



ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

**ASSESSING EMPLOYEE TRAINING AND DEVELOPMENT
PRACTICE IN CASE OF THE MOTOR AND ENGINEERING
COMPANY OF ETHIOPIA (MOENCO) S.C.**

By

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A Project paper submitted Partial Fulfillment of the required for the Award

of Master of Arts Degree in Business Leadership

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ADDIS ABABA

Declaration

I hereby declare that this study entitled “Assessing Employee Training and Development Practice in case of The Motor and Engineering Company of Ethiopia (MOENCO) S.C.” is my original work and has not been presented for a degree in any other university and that all sources of materials used for the study have been duly acknowledged.

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Certification

This is to certify that this study “Assessing Employee Training and Development Practice in case of The Motor and Engineering Company of Ethiopia (MOENCO) S.C.” undertaken by Mr. Fekadu Tesfaye Abebe for the partial fulfillment of the Requirement for the Degree of Master of Business Leadership at Addis Ababa University, School of Commerce, is an Original work and not submitted earlier for any degree either at this University or any other University.

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Approval Page

This is to certify that the thesis prepared by Mr. Fekadu Tesfaye Abebe entitled “Assessing Employee Training and Development Practice in case of The Motor and Engineering Company of Ethiopia (MOENCO) S.C.” and submitted in a partial fulfillment of the Requirement of the Degree of Master of Business Leadership complies with the regulations of the university and meets the accepted standards with respect to originality and quality.

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Abstract

Businesses today face the challenge of coping with rapid changes. Human resources are key to gaining a competitive edge. Training and development practices enable organizations to build a skilled workforce and gain a competitive advantage. The objective of this thesis is to investigate the training and development practices employed by MOENCO. While many research show general positive relationship between training and performance, MOENCO likely requires deeper insights to understand the trends specific to the company and find out improvement areas. The study uses a mixed-method approach that incorporated both quantitative and qualitative methods to investigate MOENCO's needs assessment, trainee selection, training delivery methods, and evaluation practices. Among the total number of 571 employees a structured questionnaire distributed via email and paper surveys to a randomly selected sample of 320 respondents, with the goal of receiving at least 236 completed responses based on a statistical sampling formula. 249 employees returned properly filling the questionnaire which is more than the anticipated value attributing to more representation of the population. For respondents requiring clarification about the questions have received the explanation needed. The collected responses were combined, registered on a data sheet, and organized into tables to facilitate further quantitative analysis. The quantitative analysis of qualitative data method is employed using tools like Likert scale questionnaire, frequency, percentage, mean, and grand mean. The questionnaire responses were organized into tables, with the first section categorizing respondents by demographic characteristics. The second section used a 5-point Likert scale (1 for strongly disagree to 5 for strongly agree). The responses for this section were summarized using frequency tables to show the distribution of ratings, as well as means calculated for each individual question and grand means for groups of related questions. The grand mean (3.96) calculated from the survey questionnaire demonstrates the existence of well-defined training and development practice in MOENCO. A 3.10 mean reflects the training and development need assessment practices at MOENCO are characterized by objectivity and a focus on job-related aspects. The mean of 4.03 indicates MOENCO's training initiatives prioritize meaningful outcomes, which align with organizational objectives. Another response with mean 3.43 represents the company's existing feedback mechanism however lack of considering personal interest of employees. In conclusion, it is found that MOENCO has well-designed training and development practices that are governed by the company's comprehensive policies, procedures, directives, rules, and regulations. The training and development needs assessment, program design, and trainee selection processes are all conducted in accordance with these established guidelines. This enabled MOENCO to stay competitive through all these years of business and still a prominent name of the field of automotive retail and service industry. However, there is always room for improvement, so it is recommended to regularly updating training, conducting environmental scans, collaborating with experts, trying new delivery methods, developing robust evaluation, aligning training with objectives and strategy, and empowering managers to support employee development.

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List of Abbreviations and Acronyms

HRD	Human Resource Development
HRM	Human Resource Management
JIT	Job Instructional Technique
KPI	Key Performance Indicators
MOENCO	The Motor and Engineering Company of Ethiopia
OJT	On-the-Job Training
PEST	Political, Economic, Social, and Technological
ROI	Return on Investment
SMART	Specific, Measurable, Achievable, Relevant, and Time-bound
SWOT	Strengths, Weaknesses, Opportunities, and Threats
TNA	Training Needs Assessment

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In the 21st century, businesses face highly challenging and ever-changing environments, necessitating the presence of adaptable human resources to cope with these changes (Hitt et al., 2007). Organizations recognize that resources are crucial for creating a competitive advantage over rivals, and human resources, being an intangible resource, can provide a sustainable competitive advantage (Hitt et al., 2007; Beattie, 2002). Human Resource Management (HRM) encompasses practices that influence employee behavior, attitudes, and performance within organizations (Guest, 1997; Delaney and Huselid, 1996; Huselid, 1995). HRM focuses on determining the composition of an organization's workforce and how employees contribute to its operations (Huselid and Becker, 2011, as cited in Ahmed Mahrez, 2014).

Competition in the modern era is increasingly based on innovative and creative ideas rather than the mere ownership of natural or financial resources (Powell and Snellman, 2004). Well-managed human resources have the potential to provide a competitive advantage and contribute to organizational objectives such as quality, profitability, and customer satisfaction (Huselid and Becker, 2011, as cited in Ahmed Mahrez, 2014).

Training and development initiatives offer employees opportunities for personal growth while equipping the company with the knowledge and skills necessary to gain a competitive advantage (Wilson and Hash, 2003). For most organizations, training represents a significant investment to stay competitive in the current business landscape (Wilson and Hash, 2003). Training benefits both individuals and businesses by ensuring effective operations and performance (Vemic, 2007). To be effective, training should align with the organization's strategic goals and objectives, taking into account its culture and occupational health and safety considerations (Vemic, 2007).

Training and development programs can enhance organizational commitment, teamwork, and customer relations, providing incentives for both individuals and the organization as a whole (Anderson, 2000, as cited in Mengestu, 2014). Such programs

are crucial for long-term planning and can enhance the knowledge, skills, and competencies of the workforce (David, 2006).

Founded in 1959, the Motor and Engineering Company of Ethiopia (MOENCO) has been providing mobility solutions for over 60 years. MOENCO, a subsidiary of Inchcape PLC, a London-based global distribution and retail company, operates as a share company with major shareholders including Inchcape Overseas LTD, Ethiopian Insurance Corporation, the Minister of Finance, and others. Over the years, MOENCO has grown to become one of the largest and most influential automotive companies in Ethiopia. The company serves as an official distributor and after-sales service provider for several major international vehicle brands, including Toyota, Suzuki, New Holland Agriculture, Komatsu, and Wirtgen Group, with comprehensive sales and after-sales operations. Additionally, MOENCO is engaged in agricultural and construction distribution and retail business, playing a significant role in the agriculture and construction sectors. Throughout its history, MOENCO has actively supported Ethiopia's automotive industry, farmers, and construction sectors. The company is recognized as the largest private sector taxpayer and has received consecutive Platinum awards for exemplary compliance from the Ethiopian Tax Authority and the Prime Minister in 2019, 2020, and 2021. With the largest network in the country, MOENCO operates 10 branches and has 17 dealerships. As one of the leading and well-established players in the Ethiopian automotive industry, MOENCO continues to hold a prominent position in the sector.

1.2. Statement of the Problem

Previous studies have established a positive relationship between employee training and job performance, as training helps enhance workers' competencies, skills, and behaviors, thereby improving their overall performance and productivity (Evans & Lindsay, 1999; Sultana et al., 2012). Organizations that prioritize shareholder and customer satisfaction have recognized the value of investing in employee development, as training is seen as a critical tool for improving job-related performance (Evans & Lindsay, 1999, as cited in Sultana et al., 2012).

According to Harvard business and Mckinsey reports, human resource management has become increasingly competitive, organizations are facing the challenge of how to most

effectively leverage training and development to maximize the output and contribution of their human resources (Sultana et al., 2012). Strategic human resource management has emerged as a key trend, with organizations investing heavily in these initiatives (Sultana et al., 2012).

