



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

**THE IMPACT OF TRAINING AND DEVELOPMENT ON
EMPLOYEES PERFORMANCE IN THE CASE OF ASKU PLC**

**BY
TSEGAYE TAGESSE**

**MAY 2018
ADDIS ABABA ETHIOPIA**

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

**MAY 2018
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DECLARATION

I, Tsegaye Tagesse declare that the work i am submitting for assessment entitled “The impact of Training and development on employee’s performance in the case of ASKU Plc.” is my original work and that it has never been presented to any University or Institution for an award of any academic qualification. No section copied in whole or in part from any other source unless explicitly identified in quotation marks and with detailed, complete and accurate referencing.

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May, 2018

ENDORSEMENT

This is to certify that Tsegaye Tagesse carried out his thesis on “The impact of Training and development on employee’s performance in the case of ASKU Plc.” and submitted in partial fulfillment of the requirements for the award of the degree of Masters of Art in Business Administration at St. Marry University with my approval as university advisor.

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May, 2018

ACKNOWLEDGMENTS

First of all, I would like to thank the Almighty God for giving me grace, wisdom and strength in all my endeavors.

I am very grateful to my advisor; Abraraw Chane (PhD), for his unreserved effort in giving me valuable feedbacks and genuine support during the whole process of this research work.

It also gives me pleasure to extend my gratitude to ASKU plc employees; who are working in head office, sales and distribution office, and the whole administrative section for the support they show during the preparation of this thesis.

At the end my most sincere thanks are addressed to my dear wife Ruth Teklesilasie and my daughters Abigail and Selihom Tsegaye for their understanding, tolerance and prayer support during the whole period of my Master's study.

Bless you all!

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ACRONYMS

ASKU PLC: - Askalech private limited company

HRD: - Human Resource Development

HRM: - Human Resource Management

SPSS: - Statistical Package for Social Science

EP :- Employee performance

Abstract

Human resource is the most valuable assets of any organization, with the machines, materials and even the money; nothing gets done without man-power. A human being is dynamic in nature, staff training and development is a necessity to keep them in track with the current competitive situation. Employee performance is the important factor and the building block which increases the performance of overall organization. The objective of this study is to investigate the impact of training and development on employee's performances in the case of ASKU plc. Therefore, the research design involved was a descriptive and correlation research. For achieving the objective of this study, 148 Questionnaires were distributed and 140 of them were successfully collected and analyzed using descriptive statically analysis (mean and Standard Deviation) as well as correlation and regression analysis using SPSS 23.version. Both primary and secondary source of data were used for this Study. The method of data collection was questionnaire in the form of closed ended question. The Questionnaires were rated using five points liker Scale. The major finding indicated that there is significant and positive correlation between training and development on employees' performance There is significant positive correlation between training design and employee performance with correlation coefficient of 0.402($r=0.402$) and significance less than 0.001. Therefore, training design and employee performance were positively correlated and had strong correlation between them. From the correlation matrix there is positive relationship between on- the- job training and employee performance with a Pearson correlation coefficient of 0.305 ($r=0.305$) and significance value less than 0.001. This significance indicated that there is positive relationship between on-the-job-training and employee performance. Similarly there is also good relationship between off-the-job-training and employee performance with a correlation coefficient of 0.354 ($r= 0.354$) and significance value less than 0.001. From the regression analysis, training design had highest Beta coefficient of 0.065. This result implies that training design had highest impact on employee performance.

Key words: Training design, on-the-job-training, off-the-job-training, and employee's performance

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Human capital can be regarded as the prime asset of an organization and businesses that need to invest in that asset to ensure their survival and growth. The organization should ensure that, it obtains and retains skilled, committed and well-motivated workforce. This means that taking steps to assess and satisfy future people needs and to enhance and develop the inherent capacities of people their contributions, potential and employability by providing learning and continuous development opportunities.

Global competition has caused organizations to focus on every aspect of their operations, questioning how each function and process can contribute to strategic goals. Training and development departments are also under pressure to demonstrate their organizational value in the same terms. Steed, (2000), this is because organizations spend a considerable time, effort and money to train their employees, but the benefits from these efforts are not clearly visible in organizations in terms of improved performance. To make training and development useful, it should be well planned and systematically implemented. (Rao and Nair, (1990). The capacity of staff in a firm influences the ability to achieve the desired targets particularly in performance driven enterprises. Thus, human resource is recognized as a critical resource for success.

Both old and new employees do not develop the necessary set of skills for task accomplishment at their optimum potential without proper training and development. Properly trained and developed employees help in job retention longer than those who do not. Training and development is inevitable in the workplace. Employees without proper training and development lack a firm to grasp on their duties and responsibilities. Training and development, according to (Shaw, 2011) is a process that provides employees with skills, information and understanding of the organization and its goals. Training and development helps employees in making the positive contributions that are necessary to the success of an organization in terms of his/her good performance on the job. Training is of much significance in achieving the objectives of the organization by keeping in view the interest of employees and organization (Stone, 2002).

Training includes but not limited to software training, management training where as development focuses primarily on the activities that improve employee skills for future endeavors. Firms are now facing new changes due to the rapid pace of technological and global development. Technological advancements have brought about the need of competencies and capabilities needed to perform a specific task. In order to manage these challenges, more enhanced and efficient training and development programs are needed by all corporations. Effective training and development programs help in building a learning environment that is very conducive for the workforce and train them to deal effectively with the foreseeable challenges in time and more easily (Tai, 2006). There is enough evidence to support the assertion that training and development activities impact positively on the performance of individuals and teams.

Training and development activities are of immense benefit at both the individual and team level (e.g., motivation, attitudes and empowerment) (Herman Aguinis and Kurt Kraiger, 2009). According to Brinkerhoff (Brinkerhoff, 2006) managers are doing everything possible within their means to develop the capabilities of employees, eventually creating a conducive working environment within the organization. Managers equip their employees with the requisite knowledge, skills and abilities to obtain organizational goals by developing effective training and development programs for them. This struggle by the top management not only creates positive image of the firm worldwide but also improves the employee performance (Lu, 2010). Effective training and development programs enable employees to acquaint themselves with the required new advancements in technology, also gaining full command of the skills and competencies necessary to carry out a specific task and to avoid mistakes on the job (Gunter Walden, 2011). Training and development result in improved level of job performance and other positive related changes (e.g., acquisition of new skills; (HILL, 2006; Satterfield, 2007) that serve as antecedents of job performance.

Therefore, the main purpose of this research is to assess the impact of training and development on employee's performance

1.2.Statement of the problem

Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning. The main purpose of training and development is by improving the employee

competencies so that organizations can maximize efficiency and effectiveness of their human assets. Armstrong (2009) clearly stated in his book that organizations could benefit from training and development through winning the “heart and minds of” their employees to get them to identify with the organization, to exert themselves more on its behalf and to remain with the organization.

The success of any organization in the long run depends very much on the quality of its human resources. This is because human resource is a strategic resource in which an organization can achieve its competitive advantage. Competitive advantage can be achieved by designing appropriate training and development programs that respond to the changing environment. In the service oriented industries like ASKU plc improvement in service have to be continuously made to meet the rising expectation of the customers.

Effective training and development program depends on knowing what results are required for the individual, the department and the organization as a whole. Absence of qualified workforces affects the employees as well as the employers’ quality of work in an organization.

To survive in this competitive, liberalized and globalized market, the organization need to focus on planning training and development programs and evolve right approach for its implementation. Training and development activities have implications for attempts to motivate and involve the workforce with an aim of improving their performance.

Many studies argue that most of the training and development programs in developing countries have failed to achieve their expected results mainly due to their inability to design a training program that targets specific objectives (Ahmad and Mohamed, 2014). Healy (2001) states that various training programs were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives. According to Healy (2001), the training programs were not responsive to the needs of the employees as their needs or weaknesses have not been identified, and there was also no coordination among the different stakeholders within these organizations.

The researcher observed that currently the company’s (ASKU plc) productivity and profitability are decreasing; that means the sales volume decreased by half as compared with the previous

years, because of this, a preliminary gap assessment has been conducted by the researcher and certain gaps were revealed by comparing the performance of junior employees and the performance of senior employees. Thus, the preliminary research results based on interview of company owners, managers and supervisors shows that: the senior employee's performance are better than the junior employees. The main reason for such performance gaps was the senior employees were well trained by the company and they developed basic skills through effective training and development program, whereas the junior employees are not well trained and as a result, their productivity become lower as compared to the previous ones. In addition, today's business environment is highly dynamic, more globalized and reflected by technological advancement and it requires the need for well-organized and efficient training and development program to improve employee's performance.

Past researches found a positive link between training & development and employees' performance, by demonstrating the benefits of training to bring for the employees along with the firm by impacting employee's performance through the enhancement of employees' competencies and behavior" (Amir Elnaga and Amen Imran, 2013). According to Guest (1997), mentioned in his study "training and development programs, as one of the vital human resource management, positively affect the quality of the worker's knowledge, skills and capability and thus results in higher employee performance." This relation ultimately contributes to supreme organizational performance. However, the link between training & development and employee performance in the case of ASKU plc is not studied.

Therefore; the purpose of this research is to examine the impact of training and development on employee's performance in the case of ASKU plc.

1.3. Basic Research Questions

At the end of the research, the following questions would be answered:

1. What are the existing practices of Training and Development programs in the company under study?
2. What is the contribution of training and development to employee's performance?
3. What is the impact of on the job training on employee's performance?

4. What is the impact of off the job training on employee's performance?

1.4.Objective of the study

The research was identified the impact of training and development on employee performance of ASKU plc. But specifically the research has the following objectives:

1. To identify the existing practice of Training and Development programs in the company.
2. To examine how training and development contribute to the employee's performance.
3. To identify the impact of on the job training on employee's performance.
4. To identify the impact of off the job training on employee's performance.

