with HRM concepts of team working and empowerment, whereby people are encouraged to take responsibility for their work and that of the team.

4. Apprenticeship:

Is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training (Dessler and Varkkey, 2010).

5. E-learning

A more recent concept of the informational and learning exchange environment is e-learning (electronic learning). This emphasizes the use of new technology such as e-mail, internet, intranet and computer software packages to facilitate learning for employees whenever they need it (Beardwell et al, 2004).

B. off -the-Job Training Methods

Off-the-job training methods are conducted in separate from the job environment, study material is supplied, there is full concentration on learning rather than performing, and there is freedom of expression (Geer, 2003). Important methods include:

1. Classroom Lectures and Seminars:-Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these inhouse, through outside vendors, or both. (Decenzo & Robbins, 2010).

2. Simulated Training (Vestibule Training):- is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job.

(Dessler & Varkkey, 2010).

3. Multimedia Learning: - can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo & Robbins, 2010).

G. Evaluating Training

The penultimate stage in the training strategy is the evaluation and monitoring of training. It is one of the most important but often the most neglected parts of the training process. This stage can be viewed as both simple and complicated. It is simple in that monitoring consists in information gleaned from the trainees and then amending the courses and programs in the light of these

comments. But it is also complex because there are other stakeholders in the process as well as the trainees: the designer of the course, the trainers, and the sponsors. Each has their own purposes, aims and objectives, and these must be clearly identified before evaluation can be processed (Easterby-Smith and Mackness, 1992).

❖ Four levels of training evaluation have been suggested by Kirkpatrick (1994).

Level 1. Reaction

Level one measures the reaction of the participants toward the training and answer questions about whether the participants liked the training: felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. At this level, evaluation measures how those who participated in the training have reacted to it. In a sense, it is a measure of immediate customer satisfaction (DeCenzo et al, 2010).

Level 2. Evaluating learning

This level obtains information on the extent to which learning objectives have been attained. It will aim to find how much knowledge was acquired, what skills were developed or improved, and the extent to which attitudes have changed in the desired direction. So far as possible, the evaluation of learning should involve the use of tests before and after the program—paper and pencil, oral or performance tests (DeCenzo et al, 2010).

Level 3. Evaluating Behavior

This level evaluates the extent to which behavior has changed as required when people attending the program have returned to their job. The question to be answered is the extent to which knowledge, skills and attitudes have been transferred from the classroom to the workplace. Ideally, the evaluation should take place both before and after the training. Time should be allowed for the change in behavior to take place. The evaluation needs to assess the extent to which specific learning objectives relating to changes in behavior and the application of knowledge and skills have been achieved (DeCenzo et al, 2010).

Level 4. Evaluating Results

This is the ultimate level of evaluation and provides the basis for assessing the benefits of the

training against its costs. The objective is to determine the added value of learning and development programs how they contribute to raising organizational performance significantly above its previous level. The evaluation has to be based on 'before and after' measures and has to determine the extent to which the fundamental objectives of the training have been achieved in areas such as increasing sales, raising productivity, reducing accidents or increasing customer satisfaction. Evaluating results is obviously easier when they can be quantified. However, it is not always easy to prove the contribution to improved results made by training as distinct from other factors and, as Kirkpatrick says: 'Be satisfied with evidence, because proof is usually impossible to get,' perhaps the most powerful method of demonstrating that learning programs pay is measure the return on investment, as discussed below (DeCenzo et al, 2010).

❖ Another method of evaluation is return on investment:

Return on investment (ROI) is advocated by some commentators as a means of assessing the overall impact of training on organizational performance. It is calculated as:

$$\frac{\text{Benefits from training (Br)} - \text{costs of training (Br)}}{\text{Costs of training (Br)}} \times 100$$

Kearns and Miller (1997) believe that only this sort of measure is evaluating the overall impact of training. The pressure to produce financial justification for any organizational activity, especially in areas such as learning and development, have increased the interest in ROI. The problem is that while it is easy to record the costs it is much harder to produce convincing financial assessments of the benefits (Armstrong, 2006).

2.1.7 Employees Performance

Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior (Armstrong, 2000). Kenney et al. (1992) stated that employee's performance is measured against the performance standards set by the organization. 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 (Ahuja, 1992). According to Ahuja (1992) Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster 2002). Efficiency and effectiveness - efficiency is the ability to produce the desired

outcomes by using as minimal resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). Productivity is expressed as a ratio of output to that of input (Stoner, Freeman and Gilbert Jr., 1995). It is a measure of how the individual, organization and industry converts input resources into goods and services. The measure of how much output is produced per unit of resources employed (Lipsey, 1989). *Quality* is the characteristic of products or services that bear an ability to satisfy the stated or implied needs (Kotler & Armstrong, 2002). It is increasingly achieving better products and services at a progressively more competitive price (Stoner, 1996).

Employees could be only satisfied when they feel themselves competent to perform their jobs, which is achieved through better training programs (Kinicki and Kieitner, 2007).

2.2 Empirical Literature

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance. (Purcell et al., 2003). According to Guest (1997) mentioned in his study that training and development programs, as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. This relation ultimately contributes to supreme organizational performance.

➤ Empirical Findings Effect of Training on Employee Performance

The result of Farooq. M & Aslam. M. K (2011) study depicts that, positive correlation between training and employee performance as $r=.233$. Thus, we can predict from this finding that it is not possible for the firm to gain higher returns without best utilization of its human resource, and it can only happen when firm is able to meet its employee's job related needs in timely fashion. Training is the only ways of identifying the deprived need of employees and then building their required competence level so that they may perform well to achieve organizational goals.

Haskel, Hawkes and Pereira (2003) showed that more productive UK firms hired more skilled workers. Their finding showed that skills were positively related to total factor productivity (TFP) and the skill gap between the top- and bottom-performing firms explained some 8% of the

productivity gap. Similarly, Lynch and Black (1995) found in the US, that an extra year of education raised productivity by between 4.9 and 8.5% in the manufacturing sector and between 5.9 and 12.7% in the services sector. Other research has suggested that a more highly skilled workforce can bring other benefits such as enhancing company survival. Reid (2000) opined that a more skilled UK workforce was related to a greater commercial orientation and strategic awareness and propensity to innovate and to retain competitive advantage.

Moreover, Sultana et al, (2012) had conducted a research titled “The impact of training practice on employee performance” in the telecommunication sector of Pakistan. Using the combination of literature review and questionnaire surveys, the paper explores that any organization to succeed in achieving the objective of its training program, design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. It has been observed most organizations meet their need for training in an ad hoc and haphazard way while others set their training needs by identifying, then design training activities in a rational manner and finally assess the results of training. The study concludes that if organizations invest in right type of employee training, it can enhance employee performance as well as competencies and skills. In addition, training is seen as a useful means of coping with changes fostered by technological innovation, market competition, organizational structure, and most importantly plays a key role to scale up employee performance.

The study conducted by Asefaw, Argaw and Bayissa, (2015) “The Impact of Training and Development on Employee Performance and Effectiveness: A case Study of District Five Administration office, Bole Sub-City, Addis Ababa, Ethiopia” depicts, the focus of this study was to determine the impact of training and development on the employees’ performance and effectiveness at District Five Administration Office, Addis Ababa, Ethiopia. In this research they employed cross sectional institutional based quantitative research method. Data were collected using Likert’s scale tool from 100 employees after selecting participants using systematic random sampling technique. Ninety-four complete questionnaires with a response rate of 94% were considered during analysis. Training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness. In general the study could prove training need assessment, training planning and programming, training

implementation and training evaluation have positive and significant effect on employees' performance.

2.3 Conceptual Framework of the study

Designing a training program involves a sequence of steps that can be grouped into four phases: needs assessment, planning, implementation and evaluation. Planned training is the deliberate intervention aimed at achieving the learning necessary for improved job performance (Kenney and Reid, 1986). Planned and systematic training according to Kenney and Reid consists of the following four steps:

1. Identify training needs.
2. Decide what sort of training is required to satisfy these needs.
3. Use experienced and trained trainers to implement training.
4. Follow up and evaluate training to ensure that is effective.

According to Abbas and Yaqoob (2009) the relationship between employee training and employee performance can be depicted in the following model.

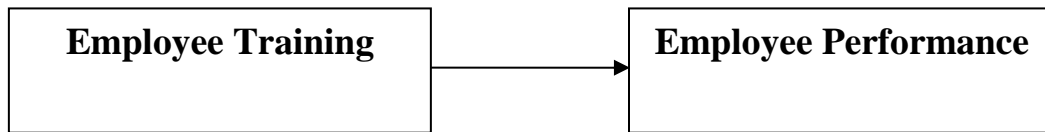


Figure 2. 1 Relationship between Training and Employee Performance

Generally, the researcher derived the following model from figure 2.1 above which is developed by Abbas and Yaqoob (2009) to see the relationship between training and performance of employees. Meaning that if training is implemented then does it affect the employee performance. Hence, conceptual framework can be seen from the following model.