The core issue is determining the optimal approach to training and development that will drive the highest levels of employee performance and organizational productivity (Sultana et al., 2012). Previous research has established the general positive relationship, but there remains a need to further explore the specific mechanisms and best practices for implementing effective training programs (Sultana et al., 2012). Analyzing the impact of different training methods, identifying the key factors that influence training effectiveness, and understanding how training interacts with other HR practices are some of the crucial aspects that require deeper investigation (Sultana et al., 2012). Ultimately, organizations are seeking guidance on how to structure their training and development strategies to achieve the greatest return on investment in their human capital (Sultana et al., 2012).

With the context provided about the Motor and Engineering Company of Ethiopia (MOENCO) S.C., the statement of the problem could be stated as follows:

MOENCO, as one of the largest and most influential automotive companies in Ethiopia, plays a crucial role in the country's automotive retail and service sectors. As a strategic player in the Ethiopian market, MOENCO likely recognizes the importance of investing in the training and development of its workforce to enhance employee performance and drive organizational productivity.

However, like many organizations facing the challenges of an increasingly competitive human resource management landscape, MOENCO may be grappling with how to most effectively leverage its training and development initiatives to achieve the highest returns. The company must determine the optimal training approaches, methods, and factors that will yield the greatest improvements in employee competencies, skills, and behaviors - ultimately leading to superior individual and organizational performance.

While previous research has established the general positive relationship between training and performance, MOENCO likely requires deeper insights into the specific mechanisms and best practices for implementing effective training programs within its

own unique business context and operating environment. MOENCO has a unique business strategy which applies the international business strategy of the parent company Inchcape into Ethiopia's Business environment. In As a subsidiary company of Inchcape, a multinational organization, it is important to align MOENCO's training and development practices with both global standards and practices suitable for the Ethiopian context. The automotive retailing industry is also currently experiencing rapid changes, particularly with the increasing adoption of electric and hybrid vehicle technologies. MOENCO, operating within this dynamic sector, must adapt its training and development practices to equip its workforce with the necessary knowledge and skills to navigate these emerging trends. Furthermore, the digitalization and advancement of aftersales facilities present additional challenges and opportunities that require specialized expertise. Analyzing the impact of different training initiatives, identifying the key drivers of training effectiveness, and understanding how training interacts with MOENCO's other human resource management practices could provide valuable guidance to the company as it seeks to structure its employee development strategies for maximum impact.

Ultimately, as MOENCO continues to navigate the competitive human resource challenges facing the automotive industry in Ethiopia, determining the most impactful training and development approach will be crucial for the company to optimize the output and contribution of its workforce, and thereby maintain its position as a leading player in the market.

1.3. Research Questions

1. How does training and development needs assessment practice look like in MOENCO?
2. How are trainees being selected in MOENCO?
3. What are the major training and development delivery methods in MOENCO?
4. What do the major training and development evaluation methods used in MOENCO look like?

1.4. Research Objectives

1.4.1. General Objectives

The primary objective of this study is to investigate the training and development practices employed by MOENCO.

1.4.2. Specific Objectives

1. To assess the training and development needs of employees at MOENCO.
2. To examine the process of selecting trainees at MOENCO.
3. To identify the major training and development delivery methods utilized by MOENCO.
4. To investigate the evaluation methods employed by MOENCO to assess the effectiveness of their training and development programs.

1.5. Significance of the Study

The purpose of this descriptive study is to thoroughly examine the training and development approaches implemented by MOENCO. The findings of this study will contribute to the organization's efforts in designing and implementing more effective training and development programs. The findings of this study illustrate specific areas of MOENCO's training and development practices that require enhancement. Through a thorough examination of MOENCO's needs assessment, trainee selection, training delivery methods, and evaluation practices, management will gain a comprehensive understanding of the organization's current strengths and weaknesses in training and development. This knowledge will enable MOENCO to design targeted strategies aimed at improving the overall efficiency of training programs. By identifying areas for improvement, MOENCO will be able to allocate resources effectively and align training efforts with organizational goals and objectives. The insights gained will assist management in identifying areas that require improvement, ultimately enhancing the overall efficiency of MOENCO's training and development initiatives. Moreover, the study will provide valuable feedback on any existing gaps within the company's training and development practices, allowing MOENCO to adapt to the changing competitive landscape. The results of this research will also serve as a valuable resource for other

organizations, professional associations, research institutions, and stakeholders interested in the field of training and development.

1.6. Scope of the Study

The scope of this study is limited to assessing the current state of employee training and development practices at MOENCO by addressing the specific objectives. The study will use a mixed-methods approach, combining quantitative and qualitative data collection techniques. A structured questionnaire designed and distributed to a randomly selected sample of employees at the Company. The questionnaire tailored to collect data relevant to the research objectives and analyzed using statistical methods. Based on the findings, conclusions drawn, and recommendations provided to MOENCO. Hence, the scope is limited to MOENCO and its employees. The findings and recommendations may not be generalizable to other organizations without further research. Additionally, it is limited to the time frame of specific time when the research was conducted.

1.7. Limitations of the Study

This study on the training and development practices of MOENCO is subject to several limitations. The research is dependent on the data and information made available by the organization, and the researcher's access to internal documents, policies, and records related to training and development may be restricted, which could limit the depth of the analysis. Additionally, the study relies on interviews and surveys with MOENCO employees and management, and the responses collected may be influenced by individual perceptions, biases, and personal experiences, affecting the objectivity of the findings.

The study is limited to MOENCO only and it only examines MOENCO's current employee training practices from the view of the employee's perspective, without considering past trends or potential future changes. The study does not investigate how employee practices may have evolved over time, nor does it account for any planned changes to those practices going forward. It does not investigate any prior trends or shifts during the company's history. Also any planned initiatives, new programs, or anticipated shifts in employee practices are not accounted for in this research. However,

the finding of this work can be used for future improvements in human resource management training and development practices. Furthermore, the rapidly changing environment in the automotive industry could result in the findings becoming outdated quickly. Despite these limitations, the study aims to provide valuable insights into MOENCO's training and development practices, which can serve as a reference for the organization and contribute to the broader understanding of training and development in the automotive retail sector.

1.8. Organization of the Study

The study is organized into five main chapters to provide a clear and structured approach to addressing the research objectives and presenting the findings coherently.

In Chapter 1, an overview of the research is provided, including background information on MOENCO and the significance of training and development. The problem statement is stated, and the research objectives, scope, and limitations are outlined, setting the foundation for the study.

Chapter 2 presents a comprehensive literature review that delves into relevant literature on training and development practices in organizations. This chapter covers key topics such as needs assessment, trainee selection, training delivery methods, and evaluation approaches. By synthesizing existing knowledge and identifying gaps in the literature, this chapter establishes a theoretical framework for the study.

Chapter 3 focuses on the research design, explaining the chosen approach for the study. The chapter describes the data collection methods employed, which include interviews, surveys, and document analysis. Additionally, the data analysis techniques, encompassing both qualitative and quantitative approaches, are outlined, ensuring a robust analysis of the collected data.

In Chapter 4, the findings and analysis of the study are presented. This chapter provides a detailed examination of the training and development practices at MOENCO, drawing upon the data collected through interviews, surveys, and document analysis. The findings are analyzed and interpreted, offering insights into the effectiveness and implementation of training and development within the organization.

Finally, Chapter 5 concludes the study by summarizing the key findings and drawing conclusions based on the research objectives. Recommendations are provided to enhance MOENCO's training and development practices, considering the insights gained from the study. Additionally, potential areas for future research related to training and development are suggested, offering opportunities for further exploration in the field.

Overall, the organization of the study ensures a logical flow of information, facilitating a comprehensive understanding of the training and development approaches employed by MOENCO and providing valuable insights for the organization's improvement and future research endeavors.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Literature Review

Employee training and development is a critical component of human resource management and organizational success. Numerous studies have highlighted the strategic importance of investing in the skills, knowledge, and capabilities of the human resources. This chapter attempts to examine existing literatures regarding the impact of training and development practices in general.

According to Mivta (2004), human resources are crucial for the performance of an organization, as they drive its overall performance. Organizations recognize the importance of investing in their human capital, as the performance of employees directly contributes to the organization's success (Mivta, 2004). Performance, being a multidimensional construct, is closely tied to the strategic goals of the organization and is instrumental in achieving them (Mivta, 2004). Therefore, enhancing the effectiveness and efficiency of employees is essential for organizational growth and goal attainment.