1.5.Scope of the Study

All organization that established for profit or not profit, governmental or non-governmental needs effective training and development practices to update their employee's skill and experience which in turn contributes to their productivity and profitability. For the sake of quality, specialization and to cope with the available time and resource constraints, this study was focused on management and non-management staffs of ASKU plc. Although it is equally important to assess all employees and processes of the company, as well as other organizations particularly organizations in the beverage industry, due to time and financial resources constraints, this study cover employees and management only who work at the two sites of the company. I.e. Head Office at Kazanches and the Sales & Distribution wing at Flamingo.

1.6.Significance of the Study

This study had investigated the impact of training and development on employee's job performance of ASKU plc. The investigation would help the company to understand and identify the impact of training and development on employees' job performance and how training and development related to job performance. Thus, the study would help to develop and preserve a quality work life, which is provided an opportunity for employee's job performance and self-confidence. Besides, it would aid management of ASKU plc to introduced modern schemes for training and development to meet the challenges of globalization in the future. The findings of the study would also provide direction either to improve or develop the training and development programs. It also enables the management to ensure an appropriate process of training and

development programs through the company. Finally, the study had served as a reference for other researches which will be conducted in similar topic area in the future.

1.7. Organization of the Study

The thesis consists of five chapters. The first chapter contains introduction; that includes background of the study, statement of the problem, research questions, and objective of the study, significance of the study, scope of the study, limitation of the study and organization of the study. The second chapter will contain review of related literature which is related with the topic of the study. The third chapter would present research design and methodology; research design, source of data, data gathering tools, sample size and sampling techniques, and method of data analysis. The fourth chapter would depict data analysis and interpretation and the fifth chapter would focus on summary of findings, conclusion and recommendations.

CHAPTER TWO

LITRATURE REVIEW

2.1 Theoretical Review

2.1.1 Training and Development

Training and Development basically deals with the acquisition of understanding, knowhow, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. As the process of 'increasing one's capacity to take action, organizations are now increasingly becoming particular with organizational learning and therefore collective development.

Strategically, organizational learning, which makes use of training and development as one of the several responses, deals with the acquisition of understanding, know-how, techniques and practices. These intellectual intangibles can be translated into an organizational resource through the people that acquire, infer and utilize such towards the achievement of the organization-wide training and development (Armstrong, 2006). Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs.

The purposes of learning from the employee perspective are basically to acquire skills and knowledge to do the job and to gain promotion and advance career. In facilitating career changes, training and development also caters for the personal and professional developments of the employees. Learning can be defined as knowledge obtained by self-directed study, experience, or both; the art of acquiring knowledge, skills, competencies, attitudes, and ideas retained and used; or a change of behavior through experience (Gilley and Maycunich 2000). Senge (1990) believes that learning has little to do with taking in information; rather it is a process that enhances capacity. Learning is about building the capacity to create that which one previously could not create.

Training and development is beneficial not just for the organization itself but also to the individual employees. On the one hand, training and development leads to improved profitability and/or more positive attitudes toward profit orientation, improves the job knowledge and skills at all levels of the organization, improves the morale of the workforce and helps the employees identify with organizational goals (Sims, 1990). On the other, training and development benefits individual employees through helping them make better decisions and effective problem solving, assisting in encouraging and achieving self-development and self-confidence, helping an employee a person handle stress, tension, frustration, and conflict, increasing job satisfaction and recognition and moving the person toward personal goals while improving interaction skills (Sims, 1990).

Armstrong, (2001) defines training as the formal and systematic modification of behavior through learning, which occurs as a result of education, instructions and development and planned experience. Training is the process of equipping the workforce with the necessary knowledge, skills and attitude to tackle the job responsibilities. Staff development on the other hand is improvement of the employee's competences for future environmental demands and adaptability. Beardwell and Holden (1994) consider training and development as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Corporations are offering a variety of training programs to meet their organizational needs. These include content on IT and systems, processes, procedures and business practices, industry-specific trainings, managerial or supervisory training, interpersonal skills, compliance, sales, executive development, basic skills, new employee orientation, customer service and quality.

As Reynolds (2004) points out, training has a complementary role to play in accelerating learning. It should be reserved for situations that justify amore directed expected approach rather than viewing it as a comprehensive and all-pervasive people development solution. He also commented that the conventional training model has a tendency to emphasize subject –specific knowledge rather than trying to build core learning abilities.

Development is a long term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. According to Campbell (1990) development implies an individual growth and self-realization in

a brand base. Cole (2000) suggests a broader view of knowledge and skills acquisition training. He suggests that he is more concerned with employee potential than immediate skills and views employees as adaptable resource aiming at personal growth and realization of potential of an employee. Armstrong (2001) indicates individual development is the progression by individuals in their career with guidance encouragement and help from the manager.

Training and Development improves the workforce competence in order to create a competitive advantage and contribute to organizational success. Training and development is also a means for employers to address the employees 'needs. By offering the training and development opportunities employers help employees develop their own competitive advantage and ensure long term employability, Jackson (2008). Development implies it is an ongoing process and that progress is made over time and this fits also with the emphasis on long life learning.

Well trained and developed employees when fully utilized by the employing organization benefits it as well the employees themselves. Therefore, for an organization to grow and survive in today's globally competitive and fast changing environment especially in the technology, for a very long time, there would be the need for organizations to come up with systems and program that would bring out of their need efforts, attention, creativity and general innovations as individual employees and as groups or teams of network, AsareBediako (2008). For this reason, organizations seek to adapt to new structures, new cultures and new effective methods of performance management and employee motivation to be able to cope with rapid change and competition in the business environment.

Innovative changes or adjustments become successful when people acquire new perspective or understandings, values, knowledge and skills. For an example, the introduction of effective and up-to-date technique in performance management would require that the employees (supervisors and management) who administer this system must (i) understand the need for it and (ii) have the knowledge and skills to implement it. This understanding, Knowledge and skills would come from organizing seminars or training program that will provide these implementers the relevant perspectives, skills and knowledge for successful implementation. The ultimate human resource management outcome therefore is performance and hence all other outcomes such as competencies, morale of employees, attitudes and motivation are determinants of performance. Performance of employees as said elsewhere thus is about employee output which is twofold;

first, the effective use of inputs or resources and second, the translation of efficiency into quality services in an organization.

Human resource training, education and development activities therefore aim at the equipping of employees with the necessary competencies that they require for their effective performance on their job. It therefore fairly correct and important to argue that, without the right kind of competencies, no amount of motivation either in cash or kind will be able to get employees to perform creditably or totally acceptable. Asare-Bediako, Ivancevich and Beardwell and Holden, all agree that competencies needed by employees to perform at a totally acceptable levels fall into three main categories, namely; technical, managerial and personality competencies.

Training and development interventions therefore must aim at providing employees with the required technical, managerial and personality competencies for them to achieve and sustain a high level of performance. Adoption of this position in an organization like ASKU would be the way for it to be very competitive in the globally scheme of this.

This does not however mean that training is the solution to all performance problems in an organization. Performance is the product of ability and motivation. While ability is the “can” factor in the equation, “motivation is the “want to” factor. Thus if the employee has the ability (can factor) and at the same is provided the needed motivation (want to factor), then performance would be guaranteed from the combined effect of ability and motivation. It therefore follows that while the ability may exist in the employee, the absence of motivation e. g. ergonomics of the environment, rewards and leadership (just to mention a few) must bring about non-performance. In this instance, no amount of training would solve the problem. However, training can have an impact on both of these variables (ability x motivation); it can heighten the skills and ability of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. Training is thus a powerful tool that can have a major impact on both employees’ productivity and morale if properly used.

Thompson (2002) quotes from a survey carried out in the UK in 1996 which showed that the young employee of today values training and development opportunities over pay and perks. According to her the survey further showed that seventy-three percent (73%) of those survey said they would stay with an organization that invested time and energy in their development rather than move to a rival organization that paid more money but less investment in helping them to

progress. Furthermore, since the mid – 1980s, it has been widely recognized that the training and development of staff should be a major item on any organization’s agenda. This means that every manager or supervisor must have responsibility for his own self development and then the development of the employees he manages.

Therefore, the manager must make efforts to identify, define and assess the competitiveness of individual employee’s skills and make a way for these individuals to develop the skills required. However, for a supervisor to be able to assess the competitiveness of the competencies of employees and thus set objectives for the necessary improvement of these competencies through training and development, he must first set up some kind of an employee appraisal system. A manager has accountability for the performance of his employees and therefore a manager’s success would be dependent on the abilities of the employees. A better or very well trained employee should increase efficiency and even productivity by reducing fatigue and wastage.

According to Robbins and Judge (2007), competent employees do not remain competent forever. Skills deteriorate and become obsolete and therefore new skills need to be learned. They cite a report from the USA where corporations with 100 or more employees spent more than \$51 billion dollar on formal training in one year.

Most training is directed at upgrading and improving an employee’s technical skills. This form of training has become increasingly important for two (2) reasons:

1. Due to new technology and new organization structure design
2. Jobs change as a result of new technologies and improved methods,

Technical training has become increasingly important because of changes in organizational design. For example, as organizations flatten their structures, expand their use of teams and break down traditional barriers, employees need mastery of wider variety of tasks and increased knowledge (problem solving techniques, working in teams, quality circles, e. t. c.) of how their organizations should operate.

Training in general terms is designed to improve employees’ job skills, be it technical, managerial or personality. E. g. Employees may be trained to run machines, taught new skills or acquainted with personal growth and development methods. Moorhead & Griffin (1998), give

the example of the situation where in multinationals, one training that is becoming increasingly important is the training of people to work in other countries. Another need for training arises when for instance an organization is implementing a management – by – objectives program; training in establishing goals and renewing goal oriented performance system.

The need for training of employees further comes from both demographic and economic trends which have meant radical changes in the composition of the labor force. Further factors affecting the numbers, types and requirements of available jobs include automation, worker displacement due to mergers and acquisitions, downsizing and business paradigm shift e. g. from manufacturing to service job (or vice versa); the increasing sophistication in technological systems that are imposing training and retraining requirements on existing workforce, the need to train underutilized employees and the training needs brought about by national and international competitions in the environment of many organizations.

