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**St MARY'S UNIVERSITY SCHOOL OF GRADUATE
STUDIES**

**THE EFFECT OF TRAINING ON EMPLOYEE PERFORMANCE:
THE CASE OF ELFORA AGRO INDUSTRIES PLC.**

BY:

MAEREGU TAYE JIMMA

**A THESIS PRESENTED IN PARTIAL FULFILMENT OF
THE REQUIREMENTS OF THE DEGREE OF MASTERS
OF BUSINESS ADMINISTRATION (MBA)**

JUNE, 2021

ADDIS ABABA, ETHIOPIA

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ADVISOR:

MESFIN TESFAYE (Phd)

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STATEMENT OF DECLARATION

I, the undersigned, hereby declare that this thesis entitled “The Effect of Training on Employee Performance: The case of Elfora Agro Industry PLC” is my own work and effort and that it has not been submitted anywhere for any award. Where other sources of information have been used, they have been acknowledged.

Name of the Candidate

MaereguTaye

Signature and Date _____

Acknowledgment

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ACRONYMS/ABRIVATIONS

ANOVA: Analysis of Variance

HR: Human Resource

HRD: Human Resource Development

HRM: Human Resource Management

S.C : Share Company

SPSS: Statistical Package for Social Science

KSAs: Knowledge, Skill and Abilities

OJT: On-the Job Training

HRD: Human Resource Development

PLC: Private Limited Company

ABSTRACT

The objective of this study was to investigate the effect of training on employee performance in the case of Elfora Agro Industries PLC. To this end; questioner survey was conducted to gather data for the study purpose. The study drew 113 samples using a stratified random technique. Data was processed with and analyzed through descriptive and inferential statistics (correlation and regression analysis). The findings of the study show that company provided on job and off job training to its employees according to the training needs. Second, the study also showed that the company is committed for training to enhance employee performance and to upgrade their skill and knowledge. Third, the study showed that training has a high impact on employees to enhance better performance among employees and lastly the study showed that the Pearson correlation analysis result shows that all variables of training have significant impact on employee performance were positively and significantly correlated, showing they have high association.. The other finding shows the major challenges in adequate budget allocated for training the payment required for the training center is high and the limitation of training centers on the Agro industry in the country. Based on the findings of the study, it is recommended that the company has to enhance the budget of the training and give training by their own employees to raise the effectiveness of the company and its employee's performance.

Key words: Agro industry, Employee performance and Training

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Organizations need to be aware of face more realistically towards keeping their human resources up-to date. In so doing, managers need to pay special attention to all the core functions of human resource management as this plays an important role in different organizational, social and economically related areas among others that are influential to the attainment of the organizational goals and thus organizations successful continuation in the market (Afshan S. Sobia I. Kamran A. Nasir M. ,2012).

Training is a learning process whereby people acquire the necessary skills and knowledge to enhance the achievement of organizational goals. Since learning process is tied to a variety of organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their present job. It is no longer a question of whether an organization wants to develop its human resources or whether it should develop its human resources, it is a matter of survival (Abeeha B. and BarihaB. ,2012).

The goal of employee training is to increase the capabilities and potential of employees in carrying out their duties. Effective training program contribute significantly to the improvement of organizations' competitiveness, productivity, sustainability and the quality of product/ service to customers; reduce the need for close supervision, increased moral and adaptability to new methods. Hence training programs have a lot of importance for employees as well as for the organization if it carried out in a planned and systematic way (Armstrong, M. (2006).

Harris and DeSimon (1994:2) state that in order to meet the current and future needs, the organization should begin training and development activities when an employee joins the organization and continues throughout his/her career's whether he/she is an executive or not. Training is the act of increasing the knowledge and skill of an employee for doing a particular job. Training is a short term educational process and utilizing a systematic and organizational procedure by which employees learn technical knowledge and skill for a definite purpose.

Elfora Agro Industries PLC are one of big Agro industry in Ethiopia which has Human Resource Development department which manage the institutes HRD practices and administering its training and development in the institute. The purpose of the study is to identify the impact of training on employee performance in Elfora Agro Industries PLC and to identify the training given by the company, how does the training related with their work and the impact on employees' performance. The researcher used both primary and secondary data and the data analyzed through the data collected from questioner, interview and related literature to achieve the research objective and to answer the research questions.

1.2. Background of the organization

Elfora is a private agro-industrial company established in December 1997. Elfora is subsidiary of Midroc Ethiopia Investment Group. It was established through the acquisition of eight livestock and meat processing plants with a total value of US\$54.7 million. It is divided into three major operations: Food processing and Crop production which manages five meat processing plants. Currently the company export livestock and meat products to the Middle East Countries. In line with this, the company is establish the following business purposes:

1. Develop the livestock industry by producing, through natural and improved practices, high quality live animals on its own ranches, feedlots and quarantine stations.
2. Produce and market high quality livestock and meat products both to the domestic and export markets.
3. Supply special quality chilled/frozen beef, mutton and goat carcasses, beef cuts, and broiler meat to the local and overseas markets.
4. Engage in the commercial production and marketing of poultry products, including broiler chicken, portioned chicken meat, day-old chicks and table eggs.
5. Build-up a competent management and staff workmanship by constantly upgrading their skills and encouraging teamwork and a sense of belongingness.

1.3. Statement of the problem

The impact of training on employee and organizational performance may be both direct and indirect. Sahinidis and Bouris (2008) notes that directly the role of training programs is seen as a measure of improving employee capabilities and organizational capabilities i.e. when the organization invests in improving the knowledge and skills of its employees, the investment is returned in the form of more productive and

effective employees. While indirectly they highlight that as companies train their employees so as to enable them to handle both current and future issues, the training can lead to high levels of motivation and commitment by the employees, who actually see the opportunity they are given hence the appreciation of the investment their organization is making in them and is shown in their hard work and their contentment in being a member of such an organization (AidahNassazi. ,2013).

Employee engagement may be seen as employees' willingness and ability to help their company succeed, largely by providing discretionary effort on a sustainable basis and may be affected by many factors which involve both emotional and rational factors relating to work and the overall work experience (Markos&Sridevi, 2010). Agyemang and Ofei (2013) defines employee engagement as the positive, effective psychological work-related state of mind that leads employees to actively express and invest themselves emotionally, cognitively, and physically in their role performance. They posit that engaged employees work harder, are more likely to go above the requirements and expectations of their work and also tend to feel that their work actually positively affects their physical and psychological well-being.

Various studies have been conducted to assess the title related to training and human resource development practices in Ethiopia, These studies include the effect of training on employees performance with Hidase Telecom S.C (EshetuMegersa ,2016), assessment on the HRM in Addis Ababa, Ethiopia (Wondoson Gashaw,2019), HRD practices like, training and development and the extent to which employees" satisfied with different dimensions of HRD practices in the Institute (Gashu Mesfin,2017) and the existing human resource development practices and challenges prevailing in the Ethiopian investment commission (YilkaYilma 2016). Most studies had been done on one public company which assessed and collected the data only from human resource departments and their studies focused only on the practice, challenge, training and development of training.

Therefore, this study shows the impact of training on employee performance in the case of Elfora Agro Industries PLC. This study covered how the company gives training to employees and how the training related with the employee works and what is the impact of the training on employees in the company and the researcher also assesses the challenge faced on the training. For this, the researcher collected data

from employee through questioner and interview with the manager of the HR of the company. For which the researcher collected data from the sample from the company which is found in Addis Ababa.

1.3. Objective of the Research

1.3.1. General Objective

The main objective of the research is to determine the effect of training on employee performance in Elfora Agro Industries PLC.

1.3.2 Specific objectives

1. To assess the current training practices and programs of the company.
2. To evaluate the organization's commitment in providing training to enhance employees performance.
3. To test the effect of training practices (i.e., Training objective, Training contents, Training delivery, Training material, and Training evaluation) on employee performance.

1.4. Significance of the Study

The output of the study may add to the existing body of knowledge in three important dimensions.

First, from the company perspective the result of this study will greatly help the management of the Elfora Agro Industries PLC managements to have another look at the training practice and its effects. The study plays its own role in identifying problems and to understand the important to provide insight into the various HRD practices needed and give feedback to companies working .The study can encourage using a well-designed training practices that would enable them to achieve the companies objectives And as the result for the purpose of further investment as well as it may also serve as a starting point for many researchers who want to make research in the same area of the study.

The second significance of the study is, from the researcher's point of view the study helps to fill the gaps which initiated the researcher to focus on this specific area of study and answer the basic research questions.

And also the result is significant for further studies, other researchers will be able to use the findings of this study to prove various theories and to use the study as a basis for further research on other variables not included in this study and also from the study will be significance to the person who are interested on the topic area as a basis for further research.

1.5. Scope of the Study

The scope of the study is to find the impact of Training on employee's performance. This study will help the students in near future. They can easily collect facts and figures from the research paper. The outcomes of this research will help and support the organization to identify the factors that influence the employees training on performance of organization.

1.6. Limitation of the study

The limitations of the study are in terms of coverage and depth owing of time and financial resource availability to gather data from all the targets of the study located in different portfolios of the organization that could help to get well organized responses for the subject under study. To minimize the impacts of these limitations the researcher has tried to design good quality questionnaires to enable respondents provide relevant data.

Due to the pandemic corona virus disease the study is conducted only in one company. And it may be difficult to get respondent and to conduct questionnaires' and interview of managements due to the fear of the Pandemic Corona virus.

1.7. Definitions of Terms

Human capital: Dessler,(2003) define human capital as-The knowledge, education, training, skilled and experts of a firms workers.

HR policies: "HR policies can be expressed formally as overall statements of the values of the organization or they can apply to specific areas of people management" Armstrong (2010).

HR procedures: “HR procedures set out the ways in which certain actions concerning people should be carried out by the management or individual managers” Armstrong(2010).

Human Resource:–“People who works in organization” Mijia(2001).

Human Resource Management:–“can be described as a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations” Armstrong (2010).

Job Satisfaction: Robbins (2003:25) “defines Job Satisfaction “as an individual’s general attitude toward” their job.”

Performance:–“is defined as behavior that accomplishes results” Armstrong (2010:365).

Performance management: “defined as a systematic process for improving individual, team and organizational performance” Armstrong (2010:365).

Training: “the systematic application of formal processes to import knowledge and help people to acquire skills necessary for them to perform their jobs satisfactorily” Armstrong (2010:318).

1.8. Organization of the thesis

This research was presented in five chapters. The first chapter which is the introduction covers the background of the study, statement of the problem, objectives of the study, research questions, significance of the study the scope of the study, limitation of the study and definition of key terms. This was followed by the second chapter which is reviewed related theoretical and empirical literature and conceptual framework of the research. The third chapter of the study was taken in to account the methodology of the research which comprises the research design, the research population, sample and sampling technique and also it was considered the sources of data and data collection technique, methods of data collection and analysis. Chapter four is about data presentation, analysis and interpretation presented major results Chapter five includes summery, conclusion and recommendation.

CHAPTER TWO

2. LITERATURE REVIEW

2.1. Introduction

This chapter presents a study which addresses the relevant conceptual and theoretical issues, Empirical study review related to the topic and an overview of the case company. It has included definitions and concepts of training; Training dimensions & practices; Organizational Performance and conceptual frame work which shows the relationship between dependent and independent variables.