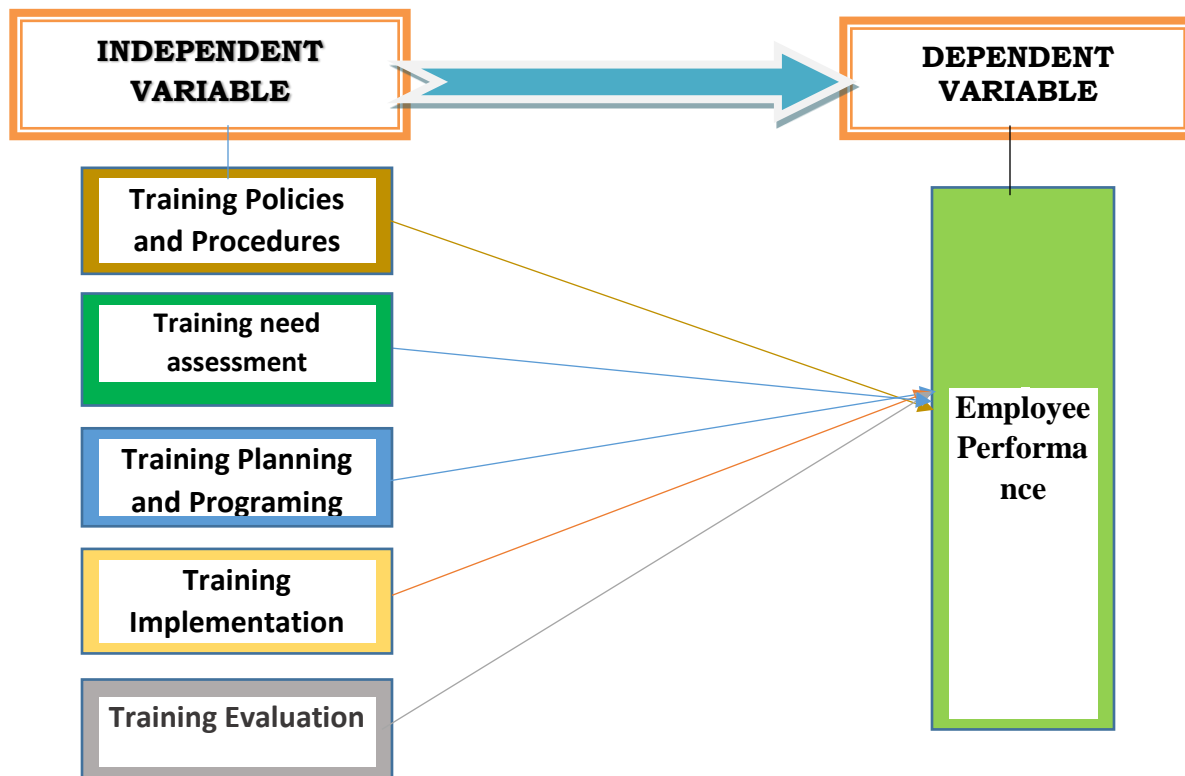


Figure 2. 2 Relationships between Training and Performance with slight modification of (Abbas and Yaqoob, 2009).

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter incorporates the detailed research design and methodology as used in the study. It presented the following: the research design, the sample size and sampling technique, data source and collection method, procedure of data collection, questionnaire and reliability test that are used to analyze and to get the proper assessment result from the trainees.

3.1 Research Design

A research design is a conceptual structure that shows how all the major parts of the research project come together. According to Kothari (1985) it constitutes the blue print for the collection, measurement and analysis of data. According to Crano and Brewer (2002) an appropriate study design is one that allows valid inferences to be made from the findings and these inferences have direct bearing on the research question that the study attempts to answer.

Both descriptive and explanatory research design were applied in the research. Since descriptive study was used to describe existing situation under study, the study used descriptive analysis that describes the effect of training on employees' performance. The study also used explanatory study design by explaining, understanding and predicting the cause and effect relationship between variables.

The study was a cross-sectional design because it was used to gather data from a sample of a population at a particular time and in so far as pertinent data was collected from all respondents once and for all to reduce on time and costs involved.

3.2 Research Approach

A quantitative and qualitative research approach was used. Quantitative approach enables to answer questions through a controlled deductive process, allowing for the collection of numerical data, the prediction, the measurement of variables, and the use of statistical procedures to analyze and develop inferences from that data as well as qualitative data was collected using interview

from people and organization development department managers of the company and documents.

3.3 Population and Sampling Techniques

The sampling is done by selecting representative elements from a population; the researcher can then draw conclusions about the entire population.

Population means the totality of individuals from which some sample is drawn. This study was carried out in Heineken Breweries Share Company Ethiopia Head Office Addis Ababa. The population of this study was employees of HBSCE. The total population of the company in Ethiopia were 1003 whereas the target population of employees in Addis Ababa region is 535.

Sampling can be defined as the process by which a researcher selects a sample of populations for a study from the population of interest. A sample therefore, is the portion of the population of interest that is selected for a study. Additionally, a sampling frame is a complete and correct list of population members only. For this study, the sample frame consisted of 252 employees of Heineken Breweries Share Company Ethiopia working at Head Office. Their department and number of employees stated in table 3.1 below.

Table 3. 1 Number of Employees at HBSCE Head Office

No.	Department	Number of employees
1.	Human Resource	38
2.	Supply Chain	51
3.	Finance	74
4.	Sales	69
5.	Marketing	12
6.	General Management	4
7.	Corporate Relation	4
	Total	252

Source: HR department employees' statistics.

The researcher used probability sampling technique to select a sample from the population. The researcher conducted the study by selecting the respondents using proportionate stratified sampling

techniques from 7 stratum (departments). A stratified random sampling was used to obtain the sample size. It insures all the departments (categories) are adequately sampled.

Simple random sampling was used to select a sample from each stratum (departments) using lottery method.

A sample size is sub set of the population drawn to represent entire population or any combination of sampling unites that does not include the entire set of sampling unites that has been defined as the population (Garson, 2012).

Among 252 population of Heineken Breweries Share Company Ethiopia Head Office employees, the researcher used the following formula to determine the sample size which is developed by Yamane (1967).

$$n = \frac{N}{1 + N(e)^2}$$

Where: n= sample size

N= Total population

e = Sampling error (Usually .10, .05 and .01 acceptable error, the researcher used 0.05 sampling error and 95% confidence level).

Therefore, $n = 252 / (1 + 252 (0.05)^2)$

$$n = 252 / 1.63$$

n = **154.6** this means the sample size of the research was **155**.

To determine the sample size of each stratum, the researcher used below proportionate sampling formula developed by Yamane (1967).

$$n_i = (n * N_i) / N$$

Where:

n_i = sample of i^{th} strata

n = target sample

N_i = population of i^{th} strata

N = total population

Below table 3.2 shows sample size of employees' from seven departments.

Table 3. 2 Sample of employees from seven departments.

No.	Department	Number of employees
1.	Human Resource	23
2.	Supply Chain	31
3.	Finance	46
4.	Sales	42
5.	Marketing	7
6.	General Management	3
7.	Corporate Relation	3
	Total	155

Source: Researcher data 2018.

3.4 Data Sources and Data Collection Instruments

Data were collected from both primary and secondary sources. Primary data was collected using questionnaires and interview. The use of questionnaire was adopted because it ensured that data collection was standardized such that each respondents got the same question and in the same format. Questionnaires also enabled collection of original data from the sample of the population within a short time and at low cost for purposes of describing the entire population (Ogutu, 2012). This structured questionnaire was completed by the employees of Heineken Breweries Share Company Ethiopia. The variables were measured using Likert scale with five responses categories (strongly disagree, disagree, neutral, agree, and strongly agree). Interview was conducted with training and development manager of the company. Secondary data were collected from human resource department like, training manuals, and different trainees' data. Permission for the study was granted by HBSCE corporate relation department. After permission granted, the questionnaire were distributed to the respondents.

The questionnaire was structured according to the research questions. The questionnaire was in four parts. Part one explored the population demographics, part two, dealt about variables of training (training policies and procedure, training need assessment, training planning and program, training implementation and training evaluation). Part three the relationship between employee training and employee performance (knowledge, skill and attitude). Part four, interview questions

for training and development manager.

3.5 Data Analysis Method

Data collected through questionnaire were analyzed and interpreted quantitatively which were further organized and treated with different statistical techniques for analysis and inferences both descriptive and inferential statistical data were calculated using software called SPSS version 20 to compare one set of scores to another.

The researcher used frequency tables to summarize the demographic characteristics of sample respondents in the form of frequency and %age. The mean of sample respondents to training dimensions and employees job performance were calculated in order to examine employees' perception about the relationship between employees training and employees' job performance. Person's correlation was used to examine the link between employee training and employees' job performance. Correlation coefficient (r) was used to determine the positive (direct) or the negative (inverse) relationship between employee training and employee job performance. Correlation coefficient (r) is normally reported as a decimal number somewhere between -1.00 and +1.00 (Huck, 2012). Its result gives the researcher an idea of the extent of the relationship between the two variables (employee training and employees job Performance). According to Huck (2012) a positive correlation coefficient (r) indicates a positive and direct relationship and a negative correlation coefficient (r) indicates a negative relationship and an indirect or inverse relationship between the two variables (employees training and employees' job performance). A zero correlation indicates that there is no correlation between the variables.

Regression analysis was used to identify the predicting effect between employee training and employees' job performance. Coefficient (R^2) was applied to measure the level of effect.

Finally, the significance level of effect was measured using alpha-level. The alpha level was used to test the hypothesis of the research. For the study significance level (alpha level) of 0.05 and 0.01 are taken as the standard for the two-tailed test.in accordance with various researchers, the significance levels most commonly used in educational research are the 0.05 and 0.01 levels

(Huck, 2012). According to Huck (2012), being one –tailed or two-tailed having the value greater or less than the value of 0.01 and 0.05 used to determine to what extent the research could provide evidence to support the relationship between the two imperatives.

Regression analysis was also calculated to measure the beta values (β coefficient) that indicated how strongly employee training influences employees’ job performance. The multiple regression analysis was applied to measure the influence factor between two variables (David, 2019). In this case, employees training and employees job performance. Accordingly, if the coefficient is positive, it shows a relation between the variables and the relationship considered direct predictor. If the β coefficient is negative then the relationship is indirect and considered as an inverse predictor. If the β coefficient is equal to 0 there is no predicting relationship between the variables. (David, 2009). Furthermore, values of coefficient relationship between variables are interpreted as follows: 0.70-1.00 Very strong effect, 0.50-0.69 Substantial effect, 0.30-0.49 Moderate effect, 0.10-0.29 Low effect and 0.01-0.09 negligible effect (Alwadael, 2010).

Table 3. 3 Variables of the study

Independent variables	Dependent variables
<ul style="list-style-type: none"> ❖ Training Policies and Procedures ❖ Training Needs Assessment ❖ Training Planning and Programing ❖ Training Implementation ❖ Training Evaluation 	<p style="text-align: center;">Employees Performance</p>

Regress Employees Job Performance on the Training Dimensions.