To address the question of how employees can work more effectively and efficiently to increase organizational productivity, Jie and Roger (2005) suggest that training programs play a vital role. Such programs not only develop employees' skills and competencies but also enable organizations to leverage their human resources for a competitive advantage. Consequently, planning and implementing training programs become imperative for organizations to enhance employee abilities and competencies in the workplace (Jie and Roger, 2005).

Training not only enhances employee capabilities but also fosters critical thinking and creativity, enabling them to make better and more timely decisions (David, 2006). It equips employees with effective customer service skills, enabling them to handle customer inquiries and complaints efficiently (Hollenbeck, Derue, and Guzzo, 2004). Through training, employees develop self-efficacy, leading to superior job performance (Svenja, 2007), and replace ineffective work practices with efficient and effective approaches (Kathiravan, Devadason, and Zakkeer, 2006).

In summary, investing in training programs is crucial for organizations to optimize the performance and productivity of their employees. Training not only enhances skills and competencies but also improves decision-making, customer service, job performance, and work-related practices. By developing and nurturing their human capital, organizations can gain a competitive advantage and achieve their strategic goals effectively.

2.1.1. The Meanings of Training and Development

According to Desimone et al. (2002), human resource development (HRD) is a deliberate and continuous process aimed at improving employees' task performance, knowledge, and experiences through training, education, and development programs. It is a strategic effort by organizations to benefit both the organization and its employees by enhancing performance and supporting employee development.

Desimone's definition, as cited by Kibebe Tilahun (2011), further emphasizes that HRD involves introducing, directing, and guiding processes to equip individuals and teams with the necessary skills, knowledge, and competencies to meet current and future organizational requirements. Effective leadership plays a crucial role in driving the HRD process and ensuring that employees are equipped to fulfill organizational tasks.

Michael M. Harris (2006) describes HRD as organized learning activities within an organization aimed at improving performance and personal growth for the benefit of the job, the individual, and the organization as a whole. This definition highlights the structured nature of HRD and its focus on enhancing performance, personal growth, and overall organizational effectiveness.

Training and development, a key function of human resource management, plays a vital role in improving individual and group performance within an organization. According to Khan (2012), training provides employees with the knowledge and skills necessary for their current and future work, enabling the organization to remain competitive. Additionally, recruitment and selection processes, as well as managing workforce diversity, are critical HRM strategies that can impact the effectiveness of training and development efforts.

Rynes and Rosen (1995) found that diversity training programs can positively influence trainees' attitudes toward diversity, with most participants leaving the training with improved attitudes. However, they noted that a small number of trainees already had positive attitudes before the training. This suggests that diversity awareness training can be effective in building common understanding and improving individual and organizational outcomes related to diversity.

In conclusion, HRD is a planned and continuous process aimed at enhancing employees' task performance, knowledge, and experiences. It involves introducing, directing, and guiding processes to equip individuals and teams with the necessary skills and competencies. Training and development are integral components of HRD, focused on improving individual and group performance. Effective HRM strategies, such as recruitment and selection and managing workforce diversity, can enhance the effectiveness of training and development efforts.

2.1.2. Why Training and Development is needed?

2.1.2.1. Non-Management Development

Cole (1993) emphasizes the significance of the workforce's quality for an organization's effectiveness. Training, as defined by Cole, is any learning activity aimed at acquiring specific knowledge and skills for occupational or task purposes. Cascio (1992) defines performance as the accomplishment of assigned tasks and suggests the establishment of predetermined standards against which actual performance can be measured.

The literature consistently supports the relationship between training and job performance. Abay (2008) found a significant relationship between employee training and their performance in various tasks, indicating that trained employees were more capable in accomplishing their duties. Similar findings were reported by Elnegal and Imran (2013), Jagero and Komba (2012), Saeed and Asghar (2012), Singh and Mohanty (2012), and Tennant et al. (2002).

Trained employees tend to exhibit higher efficiency, productivity, motivation, morale, and lower turnover rates (Thomas, 1997). Training equips employees with skills that enhance their efficiency and productivity (Thomas, 1997). Moreover, well-trained employees often experience higher motivation and morale, perceiving the organization's investment in their growth and development (Thomas, 1997).

Training also enhances teamwork, confidence in performance and decision-making, and openness to change and innovation (Devins et al., 2012). Trained employees work better in teams as they are aware of expectations and can collectively achieve them seamlessly (Devins et al., 2012). Additionally, they exhibit greater confidence in their performance and decision-making abilities (Devins et al., 2012).

Furthermore, training and development support employees in career planning and skills enhancement, which can alleviate concerns during organizational changes and demonstrate the organization's investment in their potential (Moses, 2000). When training and development help employees with career planning and skills development, it communicates to employees that the organization values their growth and is committed to investing in them, even during challenging times (Moses, 2000).

2. 1.2.2. Management Development

The passage highlights the importance of management development, which refers to the growth of personal skills through planned activities and experiences (Thomson et al., 1997). It discusses the shift from generic "sheep dip" training to a more targeted approach across all levels of management. However, the implementation of management development is often tactical and short-term, focusing on current job requirements rather than long-term development.

The trend towards context-specific training methods such as coaching, mentoring, and project work is also mentioned. While formal training remains important, large organizations tend to use more formal than informal management learning, with informal learning falling in between. Executive coaching is particularly popular among large businesses but is limited by cost and the availability of high-quality coaches.

The passage argues that organizations need to provide managers with opportunities for knowledge and skill improvement through management development programs. Successful programs can help managers at all levels perform their jobs more effectively. Hameed and Waheed (2011) identify several motivations for implementing management development programs, including enhancing managerial understanding and competence, fostering innovative decision-making, facilitating idea sharing among managers, and preventing managerial obsolescence by keeping up with changing responsibilities.

2 1.3. Training and Development Process

Indeed, aligning training with business strategy is crucial for organizations to maximize the impact of their training and development efforts. Miller and Osinski (1996) and Noe (2011) emphasize the importance of strategically integrating training into the overall business strategy. The strategic training and development process involves several interconnected steps to ensure alignment and effectiveness.

The first step is analyzing training needs to identify gaps. This involves assessing the current skills, knowledge, and performance levels of employees and comparing them to the desired levels required to achieve business objectives. By identifying these gaps, organizations can determine the specific areas where training is needed.

The next step is setting SMART objectives that guide the design of the training. SMART objectives are specific, measurable, achievable, relevant, and time-bound. These objectives provide clear direction and focus for the training program, ensuring that it addresses the identified gaps and contributes to the organization's strategic goals.

Once the objectives are set, organizations need to select appropriate training and development methods. This includes choosing the most suitable methods, such as classroom training, e-learning, on-the-job training, coaching, or mentoring, based on the nature of the skills to be developed and the needs of the employees.

The delivery of training is a critical step in the process. Organizations must ensure that the training is delivered effectively to maximize its impact. This involves designing engaging and interactive training materials, providing skilled trainers or facilitators, and creating a supportive learning environment that encourages active participation and knowledge transfer.

The final step is evaluating the training programs to assess their effectiveness and inform future initiatives. Organizations need to measure the outcomes of the training in terms of employee performance improvement, knowledge acquisition, behavior change, and impact on business results. This evaluation helps identify strengths and areas for improvement, allowing organizations to continuously enhance their training and development efforts.

By following this strategic approach, organizations can align their training and development initiatives with their business strategy. This alignment ensures that training addresses specific needs, contributes to the organization's objectives, and ultimately leads to improved performance and success.

2.1.4. Training Need Assessment

Training needs assessment (TNA) is an essential process aimed at gathering information regarding explicit or implicit organizational needs that can be addressed through training initiatives (Miller & Osinski, 1996; Noe, 2011). Typically, these needs emerge when there is a discrepancy between the current performance standard and the desired level of achievement. The TNA process plays a crucial role in enabling trainers and individuals requesting training to precisely articulate the specific training requirements or performance gaps. Moreover, given the forward-looking nature of employee development, TNA also serves as a valuable tool for identifying the necessary training interventions to equip employees for future assignments and responsibilities. By conducting a comprehensive TNA, organizations can effectively channel their training and development endeavors towards enhancing performance and aligning with strategic objectives by targeting the specific skills, knowledge, and abilities required.