2.2. Overview of Training

Training is the use of systematic and planned instruction activities to promote learning. The approach can be summarized in the phrase ‘learner-based training’. It involves the use of formal processes to import knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. It is described as one of several responses an organization can undertake to promote learning. As Reynolds (2004) points out, training has a complementary role to play in accelerating learning: ‘it should be reserved for situations that justify a more directed, expert-led 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’ (Armstrong, 2010).

Training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical know how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency. In other words, the training acquires technical knowledge, skills and problem solving ability by undergoing the training program (Mahapatro, 2010).

Even when employees are carefully selected, it does not still guarantee totally acceptable performance from the employees. This is because while the potential of an employee to perform is one thing, performing is another and therefore an employee with a high potential to perform may not still perform his job if he does not go

through training and development. This is why training of newly employed starts with organizational orientation (Dessler, 2008).

To achieve the organizational goals employee performance is important that depend on a variety of factors. But training receives high importance as it improves the skills, capabilities, confidence and competencies (Naveed, et al., 2014). Employees are however a very crucial and expensive resources to every organization. There are significant changes today in terms of value of the employee. Along with these changing values are the workplace trends that have significant impact on employees' knowledge and skills and attitude of employees. It will also make it easier for employees to acquire further knowledge based on the foundation gained from the training and further effect changes in co-workers. In order to sustain performance there is the need for training in empowering the workforce to be creative and innovative. Training of employees will aid in the productivity, profitability or survival of business in the present competitive business environment (Javed, 2014).

According to Armstrong (2006), training is the act of increasing the knowledge and skills of an employee for doing a particular job. Training involves the department of skills that are usually necessary to perform a specific job. Its purpose to achieve a change in the behavior of those trained and to enable them to do their jobs better. Training makes newly appointed workers fully productive in the minimum time. Training is equally necessary for the old employees whenever new machines and equipment are introduced and/or there is a change in the techniques of doing things. In fact, training is a continuous process. It does not stop anywhere.

2.3. Types of Training

There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. Individual circumstances and the “who,” “what” and “why” of your training program determine which method to use (Armstrong, 2006).

2.3.1. On-the-Job Training

On-the-job training is one way in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. For example, employees' skills may be increased by learning how to perform new tasks or operate new equipment.

Employers may structure jobs so that these skills may be learned from other employees. They may also give employees time to learn new procedures or how to operate new equipment through self-instruction, such as by reading technical manuals, or by learning new software through self-instruction. Employers may also absorb the costs of lower productivity while workers lacking relevant skills learn through interaction with skilled employees or through trial-and-error processes.

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. After a plan is developed for what should be taught, employees should be informed of the details. A time-table should be established with periodic evaluations to inform employees about their progress. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistant-ships, job rotation and coaching.

According to Michael Armstrong (2010), Managers have a vital role in helping their people to learn and develop. Most learning takes place on the job but it will be more effective if managers provide the coaching, guidance and support people need.

2.3.2. Induction/Orientation

Induction/orientations is carried out for new entrants on the job to make them familiar with the total corporate requirements like norms, ethics, values, rules and regulations (Armstrong, 2010). Orientation formats are unique to each firm. However, almost all emphasize these areas: the employment situation (job, department, and company), company policies and rules, compensation and benefits, corporate culture, team membership, employee development and dealing with change and socialization (Noe, et al., 1999).

The first several days on the job are crucial in the success of new employees. This point is illustrated by the fact that 60 per cent of all employees who quit do so in the first ten days (Armstrong, 2010). According to Armstrong (2010), orientation training should emphasize on the company's mission, the key members of the organization, the departments and how the department helps fulfill the mission of the company.

This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and

responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems. Technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures (Aidah, 2013).

2.3.3. Job Rotation

In job rotation, employees move from one job to another to broaden their experience. This breadth of knowledge is often needed for performing higher level tasks. Rotational training programs help new employees understand the variety of jobs and their interrelationships. Job rotation has much potential as a T&D method, but it also has some potential problems. The new hires may have such short assignments that they feel more like visitors in the department than a part of the workforce. Because they often do not develop a high level of proficiency, the new hires can lower the overall productivity of the work group. In addition, employees who observe or have to work with an individual rotation through their department may resent having to help a fast track employee who may in time become their boss (Noe, et al., 1999).

Job rotation and transfers (Aidah, 2013) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another for example taking on higher rank position within the organization, and one branch of the organization to another. For transfers for example, it could involve movement of employees from one country to another. These rotations and transfers facilitate employees acquire knowledge of the different operations within the organization together with the differences existing in different countries where the organization operates.

2.3.4. Job Instruction

When people learn specific tasks, especially those involving manual skills, the learning will be more effective if job instruction techniques are used. According to Michael Armstrong (2010), Job instruction techniques should be based on skills analysis and learning theory. The sequence of instruction should follow six stages:

1. Preparation for each instruction period means that the trainer must have a plan for presenting the subject matter and using appropriate teaching methods,

visual aids and demonstration aids. It also means preparing trainees for the instruction that is to follow. They should want to learn. They must perceive that the learning will be relevant and useful to them personally. They should be encouraged to take pride in their job and to appreciate the satisfaction that comes from skilled performance.

2. Presentation should consist of a combination of telling and showing-explanation and demonstration.
3. Explanation should be as simple and direct as possible: the trainer explains briefly the ground to be covered and what to look for. He or she makes the maximum use of films, charts, diagrams and other visual aids. The aim should be to teach first things first and then proceed from the known to the unknown, the simple to the complex, the concrete to the abstract, the general to the particular, the observation to reasoning, and the whole to the parts and back to the whole again.
4. Demonstration is essential stage in instruction, especially when the skill to be learn is mainly a 'doing' skill. Demonstration takes place in three steps:
 1. The complete operation is shown at normal speed to show the trainee how the task should be carried out eventually.
 2. The operation is demonstrated slowly and in correct sequence, element by element, to indicate clearly what is done and the order in which each task is carried out.
 3. The operation is demonstrated again slowly, at least two or three times, to stress the how, when and why of successive movements.
5. Practice consists of the learner imitating the instructor and then constantly repeating the operation under guidance. The aim is to reach the target level of performance for each element under guidance. The aim is to reach the target level of performance for each element of the total task, but the instructor must constantly strive to develop coordinated and integrated performance, that is, the smooth combination of the separate elements of the task into a whole job pattern.

6. Follow-up continues during the training period for all the time required by the learner to reach a level of performance equal to that of the normal experienced worker in terms of quality, speed and attention to safety. During the follow-up stage, the learner will continue to need help with particularly difficult tasks or to overcome temporary setbacks that result in a deterioration of performance. The instructor may have to repeat the presentation for the elements and supervise practice more closely until the trainee regains confidence or masters the task.

2.3.5. Off-the-job Training

Off-the-job techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training. Most of these techniques can be used by small businesses although, some may be too costly. On- the-job training has also been argued to be the most useful but equally the most abused and most unsuccessful method of training (Tobin and Daniel, 1998).

2.3.6. Lecture

A lecture is a talk with little or no participation except a question-and-answer session at the end. It is used to transfer information to an audience with controlled content and timing. When the audience is large, there may be no alternative to a ‘straight lecture’ if there is no scope to break it up into discussion groups (Armstrong, 2010).

Many training techniques are created almost every year by the rapid development in technology. Deciding among methods usually depends on the type of training intended, the trainees selected, the objectives of the training program and the training method. Training is a situational process that is why no single method is right for every situation. While some objectives could be easily achieved through one method, other objectives could necessitate other methods. Many training programs have learning objective in more than one area. When they do, they need to combine several training methods into an integrated whole (Alipour, et al, 2009). The effectiveness of a lecture depends on the ability of the speaker to present material with the judicious use of visual aids. But there are several limits on the amount an inert audience can absorb.

In a lecture it is common to provide a framework for ideas by using a drawing or system model to show the interconnection of points. Facts, by giving impact, keep together the framework of ideas that the speaker has assembled. They clarify and give dimension to what is being said. The danger is to use too many, so that the audience are overwhelmed by facts and figures which begin to bemuse them. If the presentation is to be accompanied by a hand-out, facts may be usefully contained in that, so that they can be referred to later, without the audience having to remember them (Taylor, et al.2008).

2.4. Benefits of training

Major benefits of employee training are summarized according to Mahapatro (2010) as follows:-

1. Impact on bottom line: Successful employee training delivers improvements in employee performance which, in turn, creates a better performing business and an improved bottom line.
2. Staff retention: Training increases staff retention which will save money.
3. Improved quality and productivity: Training that meets both staff and employer needs can increase the quality and flexibility of a business's services by fostering:
 - Accuracy and efficiency.
 - Good work safety practices.
 - Great customer service.
4. The flow-on effect: The benefits of training in one area can flow through to all levels of an organization. Over time, training will boost the bottom line and reduce costs by decreasing:
 - Wasted time and materials.
 - Maintenance costs of machinery and equipment.
 - Workplace accidents, leading to lower insurance premiums.
 - Recruitment costs through the internal promotion of skilled staff.

- Absenteeism

The benefit of this culture is a happy, innovative and successful workforce. A positive culture only comes through a respect for and an investment in employees.

5. The remaining competitive: Businesses must continually change their work practices and infrastructure to stay competitive in a global market. Technology, previously the main driver of competitive advantage, is progressively taking a back seat to people. As economies become progressively service oriented, it is the development of people that is providing successful business with long-term sustainable success.

2.5. Training Process

A business firm should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most business owners want to succeed, but do not engage in training design that promise to improve their chances of success (Mahapatro, 2010).

One of the more generally used training model used in developing training programs which can achieve these objectives of reaching broad range of learners is a training model known as the “ADDIE” training system which consist of the following five element making up the ADDIE model:

1. Assess
2. Design
3. Develop
4. Implement
5. Evaluate

We can use these five planning elements in the model when in the developmental and planning stages of a new training program to develop a very effective training program, and once all of the individual phases making up the model have been

implemented. The model then closes the loop in the training developmental cycle by validating the affective of the training program.

2.6. Training Needs Assessment

A training needs assessment is a tool utilized to identify what educational courses or activities should be provided to employees to improve their work productivity. Determining organizational training needs is the diagnostic phase of setting training objectives. Just as a patient must be examined before a physician can prescribe medication to deal with an ailment, an organization or an individual employee must be studied before a course of action can be planned to make the “patient” function better (Mahapatro, 2010).

According to Noe, et al (2008), managers can identify training needs by considering three sources;

1. **Organizational analysis**- involves determining the business appropriateness of training, given the company’s business strategy, its resources available for training and support by managers and peers for training activities.
2. **Personal analysis**- helps indentify who needs training. It involves:
 - i. Determining whether performance deficiencies result from a lack of knowledge, skill, or ability (training issue) or from motivational or work design problems
 - ii. Identifying who needs training and
 - iii. Determining employees’ readiness for training
3. **Task analysis**- includes identifying the important tasks and knowledge, skill, and behaviors that need to be emphasized in training for employees to complete their tasks.

In an organization many changes indicate the need for training. According to (Mahapatro, 2010), these could be employee’s request, evaluation deficiencies, new employee, new equipment, new manager, new program, new technology, safety issues and others.

Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. It is also important that employees be motivated by the training experience. Employee failure in the program is not only damaging to the employee but a waste of money as well. Selecting the right trainees is important to the success of the program.