Employee’s job performance = f (training policies and procedures, training needs assessment, training planning and programing, training implementation and training evaluation)

EP= Ep1, Ep2, Ep3, Ep4, Ep5

EP= $\beta_1 + \beta_2TPP + \beta_3TNA + \beta_4TPPR + \beta_5TI + \beta_6TE + e$

Where:

EP= Employees performance

TPP= Training planning and Procedure

TNA= Training need assessment

TPPR = Training planning and programing

TE= Training Evaluation

Mathematically, $Y_i = \beta_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \beta_5X_5 + \beta_6X_6$

Where Y is the dependent variable, employee performance X2, X3, X4, X5, X6, are the independent variables, β_1 is the intercept term-it gives the mean or average effect on Y of all the variables excluded from the question, although its mechanical interpretation is the average value of Y when the stated independent variables are set equal to zero. β_2 , β_3 , β_4 , β_5 and β_6 refer to the coefficient of their respective independent variable which measures the change in the mean value of Y, per unit change in their respective independent variable.

3.6 Reliability Test

Reliability refers to the consistency of measurement throughout the entire finding of the study and it is a determination of obtaining the same results within the sample respondents. Alpha reliability is regarded as a measure of internal consistency of the mean of the items at the time of administration of the questionnaire. Cronbach alpha is a reliability coefficient that indicates how well the items in a set are positively related to one another it is computed in terms of the average inters correlations among the items measuring the concept. Hence, according to Lombard (2010), coefficients of .90 or greater are nearly always acceptable. The result of reliability test for the questionnaire is 0.942 with 38 items shown in the following table. For additional information refer the appendix III document.

Table 3. 4 Reliability Statistics

Cronbach's Alpha	N of Items
.942	38

3.7 Validity Test

Since validity of a research study is a conceptual and scientific soundness, the test focused on eliminating or minimizing the effect of extraneous influences, variables and explanations that might detract the accuracy of the ultimate findings. After the researcher has constructed the questionnaire, pre-testing has been done with persons who have knowledge of the area by allowing them to read it. The experts provided some comments on some questions on its ambiguities, the length, the structure and wording. This is done to ensure that the questionnaire is clear to respondents and can be completed in useful way (Adam et al., 2007). Then, the instrument was evaluated by academic advisor prior to the data collection so as to maintain its validity and to increase the accuracy and usefulness of the finding in which it allowed greater confidence of the study.

3.8 Ethical Considerations

To complete research with appropriate research guidelines research ethics is very important. Considering ethical aspect of research enough time is given to the respondent of the study so that they can depict their true view on research questions. Primary and secondary data was used in this study. Consent from the respondents had been taken and appropriate permission also ensured for usage of their given data. Confidentiality of the responses was maintained strictly to ensure privacy of their data. The disclosure of respondent identity had been based on their permission where if they are not willing to disclose identity, their identity was not exhibited. Beyond that fact, usage of any secondary data from any source was acknowledged with appropriate reference. Hence the ethical aspect of research was followed very strictly in this research.

CHAPTER FOUR

PRESENTATION AND DATA ANALYSIS

This chapter presents analysis, interpretation and findings of information collected through self-administered questionnaires with 151 employee of HBSCE. Out of the total 155 copies of questionnaire distributed, 151(97.4%) of them were properly filled-in and returned to the researcher. Accordingly, the results to be presented in this chapter and the discussions are based on the data collected from those respondents through questionnaire. For the sake of making analysis, descriptive statistics, correlation and regression analysis techniques were used. But, before conducting the actual analysis, demographic characteristics are summarized by using frequencies and %ages for all variables including, age, sex, education level and work experience.

4.1 Demographic Characteristics of Respondents

In section I of the questionnaire, the researcher asked the respondents some of the basic information in order to set up the grounds for the study. The following are some the outcome that were obtained with regard to the general information.

Table 4. 1 General profile of respondent's

Category	Item	Frequency	Percent
Gender	Male	98	64.9
	Female	53	35.1
	Total	151	100.0
Age	25 and below	30	19.9
	26-35	101	66.9
	36-45	17	11.3
	46-55	2	1.3
	56 and above	1	.7
	Total	151	100.0
Education Level	Diploma	2	1.3
	Degree	101	66.9
	Masters	48	31.8

	Total	151	100.0
Marital Status	Single	82	54.3
	Married	69	45.7
	Total	151	100.0
Duration in current organization	Below 1 year	13	8.6
	1-5 year	134	88.7
	6-10 year	4	2.6
	Total	151	100.0
Position	Line manager	16	10.6
	Manager	37	24.5
	Employee	98	64.9
	Total	151	100.0
Frequency of training	Only once	22	14.6
	Twice	11	7.3
	Several times	114	75.5
	Never	4	2.6
	Total	151	100.0

Source; own survey, 2018

Based on the data obtained from the respondents, the above table, 4.2 shows that, from total 151 respondents, majority of the respondents (98), 64.9% were male, which accounts for more than half of the total respondents while the other (53), 35.1% were female. It depicts that higher number of male employees are involved in Heineken Breweries Share Company Ethiopia than females.

Regarding to age, from 151 respondents 98 respondents were in age group of 26-35, which accounts 66.9% of the total respondents, (30)19.9% of the respondents fall under 18-25 age group category, 11.3% 36-45 age group and the rest 2% only aged above 46 years. This can be generalized that there are more young employees' in HBSCE.

The academic qualification of the respondents' shows that majority of the employees 66.9% hold their bachelor degree, 31.8% of respondents hold master's degree and Only 1.3% of respondents hold diploma. This shows that, all most all of the employees working at HBSCE are hold degree and above. This means, it is good opportunity to transfer training messages simply for all employees.

The above table shows that, regarding to marital status, 54.3% of respondents were single and 45.7% of respondents were married. It depicts that, above 45% of employees have additional family responsibility beside their jobs.

As illustrated in the above table, it is evident that 91.4% of the respondents have worked for the company for 1 to 5 years and 8.6% of employees only have worked below one year. It depicts that most of employees have stayed with the company since its establishment in Ethiopia.

The above table presents, the various job positions held by the respondents who were participated in the questionnaire. The results in the table reveal that respondents from employees not have position formed the majority with 64.9%, managers representing 24.5% and 10.6% of them were line managers. It depicts that the study has involved all level of the company workers.

The results in the table above show that 114 respondents representing a 75.5%, have undergone training in several times, 11 respondents representing 7.3% have took training two times a year and only 4 respondents representing 2.6% indicate that they have not gone through any sort of training by the company. It implies that, majority of the company employees have undergone training two times and more than two a year.

4.2 Descriptive Analysis

The summary of descriptive statistics that was intended to give general descriptions about the data (both dependent and independent variables) is presented below. The total number of observation for each variable is 151. Accordingly, mean and standard deviation values of each variable were used so as to show the overall trend of the data.

This section presents the employee level of agreement about the independent variables (training policies and procedures, training need assessment, training planning and programing, training implementation and training evaluation as well as dependent variable employees' job performance (knowledge, skills and employees' attitude (employees' engagement, motivation and job satisfaction)). The respondents were asked to show their level of agreement.

As stated in the research methodology, Likert scale was used to measure the level of employee agreement regarding to the effect of training on employee performance. The degree was ranked from 1 to 5 (5 represented strongly agree, 4 represented agree, 3 represented neutral, 2 represented disagree and 1 represented strongly disagree. According to S. Rick Fernandez (2013), the interpretation of mean scores of each variable was retrieved from the following formula.

$$\text{Likert scales} = \frac{\text{Maximum scores} - \text{Minimum scores}}{\text{Score Interval}} = \frac{5-1}{0.8}$$

5 scales (strongly agree – strongly disagree)

Therefore, based on the above formula, the translation of level ranking is analyzed as follow:-

From 1.00 up to 1.8 represent (strongly disagree), (very low).

From 1.81 up to 2.60 represent (disagree), (low).

From 2.61 up to 3.40 represent (neutral), (moderate).

From 3.41 up to 4.20 represent (agree), (high).

From 4.21 up to 5.00 represent (strongly agree), (very high).4

4.2.1 Training Policies and Procedures

Kenney et al (1992) makes a point that companies should have different policies for training depending on the class or level of employment or level of employees to be trained. They pointed out that training policies are necessary for the following reasons: To provide guidelines for those responsible for planning and implementing training, to ensure that a company’s training resources are allocated to pre-determined requirements, to provide for equality of opportunity for training throughout the company; and, to inform employees of training and development opportunities.

Table 4. 2 Training policies and procedure questions.

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation

There is separate department responsible for man power training in my company.	Frequency	-	4	9	32	106	4.58	0.72
	Percent	-	2.6%	6.0%	21.2%	70.2%		
There is clear training policy in the company	Frequency	4	13	16	82	36	3.88	0.95
	Percent	2.6%	8.6%	10.6%	54.3%	23.8%		
There is clear training procedure in the company.	Frequency	2	12	19	86	32	3.88	0.87
	Percent	1.3%	7.9%	12.6%	57.0%	21.2%		
Training policies and procedures are aligned with corporate strategic goal.	Frequency	3	7	19	80	42	4.00	0.87
	Percent	2.0%	4.6%	12.6%	53.0%	27.8%		
Total	Percent	1.5%	6.0%	10.4%	46.4%	35.8%	4.08	

As it is shown on table 4.3 above, majority of respondents at 91.4 % were in agreement that there is a separate department responsible for man power training; 78.1 and 78.2 % of respondents were in agreement that, HBSC has training policy and procedure respectively. 90.8 % of respondents were in agreement with the company training policy and procedures are aligned with corporate strategic goal.

As indicated in table 4.3 above the average mean of training policies and procedures is high level which is 4.08 and according to respondents, the company did quite good job related to training policies and procedures and this brings that, the company can lead employees' training systematically and organized way.

4.2.2 Training Need Assessment

Nielson (2010) explains that an overall organizational training needs assessment is a thorough examination of what is currently being trained, what knowledge, skill and abilities should be added presently and in the future.

The researcher found out whether proper training need assessment was carried out by the company before organizing training for employees since it is believed that training needs assessment has positive effect on performance of employees.

Table 4. 3 Training need assessment Practice.