2. 1.5. Methods of Training and Development

2.1.5.1. On-the-Job Training

On-the-job training (OJT) involves the process of new or inexperienced employees acquiring knowledge and skills directly within the work environment, often by observing and emulating the behaviors of their peers or managers (DeRouin, Parrish, & Salas, 2005). Unlike formal training programs, OJT is an informal approach where managers, colleagues, or mentors act as trainers. This type of training is particularly beneficial for newly hired employees, as well as for upgrading the skills of experienced workers when new technologies are introduced, cross-training employees within a department or work unit, and orienting transferred or promoted employees to their roles.

OJT offers several advantages. Firstly, it allows training to be tailored to the specific needs of individual trainees, ensuring that their unique requirements are addressed. Secondly, the training is immediately applicable to the job at hand, enabling trainees to directly apply what they learn in real work situations. This immediacy fosters a high

level of trainee motivation and engagement. Additionally, OJT is often cost-effective, as it leverages existing resources within the organization and minimizes the need for external training programs. Lastly, OJT facilitates the seamless transfer of skills to actual job tasks, as trainees learn in the same environment where they will be performing their duties (DeRouin, Parrish, & Salas, 2005).

Common methods of OJT include apprenticeships, where trainees work under the guidance of experienced professionals, and self-directed learning programs, where individuals take responsibility for their own learning and skill development. These methods allow for hands-on experience, mentoring, and gradual progression towards mastery.

By utilizing OJT, organizations can provide practical and customized training experiences to employees, ensuring the acquisition of job-specific skills and promoting effective knowledge transfer.

1. Coaching

Coaching is an individualized training method that enables the swift identification and resolution of personal weaknesses. It offers a notable advantage by facilitating the seamless transition of theoretical knowledge into practical application within the specific job role. However, it is important to acknowledge a potential drawback of coaching, which lies in its potential to reinforce established organizational practices and norms. This limitation arises from the personalized nature of coaching, which may not always encourage the exploration of alternative approaches or foster innovative thinking. It is worth noting that coaching assumes particular significance in certain contexts, such as the training of scooter mechanics in India, where it serves as the prevailing training approach. This illustrates that coaching can be an effective and widely adopted method in specific industries or cultural settings. In summary, coaching offers valuable support in addressing individual weaknesses and promoting practical skill development. Nonetheless, it is crucial to recognize its limitations and ensure a balanced training approach by integrating coaching with other methods to encourage diverse perspectives and foster comprehensive learning experiences.

2. Mentoring

Unlike coaching, mentoring places emphasis on cultivating attitudes and mindsets, particularly among managerial employees. While coaching primarily targets specific skills and behaviors, mentoring involves one-on-one interactions, similar to coaching, but with a distinct characteristic: it is always conducted by a senior individual within the organization. The mentor assumes the role of a guide, offering guidance, support, and wisdom based on their own experiences and expertise. The purpose of mentoring is to facilitate the growth and development of the mentee.

Mentoring relationships provide a platform for the transfer of organizational knowledge and the shaping of the mentee's professional attitudes and perspectives in a personalized manner. The mentor, drawing from their own experiences, serves as a source of insight and advice, helping the mentee navigate their career path and make informed decisions. Through this relationship, the mentee gains valuable wisdom, learns from the mentor's successes and failures, and gains a broader understanding of the organization.

By focusing on attitudes and mindsets, mentoring goes beyond skill development and aims to shape the mentee's overall professional growth. It offers a nurturing environment for personal reflection, self-awareness, and the development of critical thinking abilities. This personalized approach enables the mentee to acquire not only technical knowledge but also the intangible qualities necessary for success in managerial roles.

3. Job Rotation

Job rotation involves systematically exposing employees to a series of interconnected job assignments as a means of training and development. This approach serves multiple purposes, including providing employees with exposure to various roles and responsibilities, mitigating monotony, and facilitating the establishment of relationships with a diverse network of colleagues.

The primary objective of job rotation is to enhance employees' understanding and proficiency in different areas of the organization. By experiencing different roles, employees gain a broader perspective of how various functions interrelate and contribute to overall organizational success. Moreover, job rotation helps prevent

monotony and complacency by introducing new challenges and opportunities for growth.

Another significant benefit of job rotation is the opportunity for employees to build relationships with a wider network of colleagues across different departments or teams. This expanded network fosters collaboration, knowledge sharing, and a deeper understanding of organizational dynamics.

To ensure the effectiveness of job rotation, careful planning and strategic design of the rotation sequence are crucial. The sequence should be logical, with each rotation building upon the knowledge and skills gained from previous assignments. A well-designed job rotation program aligns with the organization's learning objectives and facilitates the acquisition of diverse competencies.

4. Job Instructional Technique (JIT)

The Instructional or Programmed Learning method is a systematic and structured on-the-job training approach that follows a step-by-step process. It begins with the trainer providing the trainee with an overview of the job, including its purpose and the desired outcomes. The trainer then demonstrates the task or skill, allowing the trainee to observe and understand the proper execution. The trainee is then given the opportunity to practice and replicate the demonstration independently. Finally, the trainer provides feedback and additional support as needed to ensure the trainee's understanding and proficiency.

In this method, the learning material is presented to trainees in a structured manner, often using written materials or learning machines. The content is broken down into small, incremental "frames" that guide the trainee's progress. This approach allows for clear and concise instruction delivery, ensuring that trainees can follow the steps easily and comprehend the content effectively.

One notable advantage of the Instructional or Programmed Learning method is that it provides a measurable way for trainers to assess the trainee's learning progress. By following the step-by-step approach, trainers can gauge when the trainee has successfully acquired the knowledge or skills being taught. This allows for effective tracking of the trainee's development and provides an opportunity for timely feedback and intervention.

Moreover, the structured nature of this method promotes diligence in trainees. The clear and sequential instructions encourage trainees to follow the prescribed steps diligently, which is particularly valuable in work environments where precision and consistency are essential.

The Instructional or Programmed Learning method is widely recognized as a valuable tool for both teachers and trainers across various settings. Its structured approach facilitates effective training delivery, ensures trainee understanding, and promotes skill development in a systematic manner.

5. Apprenticeship

Apprenticeship is a training system that involves new practitioners working under the direct guidance and supervision of experienced experts for an extended period. It is commonly employed in trades, crafts, and technical fields that require a significant duration to attain full proficiency. During the apprenticeship, individuals work closely with their masters, aiming to become well-rounded and skilled practitioners in their chosen field.

Apprenticeship provides a comprehensive and hands-on learning experience, allowing individuals to acquire practical skills and knowledge directly from experienced professionals. The close mentorship and supervision enable apprentices to learn not only the technical aspects of their trade but also the nuances and best practices that come with years of experience.

However, it's important to acknowledge that apprenticeship can be a costly endeavor for organizations. The investment in training apprentices, providing mentorship, and allocating resources for their development can be significant. Moreover, there is no guarantee that trained apprentices will continue working for the same company upon completing their apprenticeship. They may choose to seek employment elsewhere or start their own ventures, which can pose challenges for organizations that have heavily invested in their training.

Typically, apprentices receive a stipend or remuneration as per the terms specified in the apprenticeship agreement. This compensation acknowledges their work and commitment while recognizing that they are still in a learning phase.

6. Under Study

In this method, a superior trains a subordinate as an understudy, similar to an assistant to a manager or director. The subordinate learns through firsthand experience and observation by actively participating in handling daily challenges. The main goal is to prepare subordinates for assuming full responsibilities and duties.

2.1.6. Off-the-Job Training Methods

Off-the-job training methods are conducted outside of the regular work environment, allowing individuals to focus solely on learning without the distractions of job performance (Monday et al., 2009). Examples of off-the-job training methods include coursework offered at specialized training institutions like the Ethiopian Management Institute.

One common off-the-job method is lectures and conferences, where trainers provide direct verbal instruction to a large audience (Monday et al., 2009). The effectiveness of lectures depends on their ability to engage and motivate trainees, ensuring their sustained interest in the content being delivered.