2.7. Training Goals

The goals of the training program should relate directly to the needs determined by the assessment process. Course objectives should clearly state what behavior or skill will be changed as a result of the training and should relate to the mission and strategic plan of the company. Goals should include milestones to help take the employee from where he or she is today to where the firm wants him or her in the future.

2.8. Training Aims and Objectives

The fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees (Stredwick (2005:376). Armstrong (2002) sets out three specific training objectives: To develop the competencies of employees and improve their performance, To help people grow within the organization in order that, as far as possible, its future needs for human resources can be met from within the organization. To reduce the learning time for employees starting in new jobs on appointment, transfer or promotion, and ensure that they become fully competent as quickly and economically as possible.

2.9. Evaluation of Training

The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training development process because it becomes the tool used to tell us if we reached our intended goals or objectives.

Training should be evaluated several times during the process. Determine these milestones when you develop the training. Employees should be evaluated by comparing their newly acquired skills with the skills defined by the goals of the training program. Any discrepancies should be noted and adjustments made to the training program to enable it to meet specified goals. Many training programs fall short of their expectations simply because the administrator failed to evaluate its progress until it was too late. Timely evaluation will prevent the training from straying from its goals.

According to De Cenzo and Robin (2005), there are three popular methods of evaluating training programs.

1. Post-training performance method: Evaluating training programs based on how well employees can perform their jobs after training.
2. Pre -post -training performance method: Evaluating training programs based on the difference in performance before and after training.
3. Pre- post-training performance with control group method: Evaluating training by comparing pre and post-training results with individuals.

2.10. Reasons for Evaluating Training

Many companies are beginning to invest millions of dollars in training programs to gain competitive advantage. Firms with high leverage training practices not only invest large sums of money in developing and administering training programs but also evaluate training programs (Wright, et.al, 2008). Why training programs should be evaluated?

1. To identify the program's strength and weakness. This includes determining whether the program is meeting the learning objectives, the quality of the learning environment, and weather transfer the content, organization, and administrative.
2. To assess whether the content, organization, and administration program (including the schedule, accommodations, trainers, and materials) contribute to learning and the use of training content on the job.

3. To identify which trainees benefited most or least from the program.
4. To gather marketing data by asking participants whether they would recommended the program to others, why they attended the program, and their level of satisfaction with the program.
5. To determine the financial benefits and cost of the program
6. To compare the cost and benefits of training to non-training investment (such as work redesign or better employee selection)
7. To compare the costs and benefits of different training program to choose the best program.

2.11. Effective Training Practices

The training techniques used should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blend of different techniques should be used where appropriate. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course (Armstrong, 2006).

The relevancy of training also plays a role in establishing employee commitment. Employees enter into training programs with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may be lower commitment, negative attitude change, and an increase in turnover. Effective training program is one such organizational practice that can lead to greater employee commitment and a more stable workforce (Greer, 2003).

2.12. What Training Effects to Measure

There are four basic categories of training outcomes or effects that can be measure according to Gary Dessler (1994).

1. **Reaction-** first, evaluates trainees' reaction to the program. Did they like the program? Did they think it worthwhile? Training reactions capture how the

trainees feel about training. It can help to know what went well and what did not which can be useful for providing feedback to training designers and trainers. It can also be useful as overall measures of satisfaction with training courses. Reaction data should be interpreted cautiously and are properly better used to provide feedback to improve training that to make decisions about discontinuing training (Greg, et al., 2009).

2. **Learning**- the trainees to determine if they learned the principles, skills, and facts they were to learn. It is a change that occurs from experience. Learning can improve knowledge, skills, or attitudes, and each of these can be assessed (Greg, et al., 2009). Measuring the effectiveness of training at this level is important as it gives an indication about the quantum of change vis-à-vis the learning objectives that were set. It provides critical inputs to fine-tuning the design of the program. It also serves the important aspect of being a lead indicator for transfer of learning on to the job context.
3. **Behavior**- It helps to know whether the trainee's behavior on the job changed because of the training program. This is not an easy task because it is not easy to define standards that can be utilized to measure application of learning and there is always this question that preys on the minds of various people: 'can all changes be attributed to the training?' Inputs at this level can come from participants and their supervisors. It makes sense to obtain feedback from the participants on the application of learning on the job. This can be done a few weeks after the program so that it gives the participants sufficient time to implement what they have learnt. Their inputs can indicate the cause of success or failure; sometimes it is possible that learning was good at level-2, but implementation did not happen due to system-related reasons. It can help the organization deal with the constraints posed by systems and processes so that they do not come in the way of applying learning.
4. **Result**- to determine "what final results were achieved in terms of the training objectives previously set. This measures effectiveness of the program in terms of business objectives. At this level we look at aspects such as increase in productivity, decrease in defects, cycle time reduction, etc. Many organizations would like to measure effectiveness of training at this level; the

fact remains that it is not very easy to do this, as it is improbable that we can show direct linkage. However, it is worthwhile making the attempt even if the linkage at this level is indirect.

2.13. Organization's Need for Training

Training should be seen as a long term investment in Human resource using the equation given below

$$\text{Performance} = \text{ability} \times \text{motivation}$$

Training can have an impact on both these factors. It can heighten the skills and abilities of the employees and their motivation by increasing their sense of commitment and encouraging them to develop and use new skills. It is powerful tool that can have a major impact on both employee productivity and morale, it properly used.

The continued effectiveness and efficiency of an organization is to some extent dependent on the ability of its employees to produce at high levels of efficiency, and keep abreast with their changing job role demands. Training will provide for an output in this direction. Mamoria (1995 cited from Zheng et. al., 2007) mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastage.

An organization growth needs to be meshed with the individual's growth. The concern is the organizational viability, that it should adapt itself to a changing environment. Employees' growth and development has to be seen in the context of this change (Arun and Saiyadain, 1996).

Training, when designed and delivered properly, can improve the overall effectiveness of an organization in three ways.

First, it can boost employees' commitment and motivation opportunities to learn new skills are important in today's economy, so employees appreciate learning opportunities offered by training. As a result, companies that offers more training foster employee commitment. To be more precise, organizations that offer employees opportunities to learn and grow are seen as having employees' best interest at heart, and as a result, employees feel more committed to the organization. Employee

commitment can benefit an organization by increasing retention of high performing employment.

Second, training helps employees perform their work more effectively and efficiently, so the organization is able to function better on a day-to-day basis.

Employees who are trained are more likely to be committed to the organization and have higher level of knowledge and skill. As a result, they are better individual performers, and this helps the organization to be more productive.

The third way in which training benefits organization is by helping them to meet their strategic objectives. It does so by providing employees with the specific knowledge, skills and attitudes necessary to make strategic initiative a reality. In other words, by making effective decisions regarding training, companies ensure that the right people have the right skills for achieving the competitive advantage sought by the strategy.

2.14. Relationship between Training and Employee Performance

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual's performance (Cooke, 2000).

It is also believed that to achieve the organizational goals employee performance is important that depends on a variety of factors but training receives high importance as it improves the skills, capabilities, confidence and competencies (Naveed, et al., 2014).

Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. According to the study of Alazar (2012), the absence

of proper job training will affect a person's expertise. This will probably affect their motivation, and quite likely their opportunity to progress. Conversely, the absence of opportunity to develop may have a negative impact on their motivation, and thus their desire to learn or apply themselves.

There is a positive relationship between training and employee performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010). It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top.

Employee commitment has become increasingly important in many organizations as indicated by (Meyer, et al., 1993) in their study. The construct 'employee commitment' is however complex and commitment cannot be seen as a single, homogeneous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over times as employee circumstances and needs change. Commitment is defined as purely psychological- it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization (Meyer, et al., 1993).

According to the study of (Neely, et al., 1995), effectiveness was referred as the extent to which customer requirements are met and to efficiency as a measure of how economically the firm's resources are utilized when providing a given level of customer satisfaction.

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 effective and to ensure positive effect of training on employee performance these elements should be taken into consideration (Velada, et al., 2007).

Akinpeju (1999) postulated that the process of training and development is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training. The employee performance is going to be more effective if he is trained in good manner and the affective commitment will lead to more emotional type of attachment which is going to improve the work efficiency and helps the organization in succeeding competitive edge in the market because of the training employees stick to the same organization which helps him to develop as commitment more of norm type to help organization (Meyer and Allen, 1990, P.1).

The branch of earlier research on training and employee performance has discovered interesting findings regarding this relationship. Training has been proved to generate performance improvement related benefits for the employee as well as for the organization by positively influence employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Harrison2000;Guest1997).Moreover, other studies for example one by Swart,et al.(2005) elaborate on training as a means of dealing with skill deficits and performance gaps as a way of improving employee performance.

According to Swart,et al.,(2005),bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the employees and enhancing employee performance. He further elaborate the concept by stating that training facilitate organization to recognize that its workers are not performing well and a thus their knowledge, skills and attitudes needs to be molded according to the firm needs. It is always so that employees possess a certain amount of knowledge related to different jobs.However,it is important to note that this is not enough and employees need to constantly adapt to new requirement of job performance. In other words, organizations need to have continuous polices of training and retaining of employees and thus not to wait for occurrences of skill and performance gaps.

Bartel (1994), reports that there is a positive correlation between effective training program and employee productivity, however to make it possible, it is the responsibility of the managers to identify the factors that hinders training program effectiveness and should take necessary measures to neutralize their effect on

employee performance. In addition, Bartle concluded that high level of employee commitment is achieved if training achieves learning outcomes and improves the performance, both on individual and organizational level.

2.15. Empirical Review of Studies

Training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical know how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency (Mahapatro, 2010). Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment (Javed, 2014).

There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistant ships, job rotation and coaching. Off-the-job techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training.

In the study of Falola et.al, (2014) shows that there exists a positive and significant relation between training (on-the-job and off-the-job) and employee performance. Induction/orientation is effective in equipping employees with the practice and core value of the organization and what is expected of them to do. In addition job instruction and job rotation enhance employee performance and they concluded that on-the-job training (behavioral training) techniques have significant effect on employee performance and organizational effectiveness. Off-the-job training (cognitive training) techniques also have a significant effect on employees' optimal performance and creativity and Lecture method can also wilding the employees reasoning and be innovative.

One of the more generally used training model used in developing training programs is as the "ADDIE" which consist assess, design, develop, implement and evaluate. A training needs assessment is a tool utilized to identify what educational courses or activities should be provided to employees to improve their work productivity. According to Noe, et al (2008) managers can identify training needs by considering

organizational, personal and task analysis. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible.

According to Gary Dessler (1994), there are four basic categories of training outcomes or effects that can be measure. First evaluates trainees' reaction to the program. It captures how the trainees feel about training. The second one is learning. It helps the trainees to determine if they learned the principles, skills, and facts they were to learn. The third is behavior. It helps to know whether the trainee's behavior on the job changed because of the training program. Lastly, result which measures effectiveness of the program in terms of business objectives.

Rautalinko& Lisper (2004) claim that successful and effective job trainings largely impact the productivity of employees during their present job. If an employee feels well-trained, they automatically commit to the organization. The same result was achieved in other study by (Bartlett, 2001) i.e. organizations that are able to create an environment where training is supported and valued by employees will be able to achieve greater commitment outcomes.