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
The company conducts training need assessment at organizational level.	Frequency	2	13	20	80	36	3.89	0.91
	Percent	1.3%	8.6%	13.2%	53.0%	23.8%		
The company conducts training need assessment at task level.	Frequency	2	21	27	77	24	3.66	0.95
	Percent	1.3%	13.9%	17.9%	51.0%	15.9%		
The company conducts training need assessment at individual level.	Frequency	4	54	35	34	24	3.13	1.14
	Percent	2.6%	35.8%	23.2%	22.5%	15.9%		
I think that my company properly undertaken training needs assessment before the training program design and implement.	Frequency	1	19	34	74	23	3.65	0.90
	Percent	.7%	12.6%	22.5%	49.0%	15.2%		
During training need assessment employees' involvement is high.	Frequency	3	58	34	35	21	3.08	1.11
	Percent	2.0%	38.4%	22.5%	23.2%	13.9%		
Properly assessed training needs have great value on employees' performance.	Frequency	-	8	9	32	102	4.50	0.83
	Percent	-	5.3%	6. %0	21.2%	67.5%		
Total	Percent	1.3%	19.1%	17.5%	36.6%	25.4%	3.65	

As above table 4.3 clearly illustrates, 76.8 % of respondents were in agreement that the company conducts training need assessment at organizational level; 66.9 % were in agreement with in task level and only 38.4 % of the respondents were in agreement with the company conducts training need assessment at individual level whereas 22.2 % and 38.4 % of respondents were neutral and disagreement respectively; 64.2 % of respondents were in agreement that the company conducts proper need assessment before training program designed; regarding to employees involvement during training need assessment 37.1 % of respondents were in agreement whereas 22.5 % and

40.1 % of respondents were neutral and disagreement; 88.7 % of the respondents were in agreement that properly assessed training have great value on employees performance.

As indicated in table 4.3 above the average mean of training need assessment practice of the company is high level which is 3.66 but regarding to the involvement level of employees during training need assessment as well as the question does training need assessment conducted at individual level majority of the respondents were disagreement and neutral. Moreover the standard deviation of the two questions are above 1 exceptionally than other questions. This shows that, the company has some gaps related to training need assessment practice.

4.2.3 Training Planning and Programing.

Once training needs have been identified using the various analysis, 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 design is the process of developing a plan of instruction for each training program to be offered to meet training objective (Goldstein & Ford, 2002). It is very necessary for the organization to design the training very carefully (Armstrong, 2000).

Table 4. 4 Training planning and programing.

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
I think my company properly plan the training program with respect to policies, aims and planning interventions.	Frequency	-	13	15	47	76	4.23	0.94
	Percent	-	8.6%	9.9%	31.1%	50.3%		

The company implement the training program based on the purpose of training and characteristics of employees' jobs, needs, experience, level of knowledge, skills and motivation to train.	Frequency	-	11	25	46	69	4.14	0.94
	Percent	-	7.3%	16.6%	30.5%	45.7%		
Training objective is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees.	Frequency	1	7	26	47	70	4.17	0.92
	Percent	.7%	4.6%	17.2%	31.1%	46.4%		
Training objectives clarify for trainers and trainees precisely what their goals are in training.	Frequency	1	5	16	87	42	4.08	0.75
	Percent	.7%	3.3%	10.6%	57.6%	27.8%		
There is expectation to be achieved at the end of the training.	Frequency	-	5	14	57	75	4.33	0.78
	Percent	-	3.3%	9.3%	37.7%	49.7%		
Total	Percent	0.3%	5.4%	12.7%	37.6%	44.0%	4.19	

As it is shown on table 4.4 above, majority of respondents at 81.4 % were in agreement that the company plans the training program with respect to policies, aims and planning interventions; 76.2 % of respondents were in agreement that the company implement the training program based on the purpose of training and characteristics of employees' jobs, needs, experience, level of knowledge, skills and motivation to train; 77.5 % of respondents were in agreement that the training objective is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees; 85.4 % of respondents were in agreement that training objectives clarify for trainers and trainees precisely what their goals are in training and 87.4 % of respondents were in agreement that there is expectation to be achieved at the end of the training.

As indicated in table 4.4 above the average mean of training policies and procedures is high level which is 4.08 and according to respondents, the company did quite good job related to training policies and procedures and this brings that, the company can lead employees' training systematically and organized way.

As indicated in table 4.4 above the average mean of training planning and program of the company is high level which is 4.19. This indicates the company has been working based on well-organized training plan and program.

4.2.4 Training Implementation Methods

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent return on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills. Regardless of the method used, ensuring that training is effective is the primary goal (Gilley, Gilley, Quatro, & Dixon, 2009). HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods (Decenzo & Robbins, 2010).

Table 4. 5 Training implementation methods.

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
Most of the time the company gives to the employees on-the-job training method like learning by doing (coaching).	Frequency	2	8	14	69	58	4.14	0.88
	Percent	1.3%	5.3%	9.3%	45.7%	38.4%		
Most of the time the company gives to the employees on-the-job training method like mentoring.	Frequency	-	23	25	72	31	3.73	0.95
	Percent	-	15.3%	16.6%	47.7%	20.5%		
Most of the time the company gives to the employees on-the-job training method like job-rotation.	Frequency	7	58	28	42	16	3.01	1.13
	Percent	4.6%	38.4%	18.5%	27.8%	10.6%		

Most of the time the company gives to the employees on-the-job training method like apprenticeship.	Frequency	7	63	29	36	16	2.94	1.12
	Percent	4.6%	41.7%	19.2%	23.8%	10.6%		
Most of the time the company gives to the employees on-the-job training method like e-learning.	Frequency	-	6	12	81	52	4.18	0.74
	Percent	-	4.0%	7.9%	53.6%	34.4%		
Most of the time the company uses off-the-job training technique method like class room lecture and seminar,	Frequency	2	14	30	38	67	4.01	1.06
	Percent	1.3%	9.3%	19.9%	25.2%	44.4%		
Most of the time the company uses off-the-job training technique method like simulated training (vestibule training).	Frequency	6	22	72	30	21	3.25	1.00
	Percent	4.0%	14.6%	47.7%	19.9%	13.9%		
Most of the time the company uses off-the-job training technique method like multimedia learning.	Frequency	6	15	61	44	25	3.44	1.01
	Percent	4.0%	9.9%	40.4%	29.1%	16.6%		
Total	Percent	2.5%	17.3%	22.4%	34.1%	23.7%	3.58	

The above table 4.5 depicts that, majority of respondents at 84.1 %, 68.1 % and 88.0 % were in agreement that most of the time the company gives on- the- job training method like coaching (learning by doing), mentoring and e-learning method respectively; whereas only 38.4 % and 34.4 % respondents were in agreement that the company gives on-the-job training method like job rotation and apprenticeship respectively, the other 18.5 % and 43.0 % from job rotation and 19.2 and 46.3 % from apprenticeship respondents were neutral and disagreement respectively; 69.6 %, 33.8 % and 45.7 % of respondents were in agreement that the company gives off-the-job training method like class room lecture, simulated training and multimedia learning method respectively, whereas 47.7 % and 18.6 % as well as 40.4 and 13.9 % of respondents were neutral and disagreement for questions off-the-job training methods like simulated learning and multimedia learning methods respectively.

As indicated in table 4.5 above the average mean of training implementation method is high level which is 3.58. The data shows that most of the time the company uses coaching, mentoring and e-

learning on-the-job training methods and class room lecture (seminar) off-the-job training method than other methods.

4.2.5 Training Evaluation

The penultimate stage in the training strategy is the evaluation and monitoring of training. It is one of the most important but often the most neglected parts of the training process. This stage can be viewed as both simple and complicated. It is simple in that monitoring consists in information gleaned from the trainees and then amending the courses and programs in the light of these comments. But it is also complex because there are other stakeholders in the process as well as the trainees: the designer of the course, the trainers, and the sponsors. Each has their own purposes, aims and objectives, and these must be clearly identified before evaluation can be processed (Easterby-Smith and Mackness, 1992).

Table 4. 6 Training evaluation method

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
The management request feedback before and after training about the training program and the value added to my career, experience and performance.	Frequency	4	16	23	85	23	3.70	0.94
	Percent	2.6%	10.6%	15.2%	56.3%	15.2%		
In my company there is clear evaluation method related to the effect of training on employees' performance.	Frequency	6	51	37	32	25	3.12	1.16
	Percent	4.0%	33.8%	24.5%	21.2%	16.6%		
I can say that the training that provided by the	Frequency	3	6	11	95	36	4.02	0.80
	Percent	2.0	4.0	7.3	62.9	23.8		

company is well organized and useful.								
Total	Percent	3.3%	22.2%	19.9%	38.7%	15.9%	3.61	

As indicated table 4.6 above 71.5 % of the respondents were in agreement that management of the company request feedback before and after training about training program and the value added to employees career, experience and performance; 37.8 % of the respondents were in agreement that the existence of clear evaluation method related to the effect of training on employees performance, whereas, 24.5 % and 37.8 % of the respondents were neutral and in disagreement respectively; 86.7 % of the respondents were in agreement that they feel that training practice of the company enable them to perform their work with greater accuracy and precisely.

As indicated in table 4.6 above the average mean of training evaluation of the company in general is high level which is 36.1. But the effect of training on employees' performance is not well evaluated because majority of the respondents were disagree and neutral by 37.8 and 24.5 % respectively. This shows that the company has deficiency regarding to this issue.

4.2.6 Employees Performance- Knowledge

Table 4. 7 Knowledge

Statement		Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard deviation
I can say that training practice of the company helped me to perform and work effectively my regular activities.	Frequency	-	4	17	94	36	4.07	0.67
	Percent	-	2.6%	11.3%	62.3%	23.8%		
The training practice of the company helped me perform my work quickly and efficiently.	Frequency	2	11	30	41	67	4.05	1.02
	Percent	1.3%	7.3%	19.9%	27.2%	44.4%		
I feel that training practice of the company enable me to perform my work with greater accuracy and precisely.	Frequency	-	3	9	43	96	4.53	0.70
	Percent	-	2.0%	6.6%	28.5%	63.6%		

Total	Percent	0.4%	3.96%	12.6%	39.3%	43.9%	4.21	
--------------	----------------	-------------	--------------	--------------	--------------	--------------	-------------	--

As the above table 4.6 illustrated majority of respondents 86.1 % were in agreement that the training practice of the company helped them to perform and work their activities effectively; 71.6 % of the respondents were in agreement training practice of the company helped them to do their work quickly and efficiently; 83.2 % of the respondents were felt that the training that has been given by the company enabled them to perform their work accurately and precisely.