Brody (1987) quotes a Motorola company spokesperson as saying “we’ve documented the savings from the statistical process control methods and problem solving methods we’ve trained our people in. We’re running a rate of return of about 30 times the dollars invested –which is why we’ve gotten pretty good support from senior management” This is a clear indication that a systematic and well planned training and development policy that is well executed would surely bring returns to the organization in cost savings (reducing in waste and scrap for example, increased productivity and so on), employee effectiveness and efficiency and the list could go on and on.

From the view point of Dessler, (2008) training and development could be placed in a strategic context. This occurs with the paradigm shift to the situation when trainers sit with management to identify strategic goals and objectives and the skills and knowledge that could be used to achieve these strategic goals and objectives. This then followed by the identification processes as to whether staff have the skills and knowledge when they do not then train needs discussions are evoked. Once again, this is why human resource management has become an increasing partner of the other functional areas of businesses.

This position is further strengthened by the fact that for every decision that is taken by senior management, there is an implication on the human resource of the organization, AsareBediako (2008). According to Taylor (1998), for the successful creation of an organizational culture

managements make sure that the employees have the appropriate outlook and the required set of attitudes. This further leads credence for the need for training and development of employees' right from new employees through orientation to current employees who from time to time need modification of attitude to remain in line with the culture of the organization.

2.1.2 Training needs Identification and Analysis or Assessment

According to Monappa & Saiyadain (2008), many methods for training needs identification and analysis have been proposed. They quote a survey that was conducted by Sinha (1974) in which the under listed methods have been identified:

1. Views of the line manager
2. Performance appraisal
3. Organization and developmental plans
4. Views of the training manager and
5. Analysis of job difficulties and job description

In the Thayer and McGhee model the above methods seem to have been summarized into only three broad areas for consideration:

1. Organizational analysis
2. Task analysis and
3. Man analysis.

This model agrees with the position of Cascio (1992), as found in his book "Managing human Resources: Productivity, Quality of Life, Profits". With just slight change in the choice of words he says also that there are three levels of analysis for determining the need that training can fulfill for the organization: Organizational, Operational (task in Thayer & McGhee Model) and Individual (man in Thayer & McGhee model) analyses. Cascio then explains as follows:

Organizational analysis: Here the focus is on identifying where within the organization training is needed. These training needs are assessed against the organization's objectives and strategies. This would help avoid wastage of resources in training and development where employees are

trained in skills they already have or that are not transferable to the job situation. Again there is the need to analyze the external environment (environmental scanning in PEST analysis) and the internal climate (SWOT analysis) of the organization. This is the critical first step for HRD personnel in assessing and relating training needs to the achievement of organizational goals.

Operational analysis: This is the stage which assesses painstakingly the job to be performed after the employee had been trained. This stage's process is made up of (i) the systematic collection of information on exactly how the job is done (job analysis). (ii) From the above a performance standard for those jobs to be done are determined (iii) how tasks are to be performed to meet standards and (iv) the knowledge, skills, abilities and other characteristics necessary for effective task performance. The required information for this stage could come from various sources such as:

Job analysis

Performance appraisal

Job description

Interviews with job holders, shop floor supervisors and higher management and an analysis of operating problems (e. g. quality controls, monthly, quarterly e. t. c. reports). All of these would provide very important input into the analysis of training needs. Individual analysis: At this final level / stage training needs could be defined in terms of:

- (a) Difference between desired performance and actual performance e. g. from a performance appraisal report
- (b) Performance standards identified in the operational analysis
- (c) Individual performance data from performance appraisals
- (d) Diagnostic ratings of employees by supervisors
- (e) Records of performance kept by employees in a diary form and
- (f) Attitude and interview survey by researchers and management

From the above processes the identification of a gap existence between actual performance and desired performance may be filled by training. (But remember it has been mentioned earlier that

training does not provide solution to all performance problems hence the use of the word “may” this last paragraph).

For Dessler (2008), the whole process of training needs identification and analysis could be broken down in to two (2) stages only:

1. New employees: - the task here is to determine what the job involves and break it down into subtasks which are taught to the new employees and
2. Current employee: - training needs analysis for current employees is more complex since HRD department and supervisor have the added task of deciding whether training is the solution to the whatever performance gap exist. This again is important (as it’s been emphasized) given the fact that not all problems could be solved through training and development.

Training needs analysis could also come from what Dessler called a “competency model”. This model means knowledge, skills and behaviors that enable employees to effectively perform their jobs. This process begins with interviewing senior executives to understand the organization’s strategies and objectives. HRD experts would then conduct behavioral interviews with the jobs to performers (bench marking) as well as focus groups to identify the set of competencies that together would comprise the job’s competency model.

Ivancevich (2010) adds that, interviews, surveys, reviews of records, observation and discussions with management and subject matter experts are methods used to conduct training needs identification or assessment. These methods of data and information gathering provide the basis for what type of training would be needed, who should be selected for training, when the training must be done and finally whether training is the solution to the deficiency identified and therefore the solution.

2.1.3 Training and Training Transfer

A major problem of training programs in some organization is the transfer of employee learning back to the work place or the situation, Moorhead & Griffin (1998). It has been asserted by managements from casual observation that, very often when an employee learns a new skill or manager learns a new technique from training, they upon returning to the normal work situation find it more comfortable or convenient to go back to the old ways of doing things; thus making no sense of the time, effort and money that has been spent on the training program. This could

account for some the reasons why probably the management of ASKU PLC does not seem needs on the training of its employees.

In the view of Cascio (1992), training and training transfer is the extent to which knowledge, skills and abilities and other characteristics learned during training could be applied on the job. Training results thus could come in three fold:

1. Enhance job performance – Positive
2. Hamper job performance – Negative and
3. Has no effect – Neutral

It is important to note here that, training that result in negative or neutral transfer is cost to the organization. This cost come to the organization in two ways; i. e. cost of training the employee and cost of hampered performance. It is important therefore for the Asku plc to ensure that the required training needs analysis are done thoroughly before training is undertaken as well as putting in place structures that would ensure the positive transfer of the learned knowledge, skills, e. t. c. to the job.

Cascio cites the example of the organization TRW's approach to what they call system's learning, which suggest that of transfer of training will be greatest when the following steps are taken:

- (i) Defining the content in terms of the strategic needs of the organization
- (ii) Identifying and assigning individuals to training based on careful selection standards. This could be done through survey of trainee interest, input from supervisors, review of career development plans and performance appraisals. A good question to always ask here is “does this person (employee) really need the training?”
- (iii) Ensuring that classroom content of training program are directly relevant to the works / jobs settings in the organization and
- (iv) Ensuring the practical application of the training to the work / job setting by means of systematic follow-up. Good training programs therefore always close with a session on what the

trainees would do differently when they go back to their jobs. These are written done by trainers for the necessary follow-up on trainees at a later date.

According to Asare-Bediako (2008), training and training transfer could be facilitated through the collaborative effort involving the trainer, trainee's manager / supervisor (e. g. head of department) and the trainee himself and that each of the three (3) parties need to take some from action before, during and after the training program.

2.1.4 Training Methods / Techniques

According to Dessler (2008), training and development must consist of five steps:

Step 1: Needs analysis -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

Step 2: Instruction design -: Here the trainer decides on, compile and produce the training program content including workbooks, exercises, and activities. Some the techniques might include on-the-job training, off-the-job training and so on.

Step 3: Validation -: (optional) this stage validates step 2 in which there is testing of the training program on a small representative audience.

Step 4: Implementation -: This is where the training program is actually put into action.

Step 5: Evaluation -: Here management assesses success or failure of the program.

In looking at training methods, it is important to first consider and outline the basic principles of learning. As has already been defined and explained, learning is the process of acquiring knowledge, understanding, skills and values in order to be able to adapt to any environment; it underpins all training and development programs. To promote efficient learning, long term retention and the effective and efficient application of skills or factual information learned in training back to the job situation, training programs should incorporate various principles of learning that has been developed, tried and tested over the years., Cascio (1992).

This would be much easier with professional training and consulting institutions that might have been using method like experiential learning to various organizations employee. However, for

any of such principle to be considered would depend on whether trainees are learning skills or factual material. For a training and development program that strongly considers using learning principles to be most effective in skills learning, the under mentioned four essential ingredients must have to be present.

1. Goal setting. In order words what is to achieved at the end of the training program.
2. Behavior modeling; i. e. the behaviors need to change with training program.
3. Practice; i. e. what activities must trainee go through during the training sessions and upon return to the job situation from training and
4. Feedback; mechanisms to find what changes have occurred in trainee's performance and behavior since returning from the training program.

There are various training techniques for organizations to train its employees especially the training is to done by personnel internally (on-the-job training). Dessler (2008) lists the following types:

On-the-job

Off-the-job

Apprenticeship

Job rotation

Lectures

Job instruction training and orientation;

While Cascio (1992) postulates that new training methods are appearing every year and that while some are well founded in learning theory or models of behavioral change, others result more from technological than theoretical development.

2.1.4.1 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).

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 & Varkkey, 2010?)

2.1.4.2 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). Off-the-job training may be of the following types:

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 in house, 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).

Employee competency has already been mentioned comprise of three areas namely technical, managerial and personality and thus training to develop interpersonal skills (for teamwork and more important in a service organization like Asku plc) would chose methods that would achieve the under mentioned objectives:

- Promote self-insight and environmental awareness; that is an understanding of how ones action affects others and how one is viewed by others. This is a very important skill that employees of the Asku plc and must have as a service organization that needs to how employees some special qualities that they want to emulate upon completion of their programs of study.
- Improve the ability of employees to make decisions and to solve job related problems in a constructive fashion. This is a very important skill for the subjects in this research. They are the employees who are to act in the absence of the various heads of departments as staff.
- Maximize the desire to perform. Here again the staff (subject of research) ability to perform very well on their job would give them the morale required to act in the absence of the heads and to instruct and supervise the junior staff who work under them.

It is instructive to note at this point that all the experts that have been surveyed including Ivancevich, Cascio, Beardwell & Holden, Dessler and Cole all agree on the various methods outline so far though with slight difference in chose of words and emphasis.