2.16. Conceptual Framework of the study

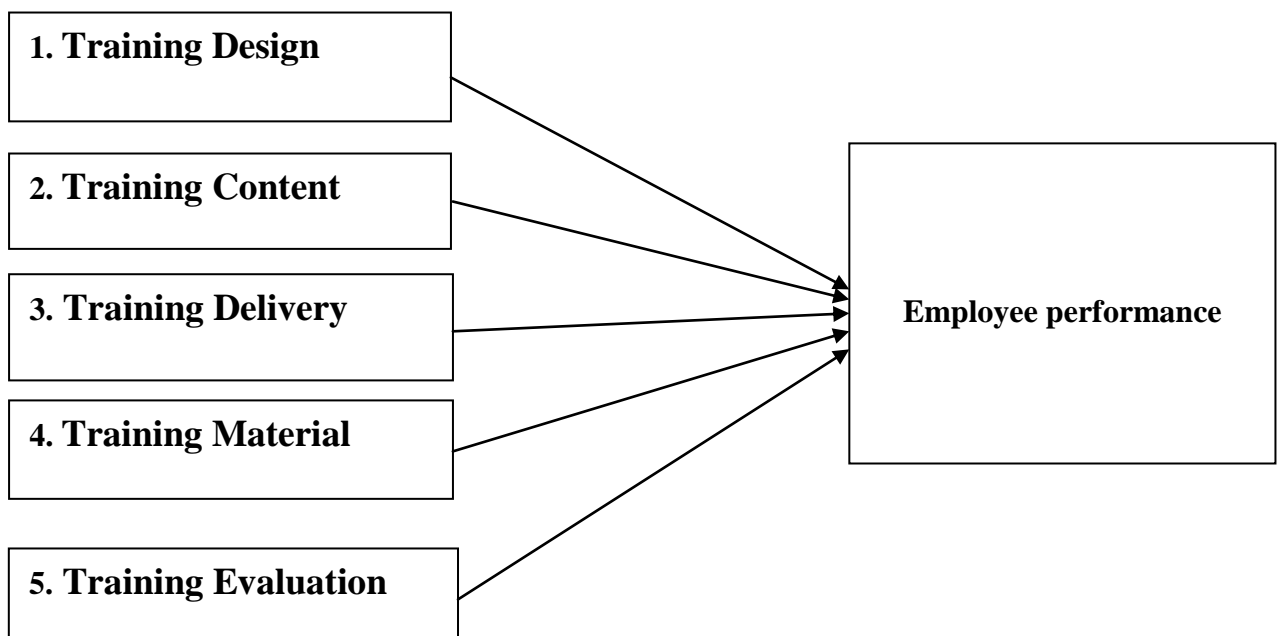
There have been various theories propounded to explain the relevance of training needs in any establishment of organization. In social learning theory, employees acquire new skills and knowledge by observing other members of staff whom they have confidence in and as well believe to be credible and more knowledgeable (Bratton,2007; McKenna, et al., 2006). The theory posited that training and learning is influenced by person's self-efficacy and his ability to successfully learn new skills which can be influenced by encouragement, oral persuasion, logical confirmation, observation of others.

Training and development Training techniques are classified into behavioral or On-the-job (orientations, job instruction training, apprenticeships, internships and assistant ships, job rotation and coaching) and cognitive or Off-the-job (Lectures, computer-based training, games and immolation etc. (Mehrdad, et al., 2007). These tend to influence employees' performance.

The researcher took the conceptual framework developed by Falola, et al., (2014) and modified it based on the above theories discussed and develops the following conceptual framework for the study. On-the-Job training (induction/orientation, job instruction and job rotation) and off-the Job training (lecture) will be the independent variable and employee performance (efficiency, effectiveness and commitment) will be the dependent variable. Thus, the conceptual framework was formulated to show the association between the independent and dependent variables.

Independent variables

Dependent variables



Source: Authors construction based on Literature (Falola,et al.,(2014)

2.16. Research hypotheses of the study

H1: Training Design has significant positive impact on employee performance.

H2: Training Content has significant positive impact on employee performance.

H3: Training Delivery has significant positive impact on employee performance.

H4: Training Materials has significant positive impact on employee performance.

H5: Training Evaluation has significant positive impact on employee performance.

CHAPTER THREE

3. METHODOLOGY

3.1 Research Approach

Mixed research approach was used in the study (which is both qualitative research and quantitative). Quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain a phenomenon by using table and percentage. On the other hand, qualitative research approach in contrast, is focused on understanding social phenomenon from the perspective of human participants in the study.

3.2 Research Design

Research design involves a series of rational decision-making choices. The research design was devised following a number of the researcher decisions associated with the purpose of the study. In other words, the research design is the step aimed at designing the research study in such a way that the essential data can be gathered and analyzed to arrive at a solution (Sekaran ,2003).

This study followed an explanatory research design in order to address the aforementioned objectives. For that, the researcher selected to explanatory research best to show the impact of training on employees performance. Designing a study helps the researcher to plan and implement the study in a way that will help the researcher to obtain intended results, thus increasing the chances of obtaining information that could be associated with the real situation (Burns & Grove, 2001).

3.3. Types of Data and Sources

The researcher was used both primary and secondary data sources. Primary data was gathered through questionnaire from the selected company employees. Secondary data was used to which are related with the topic and also which are considered in this study.

3.3.1. Primary source of Data

The researcher was used primary data that was collected through questionnaire and interview. The questionnaire was distributed to the sample employees of the company and interview held with human resource managers of the companies.

3.3.2 Secondary source of Data

The secondary sources of information was collected from website, articles, and journals among others used as a secondary data. These secondary sources were used to identify how others have defined and measured key concepts, and how this research was related to the work of others. The contribution of secondary data sources in addition to primary data sources is very important in any kinds of research on this fashion this research was used secondary data from different articles, journals and different research works which is related with the topic.

3.4 Population, Sample Size and Sampling Techniques

3.4.1. Target Population

Population refers to the large group of people to which a researcher wants to generalize the sample results; and the complete set of cases and target population is said to be a specified group of people or object for which questions can be asked or observed made to develop require data structures and information (Hair et al.2010).Therefore, for this study, the target populations are employees of Elfora Agro Industries Plc, particularly those their education level is grade ten and above. According to the data from the organization the total number of employees who meets this academic criteria is 202.Furthermore, the study comprises, Manager, Department heads and Experts of Elfora Agro Industries Plc.

3.4.2. Sample Size

It is clear that the larger the sampling size of a research, the more accurate the data generated. However, due to time and financial limitations and the nature of the population, the researcher applied systematic or simple random sampling. The total sample size was determined by using the following sample size determination formula developed by Taro Yamane (1967). To optimize the sample size from a given a target population size of each strata. Many researchers suggest that considering the

confidence level=95% and margin of error=5% while using the formula is acceptable to have a genuine sample size.

$$n = \frac{N}{1 + Ne^2}$$

Where, n=require sample size, N=Target Population, e=margin of error

$$n = 202 / (1 + (202 * .05^2)) = 134$$

By considering non response rate, 10% of the calculated sample size was be added to the sample size. Based on this, the sample size for this study was 147.

Table 3.1: Sample size determination for the study

SS Strata (Departments)	Total Population of Each strata	Target Population (grade 10+1 and above)	Sample size of each strata
Finance Services	30	25	18
Materials Management	50	33	24
Human Resource	35	27	20
Marketing and Sales	32	24	17
Planning and Development	29	26	19
Production and Technique	103	67	49
Total	279	202	147

As per table 3.1 indicates the total numbers of Elfora Agro Industries Plc employees are 279, out of this about 77 (Below grade 10+1) employees are not target population due to education level because the researcher observe that most of them are not taken any training for the last three years. Therefore, from the remaining 202 employees

147 of them was considered as a sample size of the study by determining the number of samples using the above indication formula.

3.4.3. Sampling Techniques

The researcher used probability sampling specifically stratified and simple random sampling technique. The target population for the study was classified in to six strata based on departments and section in the firm. Then the sample was selected from each stratum according to their proportion to the total population. The departments consider as strata, from which data was collected are Finance Service, Materials Management Service, Sales and Marketing Operation, Planning and Development, Human Resource and General Service and Production and Technique Department.

Stratified sampling technique was used to give each group its own representative from the total sample size. Stratified sampling guarantee specific group within a population are adequately represented in the sample. The estimated numbers of respondent are identified from each stratum. Then from each stratum respondents was selected through simple random sampling method.

3.5. Instruments of Data Gathering

In this study, three basic instruments were used for collecting data for this study. These involve: questionnaire, interview and document analysis. This is because using multiple instruments enables the researchers to complement and triangulate one data sources with other.

3.5.1. Questionnaire

This is one of the common tools used in conducting a survey. It can easily be administered and can gather sufficient information given that it is properly constructed. In the study questioners begin with presenting alternative scale to rank and then finish with a section of open questions for more detail responses. The questioner was prepared in English to collect data from the participants.

3.5.2. Structured Interview

Structured interview is a direct interaction of the participants and the researchers. Thus, it enabled to manipulate depth information about the current study. The use of interview as a main data collection instrument permits a level of in depth information,

free response, and flexibility can complement questionnaire. So, the researcher was designed structured interview questions used to collect the necessary data from the participants.

3.6 Research validity and reliability

Validity refers to the extent of accuracy of the results of the study. Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. External validity refers to the analysis of the findings with regards to whether they can be generalized (Ghauri & Grønhaug 2005, 65). Where measurements are used, there exist different types of validity; face validity, which describes the extent to which the measure used is reasonably capable of what is due to measure, convergent validity, which describes the extent to which the measurement used can bring similar results if used elsewhere and divergent validity that describes the extent to which one construct is distinguished from another (Ghauri & Grønhaug 2005, 83 – 84). Moreover, specifically four validity types for qualitative research exist, which are often emphasized. They are: descriptive, interpretative, theoretical and generalizable validity. Descriptive validity is associated with degree to which the actual description of the results is true. Interpretative validity is associated with the interpretation's goodness. Theoretical validity refers to how adequate the theory suggested is, such as whether the theory really supports the study subject. Generalizable validity is referred to what extent the results of the study can be generalized, for instance, are the results of this study true for other organization so in the same industry? (Ghauri & Grønhaug 2005, 216 – 218). In this study, validity was taken into consideration. For example, because the questionnaire is constructed by the researcher, it is designed on the basis of the researcher's needs in relation to the study topic and so brings advantages in the sense that it measures exactly what the researcher intends to measure. The researcher therefore does not need to depend on other researchers for information on for example problem areas and relevance of the items included in the questionnaire. Further still, descriptive, interpretative, and theoretical validity were taken into consideration. Thorough literature review in the study area was conducted carefully before taking on the research. This enabled theories and the questions in the questionnaire to be identified. Theories and themes are well supported by the findings. Reliability refers to the stability of the measure

used to study the relationships between variables (Ghauri & Grønhaug 2005, 81). The questions in the questionnaire were designed taking into consideration the issues related to the problem and goals of the study and theories on the subject. It is therefore believed that the responses and results from this study are reliable.

3.7. Methods of Data Analysis

After the data collected from both primary and secondary data sources, the researcher organized data into two based of the characteristics which are qualitative and quantitative data. Quantitative data gathered via questioner were processed through SPSS Vesion-20 .This research was taken in to account both kinds data and these data was analyzed by using explanatory kinds of analysis. The descriptive statistics was used frequency and percentage statistical tools whereas multiple regressions was used to the effect of training on employee performance.