As it is illustrated table 4.7 above the average mean of knowledge acquainted by employees through training is 4.21 which is very high level and it can be interpreted that training has strong relationship with employees knowledge which is training plays for employees to acquire new knowledge that help them the day to day activities of their work.

4.2.7 Employees Performance –Skills

Table 4. 8 Skill

Statement		Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard
Employee training offers me an opportunities to learn new skills.	Frequency	-	4	10	34	103	4.56	0.73
	Percent	-	2.6%	6.6%	22.5%	68.2%		
Because of training which I received by the company, I can accomplish activities by minimizing wastage than before.	Frequency	-	3	10	32	106	4.59	0.70
	Percent	-	2.0%	6.6%	21.2%	70.2%		
	Frequency	-	4	9	32	106	4.58	0.72

The training helped me to minimize errors at work while I accomplish my assignment	Percent	-	2.6%	6.0%	21.2%	70.2%		
Total	Percent		2.4%	6.4%	21.6%	69.5%	4.57	

As the above table 4.7 mentioned, majority of respondents 90.7 % were in agreement that the training practice of the company helped them to learn new skills related to their works; 91.4 % of the respondents were in agreement that training practice of the company helped them to do their job efficiently and they could accomplish their task by minimizing cost than before; 91.4 % of the respondents were in agreement that the training helped them to minimize errors at work while they accomplish their assignment.

As it is mentioned table 4.7 above the average mean of skill acquainted by employees through training is 4.57 which is very high level and it can be interpreted that training has strong relationship with employees' skills which is training plays for employees' skill development that help them the day to day activities of their work.

4.2.8 Employees Performance – Attitude

The study sought to find out if training employees engagement, employees motivation and job satisfaction.

Table 4. 9 Employees' Job Performance – Attitude (employee engagement, motivation and employee job satisfaction).

Questions	Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree	Mean	Standard .deviation
Statement	Employee Engagement							
	Frequency	-	1	11	33	106	4.61	0.65

Employee training at the company has improved my willingness to accept change and take new tasks.	Percent	-	0.7 %	7.3%	21.9%	70.2%		
Employee training at the company enhances my commitment to take the initiative in helping other employees when the need arises.	Frequency	-	1	9	35	106	4.62	0.62
	Percent	-	0.7 %	6.0%	23.2%	70.2%		
Total	Percent		0.7 %	6.65%	22.5%	70.2%	4.65	
Statement	Motivation							
The training provided by the company enabled me like my job and willing expend extra hours on working.	Frequency	-	-	14	34	103	4.58	0.65
	Percent	-	-	9.3%	22.5%	68.2%		
In my opinion the training motivated me to practice the organizational value.	Frequency	-	2	11	44	94	4.52	0.69
	Percent	-	1.3 %	7.3%	29.1%	62.3%		
Total	Percent		0.65 %	8.3%	25.8%	65.2%	4.55	
Statement	Job Satisfaction							
Employee training of the company enabled me happy and confident.	Frequency	-	3	15	48	85	4.42	0.75
	Percent	-	2.0 %	9.9%	31.8%	56.3%		
The training provided by the company improved my satisfaction level related to my work.	Frequency	-	4	9	56	82	4.43	0.72
	Percent	-	2.6 %	6.0%	37.1%	54.3%		
Total	Percent	-	2.3 %	7.95%	34.5%	53.3%	4.42	

As it is indicated table 4.9 above, regarding to employees engagement questions, majority of respondents 92.1 % were in agreement that training improved their willingness to accept change and take new tasks; 93.4 % of respondents were in agreement that employee training at the company enhances their commitment to take the initiative in helping other employees when the need arises.

The effect of training on employees' motivation is clearly depicted in table 4.9 above, 90.7 % majority of respondents were in agreement that, the training provided by the company enabled them like their job and willing them to expend extra hours on working; 91.4 % were in agreement that, the training provided by the company motivated them to practice the organizational value.

As it is shown table 4.9 above, related to employees job satisfaction questions, 88.1 % majority of respondents were in agreement that, Employee training of the company enabled them happy and confident; 91.4 % of respondents were in agreement that, the training provided by the company improved their satisfaction level related to their work.

In general, the average mean of employees' performance, attitude / employees' engagement, employees' motivation and employees' job satisfaction/ are 4.65, 4.55 and 4.42 respectively. The average mean can be interpreted employees are highly engaged in their work, motivated and highly satisfied while doing their task which is as the result of employee training of the company.

❖ Interview and document analysis findings.

The researcher was conducted an interview with the company's training and development manager as well as assessed training documents and employees performance records. The finding was as follow:

The company had not training policies and procedures, training programs guided by temporary manuals. But now they have started develop training policies and procedures. As TDM mentioned, in the past three years the company has trained more than 582 employees by on-the-job and off-the-job training programs. Trainings are determined based on company priority as well as trainees selected based on job grade and annual performance of individuals. As TDM mentioned, to measure training effect the company was utilized climate survey to evaluate leaders' engagement index, review performance rating of each attendants and collect feedbacks from attendants', line managers and Brewery human resource managers.

As TDM explained and the researcher observed, the company's product increased year to year as well as the capability of employees and their performance have showed progress significantly.

4.3 Results of Inferential Statistics

In this section, Pearson's Product Moment Correlation Coefficient and multiple regression analysis were computed. With the help of these statistical tools, conclusions were drawn with regard to the sample and decisions made with respect to research questions.

4.3.1 Pearson's Correlation

Correlation refers to synonym for association or the relationship between variables. It measures the degree to which two sets data are related. Higher correlation value indicates strong relationship between both sets of data (Coetzee, 2003).

Pearson's Correlation Coefficient was used to determine the relationship between training policy and procedure with employee performance, training need assessment with employee performance, training planning and programing with employee performance, training implementation with employee performance and training evaluation with employee performance.

A correlation coefficient is a very useful means to summarize the relationship between two variables with a single number that falls between -1 and 1 Field (2005). A correlation analysis with Person's Correlation (r) was conducted in all variables in the study to explore the relationship between variables. To interpret the strength of correlation between variables, the guide line supplied by Field (2005) were followed. His classification of correlation coefficient (r) is as follow: 0.1 to 0.29 weak; 0.3 to 0.50 is moderate; and > 0.50 is strong.

Table 4. 10 Correlation between training variables and employee performance.

Correlations						
	Employee Performa	Training Policy	Training Need	Training Planning	Training Implementati	Training Evaluati

		nce	&Procedu re	Assesse nt	&Progra m	on	on
Employee Performance	Pearson Correlatio n	1	.474**	.589**	.656**	.550**	.631**
	Sig. (2- tailed)		.000	.000	.000	.000	.000
	N	151	151	151	151	151	151
Training Policy &Procedure	Pearson Correlatio n	.474**	1	.477**	.562**	.452**	.381**
	Sig. (2- tailed)	.000		.000	.000	.000	.000
	N	151	151	151	151	151	151
Training Need Assessment	Pearson Correlatio n	.589**	.477**	1	.541**	.637**	.565**
	Sig. (2- tailed)	.000	.000		.000	.000	.000
	N	151	151	151	151	151	151
Training Planning & Program	Pearson Correlatio n	.656**	.562**	.541**	1	.397**	.376**
	Sig. (2- tailed)	.000	.000	.000		.000	.000
	N	151	151	151	151	151	151
Training Implementati on	Pearson Correlatio n	.550**	.452**	.637**	.397**	1	.653**
	Sig. (2- tailed)	.000	.000	.000	.000		.000
	N	151	151	151	151	151	151
Training Evaluation	Pearson Correlatio	.631**	.381**	.565**	.376**	.653**	1

	n						
	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	151	151	151	151	151	151
**. Correlation is significant at the 0.01 level (2-tailed).							

The result of correlation analysis between independent variables (training policy and procedure, training need assessment, training planning and program, training implementation and training evaluation); and the dependent variable (employee performance) are shown in table 4.10 above. As it is depicted in the table, the relationship between the independent variables and the dependent variables are positively and significantly correlated. From the analysis, it is noted that training policy and procedure is positively and moderately correlated with employee performance ($r = 0.474, p < 0.01$); training need assessment is positively and strongly correlated with employee performance ($r = 0.589, p < 0.01$); training planning and program is positively and strongly correlated with employee motivation ($r = 0.656, p < 0.01$); training implementation and training evaluation have positive and strong relationship with employee performance ($r = 0.550, p < 0.01$) and ($r = 0.631, p < 0.01$) respectively.

4.3.2 Regression Analysis

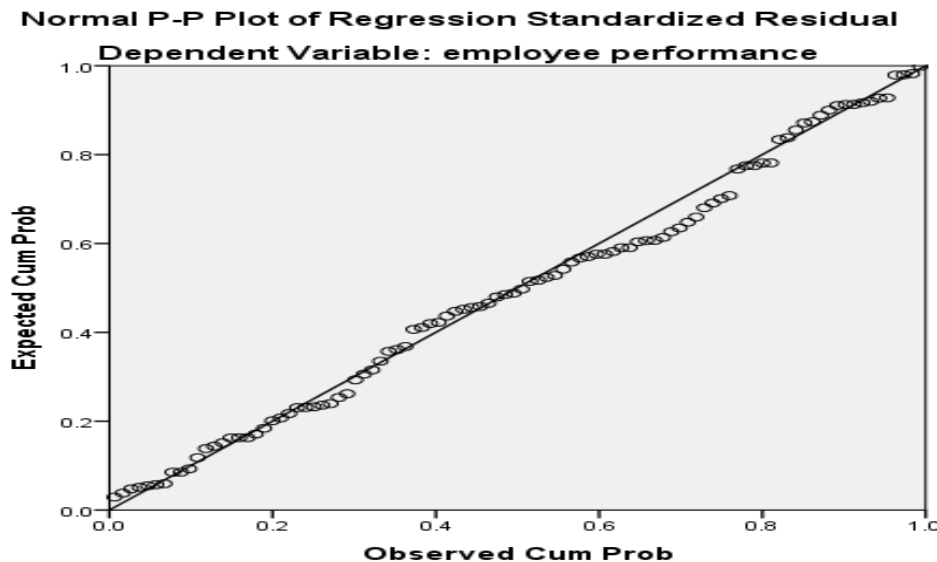
The researcher also conducted regression analysis to know by how much the independent variable explains the dependent variable. The independent variable (training policy and procedure, training need assessment, training planning and programing, training implementation and training evaluation) with employees' performance variables. The beta value measures how strongly predictor variable influences the criterion variable. The higher the beta value measure the greater the impact of the predictor variable on the criterion variable.