For training method to be useful it should meet the minimal condition for effective learning to take place. This means that training methods that are worth adapting for the purposes of training should

1. Motivate the trainee to improve his or her performance. (The motivational factor of the performance equation)

2. Clearly illustrate the desired skill to be acquired at the end of training program
3. Provide for active participation by trainees (experiential learning technique)
4. Provide an opportunity for trainees to practice
5. Provide time feedback on trainee's performance
6. Be structured from simple to complex and
7. Encourage positive transfer from the training to the job

These points raised above have been put differently by Ivancevich (2010) as an outline of learning theories they have some relations to training being a form of education. The following from him are worth noting;

1. That trainee must be motivated to learn. The ability to learn is an important ingredient in the learning process and therefore certain attitudes and disposition is required for a person (employee) to be able to learn complex concepts. This could be achieving when the Asku plc makes training and enjoyable adventure and conscientizes employees into valuing training and development as a very important part of their employment contract with Asku plc.
2. Learning must be reinforced. This has been apply demonstrated by Skinner and other behavioral scientist that people learn best with immediate reinforcement of appropriate behavior e. g. promotion or more challenging job responsibility
3. Training must provide for practice; this is why saying "I hear and I forget; I see and I remember; but I do and I understand" stands true. Practice and repetition is required for assimilation, acceptance and internalization of what has been learned to build confidence. For this reason, trainers (HRD personnel) / supervisors must collaborate to create the enabling environment on the job for the return of the trainee to have the opportunity to put into practice new behaviors acquired during training.
4. Material taught must transfer to the job. This means that training whether in-house or out-house must be as close as possible to the reality of the job. It also requires that trainers must do a lot of home before designing training and development programs for employees to undertake since whatever training provided must translate to the job.

2.1.5 Training Evaluation

The final step in the training and development process is the evaluation of the whole training program. The evaluation process is very important because, the training had set some objectives to achieve and thus the evaluation process at the end of the training program. The evaluation gives an opportunity to take a look and make a cost-benefit analysis of the training program. This is done by comparing the results of the training with the objective of the training and development program that were set before the Commencement of the program. The criteria used to evaluate training and development Program depends on the objectives set. According to Ivancevich (2010), it is more effective to use multiple criteria to evaluate training. There are also others who argue that a single criterion such as the extent of transfer of the training to the job performance is enough or satisfactory approach to evaluation. This would be true where the main purpose of the training program will to improve employee performance to increase productivity for example. Dessler (2008), sets four basic categories of training program outcomes:

1. Reactions of the trainees to the program are evaluated; an example is whether they like the program and that they think it was worth their time, energy and efforts.
2. In respect of learning, trainees are given some kind of a test to find out whether they learned the principles, skills and facts that they were supposed to learn.
3. Find out whether trainees behavior on the job has changed due to the training program and finally.
4. Find out whether the objectives set before the training has been achieved. This last category seems to be the most important. Though the previous three categories are important, yet the training program must achieve measurable results to achieve its goals as stated in the objectives. Additionally, it is important for both organization and trainers to set an enabling work environment for trainees to be able to put into practice new behaviors learned at training. This must vigorously be supported by trainees' supervisor to make sure the new behavior is entrenched and thus become the normal work life. For this to be achieved, supervisors and managers must be involved in the training program right to the end by visiting trainees during the training program, but more importantly at the final planning session when trainees are made to show commitment on things they would do differently when they return to their jobs.

2.1.6 Benefits of Training and Development

Mullins (2007), gives the purpose of training and development – to improve knowledge and skills and to change trainee’s attitude. Thus training becomes one of the most important potential motivator and hence the following benefits do accrue from training and development programs:

- i. Increase in the confidence and commitment of staff
- ii. It provides the needed recognition and enhances responsibility which could lead to an increase in pay and promotion. This more so in organization where pay increases and promotion are based on the results of performance appraisals e. g. VALCO
- iii. With confidence comes the feeling of personal satisfaction and achievement. This could further broaden career progression opportunities
- iv. Training and development improves the availability, quality and skills of staff.

According to Cole (2004), benefits to organizations from systematic training and development include:

- a. The provision of a pool of skilled personnel for the organization; (same as Mullins fourth point)
- b. Greater commitment of staff (first point of Mullins)
- c. Improved service to customers
- d. Improvement in job performance with its resulting increase in productivity overall.

From all of the above, it becomes quite clear that training and development is a very key element in the improvement process of organization’s performance and increased level of individual performance and finally leading to organizational competence. Training therefore bridges the gap between what should happen and what is happening; i. e. the desired goals or standards and the actual level of performance an organization which therefore facilitates learning, growth and

development of individual employees must have training as an integral part of the organization's business strategy. This however seem to be lacking in Asku plc. Other benefits that would accrue from training and development is:

- Reduction in the need to supervise employees or subordinates thus freeing supervisors to concentrate other rest of the departments.
- Improvement in job satisfaction.
- Reduction in employee turnover and scrap and wastage.

Though the benefits discussed above are no exhaustive, they gave an indication to the Asku plc about the need to take training and development very seriously.

2.1.7 Employee Performance

Holton (1995) defines performances a multi-dimensional construct, the measurement of which varies depending on variety of factors. Armstrong (2000) on the other hand indicates performance as both behavior and results and emphasizes that both behavior (input) and results (output) need to be considered when managing performance. Performance of an organization is the outcome of acrostic of individuals and units of the organization. Except for the external influences on individual behavior and personal traits, organizations can either influence or control all factors affecting performance of individuals and units through formal and informal means. Greater influence of individuals can be exercised formally through communication; work culture and management style Kasturi (2006).

Employee performance involves all aspects which directly or indirectly affect and relate to the work of the employees. Performance means both behavior and results. Behavior emanates from the performer and transforms performance from abstraction to action. Not just the instruments for results, behaviors are also outcomes in their own right-the product of mental and physical effort applied to tasks and can be judged apart from results Brumbranch (1998). Within high performance work systems, training will be aligned and integrated with actual work. Employees need training in group dynamics and interpersonal relations, and in systems thinking to understand better how all parts of their organization fit together and affect each other. Trainers play a key role in providing feedback on employees' performance and financial performance of their organization Steed (2000).

2.2 Empirical literature Review

2.10.1 The relationship between Training & development and employees performance

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance. Purcell (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. The result of Farooq and Aslam (2011) study depicts the 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 and development 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.

Moreover, the result of the study of Sultana (2012), conducted in telecom sector of Pakistan, states the R^2 as .501 which means that 50.1% of variation in employee performance is brought by training programs. Further, the T-value was 8.58 that explain training is good predictor of employee performance. As depicted by the work of Harrison (2000), learning through training influence the organizational performance by greater employee performance, and is said to be a key factor in the achievement of corporate goals. However, implementing training programs as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance Swart (2005).

According to Swart (2005), bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. He further elaborate the concept by stating that training and development facilitate organization to recognize that its workers are not performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reasons for poor performance of the

employees such as workers may not feel motivated anymore to use their competencies, or may be not confident enough on their capabilities, or they may be facing work- life conflict. All the above aspects must be considered by the firm while selecting most appropriate training and development intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance. As mentioned by Swart (2005) this employee superior performance occur only because of good quality training and development program that leads to employee motivation and their needs fulfillment.

According to Wright and Geroy (2000), employee competencies changes through effective training and development programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job, thus contributing to superior organizational performance. Through training and development the employee competencies are developed and enable them to implement the job related work efficiently, and achieve firm objectives in a competitive manner.

However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude, but because of above mentioned hurdles. To make training and development effective and to ensure positive effect of training and development on employee performance these elements should be taken into consideration Wright and Geroy (2001). Besides, Eisenberger (1986) stated that workers feel more committed to the firm, when they feel organizational commitment towards them and thus show higher performance. Bartel (1994), reports that there is a positive correlation between effective training and development program and employee productivity, however to make it possible, Swart (2005), it is the responsibility of the managers to identify the factors that hinders training and development program effectiveness and should take necessary measures to neutralize their effect on employee performance. In addition, Ahmad and Bakar (2003) concluded that high level of employee commitment is achieved if training achieves learning outcomes and improves the performance,

both on individual and organizational level. These findings are also consistent with the results of Kim (2006) research work.

Generally, it can be debated that the effect of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions. According to Lang (1992) training and development should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between Human Resource Management practices and organizational commitment, so as to discover the causes of effective employee performance..

Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, Cheramie.et al. (2007), argued that, management, mostly feel hesitant while investing in its human resource due to various reasons. Sometime, in spite of receiving effective and timely training programs, employee are intended to cash it for the sake of their own market value and employment opportunity , or willing to change job just because of higher salaries, and thus, firm investment in training results as a cost rather than profit. It is also observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006).