3.8. Ethical considerations

The researcher maintained scientific objectivity throughout the study, recognizing the limitations of his competence. Every person involved in the study will entitled to the right of privacy and dignity of treatment, and no personal harm which was the cause to subjects in the research. Information obtained was held in strict confidentiality by the researcher. All assistance, collaboration of others and sources from which information was drawn is acknowledged. The following ethical considerations was at the base of this research.

- a) Fairness
- b) Openness of intent.
- c) Disclosure of methods.
- d) Respect or the integrity of the individuals

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1. Introduction

This chapter explains and discusses the results of findings based on the analysis done on the data collected. The results of the study are presented the data collected from different sources results: questionnaire and interview results. The discussion attempts to accomplish the objectives of the study and answer the research questions.

Table 4.1 Questionnaires' collection

Item	No	Percentage%
Returned questionnaires	113	76.87%
Unused questionnaires	34	23.13%
Total	147	100%

Source: Questioner of 2021

A total of 147 questionnaires which were distributed to a sample of company which are related to the impact of training on employees performance. However, 113 questionnaires were collected out of which 113 (76.87%) questionnaires had usable responses. Compared to other studies and considering the difficulty of collecting data in developing countries such as Ethiopia and also the current pandemic disease covid 19, the response rate was reasonably good. As indicated in the previous chapter, survey was to assess the impact of training on employees' performance. To this end the results obtained from the survey are analyzed through descriptive method.

4.2. General information of the respondents

In this section the researcher tries to analyze age, sex, educational level and work experiences of the respondents in their respective organizations. The following table depicts the age, sex, marital status and educational level of the respondents.

Table 4.2 Respondents Demographic data

Description		Number of respondents	Percentage (%)
Age	18-30	67	59.29
	31-40	36	31.86
	41-50	8	7.08
	Above 51	2	1.77
	Total	113	100.00
Sex	Male	61	53.98
	Female	52	46.02
	Total	113	100.00
Marital status	Single	78	69.03
	Married	35	30.97
	Divorce	0	0.00
	Total	113	100.00
Academic level	Diploma	47	41.59
	BA	57	50.44
	MA	8	7.08
	Other	1	0.88
	Total	113	100.00

Source: Questioner of 2021

The above table show that, there are respondent age category between 18-30 years are 67, (59.29 %) ,36or (31.86) are between 31-40 years,8 or (7.08%) are between the year 41-50 years, and 2 or (1.77%) respondent above 51 years. This shows that most of the company employees are young. The gender composition of the respondents 61 or (53.98%) is male and the remaining 52 or (46.07%) are female. The respondent marital status shows 78 or (69.03%) are single, the rest of 35 or (30.97%) of respondents are married and their no respondents are divorced with in the respondents.

On the other hand, as far as the educational level of respondents, is concerned there are 47 (41.59%) respondents have Diploma, 57 or (50.44%) have BA degree, 8 or (7.08%) of them are hold MA and 1 or (0.88%) of the respondent other qualification of educational level are other than the above choices specify on questioner. There is no staff existing less than the lists high school. Most of the employees of the companies are degree holders.

Table 4.3. Work position

Item	No	Percentage%
Professional employees officer level	97	85.84
Management / Supervisor level	16	14.16
Total	113	100 %

Source: Own Survey (2021)

The data was collected from 97 or (85.84%) from professional employees as an officer level in the companies, 16 or (14.16%) was collected from supervisor in the companies. This shows all of the respondents who have knowledge about the topic and their work are directly related with the topic.

Table 4.4 Respondents work experience

Work experience of employee	Number of respondents	Percentage
Less than 1 year	21	18.58
2-5 years	48	42.47

6-10 years	31	27.43
Above 10 years	13	11.50
Total	113	100

Source: Survey results (2021)

Regarding their experience, 21 (18.58%) worked in the company for less than 1 years, 48 or (42.47%) are worked 2-5 years, 31 or (27.43%,) respondents have work experience between 6-10 years and the other 13 or (11.50 %) workers have above 10 years work experience. From this, the researcher infers that most of the companies' employees work experiences are between than 2-5 years in these companies. These shows, the respondent have enough knowledge about the topic and their experiences are enough to answer the questions.

4.3 Descriptive Statistics for Training for the case of Elfora Agro Industries PLC.

4.3.1. Training Design

The purpose of the design phase is to identify the learning objectives that together will achieve the overall goals identified during the needs assessment phase of systematic training design. You will also identify the learning activities (or methods) you'll need to conduct to achieve your learning objectives and overall training goals. Also, note that there is a document; Complete Guidelines to Design Your Training Plan that condenses the guidelines from the various topics about training plans to guide you to develop a training plan. That document also provides a Framework to Design Your Training Plan that you can use to document the various aspects of your plan (Abeeha, Bariha, 2012).

Table 4.5 Training Design

Training Design: objective of the training course	N	Mean	Std.Dev
I was given sufficient information on the objectives of the training course before my arrival.	113	3.9521	.2565

The training course encouraged exchange of information and expression of ideas successfully.	113	4.5451	.4575
The objectives of the training were coherent with my needs.	113	4.2121	.3557
The objectives of the course were achieved.	113	3.5455	.4254
The objective and the training content are related with my work	113	3.3445	.2415
Grand Mean		3.9198	

Source: Questioner of 2021

The study interpretation of the data represented low score between from 1 to 2.4 represents low scores from 2.5 to 3.4 high score represents between 3.5 to 5.

Five likert scale items were used to assess the perception of employees towards the training design of the company. The respondent's response shows that many respondents mean the result is over 3.34 and the standard deviation is less than 0.45. The respondent believes that the company training program design which are aim and training courses help them improve employees' performance and also help the organization realize its objectives by effectively and efficiently. In this table, the result shows the training program given sufficient information about the objectives of the training course before their arrival time and date. The other respondent responded that the training course of the company encouraged the respondents to exchange information and express ideas successfully.

The overall result shows that the grand mean of the respondent result is 3.9198. For that, the training design the company considered the needs of the employees and their works. In addition to this the company gives information about the aim of the training course before the training time. And also the training courses motivated employees to exchange information among them and helped them express their ideas clearly. For that, the company has achieved the goal which is to improve the employees' performance.

The other survey results, the respondents agreed that the objectives of the training are coherent with the employees' needs. The respondents believe that the company prepared the training program according to the employees' needs and helped to upgrade the employees' performance. The rest of the questionnaire survey result shows, the aim and the training program of the company content related with the

4.3.2. Training content

There are four essential reasons to consider to customize the content of a training program's content. Which are the custom training content addresses an organization's specific business challenges, custom training content is a time-efficient way to close the gap between where your learners are and where they need to be, a custom blended learning program can help cater to a wide variety of learning styles and custom training maximizes the return on investment (ROI) through higher knowledge retention. A significant benefit to custom learning programs is that they present content and activities within the context of real-life environments and scenarios specific to an organization.

According to training expert Malcolm Knowles (2008) Custom training can help ensure an organization effectively meets its learning goals by creating learning objectives based on business goals. The two best ways to create relevant content for corporate learners are to customize it with role-specific skills the learner needs to know and use real-world examples. The more a learner recognizes themselves in the example, the easier it is for them to understand how to apply the lesson while on-the-job.

Table 4.6 Training content

Training content	N	Mean	Std.Dev
The topics covered were relevant to me	113	3.5148	.43521
I consider that the training programs are designed at level of abilities and education of employees.	113	3.5487	.3541

I received updated training which is required for my position	113	4.1458	.3681
The content was organized and easy to follow.	113	3.2157	.4135
The time allotted for the training was sufficient.	113	3.2545	.2544
Grand Mean		3.5359	

Source: Own Survey (2021)

The study interpretation of the data represented low score between from 1 to 2.4 represents low scores from 2.5 to 3.4 high score represents between 3.5 to 5.

The overall result of the respondents' response grand mean is 3.5359. For that, the company training content is important to the employees and helps to get updated their knowledge and also training content is considered the required knowledge of the employees' position. The company's consideration of the employees' demand and training content helps employees to take training to attend according to their ability by giving sufficient training time. On the other hand, the training is important to them and the approach of training is easy to follow so that the given training is required and helps to achieve the training objective.

Five questions distributed to assess the training content of the company. The respondent's response shows the training contents of the company, many respondents mean result is over 3.21 and the standard deviation is less than 0.43. The respondents believe that the training content of the program helps to increase their performance. And also the table shows the training contents of the company are important and required for the employees. Besides this, the respondents agreed, the training programs consider their position, and they develop the design at a level of abilities and educational level of employees.

According to the respondent, the training program considered the employee's work position, and they agreed that the content of the training was well organize and easy to follow the training. The training given time is enough to get sufficient knowledge. For that, the respondents believe that the training program updated and helps them to update their knowledge on their position.

4.3.3. Training Delivery

The relevancy of training also plays a role in establishing employee commitment. Employees enter into training programs with specific expectations and needs. The result of training programs that do not meet the expectations and needs of participants may be lower commitment, negative attitude change, and an increase in turnover. Effective training program is one such organizational practice that can lead to greater employee commitment and a more stable workforce

Table 4.7. Training Delivery

Training Delivery	N	Mean	Std. Dev
The training exercises best help trainees learn and apply different types of knowledge or skill.	113	4.4144	.4501
I consider that duration of training is appropriate to keep me motivated for learning.	113	3.5145	.4215
The trainer provided clear instructions for all activities.	113	4.1001	.0.2551
The trainer clearly described what to expect from the presentation	113	3.2114	.4255
The nature of training delivery is conducive and helps to the overall success of both employees and company.	113	4.1441	.3544
Grand Mean		3.8769	

Source: Own Survey (2021)

The study interpretation of the data represented low score between from 1 to 2.4 represents low scores from 2.5 to 3.4 high score represents between 3.5 to 5.

The over-all results the respondent response grand mean is 3.8769. Which express the training delivery of the company follows are highly effective on employees. The practical exercise of the training could apply various kinds of knowledge and skill to the employees. Besides this, the training delivery duration time helps them to keep

their motivation for the learning. The previous description of the trainer about the all activity of the training and the final expectation of the training. For that, the company could achieve the object of the training on employees' performance.

Five questions distributed to assess the training delivery of the company. The respondent's response shows private investment increases the productivity of the city. Many respondents mean the result is over 3.21 and the standard deviation is less than 0.45. The respondent agreed that the well-organized training delivery of the company was well organized. The other questioner's result shows, the training delivery of the company contributes for the trainees to learn and apply unique knowledge or skill. Addition to this, respondents responded that the duration of training prepared by the company is appropriate to keep them motivated for learning from training.

The other survey respondents agreed with the trainer providing simple instructions for all activities. The respondent believes the trainer clearly describes the expectation of the last presentation. The last question of the above table result shows, the nature of training delivery of the company is conducive to employees which helps to the overall success of both employees and company.

4.3.4. Training material

According to Stredwick (2005) the fundamental aim of training is to help the organization to meet its organizational objectives by increasing the value of its major resource, namely, its employees. Company expectations and best practices should be explained in depth at the beginning of the hiring process. It's important to have the right training materials for every position within your company so that each new person will have the same training. Here are some other reasons why training materials are so essential. The company expectations and practices will be outlined in the training materials, and this is very important for standardizing company policy and practice. Creating training materials allows you to spell out the responsibilities of each position. You'll undoubtedly run into the "that's not my job" argument at some point. Having individual expectations for each position outlined in your training materials will make navigating this argument a simpler task for both the company and the team.