4.3.3 Regression Analysis Assumption Test

Before applying regression analysis, the researcher tested its assumptions like normality, linearity and multicollinearity.

- **Normality Test:** in order to determine normality graphically, we can use the output of a normal P-P Plot. If the data are normally distributed, the data points will be close to the diagonal line. If the data points stray from the line in an obvious non-linear fashion, the data are not normally distributed. As we can see from figure 4.1 the normal P-P plot below, the data is normally distributed.

Figure 4. 1 normal P-P plots test



Source: SPSS report

- **Multicollinearity Analysis Test:** Multicollinearity is a state of very high inter correlations or inter-associations among the independent variables. It is therefore a type of disturbance in the data, and if present in the data the statistical inferences made about the data may not be reliable.

Multicollinearity can also be detected with the help of tolerance and its reciprocal, called variance inflation factor (VIF). If the value of tolerance is less than 0.2 or 0.1 and, simultaneously, the value of VIF 10 and above.

As table 4.11 shows the calculated tolerance value of the dimensions of the independent variable is ranging from 0.546 up to 0.848 indicate all the tolerance values are within the acceptable level of greater than 0.1, whereas the VIF values are also less than the cut of value of 10. The fact that the Tolerance and VIF values are falling within the acceptable limit entails in this particular study multicollinearity is not a serious problem and it is possible testing multiple regression analysis. According to (Robert, 2006) Tolerance value is an indication of the percentage of variance in the predictor that cannot be accounted for by the other.

Table 4. 11 Multicollinearity Test

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
Training Policy and Procedure	.568	1.762
Training Need Assessment	.578	1.730
Training Planning and Programing	.848	1.180
Training Implementation	.778	1.285
Training Evaluation	.546	1.724

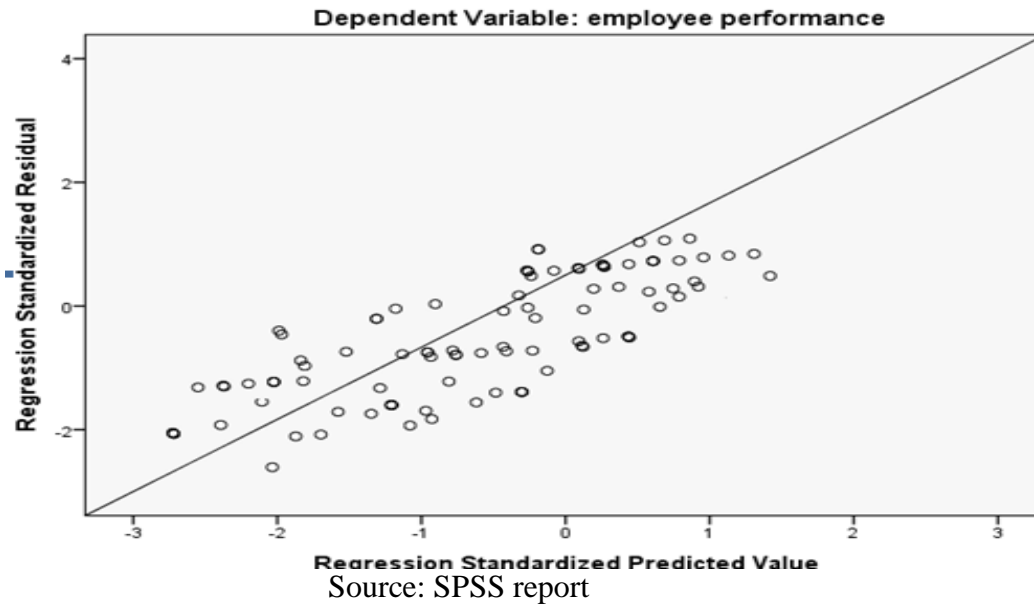
A. Dependent Variable: employee performance

Source: SPSS report

- **Scatter Plot Analysis Test:** scatter plot graphs the actual values the data against the values predicted by the model. The scatter plot displays the actual values along the X-axis, and displays the predicted values along the Y-axis. It also displays a line that illustrates the perfect prediction, where the predicted value exactly matches the actual value.

Figure 4.2 show the patterns in scatter plots of employee performance against the independent variables weather they have linear relation and the assumption have met. From the graph below, the straight line shows the expected linear relationship, and the points scattered around that line show how the actual data diverges from the expected. This analysis tells you at a glance how closely a set of results is correlated with a particular input, and how much variation there is from the ideal model.

Figure 4. 2 scattered plot test



4.3.4 Multiple Regression Analysis

In order to determine the extent to which the explanatory variables explain the explained variable, multiple analysis was performed.

Table 4. 12 Training practice (TPOP, TNA, TPP, TI and TE) as independent variable on employees' Performance as dependent variable.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.784 ^a	.614	.601	2.97588

a. Predictors: (Constant), Training Evaluation, Training Planning & program, Training Policy & Procedure, Training Need Assessment, Training Implementation.

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2044.921	5	408.984	46.182	.000 ^b
	Residual	1284.099	145	8.856		
	Total	3329.020	150			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Training Evaluation, Training Planning & Program, Training Policy procedure &, Training Need Assessment, Training Implementation.						

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.423	1.816		.233	.816
	Training Policy & Procedure	.126	.112	.015	.233	.016
	Training Need Assessment	.118	.090	.099	1.317	.021
	Training Planning & program	.567	.089	.429	6.366	.000
	Training Implementation	.171	.073	.075	.982	.020

	Training Evaluation	.114	.178	.358	5.070	.000
a. Dependent Variable: Employee Performance						

Using the enter method, a significant model emerged ($F(5,145) = 46.182, p < 0.01$). R square = .614 which can be said that this model has accounted for 61.4% of the variance in the employees' training whereas 38.6% of variation in employees' performance can be attributed to other variables which are not considered in this study. As indicated in the above table 4.16, training policy and procedure (Beta = .126, $p = 0.01$), training need assessment (Beta = .118, $p = 0.01$), training planning and program (Beta = .567, $p < 0.01$), training implementation (Beta = .171, $p = 0.01$), training evaluation (Beta = .114, $p < 0.01$) were found to be significant predictor variables and the result shows that training planning and programming has a strong relationship with employees' knowledge, skill and attitude whereas training need assessment and training evaluation have a weak relationship. Beta value is the measure of how strongly each predictor variable influences the criterion variable which is measured in units of standard deviation. In our case, a change of a standard deviation in training planning and program will result in a change of 0.567 standard deviation in employees' knowledge, skill and attitude. Since the Beta value of training planning and program is greater than that of all variables, training planning and program is a better predictor of employees' knowledge, skill and attitude than the rest of training variables.

4.4 Hypothesis Testing and Discussions

Proposed hypotheses are tested based on the results of the correlation analysis. By looking at the Sig. value in Table 4.10, it is possible to interpret whether the particular independent variable has a significant effect on the dependent variables. Two approaches can be used to test the significance level: either by comparing p-value and correlation coefficient. The rule of thumb for this study is if $P\text{-value} < \alpha = .05$, H_0 is rejected, and conversely, if $\text{Sig.} > \alpha = .05$, H_0 is not rejected (Accepted). Hypothesis is supported when the Sig. value is smaller than 0.05; and a null hypothesis is rejected when the Sig. value is equal or larger than 0.05. Beta coefficients were used to evaluate the

direction of each linear effect (i.e. negative or positive). Therefore, interpretation of by comparing Sig. and beta estimates preceded for each hypothesis.

Hypothesis #1

H0: Training policies and procedures does not have positive effect on employee performance.

H1: Training policies and procedures has positive effect on employee performance.

Regarding the association between training policies and procedures with employee performance, Pearson correlation analysis reported that it has 0.474 at a significance level of 0.01 and a positive moderate relationship with employee performance. Hence, it is possible to conclude that training policies and procedures have effect on employee performance. Therefore, the null hypothesis rejected and the alternative hypothesis is accepted.

Hypothesis #2

H0: Training need assessment does not have positive effect on employee performance.

H1: Training need assessment has positive relationship with employee performance.

Regarding the association between training need assessment with employee performance, Pearson correlation analysis reported that it has 0.589 at a significance level of 0.01 and a positive strong relationship with employee performance. Hence, it is possible to conclude that training need assessment have effect on employee performance. Therefore, the null hypothesis rejected and the alternative hypothesis is accepted.

Hypothesis #3

H0: Training planning and program does not have positive effect on employee performance.

H1: Training planning and program has positive effect on employee performance.

Regarding the association between training planning and program with employee performance, Pearson correlation analysis reported that it has 0.656 at a significance level of 0.01 and a positive strong effect on employee performance. Hence, it is possible to conclude that training planning and program have employee performance. Therefore, the null hypothesis rejected and the alternative hypothesis is accepted.

Hypothesis #4

H0: Training implementation does not have positive effect on employee performance.

H1: Training implementation has positive relationship with employee performance.

Regarding the association between training implementation with employee performance, Pearson correlation analysis reported that it has 0.550 at a significance level of 0.01 and a positive strong effect on employee performance. Hence, it is possible to conclude that training implementation have effect on employee performance. Therefore, the null hypothesis rejected and the alternative hypothesis is accepted.