Vestibule training is another off-the-job method, involving the training of workers in a simulated environment that closely resembles the actual work conditions they will encounter (Monday et al., 2009). This approach allows individuals to gain skills and build confidence without the risk of making costly mistakes.

Simulation techniques, such as management games, case studies, role-playing, and in-basket training, create artificial environments that facilitate learning (Monday et al., 2009). These methods provide trainees with opportunities to practice decision-making and problem-solving in a controlled setting.

Sensitivity training, also known as laboratory or T-group training, focuses on developing social awareness and behavioral flexibility in trainees (Monday et al., 2009). It aims to enhance individuals' understanding of different perspectives and improve their interpersonal skills.

Transactional analysis is another off-the-job training method that teaches trainees to analyze motivations and responses in social interactions, referred to as "transactions" (Monday et al., 2009). This approach provides a framework for understanding

interpersonal dynamics and can contribute to improved communication and relationships.

2.1.7. Evaluation of Training and Development Method

The evaluation of training programs is crucial for organizations to determine the effectiveness and return on their training investments. One approach to evaluating training programs is by measuring changes in key business outputs, such as costs, sales, production, employee turnover, or revenue. The HR department can calculate the Return on Investment (ROI) by comparing the benefits derived from the training to the expenses incurred (Decenzo, Robbins, & Verhulst, 2010).

In addition, Armstrong (2003) suggests that training and development programs should undergo continuous monitoring to ensure they align with budgets and plans. After each training event, evaluation should be conducted to confirm if the intended managerial results are being achieved. Effective evaluation should be objective, focused on important outcomes, implemented according to a predefined plan, aligned with the organization's philosophy, culture, and objectives, and conducted within a reasonable scope.

To ensure a comprehensive evaluation, organizations can employ a combination of quantitative and qualitative measures. This allows for a systematic assessment of both short-term and long-term impacts of training programs. By gathering data and feedback from various sources, organizations can make informed decisions about future investments in training and development.

2.1.7.1. Levels of Evaluation

Decenzo (2010) has outlined four key levels of training program evaluation that provide a comprehensive framework for assessing effectiveness. These levels include Reaction, Evaluating Training, Evaluating Behavior, and Evaluating Results.

The first level, Reaction, focuses on measuring participants' satisfaction with the training. It involves gathering feedback on their perception of the content, whether their learning goals were achieved, and their overall satisfaction with the trainers.

The second level, Evaluating Training, aims to assess the extent to which the learning objectives were met. This level involves evaluating the knowledge gained, skills

developed, and any desired changes in attitudes or beliefs. Pre- and post-training testing is commonly used to measure the impact of the training on participants' knowledge and understanding.

The third level, Evaluating Behavior, examines how well participants have transferred the knowledge, skills, and attitudes acquired during the training to their actual workplace behaviors. This evaluation level requires assessing behavior changes before and after the training program to determine its effectiveness in influencing on-the-job performance.

The fourth and most advanced level, Evaluating Results, focuses on determining the tangible business impact and return on investment of the training. This level involves measuring organizational-level outcomes such as increased sales, improved productivity, reduced accidents, or enhanced customer satisfaction. By comparing these outcomes before and after the training implementation, organizations can assess the overall effectiveness of the program.

It is worth noting that quantifiable evaluation results are often easier to measure and analyze. However, a comprehensive evaluation may also include qualitative aspects, such as gathering feedback through interviews or focus groups, to gain a deeper understanding of the training's impact.

2.1.7.2. Benefits of Training and Development

The advantages of training and development can be summarized as follows:

1. **Keeping Pace with Globalization and Technological Change:** In the current era of globalization and rapid technological advancements, organizations need to continually train and develop their employees to adapt to new technologies and evolving business demands. Training helps bridge skill gaps and enables organizations to be responsive and adaptable to meet changing consumer requirements.
2. **Improved Organizational Performance:** Effective training and development initiatives align workforce skills and size with organizational needs, leading to improved performance. By enhancing individual employee contributions, organizations can optimize their overall performance and productivity.

3. **Motivational Tool:** Training and development serve as a powerful motivational tool for employees. Management can use methods such as pay incentives, promotions, and skill development opportunities to motivate employees, enhance job satisfaction, and increase engagement.
4. **Strategic Competitive Advantage:** Investing in training and development can provide organizations with a strategic competitive advantage. By developing critical capabilities, resources, and relationships, organizations can differentiate themselves from competitors and stay ahead in the market.
5. **Increased Productivity:** Training and development programs ensure that employees have the necessary knowledge, skills, and abilities to meet management's expectations. This leads to increased productivity as employees are equipped to deliver results effectively and efficiently.
6. **Enhanced Customer Relations:** Well-trained and motivated employees contribute to improved customer relations. They become better listeners, communicators, and service providers, leading to enhanced customer satisfaction and loyalty.

2.1.7.3. Implementing Training and Development Program

The effective execution of a training and development program holds significant importance, even if the initial concept is well-designed. During this stage, it is crucial for management to persuade participants of the program's merits and its potential to help them achieve their personal and professional aspirations (Glueck, 1982). The responsibility for implementing the program primarily lies with the trainer, who must make appropriate decisions to establish a comfortable and supportive learning environment for the trainees (Harris, 1994). The presence of qualified trainers, capable of managing diverse individuals and situations, is essential for the successful implementation of the program.

The implementation process comprises several key steps. Initially, the organization must make decisions regarding the training location and ensure the necessary facilities are arranged accordingly. Subsequently, a well-structured schedule for the program must be established. The training sessions should then be conducted in alignment with the program's design. Lastly, it is vital to closely monitor the trainers' progress throughout the process.

Effective implementation, characterized by engaged trainees and skillful delivery of the training, can make a substantial difference between a successful program that achieves its objectives and one that falls short. Careful planning and meticulous execution during this phase are imperative to ensure the desired outcomes of the training and development initiative are realized.

2.1.7.4. Effective Training and Development Practice

Training programs are most effective when they not only have a well-designed structure and delivery but also demonstrate tangible value and impact for organizations. Research by Guzzo, Jette, and Katzell (1985) revealed that training interventions consistently lead to greater productivity gains compared to other organizational development processes. Only goal-setting approaches have shown a stronger impact on performance (Locke & Latham, 2002). However, the effectiveness of training in influencing learning, behavior change, performance, and profitability rely heavily on its design and delivery.

Several key features have been directly linked to improved employee and organizational effectiveness. Firstly, conducting a systematic training needs assessment is crucial (Surface, 2012). This helps identify the specific areas where training is required. Secondly, clearly communicating the purpose, objectives, and expected outcomes of the training program is essential (Noe, 2008). This ensures that participants understand the relevance and potential benefits of the training.

Moreover, the content of the training should be directly applicable to the trainees' job experiences (Noe & Colquitt, 2002). The training should incorporate active demonstrations by trainers and provide multiple opportunities for trainees to practice their newly acquired skills in a safe environment (Noe & Colquitt, 2002). Regular and task-focused feedback should be provided to the trainees, facilitating their learning and improvement. Additionally, the post-training environment should support the application of the newly acquired skills (Arthur et al., 2003).

By focusing on these critical elements, organizations can design and deliver training programs that result in meaningful and lasting improvements in employee and organizational effectiveness. This, in turn, leads to a strong return on investment and contributes to the overall success of the organization.

2.2. Empirical Review

The success of an organization heavily relies on the skills and abilities of its employees (Acton & Golden, 2003). Extensive research has been conducted to explore different types of training and their impact on employee knowledge retention. The findings consistently indicate that effective training programs contribute to increased job satisfaction (Acton & Golden, 2003). Therefore, it is crucial for organizations to continually invest in training and development in order to maintain a workforce that is both technically proficient and socially competent (Tahir et al., 2014). By providing opportunities for training and development, organizations enable their employees to enhance their competence, which in turn improves their career prospects and overall operational efficiency (Tahir et al., 2014).

Numerous studies have highlighted the significance of training, as employees are considered valuable resources and assets for organizations. Skilled and trained employees consistently outperform those who lack proper training (Kasau, 2014; Falola et al., 2014). Kasau (2014) conducted a study emphasizing that training should focus on cultivating positive work attitudes and enhancing employees' ability to deliver quality service. To achieve optimal employee performance, training should be coupled with opportunities for personal growth within the organization (Kasau, 2014; Falola et al., 2014).