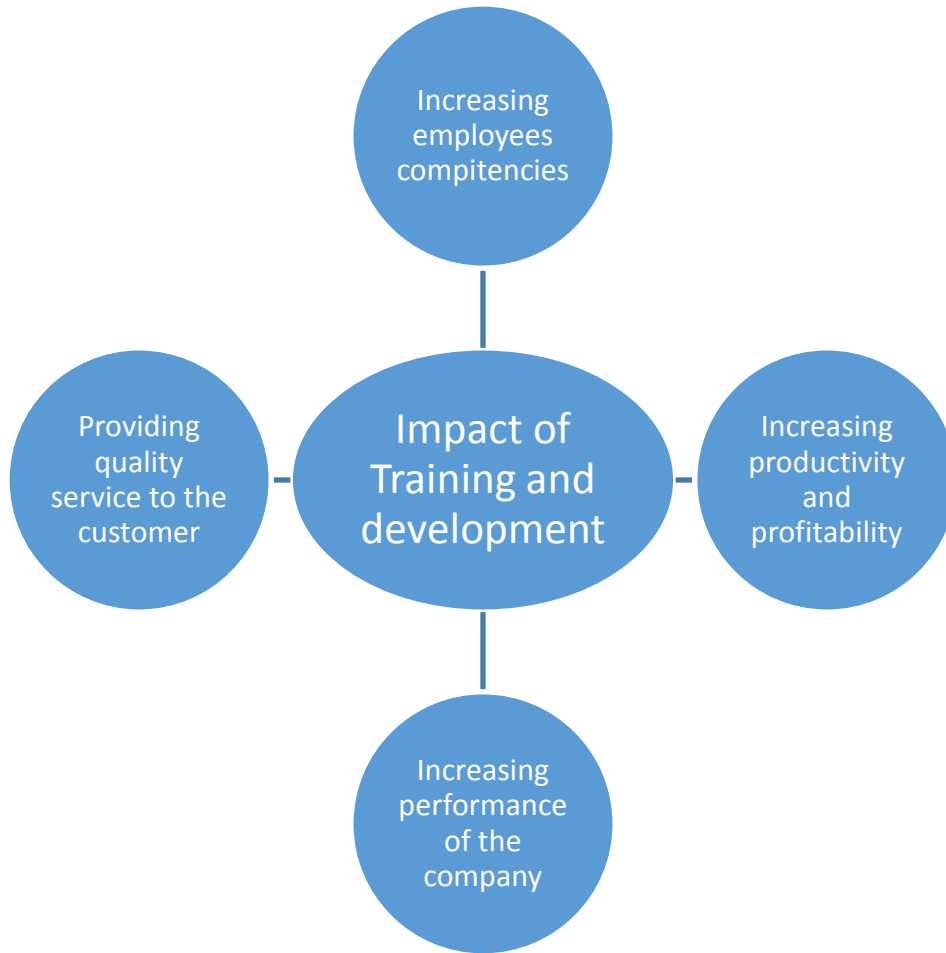
As mentioned by Arnoff (1971), training sessions accelerate the initiative ability and creativity of the workforce and facilitate to avoid human resource obsolescence that may occur because of demographic factors such as age, attitude or the inability to cope with the technological changes.

Obisi (2001), reported that training and development is a systematic process of enhancing the knowledge, skills and attitude, hence leads to satisfactory performance by the employees at job. He further mentioned that the need and objectives of the training and development program should be identified before offering it to the employees.

Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management, as it makes employees more efficient and effective. They further elaborated that training practice is have a strong bond with all other human resource practices as (Mamoria, 1995), it enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behavior and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. Mamoria (1995), further mentioned that a well trained worker is able to make a best use of organizational resources along with minimum level of wastages. As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

2.3 CONCEPTUAL FRAMEWORK

In the study, the impact of training and development will be conceptualized as a four- dimension construct. The four dimensions are increasing employee's competency, providing quality service to the customer, increasing performance of the company and increasing productivity and profitability. Using literature support and particularly the work of Gaertner, K.N. and Nollen, S.D. (1989), the expected relationships among the above dimension will be discussed.



Source: adapted from Gaertner, K.N. and Nollen, S.D. (1989)

Figure 2.2. Conceptual Framework of the study

CHAPTER THREE

3. RESEARCH METHODOLOGY

3.1. Research Design and Approaches

3.1.1. Research Design

The research design enables the researcher to answer the basic research question. According to Saunders, Lewis and Thorn hill (2009) showed that the choice of research design depend on the objective of the study, the availability data source, the cost of obtaining the data and the availability of time. The purpose of this research is to examine the impact of training and development on employee's performance. Therefore, the research has employed descriptive research design to describe about the training and development practice and use correlation research design to show relationship of independent variable training and development and dependent variable employee's performance

3.1.2. Research Approach

In order to achieve the objectives of the study, the researcher used a quantitative and qualitative approach in order to obtain sufficient data. The researcher had use a Likert scale to measure the respondents' perception. Because it helps to answer the research question and assess the impact of training and development on employee's performance. Therefore, to better see the impact of training and development on employee's performance, the role of each identified effectiveness variables are described in detail.

3.2. Population, Sample Size and Sample Techniques

3.2.1. Research Population

The company under study was organized based on 7 interdependent divisions. This structuring has been made based on the different natures of tasks conducted within these functions. As a result, the population belong to these categories tend to have heterogeneous behavior and the target population of this research is permanent employees of ASKU plc who work in various positions. Based on the company's headcount report as of March 31, 2017, it has 240 permanent employees. As a result, this figure would be taken as the total population for this study. From the given scope, sample would be taken from head office and national

sales and distribution office employees, the sample which was selected from each stratum systematically.

3.2.2. Sample Size

Sample size determination is an important element in any research. Exact test to check sample size is adequate for the analysis can be carried out by using statistical methods such as significance tests. “In many social studies, researchers who do not have the required statistical skills can use a more common sense approach to determine sample size,” (John, et al, 2007). Therefore, representative sample of these employees was calculated based on formula for sample size determination for finite population. To determine the sample size, the below sample determination table has been used.

Table 3.1 Sample size determination table

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	2500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Given that the target population is 240 permanent employees, the sample size is determined as 148 referring the above sample determination table. Krejacie and Morgan, (1970)

3.2.3. Sampling Technique

Taking in to account the nature of the study and structure of the company, the researcher implements a stratified systematic sampling technique to have a more representative sample. In other words, each division would be considering as a stratum and the sample determine proportionally in each of the stratum. If the population from which a sample is to be drawn does not constitute a homogeneous group, then stratified sampling technique is applied so as to obtain a representative sample Kothari (2004)

Table 3.2 Strata (divisional unit of the company)

No	Department	Sample size
1	Sales department	65
2	Finance department	22
3	Human resource department	25
4	Warehouse department	10
5	Logistics department	12
6	Fleet department	4
7	General service department	2

3.3. Source of Data

Collection of data is the basis for any statistical analysis and the data collected must be accurate. Inaccurate and inadequate data leads to faulty analysis and decisions taken are misleading. So care must be exercised while collecting data. The data are two types of data source; primary and secondary data. The data collected by the investigator himself for specific purpose of investigation is called primary data. The data which collected must be original but collection is a difficult task for the investigator. On the other hand, data which were not originally collected but obtained from published or unpublished sources are known as secondary data, this data gathered from journals, articles, company manuals and different kinds of books. S P Rajagopalon& R Sattanathan, (2006)

3.4. Data Gathering Tools

The main data collection method is questionnaire that distributed to employees, who are working in the company.

The secondary data would be access from the company's work processes, policies, procedures, forms and other documents which are linked with the training and development and also from different literatures on the area.

The primary data was collected through questionnaire. It includes open ended and close ended questions. According to Kothari, (2004), this method of data collection is quite popular, particularly in case of big enquiries. The researcher also mentioned that using a questionnaire as an instrument has the following merits:

- There is low cost even when the universe is large and is widely spread geographically.
- It is free from the bias of the respondents; answers are in respondents' own words.
- Respondents have adequate time to give well thought out answers.
- Respondents, who are not easily approachable, can also be reached conveniently.
- Large samples can be made use of and thus the results can be made more dependable and reliable.

3.5. Procedure of Data Collection

In order to assess the impact of training and development on employee's performance, the researcher used a survey method with primary data collection which would be collect through

a self-administered questionnaire, which is administered through face-to-face distribution to the target employees in an established systematic way. Observations have also been administered and other secondary data was collected from document review, records and reports.

3.6. Reliability and Validity

In order to achieve the objective of this thesis, the researcher used a well-designed questionnaire and a pilot survey questionnaire would be designed and distributed to the systematically selected employees, advisors and human resource management experts of the company for pointing out any problems with the questionnaires' instructions, instances where items are not clear, formatting and other typographical errors and issues. Therefore; to ensure the reliability of the response, the researcher distributed some questionnaires as a pilot test and then made some adjustments. Finally, reliability of the questionnaire would be tested by using Cronbach's Alpha and the reliability values for all constructs are confirmed as greater than 0.771, which are considered acceptable. Malhotra & Peterson (2006) mentioned about three types of validity in his study: content validity, predictive validity, and construct validity. This study addressed content validity through the review of literature and adapting instruments used in previous research.

Table 3.3: Reliability Statistics

Cronbach's Alpha	N of Items
.771	48

Cronbach's alpha reliability result of the study is 0.771, this is an acceptable level.

3.7. Method of Data Analysis

The data were analyzed by the help of two sets of statistics namely, descriptive and inferential statistics. Objective one which is assessing the training and development practice of the company analyzed using descriptive statistics such as mean, standard deviation and percentage . Objective two which is the impact of training and development on employee's performance in this case inferential statistics was used to analyze using Pearson's correlation coefficient and regression analysis. Specifically a dimension level analysis was also performed using regression analysis which was instrumental in indicating whether the independent variables of training and development practices significantly predict the dependent variable employee performance.

3.8. Ethical Considerations

It may not be ethical to ask employees to answer questionnaires while they are at their duty station. Therefore, longer time was given to respondents so that they can either take the questionnaire to their home or use their break time. Regarding privacy of the respondents, their responses are strictly confidential and only used for academic purposes. Concerning references, all the materials and sources are properly acknowledged.

CHAPTER FOUR

RESULTS AND DISCUSSION

In this chapter, data gathered through questionnaire are presented, analyzed and interpreted using percentages and frequencies with the help of Statistical Package for Social Science (SPSS). To collect relevant data, 148 questionnaires were distributed to employees of the ASKU PLC. Among the questionnaires distributed to employees (148 questionnaires), the researcher collected 140 properly filled questionnaires in which the response rate is 94.59%. Eight (8) questionnaires missed because in one hand some of them were incomplete on the other hand respondents failed to return back their filled questionnaire to the researcher. According to the organized questionnaires, the researcher produced the following analyses: When it comes to investing in learning and skill development for staff, it pays to understand what workers look for from the company that employ them. In a recent survey in UK 40% of employees we spoke to told us their decision to move to a new company was influenced by the training and career development prospects on offer.