Hypothesis #5

H0: Training evaluation has does not have positive effect on employee performance.

H1: Training evaluation has positive effect on employee performance.

Regarding the association between training evaluation with employee performance, Pearson correlation analysis reported that it has 0.631 at a significance level of 0.01 and a positive strong effect on employee performance. Hence, it is possible to conclude that training evaluation have relationship with employee performance. Therefore, the null hypothesis rejected and the alternative hypothesis is accepted.

CHAPTER FIVE

SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

The previous chapter presented the analysis of the findings and discussion of the study. The purpose of this chapter is to discuss major findings, conclusions, and recommendations. Accordingly, the chapter is organized in to four sections, the first section presents major finding of the study, the second section presents the conclusion part, the third part presents limitation of the study and the fourth section presents the recommendations provided based on the finding of the study.

5.1 Summary of Major Findings

In this study, the following particular and major findings were observed.

- The mean score of training policies and procedures (4.08), training need assessment (3.65), training planning and program (4.19), training implementation (3.58) and training evaluation (3.61). which indicates all training variables (training policies and procedures, training need assessment, training planning and program, training implementation and training evaluation) of the company scores were high value as well as they were good and statistically significantly related.
- In the case of training policies and procedures, beside to respondents confirmed, an interview conducted with the company training and development manager shows that, the company has not well organized and finalized training policies and procedures, instead the company has been using temporary training policy and procedure manuals. The researcher could observed the company's training policy and procedure draught document, it is under development.
- The finding on training need assessment showed that, majority of the respondents confirmed that involvement of employees during training need assessment were low. Moreover, they agreed, most of the time the company conducts training need assessment at organizational and task level than individual level.
- In the case of training implementation, the finding showed that, the company utilized both

on-the-job and off-the job training methods but majority of the respondents disagreed that the company used job rotation on-the-job training method.

- The finding on training evaluation showed that, majority of the respondents disagreed that, the effect of training on employees' performance was well evaluated. This clearly showed, there was no well-established training impact assessment method in the company.
- The finding reveals that, 75.5% of respondents have acquired on-the-job and off-the job training several times in one year. In addition to this, an interviewee respond from training and development manager of the company confirmed some employees have got short term and long term training abroad the country.
- The finding shows that, majority of the respondents, with the mean score of 4.54 confirmed that, the training that has been given by the company were enabled them to do their work efficiently and effectively by improving their knowledge, skill and attitude.
- The finding reveals that, Pearson's correlation between the independent variables and the dependent variables are positively and significantly correlated. From the analysis, it is noted that, training policy and procedure is positively and moderately correlated with employee performance ($r = 0.474$, $p < 0.01$); training need assessment is positively and strongly correlated with employee performance ($r = 0.589$, $p < 0.01$); training planning and program is positively and strongly correlated with employee motivation ($r = 0.656$, $p < 0.01$); training implementation and training evaluation have positive and strong relationship with employee performance ($r = 0.550$, $p < 0.01$) and ($r = 0.631$, $p < 0.01$) respectively. Among the above variables training planning and program highly and strongly correlated with employee performance then other predictors.
- The multiple regression analysis finding depicts that $R \text{ square} = .614$ which can be said that for 61.4% of the variance of employee performance is explained by employees training, whereas 38.6% of variation in employees performance can be attributed to other variables which are not considered in this study As indicated the above table 4.16, training policy and procedure (Beta = .026, $p = 0.01$), training need assessment (Beta = .118, $p = 0.01$), training planning and program (Beta = .567, $p < 0.01$), training implementation (Beta = .071, $p = 0.01$), training evaluation (Beta = .114, $p < 0.01$) were found to be a significant predictor variables and the result shows that training planning and programing has strong

relationship with employees knowledge, skill and attitude whereas training policy and procedure, training need assessment, training implementation and training evaluation have weak relationship with employees knowledge, skill and attitude.

5.2 Conclusions

The importance of training in the corporate world has been highlighted in the previous literature. Thus, it is essential to examine any issues related to training in any business sector.

The purpose of this study is to examine the effects of training on employee performance (knowledge, skill and attitude) within Heineken Breweries Share Company Ethiopia Head Office in Addis Ababa region. Moreover, sub goals are developed to facilitate a clear achievement of the purpose of the study. The study had been successful in addressing the five research questions. Based on the findings of the study the following conclusions were drawn.

The findings reported in this study suggest that training has an impact on the performance of employees with regards to their jobs.

Discussion and findings of all the outcomes proves the hypothesis; H1: Training policies and procedures have significant effect on employees performance, H2: Training need assessment has significant effect on employees performance; H3: Training planning and program have significant effect on employees performance; H4: Training implementation has significant effect on employees performance and H5: Training evaluation has significant effect on employees performance.

From the correlation analysis result, it can be concluded that training is positively correlated with employee performance and all connection between the dependent variables (knowledge, skill, and attitude (employee engagement, employee motivation and employee job satisfaction) and independent variables of training (training policies and procedures, training need assessment, training planning and programing, training implementation and training evaluation are statistically positive and significantly positive.

The finding shows that the company has not compiled training policies and procedures to lead

employees training systematically and organized way.

From respondents data we can conclude that the company has lack of training need assessment at individual level. Moreover, during need assessment employees' participation were not significant. Furthermore, from the regression analysis result, we can concluded that, there is a higher impact of training on employees' performance. Thus, R Square = 0.614 implies that 61.4% of performance is explained by training only 38.6% explained by other variables.

In general, so far, majority of respondents were very much happy and satisfied with the training program that were given to them by the company and they believe also that one of the causes for the productivity of the company in which have been increased from time to time was due to its employees training program since its employees are getting more efficient and effective on their work due to getting new knowledge and skill about their actual work and also brought attitudinal change among employees.

5.3 Limitation of the Study

The study is limited on the elements of human resource management, particularly in the area of training. Furthermore, it would be good that the researcher studied the recruitment, selection, motivation, performance appraisal, performance management and other human resource activities of the company so that conclusion drawn by the research could be more holistic. However due to time, cost and other limitation factors, the study was only focused on training aspects of the company.

This study was carried out in Heineken Breweries Share Company Ethiopia head office. The researcher focused on qualitative (interview and documents) and quantitative (questionnaires) research methods and statistical tools of data analysis since it can assess effectiveness of training on employees performance of the company based on the area implemented in the last three years (2015-2017).

5.4 Recommendations

Based on the conclusion of the study, the following recommendations are forwarded:

- The management of The HBSCE should as a matter of urgency come up with training and development policies and procedures for the organization since they are the strategic link between the organization's vision and its day-to-day operations. This is because well written policies and procedures allow employees to understand their training and development roles and responsibilities within predefined limits. Basically, training and development policies and procedures allow management to guide operations without constant management intervention.
- Assessing training needs is playing a very important role in identifying individuals need to be trained, designing the program that relates to the needs of both the individuals and on the organization, allocating the required time, determine the program objectives, identifying the required skills and determining the required resources for implementing the training. The need assessment process should be systematic and must be conducted staffs with strong consultation of the line managers and departments, in addition, those people in a position of conducting training should be considered employees' opinion as well as conducting their need assessment organizational level, task level and individual level properly. 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. Thus, the company should gave enough attention for training need assessment.
- Among on-the-job training methods job-rotation should be properly applied in the company. Because it may help to reduce work monotony as well as it enable employees to acquire better experience from different work environment.
- Managers/supervisors need to encourage employees to realize their potential in order to increase engagement and satisfaction. In addition, give to all employees training opportunities like, coaching, mentoring, online courses or external training and encourage staff to always improve their knowledge and skills for better productivity.

- The penultimate stage in the training strategy is the evaluation and monitoring of training. It is one of the most important but often the most neglected parts of the training process. It is vital to evaluate training in order to assess its effectiveness in producing the learning outcomes specified when the training intervention is planned, and to indicate where improvements or changes are required to make the training even more effective. The basis upon which each category of training is to be evaluated should be determined at the planning stage while considering how the information required to evaluate learning events would be obtained and analyzed. Therefore, the company should have standardized training evaluation method in place.

REFERENCES

Abbas, Q. and Yaqoob, S. (2009). Pakistan Economic and Social Review, Vol.47, No.2.

Ahuja, K. (1992). Personnel Management. 3rd Ed. New Delhi, India: Kalyanib Publishers.

Armstrong, M. (2006). A hand Book of Human Resource Management Practice. London: Cambridge University Press.

Armstrong, M. (2006). A handbook of Human Resource Management Practice. London & Philadelphia: Kogan Page Limited.

Armstrong, M. (2006). Strategic Human Resource Management a Guide to Action. 3rd Ed. London: Kogan Page.

Asfaw, A.M., Aragaw, M.D. and Bayissa, L. (2015). The Impact of Training and Development on Employee Performance and Effectiveness: A case study of District Five Administration office, Bole Sub-City, Addis Ababa, Ethiopia. Journal of Human Resource and Sustainability studies, Vol.3.

Barons and Hagerty. (2001). Staff Training, Development and Nigerian Banks Performance. www.eajournals.org. Online.

Beardwell, I. and Holden, L. (2005). Human Resource management: a Contemporary Perspective. New Delhi: Macmillan India Limited.

Beardwell, I., Holden, L. and Claydon, T. (2004). Human Resource Management a Contemporary Approach. 4th Ed. Harlow: Prentice Hall.

Cole, G.A. (2002). Personnel and Human Resource Management. 5th Ed. Continuum London: York Publisher.

Collings, David G. & Wood, Geoffery. (2009). Human Resource Management a Critical Approach. New York: Routledge.

Decenzo, D.A., and Robbins, S.P. (2010). Fundamentals of Human Resource Management. Canada: john Wiley & Sons, Inc.

Dubois, David D. & Rothwell, William J. (2004). Competency Based Human Resource Management. California: Davis – Black Publishing.