The impact of employee performance on the success or failure of an organization has been emphasized by Hameed and Waheed (2011). Consequently, companies heavily invest in employee development. Extensive research consistently demonstrates a strong positive relationship between human resource management practices, including training and development programs, and improved organizational performance (Guest, 1997). Training plays a vital role in identifying and developing the necessary competencies for employees to effectively achieve organizational goals (Guest, 1997).

The existing literature underscores the significant benefits of effective training programs for both employees and organizations. Research indicates that training can develop critical employee competencies, enhance overall job performance, and improve knowledge, skills, and attitudes required for future roles, ultimately leading to superior organizational performance (Wright and Geroy, 2001). Moreover, training that

achieves learning outcomes at the individual and organizational levels fosters higher levels of employee commitment (Ahmad and Bakar, 2003). Scholars suggest that training should be strategically planned to promote organizational commitment (Lang, 1992). Certain human resource practices, such as succession planning, promotions, career development, and training opportunities, can enhance employee commitment and performance (Gaertner and Nollen, 1989; Meyer and Smith, 2000). However, it is acknowledged in the literature that some managers may be hesitant to invest in training due to concerns that employees might leave the organization to seek better opportunities and higher market value after receiving the training (Cheriamie et al., 2007). Additionally, organizational resistance to offering training can sometimes lead employees to invest in their own career development and performance improvement (Baruch, 2006). Therefore, while effective training programs offer substantial benefits, potential challenges related to organizational reluctance and employee turnover must be considered.

Notably, Scott, Clothier, and Spriegel (1977) state that training is the cornerstone of effective organizational management, as it enhances the efficiency and effectiveness of employees. The literature further emphasizes the importance of training for organizational management and employee performance. They also highlight the strong connection between training practices and other human resource practices, as training enables employees to develop themselves within the organization and increase their market value (Mamoria, 1995). Furthermore, training plays a significant role in shaping employees' job-related behavior and facilitating their contribution to the organization's success, ultimately leading to higher returns through superior employee performance.

Numerous studies conducted worldwide have consistently highlighted the critical role of training in organizational survival and employee performance. Training is essential for enabling employees to adapt to evolving and challenging business environments and technologies. It enhances their knowledge, fosters the development of creative and problem-solving skills, and prevents obsolescence (H.O. Falala et al., 2014). In essence, the literature emphasizes the integral nature of training in improving organizational management, employee capabilities, and overall organizational performance and competitiveness.

CHAPTER THREE

METHODOLOGY

3.1. Research Design and Approach

In order to create a comprehensive and factually accurate report on the training and development practices at MOENCO, researchers employed a mixed-method approach that incorporated both quantitative and qualitative methods. This strategy allowed for a thorough examination of the research topic by analyzing and integrating numerical data along with descriptive information.

The study adopted a descriptive research design, which aimed to effectively describe various aspects of training and development practices within the organization. This design was chosen based on the belief that it would provide a comprehensive understanding of the subject matter. The descriptive analysis covered areas such as needs assessment for training and development, methods for selecting trainees, primary delivery methods for training and development initiatives, and key evaluation techniques used to assess program effectiveness.

By combining quantitative metrics and qualitative insights, the researchers aimed to produce a report that captured the nuances and complexities of MOENCO's training and development landscape. The quantitative data provided numerical information that could be analyzed and measured, offering a more objective perspective on various aspects of the organization's practices. On the other hand, the qualitative data offered descriptive information and insights that helped provide a deeper understanding of the context and experiences of employees involved in the training and development programs.

This mixed-method approach allowed the researchers to generate a rich and multifaceted report that considered both the numerical data and the descriptive information. By doing so, they were able to present a comprehensive analysis that considered different perspectives and provided a more holistic view of MOENCO's training and development practices.

Moreover, the researchers cited Creswell (2013) to support the rationale behind employing a mixed-method approach. This demonstrates that they drew upon established literature and recognized the value of integrating quantitative and qualitative methods to gain a more comprehensive understanding of the research topic.

3.2. Population of the Study

The study population for the research on MOENCO's training and development practices consisted of both managerial and non-managerial staff members working at the organization's headquarters. The division at the headquarters included a total of 571 employees, out of which 49 held managerial or higher positions in various functional units. The remaining 522 employees were non-managerial personnel distributed across different functional units within the division.

By including perspectives from both management and non-management levels, the researchers aimed to obtain a comprehensive understanding of the training and development practices within this specific division of MOENCO. This approach allowed for insights from individuals with diverse roles and responsibilities, providing the opportunity to uncover potential variations and nuances in experiences and perceptions across the organizational hierarchy.

Including both managerial and non-managerial staff members in the study population offers several advantages. Managers often play a crucial role in decision-making processes related to training and development initiatives, as well as in shaping the overall organizational culture and strategies. Their perspectives can provide insights into the strategic aspects of training and development within MOENCO. On the other hand, non-managerial employees are directly involved in the day-to-day operations and implementation of training programs. Their experiences and perceptions can shed light on the practical aspects of training and development, including its impact on their job performance, career development, and overall satisfaction.

By considering perspectives from both levels, the researchers can gain a more comprehensive understanding of MOENCO's training and development practices. This approach helps ensure that the findings and recommendations of the study are relevant and applicable to a wide range of employees within the organization, as it captures the perspectives of both decision-makers and program beneficiaries.

Additionally, by examining potential variations and nuances in experiences and perceptions across the organizational hierarchy, the researchers can identify any disparities or areas that may require attention or improvement. This information can contribute to the development of more targeted and effective training and development interventions that address the specific needs and expectations of different employee groups.

3.3. Sample Size and Sampling Technique

The study population for the research on MOENCO's training and development practices consist of 571 staff members and management personnel working at the company's headquarters. These individuals should be distributed across seven functional departments within the division.

To ensure an unbiased representation of the population, a simple random sampling method is employed. This approach treated all work units equally and provide each individual an equal chance of being selected.

When determining the appropriate sample size for the study, several important factors were considered. One such factor is the principle that a larger sample size generally leads to more precise estimations. To determine the sample size, the researchers utilized the approach developed by Carvalho in 1984, as mentioned by Kibebe Tilahun Getahun in 2011. This approach suggests that a larger sample size ensures better sample representation and more accurate results.

To calculate the sample size, the researchers employ the simplified international research sample size determination formula proposed by Taro Yamane in 1967. This formula provides a straightforward method for estimating the sample size required for a given population. By applying this formula, the researchers can determine an appropriate sample size that balances the need for adequate representation with practical considerations.

By using a random sampling method and considering the principles and formulas mentioned, the researchers aim to obtain a representative sample that reflects the diversity of the population and provides reliable data for the study. This approach help

ensure the validity and generalizability of the findings and allow for meaningful analysis and interpretation of the training and development practices at MOENCO.

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

Where,

n = the sample size

N = the total target population

e = the level of precision or sampling error 5%

$$n = \frac{571}{[1 + 571(0.05)^2]}$$

$$n = \frac{571}{[1 + 1.4275]}$$

$$n = \frac{571}{[2.4275]}$$

$$n = 235.22$$

$$n \approx 236$$

3.4. Sources of Data

3.4.1. Primary Data

Blaikie (2000) defines primary data as freshly generated data by the researcher who conceives the study and undertakes the tasks of collecting, analyzing, and reporting it. In the present study, questionnaires and key informant interviews served as crucial means of collecting primary data. Questionnaires employed to gather pertinent information from both the staff and management personnel involved in in main and support operations. On the other hand, key informant interviews provided an opportunity to delve deeper into the perspectives of these individuals, offering more comprehensive insights. By utilizing questionnaires and conducting key informant interviews, the study obtained firsthand primary data directly from the participants involved. This approach not only provides control over the data collection process but also ensures that the obtained data aligns with the research objectives. The subsequent analysis and reporting of this primary data contributed significantly to the overall understanding and findings of the study on employee's training and development practices.