4.1. Demographic Characteristics of the Respondents

4.1.1. Age of respondents

The table 4.1 below discloses that majorities of the respondents who are at the age of 20-30 covering almost 71.4% followed by age group 31-40(25.0 %). This shows that the acceptable of training and development between the ages of 20-30 is positive. In different studies shows that age has their own effect on training and development of employee's readiness, acceptable and implement quickly after they took training related to their jobs and finally the age group from 41-50 covering 3.6 %, they are well experienced.

4.1.2. Gender of Respondents

The demographic data for sex shows that out of the 140 respondents 69 respondents are male and 71 respondents are female. Table 4.2 shows the majority of respondents are female that represented 50.7 %, while male represents the remaining 49.3 %.

4.1.3. Educational background of the Respondents

The table 4.3 shows those respondents' educational level ranges from degree to master's degree. Majority of the respondents, i.e., 93.6 % of the respondents (131 out of the total 140 respondents) hold BA degree which represents. While the remaining 9 of them are master's holders. This shows that all employees are capable of quickly acceptable training and development and implement to their own jobs.

4.1.4. Years of Service in the Company

The service year of the respondents varies from a minimum of 1 and a maximum of 10 years. The majority of respondents have served their company from 1-5 years which represents 90.7% (127 from the total 140 respondents). There respondents which have served their current company from 6-10 years are 13 in number. This revealed that majorities of the respondents are not too experienced in which the organization is believed to provide training to its employees to escalate their working performance and in turn serve the interest of customers.

Table 4.1: Age of respondents

Variables	Category	Frequency	Percent
Age	20-30	100	71.4
	31-40	35	25
	41-50	5	3.6
	Total	140	100
Gender	Male	69	49.3
	Female	71	50.7
	Total	140	100
Education	First degree	131	93.6
	Master's degree	9	6.4
	Total	140	100
Experience	1-5years	127	90.7
	6-10years	13	9.3
	Total	140	100

4.2. Training Practices of the Company

4.2.1. Frequency of Training Given to Employees of the company

The training frequency of the respondents is shown in the following table, Table 4.5. Majorities of the respondents cumulatively amounted 85 (60.7 %) got trained for once in a year. While 17(12.1 %) of the respondents that they took training only two times, 29(20.7%) of the respondent respond that they acquire several time and the remaining 9 respondents respond never trained. As it is discussed above, majorities of the respondents have been serving their company ranging from 1 up to 5 years. Here, 85 of the respondents claimed that they took training for once which might be related with the a few number of years they stay in their company.

Table 4.5: Frequency of Training in one year

	Frequency	Percent
Valid Only once	85	60.7
Twice	17	12.1
Several times	29	20.7
Never	9	6.4
Total	140	100.0

4.2.2. Training Design and Methods of Training Used

The data depicted in the following tables, Table 4.6, shows the method and design of training the respondent answer to what extent the trainings were designed according to the intended objectives and whether the approaches implemented during the training helped trainers achieve the training goals.

Lecture method was the major approach implemented in training the employees of the company, according the response of respondents in which 57.1 % (80 out of 140 respondents) affirmed that they took trainings through lecture. Among the total 140 respondents, 20 and 26 of them acknowledged that they have involved in group exercise and other method, respectively.

Table 4.6: methods of training

	Frequency	Percent
Valid Lecture	80	57.1
Case study	4	2.9
Seminar	5	3.6
Demonstration	5	3.6
Group exercise	20	14.3
If any other	26	18.6
Total	140	100.0

4.2.3. The Criteria implemented by the Company to Select Employees for Training

The following table, Tables 4.7, shows that 26.4 % of the respondents (37 out of 140 respondents) were selected to take training because the training was compulsory to all employees of the company. In addition, considerable number of respondents, 66 (47.1%) of them attend training when they initially joined the company. This helps new entrants to be familiar with the company's culture, norms, values, rules and regulations. Other 18 (12.9 %) respondents do not know why they were selected to attend it. According to the organized data, only 37 employees attend training based on compulsory for all employees. This shows that the company is too far in providing training considering the interest of its employees which may result to employees' low performance. Furthermore, 14 respondents had attained training upon their supervisor's recommendations. Others amounted 5 respondents expressed that they got the chance to receive training because of competition they had. From this we can infer that the trainings provided by the company were to some extent feeble.

Table 4.7: Criteria Used by the company to select Trainees

	Frequency	Percent
Valid On joining the company	66	47.1
Supervisors recommendation	14	10.0
Compulsory for all employees	37	26.4
Based on competition	5	3.6
I don't know	18	12.9
Total	140	100.0

4.3. Training and development design

The data depicted in the following table 4.8, shows to what extent the trainings were designed according to the intended objectives and whether the approaches implemented during the training helped trainers achieve the training goals. The table, shows whether the training designs was clear, participative, and effective in improving the knowledge, skills and attitudes of the employees. The approximate mean value, i.e., 1.76, of the gathered data revealed the trainings organized by the company had completely not organized clear design and were not effective in proliferation of participants' performance. And also the company not properly undertaken training needs assessment before the training program designed and implemented as indicated in the table 4.8 mean value, of 1.75. The respondent response rate of the rest training design are as follow: training and development design helps participants to be focused, Training and development design is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees, Validity of training and development design is able to link the training needs and training which is to be delivered, Training and development design clarify for trainers and trainees precisely what their goals are in training, Training program designed based on the requirements of the job and employee deficiency of ability for the job as the respondent agreed as indicated by the table 4.8 the mean values of 4.19, 4.17, 4.09, 4.20, 3.47 and 3.79 respectively. This indicates respondents are strongly agreed.

Table 4.8: Training and development design

	N	Mean	Std. Deviation
-There is a clear view of training & development design in conducting training program in your company.	140	1.76	.755
-Training and development design helps participants to be focused	140	4.19	.755
-Training and development design is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees	140	4.17	.645
-Validity of training and development design is able to link the training needs and training which is to be delivered	140	4.09	.667
-Training and development design clarify for trainers and trainees precisely what their goals are in training	140	4.20	.722
-Training program designed based on the requirements of the job and employee deficiency of ability for the job	140	3.47	.948
-Enough training and development that enables you to do your job as required	140	3.79	.829
My company properly undertaken training needs assessment before the training program designed and implemented.	140	1.75	.669
Valid N (list wise)	140		

4.4. The types of Training provided by the company

It was important for the study to determine the types of training that takes place at the company Under this sub-topic the researcher has analyzed On-the-Job and Off-the-Job training Provided by the company.

4.4.1. Analysis of On-the-Job Training

As it is indicated in the below table, Table 4.9, the statistical mean of 3.53 indicates that the job rotation within the organization increases the overall performance of the employees. As well, according to the depicted data, majority of the respondents agreed that the job instruction prepared by the organization is clear and easy to apply, and they believe also that they receive enough guidance from their peer and supervisors, with a mean of 3.53 and 3.59 respectively. The mean 3.09 suggest that the documentation and ease access of the job instruction manual are good as well. Majority of the respondent strongly agreed that induction training provides an excellent opportunity for new comers to learn as indicated mean value of 4.27 Generally, as to the

gathered data, the company’s manuals are well-organized, clear and easy to comprehend and apply, and majority of them claimed that they got sufficient guidance from their peers and supervisions in time difficulties and usual day-to-day activities and also most of the respondent agreed that Job rotation boosts the moral and self confidence as indicated mean value of 3.53.

Table 4.9: On-the-Job Training

	N	Mean	Std. Deviation
Orientation training is well planned	140	3.92	.982
The induction training is conducted timely	140	3.66	.980
Induction training provides an excellent opportunity for	140	4.27	.872
Induction training is sufficient duration	140	3.61	1.057
The instructions are clear and easy to apply	140	3.53	1.153
I received enough support and guidance that I need from my peers and supervisors to fulfill my potential	140	3.59	.996
Job instruction are well documented and ease of access	140	3.09	.963
Employees job rotation within the organization helps in increasing	140	3.43	1.194
Job rotation boosts my moral and self confidence	140	3.53	1.042
Valid N (list wise)	140		

4.4.2. Analysis of Off-the-Job Training

The table 4.10 shows, the majority of the respondents with mean value of 3.71 agree that the type of training they have taken is applicable for the job after training. The training program considering the level of abilities and education of employees, the table shows the respondents are agree with the mean value of 3.24. As for supervisor support the use of techniques learned in training to be applicable on the job, respondents agree with a mean value of 3.39.

Table 4.10 off-the job training

	N	Mean	Std. Deviation
The lecture training programs are designed at level of abilities and education of employees	140	3.24	.995
The type of training I have taken is applicable for the job after the training	140	3.71	1.041
Supervisors support the use of techniques learned in training that employee bring back to their job	140	3.39	1.015
Valid N (list wise)	140		

4.5. The impact of Training and development on Employee Performance

The fundamental aim of training and development is to help the company achieve its goals and objectives by adding value to its key resource which is the human resource. In this section, the researcher analyzed the impact of the trainings and development provided by the company upon the employees overall performance . As the statistical data depicted in table 4.11, shows the culture of the company is not good enough to provide training and development on time, and also the respondent employees are not specialized in the services that will be delivered to the clients as indicated by mean value of 2.05. At the same times the respondent agreed that because of the absence of training and development the employees are not perform to sell large amount of the product which is produced by the company and not doing efficiently as indicated from the table 4.11 mean value of 2.49 and 2.47 respectively. majority of the respondent acknowledged that training and development brings positive impact on the following issues: increase knowledge, skills and attitudes as indicated from the table 4.11 mean value of 3.89, increase productivity as shows mean value of 4.30, enhance high quality of product and service as indicated by mean value of 3.95, enhance the use of tools and machine operation safely as depicted by mean value of 3.44, decrease lateness and absenteeism shown as mean value of 3.94, decrease material wastage and brought strong team work by indicated mean value of 3.82, bring success to client satisfaction which is indicated from mean value of 3.84, performance increase due to enhanced competency of employees as shown by mean value of 3.79, boost up the morale of employees as we see from mean value of 3.78 and finally training and development have a

great factor of employees performance which indicated from the statistical data mean value of 3.93.