Table 4.8 Training material

Training material	N	Mean	Std. Dev
I assume the material, hand-outs and/or activities useful to the training provided to me are adequate.	113	4.1441	.2555
The materials distributed were helpful.	113	3.1129	.1251
The trainer made sure materials could be read easily from where I was sitting.	113	3.4551	.4232
The training material are enough to practice on the training	113	3.8782	.2458
The training materials are helps the employees to get enough knowledge	113	3.5419	.2332
Grand Mean		3.6264	

Source: Own Survey (2021)

The study interpretation of the data represented low score between from 1 to 2.4 represents low scores from 2.5 to 3.4 high score represents between 3.5 to 5.

The above overall results of the respondents response of grand mean is 3.6264. Which shows the training program of the company is well. For which the trainer checked the material of the training is ready and which is available with the training palaces and also provide enough training materials to the employees for practice. This gives the company great attention for the training material which helps employees to get enough knowledge from training and to achieve the training goal.

The five questions were distributed to assess training material of the company. The respondent's response shows about the training material of the company, many respondents mean the result is more than 3.11 and the standard deviation is less than 0.42. They respondents agreed that the material, hand-outs and/or activities useful to the training. And also the respondent responded to the result, showing the training materials are important to follow on the training time. In addition to this, the trainer made sure the training materials were near the training area before the training.

On the other hand, respondents responded that the training material is enough to practice on the training. And also the respondents believe the availability of training materials helps the employees to get enough knowledge. Which means the company provided enough training materials to the employees to take a necessary knowledge from training.

4.3.5. Training Evaluation

According to DeCenzo and Robin (2005), there are three popular methods of evaluating training programs. Post-training performance method: - Evaluating training programs based on how well employees can perform their jobs after training. Pre-post-training performance method: Evaluating training programs based on the difference in performance before and after training. Pre-post training performance with control group method: Evaluating training by comparing pre and post training results with individuals. The evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training development process because it becomes the tool used to tell us if we reached our intended goals or objectives.

Table 4.9 Training Evaluation

Training Evaluation	N	Mean	Std. Dev
Post-test and Pro test are provided after and before the training.	113	3.5225	.3211
Questionnaires are provided after the training have ended	113	4.1532	.2315
There is an opportunity to use the skill and knowledge acquired from the training on the job.	113	4.9581	.3219
Supervisors evaluate the training from the employees after the training has been concluded	113	3.0547	.2311
There is feedback during and after the training	113	4.2519	.4814
Grand Mean		3.9880	

Source: Questioner of 2021

The study interpretation of the data represented low score between from 1 to 2.4 represents low scores from 2.5 to 3.4 high score represents between 3.5 to 5.

The over-all results of the respondent respond grand mean is 3.9880 which shows, the company follow the training from the beginning training up to end of the training. For that, the supervisors distribute pre and posttest of employees to check the employees' knowledge from the training. And also the company distributes the questionnaire to employees after training to check the training benefit about how much they get new knowledge and skill get employees with in the training. In addition to this , the supervisor giving chance to employees during and after the training to shows how much the training are conductive to employees company and to evaluate the training program achieved their goal or not.

Five questions were distributed to assess the training evaluation of the company. The respondent's response shows the training evaluation of the company, many respondents mean the result is over 3.05 and the standard deviation is less than 0.48. The respondent believes that the company evaluates the training on Post-test and Pro test which are provided after and before the training. In this above table, respondent results show the company provides the questionnaires after the training has ended. On the other hand, respondents responded, the company gave an opportunity to employees to use the skill and knowledge gained from the training.

The other survey respondents agreed that the company supervisors evaluate training from the employees after the training had been concluded. The respondents believe that the company asked the feedback from employees during and after the training. Which means the company evaluates the training and takes a feedback from employees to evaluate the training.

4.4. Descriptive Statistics for Employees performance

According to Gary Dessler (1994), there are four basic categories of training outcomes or effects that can be measure. First evaluates trainees' reaction to the program. It captures how the trainees feel about training. The second one is learning. It helps the trainees to determine if they learned the principles, skills, and facts they were to learn. The third is behavior. It helps to know whether the trainee's behavior

on the job changed because of the training program. Lastly, result which measures effectiveness of the program in terms of business objectives.

The other survey response shows the impact of training on employees' performance. The respondents believe that the training improves their knowledge, skills, ability, competencies and behavior. In addition to this, the training has a high impact on the improvement and the development of the organization. And also after the training the employees are motivated and increase their confidence, job performance and competencies of work.

The overall results of the respondent's response grand mean is 3.900 which clearly reveal, the training of the company has a high impact on their job. According to the main purposes of the training which is to give new techniques, knowledge, skills, ability, competencies and behavior for that, the company could achieve this entire goal. On the other hand, the impact of training is fruitful on the employees' performance, which is that the employees are motivated for their work, raise their efficiency, productivity and ability to solve the problem of the work. For that, the effect of this training would improve the development of the organization because of the quality training given by the company.

The questioner result of open ended question result shows, the training are high impact on their performance. For which the respondent express most of them work are easy after the training which could solve their work problems. The other respondent responded show they got a lot of knowledge on their field and develop several skills on the training. The respondents' notice the problem related with training are there are few training proved per year and also the number of training employees are very limited. For that the respondent recommended the company to increase the number of training time per year and also to give training for all staff by increasing the number of employees for training.

4.5. Diagnostic Tests of Assumptions of Classical Linear Regression Model

Five assumptions tests of CLRM (linearity, homoscedasticity, auto correlation, Multi col-linearity, and normality) were conducted and discussed below and refer appendix c for analysis results of each assumptions.

4.5.1. Linearity Test

Multiple linear regression model assumptions assume there is a linear relationship between the independent variables and the dependent variables.

The linearity assumption of multiple linear regressions is that the relationship between the independent variable and the dependent variable can be characterized by a straight line. The linearity assumption already linear from the equation of multiple linear regression models of the independent variables and dependent variable (Gujarat, 2004).

Linearity assumption was not serious threat to the study since we can draw one straight line to approximate the observations for all independent variables against the dependent variable, job satisfaction, and also the variance between the upper and lower cases of the observations were reasonably similar.

4.5.2. Homoscedasticity Test

This assumption assumed that the variance of the errors is constant. Assumptions can be checked by scatter plot diagram. The result plots the values the model would predict, against the residuals obtained. As the predicted values increase, the variation in the residuals should be roughly similar. The graph looks like a random array of dots. So, the model is homoscedasticity.

4.5.3. Auto-correlation Test

Multiple linear regression models assume the residuals are independent of one another. The Durbin-Watson statistic is used to test for the presence of serial correlation among the residuals. The residuals are not correlated if the Durbin-Watson statistic is approximately 2, and an acceptable range is 1.50 - 2.50.

From the result DW was within the range of 1.50-2.50, as a result the assumption of independence of residuals was satisfied.

4.5.4. Multicollinearity Test

The VIF is a measure of the reciprocal of the complement of the inter-correlation among the predictors. The decision rule is a variable whose VIF value is greater than 10 indicates the possible existence of multi collinearity problem. Tolerance (TOL) defined as $1/VIF$, it also used by many researchers to check on the degree of collinearity. The decision rule for tolerance is a variable whose TOL value is less than 0.1 shows the possible existence of multi collinearity problem (Gujarati, 2004).

From the assumption test the VIF values for all variables became less than the tolerable value, i.e., 10. Tolerance value of all variables also became above 0.1 which indicates that this model is free from multicollinearity.

4.5.5. Normality Test

This assumption test whether the data is well modeled by normal distribution or not. This test of normal distribution could be checked by graphical (histogram and dot plot) method of tests. The normality assumption assumes a critical role when a study is dealing with a small sample size, data less than 100 observation (Gujarati, 2004). The assumption was tested by using normal probability plot (NPP). The decision rule is, if the fitted line in the NPP is approximately a straight line, one can conclude that the variables of interest are normally distributed (Gujarati, 2004).

From the result residuals of the model were approximately normally distributed, because the fitted line on the NPP approximately straight line. The study discussed five major assumptions that must be fulfilled for one to analyze data using multiple linear regression models. So, since all the five assumptions were not violated, the researcher examined the data collected by the questionnaires using correlation and multiple linear regression models.

4.6. Correlation Analysis

In this section the correlation of training and employees performance are presented. The possible range of correlation coefficient values is form -1 to +1. A correlation value without a positive sign indicates the relationship is positive, whereas, negative

sign indicates negative relationship. According to Cohn's (1988) classification of the strength of relationship is based on the following table.

Table 4.11: Classification of the Strength of Relationship

Correlation strength	Positive values	Negative values
Small	$r=0.10$ to 0.29	$r = -10$ to $-.29$
Medium	$r=.30$ to $.49$	$r= .30$ to $-.49$
Large	$r=.50$ to 1.0	$r= -.50$ to -1.0

Source: Cohen (1988)

4.6.1. Pearson Correlation Analysis

In statistics, the Pearson correlation analysis is a measure of the correlation (linear dependence) between two variables, giving a value between +1 and -1 inclusive. It is widely used in the sciences as a measure of the strength of linear dependence between two variables. The p-value, in Pearson Correlation analysis, attempts to provide a measure of the strength of results of a test, in contrast to a simple reject or do not reject decision.

In Pearson correlation analysis the value of strength of relationship (r) plays an important role in determining the level of relationships among variables. The significance level, $p < 0.05$ is also used to establish the relationship. This significance level shows that there is only 5 percent chance that the relationship does not exist, and 95 times out of 100 times the relationship among variables can be defined as having significant correlation. The table below shows the results of the Pearson correlation analysis among the variables, testing of the hypotheses and interpretation of the Pearson correlation results was presented in a separate section with the results of the regression analysis.

Table 4.12. Pearson correlation

		EP	TD	TC	TDL	TM	TE
EP	Correlation	1					
	Sig.(2-tailed)						
	N	113					
TD	Correlation	.167	1				

	Sig.(2-tailed)	.091					
	N	113	113				
TC	Correlation	.361	.352	1			
	Sig.(2-tailed)	.042	.024				
	N	113	113	113			
TDL	Correlation	.461	.335	.298			
	Sig.(2-tailed)	.000	.001	.003			
	N	113	113	113	113		
TM	Correlation	.195	.135	.151	.352	1	
	Sig.(2-tailed)	.048	.211	.203	.132		
	N	113	113	113	113	113	
TE	Correlation	.328	.181	.237	.471	.331	1
	Sig.(2-tailed)	.000	.001	.104	.000	.116	
	N	113	113	113	113	113	N

Source: SPSS correlation result

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

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

N=113

The above table depicted that the correlation between the training and employees performance. It shows positive relationship between the training and employees' performance. The variables of (Training Design, Training content, Training Delivery, Training material and Training Evaluation.) and the dependent variable i.e. employees performance. Based on the results in table 4.12 there are positive impact on employees' performance and all of the independent variables, these shows that all the hypotheses are supported and were positively correlated.

Table 4.13: Correlation between overall training and employees performance

	Employee Performance	Training
Employees performance	1	
Training	.755**	1

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

N=113

Source: survey data, 2021

The above table indicates that correlation of overall training and employees performance. Overall organizational culture strongly correlated with employees performance with a value of high correlation coefficient $r = 0.755$. This depicted that the training design, training content ,training delivery, training material and training evaluation. had a role on the overall employees performance. In addition to this the relationship between training and employees performance was positive and significant.