3.4.2. Secondary Data

According to Blaikie (2000), secondary data refers to pre-existing raw data that has been collected by someone else for their own specific purposes but can be utilized by another researcher for analysis. In the context of this study, gathering secondary data involved reviewing relevant documents. These documents were served as valuable sources of information and include official reports, human resources manuals, study documents, and employee feedback.

By examining these documents, the researcher can access a wealth of existing data that has been previously collected by other individuals or organizations. Official reports may provide insights into the organization's training and development initiatives, highlighting key strategies, outcomes, and challenges. HR manuals can offer guidelines and policies related to training and development practices within the company. Study documents, such as previous research papers or evaluations, can provide valuable insights and findings on similar topics. Employee feedback, such as surveys or performance reviews, can offer perspectives and experiences related to training and development programs.

By utilizing these sources of secondary data, the researcher can benefit from the knowledge and insights already captured by others. This approach allows for a more comprehensive analysis by incorporating a broader range of perspectives and information. It also enables the researcher to validate findings or identify any gaps in the existing knowledge base.

3.5. Data Collection Techniques

In this study, the researcher employed questionnaires as a method for collecting data. Additionally, interviews were conducted with individuals occupying top-level managerial roles, with the expectation of acquiring comprehensive insights. The primary data gathered through the use of a well-structured questionnaire and interviews, which administered to the participants by the researcher. According to Saunders et al. (2009), a questionnaire is a broad term encompassing various techniques for collecting data, wherein each individual is presented with a predefined set of questions to answer in a predetermined sequence. To ensure a comprehensive data collection process, a combination of closed-ended and open-ended questions utilized.

Closed-ended questions provide respondents with a set of predetermined response options, facilitating easier quantification and comparison of the data collected. Conversely, open-ended questions allowed participants to provide detailed and subjective insights, enabling a more nuanced understanding of their perspectives. The structured questionnaire was served as a standardized tool, ensuring consistency in data collection and facilitating subsequent analysis.

By employing questionnaires as the primary data collection technique, the researcher can efficiently gather data from the participants. The inclusion of both closed-ended and open-ended questions allows for a comprehensive exploration of the research topic, while the predetermined order and standardized approach ensure consistency and comparability in the data collected.

3.6. Procedures of Data Collection

Emerson, Fretz, and Shaw (1995) provide various types of writing and note-taking strategies to capture and give meaning to field notes. These scholars suggest that researcher write asides, which bring analytic writing that succinctly clarifies, explains, interprets, or raises questions about specific happenings. The same directions given to each respondent. After each respondent finishes, the materials collected, and the respondents thanked for participating in the research.

Similarly for this study, a structured questionnaire in English designed and distributed for a total of randomly selected 320 respondents aiming to receive at least 236 volunteer responses back to maintain the precision of the study. The questionnaire tailored to collect data relevant to the research objectives and personal information about the demographics of the respondents. It designed to be simple and precise and easily understandable to answer.

The distribution of the questionnaire is done via email and paper printed questionnaires for whom that doesn't have email access. For respondents requiring clarification about the questions have received the explanation needed. For some high-level management respondents interviews are also held to address the intentions of the questionnaires and collect their insights directly.

Finally, the collected responses from email and paper are combined and registered on a data sheet and then organized into tables to facilitate further analysis.

3.7. Method of Data Analysis

The data was analyzed using descriptive statistics such as frequency, percentage, mean, grand mean, and tabulation. The questionnaire responses was organized into tables. The first portion of the questionnaire, which asks for general information about the respondents, was be arranged using frequency tables. Respondents were categorized based on characteristics such as sex, job position, experience in MOENCO, age, and education background. The percentages for each class are then computed and shown to demonstrate the demographics of the responders.

The second portion of the questionnaire inquired about training and development practices. The responses to these questions were graded using five alternative options: strongly disagree, disagree, neutral, agree, and strongly agree. The replies were gathered and summarized using frequency tables. The five alternative options were assigned numerical ratings sequentially in order to quantify the qualitative data. The mean for each question was then calculated based on the grades and frequency of replies. This allowed for an assessment of the general position of the sample on each particular subject.

Finally, a grand mean was generated from the means of similarly grouped questions to represent the respondents' general stance in answering the specific research questions. These strategies helped in effectively summarizing the study's findings and allowing the results to be analyzed in the context of MOENCO's real-world situations.

3.8. Ethical Consideration

The study prioritized ethical responsibility by ensuring open and transparent communication with participants regarding the purpose, aims, and use of the information. Participants' right to privacy, dignity, and protection from harm were upheld throughout the research process. Confidentiality of the obtained data were strictly maintained, ensuring anonymity. The research adhere to ethical considerations such as fairness, openness of intent, disclosure of methods, respect for individuals' integrity, and informed voluntary participation.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section of the study deals with data analysis and interpretation. It is produced based on data obtained through data collection instrument questionnaires and interview. Questionnaires were filled by MOENCO employees. Moreover, the interview was conducted based on prepared guidelines. A total of 320 questionnaires were distributed to the respondents. Of the distributed, 249 questionnaires were properly filled and returned. Contrary to this, 40 questionnaires were discarded due to not being properly filled, while 31 questionnaires were absent in the hands of respondents. Furthermore, interviews with two directors and three managers were held to further verify the information collected through the questionnaire. The data from the field survey is summarized as follows.

4.1. General Information of Respondents

This section explores the general information of the respondents, including their Position, Sex, Age, Educational Background, and Service years. This background information helps contextualize the study's findings and provides a more nuanced understanding of the participants' perspectives shared through the questionnaires and interviews. Examining these factors is an important step in the data analysis, as it can reveal relevant patterns and trends that may be influenced by the respondents' personal and professional backgrounds. This enhanced understanding strengthens the transparency and credibility of the study.

Table 1. Position distribution of respondents

Position	Number of respondents	Percentage
Professionals	99	39.8%
Experts	75	30%
Supervisors	50	20%
Managers	15	6%
Directors	3	1.2%
Others	7	3%

Source: Survey Questionnaire Response, May 2024.

Table 1 illustrated that socio-demographic characteristic of respondents. The first socio-demographic characteristic is the position. Regarding the position of respondents 99 (39.8%) of the respondents were professionals while 75 (30%) of the respondents were experts. From the respondents 50 (20%) were supervisor, 15 (6%) were managers, 3 (1.2%) were directors and the remaining 7 (3%) respondents were mechanics. From the above information, it is possible to conclude that most of the participants of the study were professionals (39.8%) and experts (30%).

Table 2. Sex distribution of respondents

Gender	Number of respondents	Percentage
Male	169	68%
Female	80	32%
Total	249	100%

Source: Survey Questionnaire Response, May 2024.

The data presented in the table reveals a significant gender imbalance among the survey respondents at the institute. The findings show that out of the 249 total participants, 169 (68%) were male, while the remaining 80 (32%) were female. This skewed gender representation suggests that the workforce at the institute is predominantly male dominated.

Such a stark difference in the proportion of male and female respondents raises concerns about potential biases in the survey findings, as the perspectives and experiences of the female population may not be adequately represented. To better understand the root causes of this gender imbalance, further investigation into the institute's recruitment practices, work culture, and any barriers that may be limiting the participation of women would be crucial.

Addressing this gender diversity challenge and creating a more inclusive work environment should be a priority for the organization. Initiatives such as targeted recruitment efforts, mentorship programs, and policies that promote work-life balance could help attract and retain a more diverse workforce. By fostering a more equitable representation, the institute can ensure that the needs and perspectives of all its employees are considered, ultimately leading to a more comprehensive and accurate understanding of the workforce dynamics.

Table 3. Age distribution of respondents

Age range	Number of respondents	Percentage
18-30	58	23%
31-40	100	40%
41-50	66	27%
Above 50	25	10%

Source: Survey Questionnaire Response, May 2024

The data presented in table 3 provides insights into the age distribution of the survey respondents. According to the information, the largest group of participants, 100 individuals (40%), was in the 31-40 age range. The second largest groups, 66 respondents (27%), were between 41-50 years old. Additionally, 58 participants (23%) were in the 18-30 age categories, while the remaining 25 (10%) were over 50 years of age.

This age breakdown suggests that most of the respondents were in the prime working years, with the 31-40 age groups being the most heavily represented. This could indicate that the institute's workforce skews towards mid-career professionals, with relatively fewer younger or older employees participating in the study.