Table 4.11: The Impact of Training in Enhancing Efficiency of Employees

	N	Mean	Std. Deviation
-The training and development provided by the company helped me to perform my work quickly and efficiently.	140	2.47	.515
-Because of the knowledge, skills and attitudes that received from the training and development, I can accomplish activities effectively.	140	3.89	.938
-In my opinion training & development helps me to increase productivity.	140	4.30	.707
-The training and development I received helped me to enhance high quality of product/service.	140	3.95	.567
-The training and development provided by my company helped me to improve quantity of sales.	140	2.49	.502
-In my opinion training and development helps me to enhance the use of tools and machine, operational safety.	140	3.44	.859
-I have a good relationship with my supervisor and the training and development reduces lateness, absenteeism.	140	3.94	.717
In my opinion training and development helps me to decrease material wastage I am confident that the training brings strong team work so as it helped my company.	140	3.82	.692
-In my opinion the training and development provided helped my company to ensure its success with client satisfaction.	140	3.84	.702
-Since the culture of the company is good enough to provide training and development on time, I am so specialized in the services that will be delivered to the clients.	140	2.05	.733
-Performance increase due to the enhanced competency of the employees.	140	3.79	.644
-Employees Performance greatly depend on Training and & Development.	140	3.93	.685
-Most of the employers consider training and development waste of time and waste of money.	140	2.64	1.242
-Training and development boost up the morale of the employees	140	3.78	1.163
Valid N (list wise)	140		

4.6. Correlation Analysis

Correlations are the measure of the linear relationship between two variables. A correlation coefficient has a value ranging from -1 to 1. Values that are closer to the absolute value of 1 indicate that there is a strong positive relationship, closer to -1 strong negative correlation between the variables being correlated whereas values closer to 0 indicates that there is little or no linear relationship.

As described by Andy (2006), the correlation is a commonly used measure of the size of an effect: values of ± 0.1 represent a small effect, ± 0.3 is a medium effect and ± 0.5 is a large effect.

In this section, correlation analysis conducted between training and development and employee performance, this provided correlation Coefficients which indicated the strength and direction of relationship. The p-value also indicated the probability of this relationship's significance at the level of $p < 0.01$.

4.6.1. Correlation Analysis between Training & development and employees performance

The correlation matrix between training and development (training design, on-the-job-training, off-the-job-training) and employee's performance were analyzed as follow:

As it is indicated in the table below, there was significant positive correlation between training design and employee performance with correlation coefficient of 0.402 ($r=0.402$) and significance less than 0.001. Therefore, training design and employee performance were positively correlated and had strong correlation between them. As shown from the correlation table there was good positive relationship between on-the-job training and employee performance with a Pearson correlation coefficient of 0.305 ($r=0.305$) and significance value less than 0.001. This significance indicated that there was positive and good relationship between on-the-job-training and employee performance. There was also good relationship between off-the-job-training and employee performance with a correlation coefficient of 0.354 ($r= 0.354$) and significance value less than 0.001.

Table 4.12: Correlations Analysis

		Training design	On-the-job-training	Off-the-job-training	performance
Training design	Pearson Correlation	1	.203*	.175*	.402**
	Sig. (2-tailed)		.016	.038	.000
	N	140	140	140	140
On-the-job-training	Pearson Correlation	.203*	1	.664**	.305**
	Sig. (2-tailed)	.016		.000	.000
	N	140	140	140	140
Off-the-job-training	Pearson Correlation	.175*	.664**	1	.354**
	Sig. (2-tailed)	.038	.000		.000
	N	140	140	140	140
performance	Pearson Correlation	.402**	.305**	.354**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	140	140	140	140

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

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

4.7. Linear Regression Analysis

Regression analysis is conducted to know by how much the independent variable explains the dependent variable. The regression was conducted between training and development (independent variable) and employee’s performance (dependent variable). The results of the regression analysis are presented as follows. In this linear regression model, the p-value (“sig” for significance”) of the predictor’s effect on the criterion variable, if less than .05 is generally considered “statistically significant.”

The model specification is as follows:

Regression model: $Y = a + b_1x_1 + b_2x_2 + b_3x_3 + E$ where Y = employees performance; a= the y intercept when x is zero; b₁, b₂, b₃, are regression coefficients of the following variables respectively; x₁- training design; x₂- on-the-job-training ; x₃- off-the-job-training.

4.7.1 Multiple Regression Results of training and development, and EP

The beta values above show the magnitude of relationship between variables, higher values being an indication of strong relationship. In this study, training design had highest Beta coefficient of 0.344. This result implies that training design had highest impact on employee performance. Whereas, off-the-job-training, is found to be the second most significant T and D dimension with Beta value of 0.246 implying that this dimension is significantly related and strongly influences employee performance. Then the influence followed by on-the-job-training had with Beta value of 0.072 which is not strongly influenced.

Table 4.13 Multiple Regression Results of independent variables and EP

Model		Coefficients				
		Un standardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.962	.250		7.864	.000
	Training design	.295	.065	.344	4.524	.000
	On-the-job-training	.042	.059	.072	.717	.474
	Off-the-job-training	.095	.038	.246	2.465	.015

a. Dependent Variable: employee performance

Table 4.14: Regression Analysis between training and development and employee Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.497 ^a	.247	.230	.29297

a. Predictors: (Constant), off-the-job-training, Training design, on-the-job-training

As shown in the table 4.16 above, there is relationship between training and development, and employee performance. The value of R^2 is 0.247, which implied that training and development can account for 24.7% of the variation in employee performance. Although there

might be many factors that can explain the variable on employee performance, nearly 24.7% of it was explained by training and development. This means that the remaining 74.3% of the variation in employee performance cannot be explained by those dimensions of training and development.

CHAPTER FIVE

SUMMARY OF RESULTS, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the findings of this study followed by conclusions and recommendations. The study was designed to assess ASKU PLC training and development trends and to test empirically the impact of training and development on employee's performance. In the study, the impact of training and development was analyzed in terms of employee's productivity, efficiency effectiveness through training design, types of training and their impact on employee's performance.

5.1 SUMMARY OF RESULTS

Based on the quantitative and qualitative data analysis, discussion of results was done with respect to the basic questions and the following are the summary of major results of the study.

The impact of training and development on employee performance was analyzed based on descriptive, correlation and regression statistical analysis. By considering the training practice of the company the frequency of training and development provided is indicated that majority of the respondent i.e., 60.7% them got trained for once in a year , 6.2% of the respondent that they never trained, 20.7% of them respond to trained several times and 12.1% of them trained twice in a year. As depicted from the respondent the criteria used by the company to select trainees are: on joining the company, supervisors recommendation, compulsory for all employees and based on competition are indicated that 47.1%, 10%, 26.4% and 3.6% respectively and also 12.9% of them are never known the criteria.

The other points which the researcher revealed that the method of training the respondent employees takes are lecture with the mean value of 57.1%, case study 2.9%, seminar 3.6%, demonstration 3.6% and group exercise 14.3% and also mean value of 18.6% of the respondent responds they take training more than one method.

The other points is that the training and development design practice of the company; the mean value 1.76 indicates that the training organized by the company had completely not clear, participative and effective in improving the knowledge, skills and attitudes of the employees and

also the company are not properly undertaken training needs assessment before the training program designed and implemented as indicated by mean value of 1.75.

The other things is that majority of the respondents agreed upon training and development design helped participants to be focused as depicted in mean value of 4.19. The mean value of 4.17 indicates training and development design is the basis for measuring effectiveness of knowledge, skills and attitudes. Most of the respondents respond enough training and development that enables to do the job as required which is indicated from the mean value of 3.79.

The statistical mean value of 3.53 indicates that the job rotation within the organization increases the overall performance of the employees. As well as, according to the depicted data, majority of the respondents agreed that the job instruction prepared by the organization is clear and easy to apply, and they believe also that they receive enough guidance from their peer and supervisors, with a mean value of 3.53 and 3.59 respectively. The mean value 3.09 suggests that the documentation and ease access of the job instruction manual are good as well. Majority of the respondent strongly agreed that Induction training provides an excellent opportunity for new comers to learn as indicated mean value of 4.27. Generally, as to the gathered data, the company's manuals are well-organized, clear and easy to comprehend and apply, and majority of them responded that they got sufficient guidance from their peers and supervisions in time of difficulties and usual day-to-day activities and also most of the respondent agreed that Job rotation boosts the moral and self confidence as indicated mean value of 3.53.

The majority of the respondents with mean value of 3.71 agree that the type of training they have taken is applicable for the job after training. The training program considering the level of abilities and education of employees the respondents are agreed with the mean value of 3.24. As for supervisor support the use of techniques learned in training to be applicable on the job, respondents with a mean of 3.39.

Here the researcher tried to show the training and development impacts on employee's performance, the culture of the company is not good enough to provide training and development on time, and also the respondent employees are not specialized in the services that will be delivered to the clients as indicated by mean value of 2.05. At the same times the respondent agreed that because of the absence of training and development the employees are not perform to

sell large amount of the product which is produced by the company and not doing efficiently as indicated mean value of 2.49 and 2.47 respectively. Majority of the respondent acknowledged that training and development brings positive impact on the following issues: increase knowledge, skills and attitudes the response rate at mean value of 3.89, increase productivity at mean value of 4.30, enhance high quality of product and service as depicted by mean value of 3.95, enhance the use of tools and machine operation safely as indicated by mean value of 3.44, decrease lateness and absenteeism as shown by mean value of 3.94, decrease material wastage and brought strong team work which is states at the mean value of 3.82, bring success to client satisfaction that indicated at mean value of 3.84, performance increase due to enhanced competency of employees as we see from mean value of 3.79, boost up the morale of employees as indicated by mean value of 3.78 and finally training and development have a great factor of employees performance which indicated from the statistical data mean value of 3.93.