4.7. Multiple Regression Analysis

In this section, in examining the impact of training on employee performance , the researcher used a regression analysis to test the effect of five independent (explanatory) variables on the dependent (explained) variable i.e. Training Design, Training content ,Training Delivery, Training material and Training Evaluation. Thus, in this study the researcher used multiple regression analysis, in which tests have been made to examine whether one or more independent variables influence the variation on dependent variable.

The functional relationship between variables in this study is therefore, the impact of training on employee performance by assessing the variables which are Training Design, Training content ,Training Delivery, Training material and Training Evaluation. However, to show how well the model containing those of four explanatory variables actually explains the variations in the dependent variable, i.e. The impact of training, it is necessary to test it through goodness of fit statistic.

Table 4.14 Testing the model through ANOVA(Goodness of fit statistic)

Model	Sum of Squares	Df	Mean Square	F	Sig
1. Regression	5.296	5	1.312	11.139	.000
Residual	6.112	61	.127	-	-
Total	11.407	65	-	-	-

Source: SPSS regression result

The above table summarizes the information about the variation of the dependent variable explained by the existing model used for this study and the residual that indicates the variation of the dependent variable that are not captured by the model. It is observed that the independent variables give a significant effect on the dependent variable, where F-value is 11.407 with a p value of less than 0.05 (i.e. $p < 0.000$) indicating that, over all, the model used for the study is significantly good enough in explaining the variation on the dependent variable.

To ensure the statistical adequacy of the model, the goodness of fit can also be measured by the square of the correlation coefficient also called R².

Table 4.15. Model Summary

Model	R	R Square	Adjusted R Square	Std error of the Estimate
1	.683	.467	.431	.3541

Source SPSS regression result

As shown in the table above, both R² and adjusted R² measure the fitness of the model i.e. they measure the proportion of the variation in dependent variable explained by the model. But since adjusted R square is the modification for the limitation of R square the value of the adjusted R square is considered to measure the fitness of the model. Thus, as it is shown on table, the value of adjusted R square is 0.467, indicating that the independent variables in the model are explaining 46.7% variation on the dependent variables. Thus, we can understand that the model of the study is providing a good fit to the data. This outcome empirically indicates that the independent variables in this study are impact of training on employee performance.

Table 4.16. Regression Analysis

Variables	Coefficients	t-statistic	Prob.
Constant	2.457	7.491	.000
Training Design	.151	2.159	.047
Training content	.174	2.315	.021
Training Delivery	.163	2.241	.019
Training material	.191	2.489	.017

Training Evaluation	.173	2.571	.012
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As shown in the above table, of the total five explanatory variables tested in this study namely Training Design (B=0.151 p-value= 0. 047), Training content (B=0.174 p-value=0.021) and Training Delivery (B=0.163 p-value=0.019), Training material (B=0.191 p-value=0.017) and Training Evaluation (B=0.173 p-value=0.12) have significantly affected employee performance. In this study, there is significant effect of training on employees' performance. The result also reveals that there is a positive effect among all the independent variables and the employee performance.

4.8. Hypothesis Testing and Interpretation of the Results

The last section of the study aims to find out the effect of training on employees performance. This particular section presents the results of the study indicated by statistics, using correlation and regression analysis. The correlation and regression between independent variables and employee performance were compared against the hypotheses tested in the investigation. The results show that there are significant impact between independent variables such as Training Design, Training content, Training Delivery, Training material and Training Evaluation.

In the next section the effect of each independent variable tested under this study is discussed and analyzed based on the theoretical predictions, prior empirical studies and hypothesis formulated for this study.

Training Design

In this study, the regression result shows there is a significant positive effect of training design on employee performance. As it is presented on table 4.12, the Pearson correlation result shows a significant positive relationship between training design and employee performance with correlation coefficient of $r = 0.167$ and significant at 0.05.

On the other hand, the regression result shows there is significant positive effect of training design on employee performance. In this study the regression analysis shows significant positive effect between training design and employee performance, with a regression coefficient of 0.151, t-statistic of 0.059 and P-value of 0.047. Thus, from the result shows training designs have significant positive effect on employees' performance.

In this study, both the regression result shows there is significant positive effect of training design on employee performance. As it is presented on table 4.10, the Pearson correlation result shows a significant effect between training design and employee performance with correlation coefficient and significant. The result is implication the hypothesis of the study is accepted.

Training Content

In this study, the correlation result shows there is a significant positive effect of training content on employee performance. As it is presented on table 4.12, the Pearson correlation result shows a significant positive relationship between training content and employee performance with correlation coefficient of $r = 0.361$ and significant at 0.05.

On the other hand, the regression result shows there is significant positive impact of training content on employee performance. The regression result also shows significant impact of training content on employee performance with a regression coefficient of 0.174, t-statistic of 2.315 and P-value of 0.021. Thus, from the result shows that training content highly effects on employees performance.

In this study, the correlation result shows there is a significant positive effect of training content on employee performance. As it is presented on table 4.10, the Pearson correlation result shows a significant relationship effect between training content and employee performance with correlation coefficient and significant. The result is implication the hypothesis of the study is accepted.

Training Delivery

In this study, correlation result shows there is a significant positive relationship between training delivery and employee performance. As it is presented on table 4.12, the Pearson correlation result shows a significant positive effect between training delivery and employee performance with correlation coefficient of $r = 0.461$ and significant at 0.05.

On the other hand, the regression result shows there is significant positive effect of training delivery on employee performance. With a regression coefficient of 0.163, t-statistic of 2.241 and P-value of 0.019. Thus, from the result show those training deliveries have significant positive effect on employees' performance.

In this study, the correlation result shows there is a significant positive relationship between training delivery and employee performance. As it is presented on table 4.10, the Pearson correlation result shows a significant positive relationship between training delivery and employee performance with correlation coefficient and significant. The result is implication the hypothesis of the study is accepted.

Training Material

In this study, both the correlation and the regression result shows there is a significant positive relationship between training material and employee performance. As it is presented on table 4.12, the Pearson correlation result shows a significant positive effect between training material and employee performance with correlation coefficient of $r = 0.195$ and significant at 0.05.

On the other hand, the regression result shows there is significant positive effect of training material and employee performance. The regression result also shows a significant positive effect between recognition and training material and employee performance, with a regression coefficient of 0.191, t-statistic of 2.489, and P-value of 0.017. Thus, from the result show that training materials have significant positive effect on employees performance.

In this study, both the correlation and the regression result shows there is a significant positive effect between training material and employee performance. As it is presented on table 4.10, the Pearson correlation result shows a significant positive effect between training material and employee performance with correlation coefficient and significant. The result is implication the hypothesis of the study is accepted.

Training Evaluation

In this study, the correlation result shows there is a significant positive relationship between training evaluation and employee performance. As it is presented on table 4.12 the Pearson correlation result shows a significant positive effect between training evaluation and employee performance with correlation coefficient of $r = 0.328$ and significant at 0.05.

On the other hand,, the regression result shows there is significant positive effect of training evaluation on employee performance. The regression result also shows a significant positive effect between training evaluation and employee performance, with a regression coefficient of 0.173, t-statistic of 2.571, and P-value of 0.017. Thus,

from the result show those training evaluations have significant positive effect on employees' performance.

In this study, the correlation result shows there is a significant positive impact between training evaluation and employee performance. As it is presented on table 4.10, the Pearson correlation result shows a significant positive effect between training evaluation and employee performance with correlation coefficient and significant. The result is implication the hypothesis of the study is accepted.

4.9. Interview Analysis

According to the interview result of the human resource manger of the Elfora Agro industry about the type of training program provide for the employees, the manger express the company gives both on job and off job training provides to the employees which are depend on the work position of the employees. According to the manger the company provided this type of training in the case of new technology adaptation of the company which is new IT, system, reporting style, new machine operation, for new employees and other reason which could need training.

The other question rise for manger which is the development of the training technique the company follows to achieve the training goal. The manger express that the human resource department give high attention for the development of training. The company follows the demand of employees need as a base. For that the company prepares the training contents and the quality of training provide to employees to be achieve the training goal.

The other question respond of the manger related to the evaluation of training, the company first evaluate the training on the training place about the motivation and the quality of training. And then the company evaluates the employees' performance after the training which is by efficiency and effectiveness of their job.

The manger response about the frequency of the training provided to the employees per year, the company prepare training according to need of the company and the employees interest. For that the number of training per year are vary from year to years but on average the company prepare more than three or four than the year.

The question related with the measurement of the company about the successful of the training, the mangers replay that, the major of their measurement of the training are

the new skill, knowledge and performance of the employee. On the other the company measure on motivation and satisfaction of the employees of the training. Generally the company measures it according to the training goal sometimes the company gives training to the employees related with the technical which are measure according to the adaptability of the machine, on the other hand the company prepare for professional employees related with customer service and related training which result will measure in the long terms.

The manger explain about the challenge they faced in the practice of training , the mangers describe some problem on which the budget of the company for training are not enough, in addition to this the other problem the cost of training servant are high amount for that the company prepare the training limited time and also the last problem are limitation of professional training service of the country which are some machines are imported from other country for that the training proved comes from the to give training for that the cost of payment is high. The last question rise to the manger related to the solution of the challenge they face the manger explain they have presented a new proposal for the managements to rise the training budget to give the training according to the needed of the company.

4.10. Results and Discussions:

The finding was consistent with the study of Arun and Saiyadain, (1996). The result of this study found that the employees' commitment and motivation opportunities to learn new skills are important in today's economy, so employees appreciate learning opportunities offered by training. As a result, companies that offers more training foster employee commitment. To be more precise, organizations that offer employees opportunities to learn and grow are seen as having employees' best interest at heart, and as a result, employees feel more committed to the organization. Employee commitment can benefit an organization by increasing retention of high performing employment.

The finding was consistent with the study of Arun and Saiyadain,,(1996) and Malcolm Knowles. These studies found that, the training benefits organization is by helping them to meet their strategic objectives. It does so by providing employees with the specific knowledge, skills and attitudes necessary to make strategic initiative a reality. In other words, by making effective decisions regarding training, companies

ensure that the right people have the right skills for achieving the competitive advantage sought by the strategy.

The finding was consistent with Greer (2003) and Susan D. McClelland (2002). The finding of their result indicates that, the nature of training delivery is important to the overall success of both employees and employers. The training process takes place after a new employee's orientation and enhances the skills, knowledge and capabilities of the employee in a particular job. The training process is often continuous and sometimes never ending, as new skills and techniques are learned all the time in many careers. Properly trained employees waste less time, money and resources. (Greer, 2003).

The finding was consistent with Noe, et al ,(2008) and Descy, P.; Tessaring, M. (eds) (2004).The study shows the managers can identify training needs by considering organizational, personal and task analysis. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible.

The finding was consistent with Armstrong,(2016). Their study identifies the training techniques used should be appropriate to the purpose of the course and to the characteristics of participants their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn). A blend of different techniques should be used where appropriate. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course (Armstrong, 2006).

The finding was consistent with Mahapatro, (2010) and Javedg (2014). Their study identifies the training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical know-how to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency (Mahapatro, 2010). Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment (Javed, 2014).