- Elgana, Amir and Imran, Amen. (2013). the Effect of Training on Employee Performance. European Journal of Business and Management, 5, 2222-2839.
- Elnaga, A. and Imran, A. (2013). The Effect of Training on Employee Performance, European Journal of Business and Management. Vol.5, No.4.
- Evans, J.R. and Lindsay, W.M. (1999). The Management and Control of Quality. 4th Ed. Cincinnati Ohio, USA: South-Western College Publishing.
- Evans, P., Puick, V., and Barsoux J-L. (2002). the Global Challenge Framework for International Human Resource Management. Boston: McGraw-Hill.
- Fabio Saini (2010). Workshop on Training Methodologies. Organized in Collaboration with the China Training Center. Taicang, China.
- Gilley, A., Gilley, J.W., Quatro, S.A., and Dixton, P. (2009). The Hand Book of HRM. Vol.1, London: Pearson Publisher.
- Goldstein, I.L., and Ford, J.K. (2002). Training in Organizations: Needs Assessment Development, and Evaluation. 4th Ed. Belmont, CA: Wadsworth.
- Guest, D.E. (1987). Human Resource Management and Industrial Relations. Journal of Management studies, Vol.24. No.5.
- Haskel, J., Hawkes, D. (2003). How much of the Productivity spread is explained by Skills? UK evidence using matched establishment / workforce survey data, CeRIBA discussion paper.
- Haskel, J., Hawkes, D. and Pereira, S. (2003). Skills and Productivity in the UK using Matched Establishment, Worker and Work force Data, CeRIBA.
- Jonker, Jan & Pennik, Bartjan. (2010).The Essence of Research Methodology. Berlin: springer.
- Kenney, J. and Reid, M. (1986). Training Interventions. London: Institute of Personnel Management.
- Kinicki, A. and Kreitner, R. (2007). Organizational Behavior. New York, NY: McGraw-Hill.
- Kothari, C.R. (2004). Research Methods and Techniques. 2nd Ed. Jaipur: New Age International Publishers.
- Kotler, P. and Armstrong, G. (2012). Marketing: An introduction. 6th Ed. London: Prentice-Hall.

- Lipsey, R.G. (1989). Introduction to Positive Economics, 7th Ed. London: Weindnfeld and Nicholson.
- Lynch, L.M., and Black, S. (1998). Determinants of Employer Provided Training Industrial and Labor Relation Review, Vol.52.
- McCourt, W. and Derek, E. (2003). Global Human Resource Management: Managing People in Developing and transitional countries. Cheltenham, UK: Edward Elgar.
- Murton, A. and Inman, M. (2010). Unlocking Human Resource Management. London: Hodder Education.
- Nasir, M., Afshan, s., Sobia, I. and Kamaran, A. (2012). Impact of Training on Employee Performance: a study of Telecommunication Sector in Pakistan. Interdisciplinary Journal of Contemporary Research in Business, Vol.4, No.6.
- Nassazi, A. (2013). Effect of Training on Employee Performance from Uganda. Unpublished.
- Partlow, C.G. (1996). Human Resource Practice of TQM Hotels. Cornell Hotel and Restaurant Administration Quarterly, Vol.37, No.5.
- Ramya (2016). The Effect of Training on Employee Performance. International Journal of scientific Research and Modern Education, 1, 2455-5630.
- Reid, G.C. (2000). The Development and Survival of New Small Business, Centre for Research into Industry, Enterprise, Finance and the Firm, Scotland: St. Andrews University.
- Stoner, J.A.F. (1996). Management. 6th Ed. London: Pearson Education.
- Stredwick, John. (2005). an Introduction to Human Resource Management. 2nd Ed. London: Elsevier Ltd.
- Wilson, John P. (1999). Human Resource Development Learning and training for Individuals & organizations. London: Kogan page.
- Wood, F. and Stangster, A. (2002). Business Accounting. 11th Ed. Pearson Education.
- Yamane, T. (1967). Statistics an Introductory Analysis, 2nd Ed. New York: Harper and Raw.

Appendix I

Questionnaires for Heineken Breweries S.C Employees.



St. Mary's University
School of Graduate Studies
MBA Program

Dear respondent,

The purpose of this questionnaire is to collect data regarding the effect of training on employees' performance the case of Heineken Breweries Share Company Ethiopia. The researcher is conducting this study for partial fulfillment of MBA degree in General Business Administration. Your genuine response for the following questions is extremely important for the successful completion of this study. The information you provided will be used only for academic purpose and will be kept highly confidential. We would like to thank you in advance for cooperation and sacrificing your time on behalf of St. Mary's University.

Thank you very much for your cooperation!!

N.B:

1. You don't need to write your name.
2. All information given would be treated with utmost confidentiality.
3. Please put Tick sign inside the box.

Part I: Background Information

1. **Gender:** Male Female
2. **In which age group are you?** 25 & Below 26-35 36-45
46-55 56 & Above
3. **Educational Level :** Diploma Degree Masters PhD
4. **Marital Status:** Single Married Divorced
5. **How long have you been working for your current organization.**
Below 1 1-5 6-10 11-15 Above 15
6. **What is your position:** Line manager Manager Employee
7. **What is the frequency of training program you have participated in one year?**
 Only once twice Several times never

Part II: questions related to training

Instruction: Please indicate the extent to which you either **agree** or **disagree** with the following statements by marking a **tick mark** \surd or \times in the appropriate column to the right side where;
1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=Strongly agree

Questions on training policies and procedures

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	There is a separate department responsible for manpower training in my company.					
2.	There is clear training policy in the company.					

3.	There is clear training procedure in the company.					
4.	Training policies and procedures are aligned with corporate strategic goal.					

Questions on training need assessment

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	The company conducts training need assessment at organizational level.					
2.	The company conducts training need assessment at task level.					
3.	The company conducts training need assessment at individual level.					
4.	I think that my company properly undertaken training needs assessment before the training program design and implement.					
5.	During training need assessment employees' involvement is high.					
6.	Properly assessed training needs have great value on employees' performance.					

Questions on training planning and program

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	I think my company properly plan the training program with respect to policies, aims and planning interventions i.e. objective, location, level and techniques of the training.					
2.	The company implement the training program based on the purpose of training and characteristics of employees' jobs, needs, experience, level of knowledge, skills and motivation to train.					

3.	Training objective is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees.					
4.	Training objectives clarify for trainers and trainees precisely what their goals are in training.					
5.	There is expectation to be achieved at the end of the training.					

Questions on training implementation

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	Most of the time the company gives to the employees on-the- job training method like learning by doing (coaching) helped me to acquire new knowledge and skill.					
2.	Most of the time the company gives to the employees on-the- job training method like mentoring helped me to acquire new knowledge and skill.					
3.	Most of the time the company gives to the employees on-the- job training method like job-rotation helped me to acquire new knowledge and skill.					
4.	Most of the time the company gives to the employees on-the- job training method like apprenticeship helped me to acquire new knowledge and skill.					
5.	Most of the time the company gives to the employees on-the- job training method like e-learning helped me to acquire new knowledge and skill.					
6.	Most of the time the company uses off-the-job training technique method like class room lecture and seminar helped me to acquire new knowledge and skill.					
7.	Most of the time the company uses off-the-job training technique method like simulated training (vestibule training) helped me to acquire new knowledge and skill.					
8.	Most of the time the company uses off-the-job training technique method like multimedia learning helped me to acquire new knowledge and skill.					

Questions on training evaluation

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	The management request feedback before and after training about the training program and the value added to my career, experience and performance.					
2.	In my company there is clear evaluation method related to the effect of training on employees' performance.					
3.	I can say that the training that provided by the company is well organized and useful.					

Part III : questions related to employees performance

Questions on employees job performance / Knowledge /

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	I can say that training practice of the company helped me to perform and work effectively my regular activities.					
2.	The training practice of the company helped me perform my work quickly and efficiently.					
3.	I feel that training practice of the company enable me to perform my work with greater accuracy and precisely.					

Questions on employees job performance / Skill /

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree

		1	2	3	4	5
1.	Employee training offers me an opportunities to learn new skills.					
2.	Because of training which I received by the company, I can accomplish activities by minimizing wastage than before.					
3.	The training helped me to minimize errors at work while I accomplish my assignment.					

Questions on employees job performance / Attitude/ Engagement

Sq. No.	Descriptions	Strongly Dis agree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	Employee training at the company has improved my willingness to accept change and take new tasks.					
2.	Employee training at the company enhances my commitment to take the initiative in helping other employees when the need arises.					

Questions on employees job performance / Attitude/ Motivation

Sq. No.	Descriptions	Strongly Dis agree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	The training provided by the company enabled me like my job and willing expend extra hours on working.					

2.	In my opinion the training motivated me to practice the organizational value.					
----	---	--	--	--	--	--

Questions on employees job performance / Attitude/ Job satisfaction

Sq. No.	Descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly agree
		1	2	3	4	5
1.	Employee training of the company enabled me happy and confident.					
2.	The training provided by the company improved my satisfaction level related to my work.					

Appendix II

Interview Questions for managers

1. Is there a separate department or unit in the company that is responsible for manpower training?
2. Does the company currently have a written comprehensive training policy and procedure?
3. Can you please briefly describe the training policy and procedure of the company?
4. What are the major purposes of that the company need to attain?
5. How the company currently plan and implement the training program?
6. How the company conduct training need assessment?
7. Regarding the training program:
 - A. What are the kinds of training used?
 - B. What methods of training?
 - C. Does the company has its own professional training providers or used outside training organizations or both?
 - D. How do the training, trainees, the lesson, and trainers determined?
 - E. How is the training program evaluated?
8. Does training have an effect on employee performance? How do you measure training effect on employee performance?

Appendix III

Cronbach's Alpha Result

Training policeis and procdures

Cronbach's Alpha	N of Items
.835	4

Training Need Assessment

Cronbach's Alpha	N of Items
.742	6

Training planning and proگرامing

Cronbach's Alpha	N of Items
.853	5

Training Implementation

Cronbach's Alpha	N of Items
.772	8

Training Evaluation

Cronbach's Alpha	N of Items
.496	3

Total Independent variables

Reliability Statistics

Cronbach's Alpha	N of Items
.918	26

Employee Performance / Dependent Variable /

Cronbach's Alpha	N of Items
.958	12

Independent variable Plus Dependent Variable

Reliability Statistics

Cronbach's Alpha	N of Items
.942	38