There is significant positive correlation between training design and employee performance with correlation coefficient of 0.402($r=0.402$) and significance less than 0.001. Therefore, training design and employee performance were positively correlated and had strong correlation between them. From the correlation matrix there is positive relationship between on-the-job training and employee performance with a Pearson correlation coefficient of 0.305 ($r=0.305$) and significance value less than 0.001. This significance indicated that there is positive relationship between on-the-job-training and employee performance. Similarly there is also good relationship between off-the-job-training and employee performance with a correlation coefficient of 0.354 ($r= 0.354$) and significance value less than 0.001. From the regression analysis, training design had highest Beta coefficient of 0.344. This result implies that training design had highest impact on employee performance. Whereas, off-the-job-training, is found to be the second most significant training and development dimension with Beta value of 0.246 implying that this dimension is significantly related and moderately influences employee performance. Then the influence followed by on-the-job-training had with Beta value of 0.072 which is not strongly influence employee's performance.

5.2 CONCLUSION

The following conclusions were drawn based on the current findings from both quantitative and qualitative data collected and analyzed based on the impact of training and development on employee's performance in the case of ASKU plc.

Training and development is one of the most important areas that increase employee's performance and productivity. The survey results response revealed that the existing practices of training and development of the company indicates specifically, noticeable gaps were identified from the analysis. Majority of the employees respondent got training once in a year and some of the respondent are never trained; this confirm that the current training and development practice of the company is not good. On the other, hand as indicated by the mean value training organized by the company had completely not clear, participative and effective in improving the knowledge, skills and attitudes of the employees and also the company are not properly undertaken training needs assessment before the training program designed and implemented. As the same time, as we see from the data the culture of the company is not good enough to provide training and development on time, and also the respondent employees are not specialized in the services that will be delivered to the clients. At the same times the respondent agreed that because of the absence of training and development the employees are not perform to sell large amount of the product which is produced by the company and not doing efficiently. Majority of the respondent acknowledged that training and development brings positive impact on the following issues: increase knowledge, skills and attitudes, increase productivity, enhance high quality of product and service, enhance the use of tools and machine operation safely, decrease lateness and absenteeism, decrease material wastage and brought strong team work, bring success to client satisfaction, performance increase due to enhanced competency of employees. The researcher tries to see the impact of training and development on employee's performance using correlation and regression analysis. As we see from the data, training design and employee performance were positively correlated and had strong correlation between them. And also from the regression analysis, training design had highest Beta coefficient. This implies that training design had highest impact on employee performance. This indicates training and development is a great impact on employee's performance. Whereas, off-the-job-training, is

found to be the second most significant training and development dimension and this dimension is significantly related and strongly influences employee performance . And finally the influence followed by on-the-job-training had not strongly influence employee's performance.

From these the researcher concluded that the company ASKU plc had currently low practices in training and development, but the data depicted that training and development has a great impact on employee's performance and also many researcher as we see from the literature review indicates that training and development has an impact on employee's performance.

5.3 RECOMMENDATION

The major objectives of training and development are to enhance employee's performance and create standardized job performance throughout the organization. A well performed employee is the first requirement to survive in a competitive environment and to generate profit. The literature in this study shows clear links between training and development on employee's performance which helps to deeply understand the relationship and interaction between training & development and employee's performance. Based on the findings of this research and the subsequent conclusions drawn, the researcher forward the following recommendations which help to improve the training & development practice that will results a higher positive impact on employee's performance.

- ❖ “Training Need Assessment“ should be given primary importance to determine the real performance gap between what the employee presently do and what the employee should do i.e. between “what is” and “what should be” and what type of training will needed to fill the gap if any.
- ❖ The company should have to revise and properly do every step and evaluate the training effectiveness through feedback.
- ❖ The awareness creation and transfer of knowledge in an organization has become a critical factor in an organizations success and competitiveness. Since, ASKU PLC should have to use training techniques and design according to the type and categories which are suitable for different categories of employees in the organization like

managerial and non managerial, technical, administrative, skilled, unskilled, senior and junior, and so on.

- ❖ The company should have to critically revise its training programs to enhance client satisfaction because there is perfect computation among such kinds of beverage industry, unsatisfied client can easily move to another company.
- ❖ The company should have to apply employee relation management in every aspect of human resource management practices through the new HRM model composed of policies that promote mutuality i.e. mutual goals, mutual influence, mutual respect, mutual rewards, and mutual responsibility.
- ❖ The management of ASKU PLC should exert their effort towards employee efficiency for better employee performance.
- ❖ ASKU PLC should allocate sufficient amount of budget to train this key resources of the company. Since investment on people, both in developing and maintaining the appropriate skills, knowledge, and ability are vital part of the organization's strategy for the future and it is a strategic weapon in the battle for competitive advantage.

5.4. Limitation of the Study

The researcher had faced the following few limitations during conducting the research:

- Some of the employees were not volunteered to fill the questionnaire because they are busy on their daily routine. Moreover, some of them thought that it could be against the company's norm and policy to tell for someone about the internal issues.
- Questionnaires were not return on time because some of the employees would be out of their principal work place for field works. As a result, the response rate is to some extent negatively affected.
- The allotted time and budget for the study would be very limited.

5.5 IMPLICATION FOR FUTURE RESEARCH

This study directly focuses on the impact of training & development practices i.e. only process and delivery techniques on employee's performance i.e. only effectiveness, efficiency, commitment and productivity are studied. However, there are many training practice issues and performance dimensions which are not studied here. Therefore, this study can be further enhanced to explore that how training practices can be strategically designed and aligned with organizational goals to meet the desired performance. For example, this research can be further explored in terms of psychological factors involved in training such as their effect on attitude, behavior, and motivation.

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Appendices

Appendices A

**SAINT MERRY UNIVERSTY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF MANAGEMENT
MBA PROGRAM**

Questionnaire for Managers/Employees of ASKU PLC.

This questionnaire has designed to request information for purely academic purposes. This is to enable the researcher Tsegaye Tagesse a final year student of Saint Merry University to complete the thesis on the topic; The Impact of Training and development on Employees' Performance a case of ASKU PLC in achievement of Master of Business Administration in General Management . I would like to thank you in advance for your cooperation and for scarifying your valuable time.

N.B: 1.The student researcher has scheduled to get the filled questionnaire back within three days.

2. All information given would be treated with utmost confidentiality.

Direction; indicate your response by putting a tick [√]mark in one of the boxes against each statement.

BCKGROUND INFORMATION (PLEASE PUT [√] IN SIDE THE BOX)

1. Age: 20 -30 31 -40 41- 50 51- 60

2. Sex: Male Female

3. Educational background of the respondent; Diploma First Degree Masters Degree PhD

Other, please specify -----

4. Respondent's salary per month;

1500 birr-2500 birr 2501 birr-3000 birr 3001 birr-5000 birr above 5000 birr

5. Marital status: Married Single Divorced Widowed

6. Please specify your position in ASKU PLC -----

7. How long have you been working with ASKU PLC?

1 -5 years 6 -10 years 11 - 20 years 21 - 30 years above 30 years

8. What is the frequency of training program you have participated in one year?

Only once twice Several times never

9. What are the methods of facilitation at the training you have attended?

A) Lecture () B) case study () C) Seminar () D) demonstration () E) Group exercise ()

F) If any other specify (-----)

10. How were you selected for training? On joining the company Supervisors recommendation

Compulsory for all employees upon employee request Performance appraisal

Based on competition I don't know

Part II: questions related to training and development on employees performance

Instruction: Please indicate the extent to which you either agree or disagree with the following

Statements by marking a tick mark v in the appropriate column to the right side where

1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree

Training and development design

S.NO	Questions Items	1	2	3	4	5
1	There is a clear view of training & development design in conducting training program in your company.					
2	Training and development design helps participants to be focused					
3	Training and development design is the basis for measuring effectiveness of the training in knowledge, skills and attitudes expected of trainees					
4	Validity of training and development design is able to link the training needs and training which is to be delivered					
5	Training and development design clarify for trainers and trainees precisely what their goals are in training					
6	Training program designed based on the requirements of the job and employee deficiency of ability for the job					
7	Enough training and development that enables you to do your job as required					
8	My company properly undertaken training needs assessment before the training program designed and implemented.					

Questions on the Type of Training

1= strongly disagree 2=Disagree 3=Neutral 4=Agree 5=strongly agree

S.NO	Questions Items	1	2	3	4	5
	On the job training					
	Job Orientation					
1	Orientation training is well planned					
2	The induction training is conducted timely					
3	Induction training provides an excellent opportunity for new comers to learn					
4	Induction training is sufficient duration					
	Job instruction					
5	The instructions are clear and easy to apply					
6	I received enough support and guidance that I need from my peers and supervisors to fulfill my potential					
7	Job instruction are well documented and ease of access					
	Job rotation					
8	Employees job rotation within the organization helps in increasing my overall performance					
9	Job rotation boosts my moral and self confidence					
	Off the job training					
10	The lecture training programs are designed at level of abilities and education of employees					
11	The type of training I have taken is applicable for the job after the training					
12	Supervisors support the use of techniques learned in training that employees bring back to their jobs					

Questions on Impact of Training & development on Employee Performance

1= strongly disagree

2=Disagree

3=Neutral

4=Agree

5=strongly agree

S.NO	Questions Items	1	2	3	4	5
1	The training and development provided by the company helped me to perform my work quickly and efficiently.					
2	Because of the knowledge, skills and attitudes that received from the training and development, I can accomplish activities effectively.					
3	In my opinion training & development helps me to increase productivity					
4	The training and development I received helped me to enhance high quality of product/service					
5	The training and development provided by my company helped me to improve quantity of sales					
6	In my opinion training and development helps me to enhance the use of tools and machine, operational safety					
7	I have a good relationship with my supervisor and the training and development reduces lateness, absenteeism					
8	In my opinion training and development helps me to decrease material wastage I am confident that the training brings strong team work so as it helped my company					
9	In my opinion the training and development provided helped my company to ensure its success with client satisfaction.					
10	Since the culture of the company is good enough to provide training and development on time, I am so specialized in the services that will be delivered to the clients.					
11	Performance increase due to the enhanced competency of the employees					
12	Employees Performance greatly depend on Training and & Development					
13	Most of the employers consider training and development waste of time and waste of money					
14	Training and development boost up the morale of the employees					

THANK YOU!!