CHAPTER FIVE

5. SUMMERY OF THE FINDING, CONCLUTION AND RECOMMENDATION

5.1. Introduction

This chapter presents conclusions and implications of the results. It has three parts: the first part presents summery of the finding. The second part presents conclusions of the study, the third is Recommendation and finally, the last part presents possible future research areas.

5.2. Summary of the finding

The demographic profile of total respondents shows, the age category between 18-30 years are 67, (59.29 %) ,36or (31.86) are between 31-40 years,8 or (7.08%) are between the year 41-50 years, and 2 or (1.77%) respondent above 51 years. This shows that most of the company employees are young. The gender composition of the respondents 61 or (53.98%) is male and the remaining 52 or (46.07%) are female. The respondent marital status shows 78 or (69.03) are single and the rest of 35 or (30.97%) of respondents are married.

The respondents information, the educational level of respondents, there are 47 (41.59%) respondents have Diploma, 57 or (50.44%) have BA degree, 8 or (7.08%) of them are hold MA and 1 or (0.88%) of the respondent other qualification of educational level are other than the above choices specify on questioner.

The data was collected from 97 or (85.84%) from professional employees as an officer level in the companies, 16 or (14.16%) was collected from supervisor in the companies.

Regarding their experience, 21 (18.58%) worked in the company for less than 1 years, 48 or (42.47%) are worked 2-5 years, 31 or (27.43%,) respondents have work experience between 6-10 years and the other 13 or (11.50 %) workers have above 10 years work experience. From this, the researcher infers that most of the companies' employees work experiences are between than 2-5 years in these companies. These

shows, the respondent have enough knowledge about the topic and their experiences are enough to answer the questions.

The training impact on employee performance which was positively significant and strong. On the other hand the total five explanatory variables tested in this study, Training Design (p-value= 0. 047), Training content (p-value=0.021) and Training Delivery (p-value=0.019), Training material (p-value=0.017) and Training Evaluation (p-value=0.12) were statistically significant at 5 percent or lower. In this study, there is significant effect between training and employees performance. The result also reveals that there is a positive effect among all the independent variables and the employee performance.

As the finding indicated, the value of adjusted R square is 0.467, indicating that the independent variables in the model are explaining 43% variation on the dependent variables. Thus, we can understand that the model of the study is providing a good fit to the data. This outcome empirically indicates that the independent variables in this study are impact of training on employee performance.

The independent variables give a significant effect on the dependent variable, where F-value is 11.407 with a p value of less than 0.05 (i.e. $p < 0.000$) indicating that, over all, the model used for the study is significantly good enough in explaining the variation on the dependent variable.

Finally, this empirical study has been conducted to critically examine the training impacts on employees' performance. The Pearson correlation and multiple linear regression analysis have been used for the study and the result reveals that variables including Training Design, Training content, Training Delivery, Training material and Training Evaluation Have significant impact on employees performance.

5.3. Conclusions

This study examined the impact of training on employee performance in Elfora Agro Industries PLC and the factors that could influence its employees performance. Five research questions were developed and tested in this study. The first question is to understand the current training practice and the existing training policies and program of the company. The second question is to understand the institutions commitment in providing training and educational opportunities. The third are the impact of training on employees' performance, employees' satisfaction with the skills and knowledge.

The last question is to assess the underlying factors (i.e., training objective, training contents, training delivery, training material, and training evaluation that could affect the employees' performance.

The demographic profile of the respondents age,sex, and martial category found most of the company employees are young, male and single. And also most of the company employees are BA degree holders and professional employees. And most of the employees are worked 2-5 years.

Most of the employees believe with the training provided by the company has high impact on employee performance as a whole was medium level the mean value of the items range between 3 and 4.

The Elfora Agro Industries PLC training design prepared by the company is considered the need of the employees and their works. In addition to this the company gives enough information about the objective of the training course before the training time. Both the correlation and the regression result of training design shows there is significant positive effect between training design and employee performance.

The training content of the company are considered the required knowledge of the employees' position. And the company consideration of the employees demand and training content on helps to employees to take training to attend according to their ability by giving sufficient training time. Both the correlation and the regression result of training content shows there is significant positive effect between training design and employee performance.

The training deliver of the company follow are highly effect on employees. The practical exercise of the training could be apply on various kind of knowledge and skill to the employees. In addition to this, the training delivery duration time helps them to keep them their motivation for the learning. Both the correlation and the regression result of training deliver shows there is significant positive effect between training design and employee performance.

The training program of the company is well organized by training materials. For which the trainer checked the material of the training are ready and which available with the training palaces and also provide enough training materials to the employees for practice. Both the correlation and the regression result of training materials shows there is significant positive effect between training design and employee performance.

The training evaluation of the company is start from the beginning training up to end of the training. For that, the supervisors distribute pre and post test of employees to check the employees' knowledge from the training. And also the company distributes the questioner to employees after training to check the training benefit about how much they get new knowledge and skill get employees with in the training. Both the correlation and the regression result of training evaluation shows there is significant positive effect between training design and employee performance.

The training of the company is highly impact on employee performance of job and their knowledge. This can achieve the main purpose of the training which are giving a new of techniques, knowledge, skills, ability, competencies and behavior for that, the company could achieve all of this goal.

The major challenge of the company faced in the practice of training are the budget of the company for training are not enough. In addition to this the other challenge of the company are the cost of training center are high amount which are lead to the company to prepare training limited time and the last problem are limitation of professional on Agro industry training center of the country which are some machines are imported from other country for that the training providers comes from the other countries to give training for that the cost of payment is high.

The finding from Pearson Correlation was used to show the correlation between the independent variable and dependent variable. The result indicates that training have a significant and strong impact with employee performance.

5.4. Recommendations

Based on the findings and conclusions the researcher recommends the following which will be helpful for the Elfora Agro Industries PLC;

The conclusions reveal that there is a serious problem in relation to the training which is budget of the company, limitation of the professional in the country and the training provider cost. For that the researcher recommended the following points.

The company enhances the budget of the training. This is because the success or failure of the organization in achieving the objectives is closely related to the training of its employees. It is therefore important that the management of the organization

understands the importance of staff training and invests more in staff training. So that the success of the company, the management body should work on human resource potential for that the company increases the annual budget of the training.

According to the conclusion the company prepares training three or four time per year because of the high cost of training center and the limitation of professional on Agro industry. For that the researcher recommended that, the institutions need to develop ongoing training programs as per their own employees in order to reduce the cost of training center and also to increase employee performance, motivation and job satisfaction, and whether there is a need for regular improvements in employee working conditions in order to maintain intellectual competencies as such employees are increasingly attacked by competitors.

The training practice at the companies should be kept under constant review. It is important to identify the effectiveness of training practice of the company. This helps the company to know whether employees are comfortable with their job performance and their workplace they are working for, which in turn help the company result in profitability by provide quality products and services to its customers.

5.5. Further Research Areas

Training is a broader scope of service that cannot be dealt with in its entirety in one study alone. This study was conducted to assess the impact of training on employees' performance. However, it would be highly appropriate for future research to be conducted on the other variables of training and to use different populations and at different time zones would be welcome to ensure strong empirical conclusions on how training impacts on employee training.

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APPENDIX A
Questionnaire
St Mary University
SCHOOL OF GRADUATE STUDIES

MBA PROGRAM IN BUSINESS ADMINISTRATION

Dear sir/madam

This survey will be conducted by student of St Mary university School of Business Department of Business Administration as a partial fulfillment for the award of MBA. It will be used to learn the effect of training on employees performance.

I would like to assure you that the information you provide will be accessible only to the academic purpose. Your involvement is regarded as a great input to the quality of the research results. Hence, I believe that you will enlarge your assistance by participating in the study.

Your honest and thought full response is invaluable

Thank you for your participation

Kind regards

MaereguTaye

Section 1: Demographic Background

Please kindly tick (√) your answer in the appropriate boxes or respond by writing if required.

1. Gender: Female Male

2. Age _____

3. What is your marital status?

Married

Single

Divorce

4. Academic level:

Diploma

Bachelor's degree

Master's degree

Other (specify) _____

5. Service years in the company?

A) Below 1 B) 1 -5 C) 6-10 D) 11-15

E) 16-20 F) above 20

6. Work Position _____

Section 2: The Impact of training on employee performance in the case of Elfora Agro Industries PLC.

Tick (√) your answer in the appropriate boxes or respond the term SD Strongly Disagree ,D-Disagree ,N-Neutral ,A- Agree and SA Strongly Agree

Training Design

NO	Training Design	SD	D	N	A	SA
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7	I was given sufficient information on the objectives of the training course before my arrival.					
8	The training course encouraged exchange of information and expression of ideas successfully.					
9	The objectives of the training were coherent with my needs.					
10	The objectives of the course were achieved.					
11	The objective and the training content are related with my work					

Training content

NO	Training content	SD	D	N	A	SA
12	The topics covered were relevant to me					
13	I consider that the training programs are designed at level of abilities and education of employees.					
14	I received updated training which is required for my position					
15	The content was organized and easy to follow.					
16	The time allotted for the training was sufficient.					

Training Delivery

NO	Training Delivery	SD	D	N	A	SA
17	The training exercises best help trainees learn and apply different types of knowledge or skill.					
18	I consider that duration of training is appropriate to keep me motivated for learning.					
19	The trainer provided clear instructions for all activities.					

20	The trainer clearly described what to expect from the presentation					
21	I consider that duration of training is appropriate to keep me motivated for learning					

Training material

NO	Training material	SD	D	N	A	SA
22	I assume the material, hand-outs and/or activities useful to the training provided to me are adequate.					
23	The materials distributed were helpful.					
24	The trainer made sure materials could be read easily from where I was sitting.					
25	The training material are enough to practice on the training					
26	The training materials are helps the employees to get enough knowledge to					

Training Evaluation

NO	Training Evaluation	SD	D	N	A	SA
27	Post-test and Pro test are provided after and before the training.					
28	Questionnaires are provided after the training have ended					
29	There is an opportunity to use the skill and knowledge acquired from the training on the job.					
30	Supervisors Have helped me after the training has been concluded?					

31	There is feedback during and after the training?					
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.Impact of the training

NO	Impact of the training	SD	D	N	A	SA
32	The training gives a new techniques of work					
33	Increase the optimal performance and creativity					
34	Improving my productivity/ job performance					
35	The training gives solution for the problem					
36	Increase the level of employee commitment					
37	Improve the work efficiency					
38	Improve the my knowledge, skills, ability, competencies and behavior					
39	Helps to the improvement and the development of organization, improving performance					
40	Increase the employees motivation					
41	Improve the employees confidence and competencies					

Section 3. The following questions seek general information about your company training practice. Please write your point of view on the provided space.

42. How do you express your company training practice impact on employees performance? Please specify that?

43. Please list out the impact of training on your work, performance, knowledge, skill etc which given by your company? Please specify that?

44. What does the main problems faced in the training practice of the company? Please specify that?

45. What are the ways through which these problems can be addressed? Please recommend some solutions to overcome the problems?

46. If you have any comment or suggestion with related to the topic?

Appendix B

Interview Questions to be administered for human resource manger.

1. What kind of training program provide for your employees?
2. What are the basements of your company to develop of training?
3. How does your company evaluate training for employee performances?
4. How many training provided to the employees per year? Frequency?
5. How the company measure the provided training?
6. What challenge you face in the practice of training to your employees?