It's important to consider how the age distribution of the sample may influence the perspectives and experiences captured through the questionnaires and interviews. Differences in life stage, professional development, and generational perspectives could shape the responses in meaningful ways.

The data from table 3 provides valuable context about the age profile of the study's participants. This information can help the researchers better understand the demographic composition of the institute's workforce and identify any potential age-related dynamics or trends that may emerge from the analysis.

Table 4. Educational qualification distribution of respondents

Educational qualification	Number of respondents	Percentage
Below Diploma	0	0%
Diploma	31	12.6%
First Degree	112	45%
Masters	100	40%
Above Masters	3	1.2%
Other	3	1.2%

Source: Survey Questionnaire Response, May 2024

The data presented in the table provides insight into the educational qualifications of the survey respondents. According to the information, the largest group, 112 individuals (45%), had bachelor's degrees, 100 respondents (40%) had master's degrees while 31 respondents (12.6%) had diploma. Additionally, 3 participants (1.2%) had above masters, and 3 respondent (1.2%) had another type of educational qualification.

This distribution suggests that the employees of the organization have a strong academic foundation, with the majority holding either a bachelor's or master's degree. The high level of educational attainment among the participants indicates that the institute likely employs a workforce that is well-prepared and academically qualified.

The predominance of degree-holding and master's-level participants could contribute to the depth and analytical rigor of the perspectives shared through the questionnaires and interviews. Individuals with advanced educational backgrounds may bring unique insights and a more nuanced understanding of the topics explored in the study.

The information from the table provides valuable context about the academic qualifications of the study's participants. This data can help the researchers better understand the knowledge and skill sets of the institute's workforce, and how these factors may shape the interpretation of the research results.

Table 5. Service year distribution of respondent

Service Years	Number of respondents	Percentage
Less than 1 Years	18	7.2%
1-5 Years	37	15%
6-10 Years	60	24%
11-15 Years	92	36.8%
Above 16 Years	42	17%

Source: Survey Questionnaire Response, May 2024

The information provided in Table 5 offers valuable context regarding the service years of the study's participants. This data can aid the researchers in better understanding the level of professional experience and organizational tenure within the company's workforce, and how these factors may impact the interpretation of the research results.

The information from Table 5 provides valuable insights into the distribution of service years among the survey respondents. According to the data, the largest group, consisting of 92 individuals (36.8% of the total), had between 11-15 years of work experience. The second largest group, comprising 60 respondents (24%), had 6-10 years of experience. Furthermore, 37 participants (15%) reported having 1-5 years of service, 18 participants (7.2%) had less than one year of experience, while 42 individuals (17%) had over 16 years of experience.

This distribution suggests that the institute's workforce primarily consists of mid-career professionals, with the 11–15 years' service range being the most heavily represented. The significant proportion of respondents with over a decade of experience indicates that the organization likely benefits from a seasoned and knowledgeable employee base.

The prevalence of participants with 11-15 years of service could indicate that the institute has been successful in retaining its talent over an extended period, fostering a stable and experienced workforce. This depth of institutional knowledge and expertise can be invaluable in informing the organization's strategies and decision-making processes.

4.2. Training and Development Practice

The data obtained from the Survey Questionnaire is summarized as follows:

Table 6. Training and development practice in the context of Polices, Directives and Resources

No	Questions	SD: 1		D: 2		N: 3		A: 4		SA: 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	MOENCO has established a formal training and development policy to guide the organization's approach to employee learning and skill enhancement.	0	0%	35	14%	12	5%	142	57%	60	24%	3.91
2	MOENCO has designed a training and development system with established directives to guide the organization's approach to employee learning and skill enhancement.	0	0%	32	13%	20	8%	137	55%	60	24%	3.90
3	Training and development practices at MOENCO are conducted based on defined rules and regulations.	7	3%	7	3%	34	14%	134	54%	67	27%	3.99
4	MOENCO's training and development policies and programs are integrated with the objectives of the organization.	7	3%	20	8%	40	16%	94	38%	88	35%	3.95
5	MOENCO's training and development programs are designed based on need assessments.	0	0%	12	5%	35	14%	142	57%	60	24%	4.00
6	MOENCO allocates sufficient budget and resources for its training and development initiatives.	0	0%	13	5%	40	16%	135	54%	61	25%	3.98
7	MOENCO pays serious attention in allotting time for training and development activities.	0	0%	12	5%	40	16%	142	57%	55	22%	3.96
	Grand Mean											3.96

Source: Survey Questionnaire Response, May 2024

Mean and Grand Mean ranges are as follows:

0.00-1.99: Strongly Disagree (SD)

2.00-2.49: Disagree (D)

2.50-3.49: Neutral (N)

3.50-4.49: Agree (A)

4.50-5.00: Strongly Agree (SA)

The data presented in Table 6 provides insights into the respondents' perceptions of the training and development practices at MOENCO. Regarding the first statement, 142 (57%) of respondents agreed, and 60 (24%) strongly agreed that MOENCO has defined a training and development policy, with only 35 (14%) disagreeing and 12 (5%) remaining neutral. This suggests that most respondents believe the company has a defined training and development policy, which is an essential factor in promoting a structured approach to employee learning and growth. A well-defined policy sets clear expectations and provides employees with guidance on their development journey. It is reasonable to expect that such a policy positively influences employee performance by aligning their training objectives with organizational goals.

Moving on to the second statement, 137 (55%) of respondents agreed, and 60 (24%) strongly agreed that MOENCO has designed a training and development system with directives. Only 32 (13%) disagreed, and 20 (8%) remained neutral, with a mean response of 3.90, indicating that most respondents believe the company has designed a training and development system with clear directives. The mean response of 3.90 indicates that most respondents believe the company has a training and development system that provides clear directives. This indicates that employees perceive the presence of a structured approach to training, which can contribute to consistent skill development and improved performance.

The third statement revealed that 134 (54%) of respondents agreed, and 67 (27%) strongly agreed that training and development practices are conducted based on rules and regulations. Only a small percentage disagreed 7 (3%) or SD7 (3%), while 34 (14%) remained neutral. The mean response of 3.99 suggests that most respondents believe

the company's training and development practices are aligned with its rules and regulations. This alignment is essential as it ensures that training programs adhere to legal and ethical guidelines, fostering a culture of compliance and professionalism.

Regarding the fourth statement, 94 (38%) of respondents agreed, and 88 (35%) strongly agreed that training and development policies and programs are integrated into the objectives of the organization. While 20 (8%) disagreed and 7 (3%) strongly disagreed, 40 (16%) remained neutral. The mean response of 3.95 indicates that most respondents believe the company's training and development initiatives are integrated with its organizational objectives. This integration is vital as it ensures that training efforts are aligned with the strategic direction of the company, enabling employees to develop the skills and knowledge necessary to contribute effectively to organizational goals.

The data presented in Table 6 provides further insights into the respondents' perceptions of MOENCO's training and development practices. Regarding the fifth statement, 142 (57%) of respondents agreed, and 60 (24%) strongly agreed that training and development programs are designed based on need assessments. Only 12 (5%) disagreed, and 35 (14%) remained neutral, with a mean response of 4.00. This indicates that a significant majority of respondents believe the company's training initiatives are tailored to address specific employee needs. Designing training programs based on thorough needs assessments is vital as it ensures that employees receive targeted and relevant learning opportunities. When training aligns with individual needs, it enhances the employees' knowledge, skills, and abilities, ultimately leading to improved performance outcomes. By addressing specific employee needs through training, MOENCO can expect to see positive impacts on performance parameters such as job proficiency, productivity, and employee satisfaction.

Concerning the sixth statement, 135 (54%) of respondents agreed, and 61 (25%) strongly agreed that there is serious attention to allocate sufficient budget and resources for training and development. While 13 (5%) disagreed, and 40 (16%) remained neutral, the mean response of 3.98. This indicates that most respondents perceive the company as prioritizing financial and resource allocation for training purposes. Allocating sufficient budget and resources demonstrates the organization's commitment to employee development, ensuring that employees have access to quality training materials, tools, and facilities. When employees receive adequate resources, they can

engage in effective learning experiences, leading to enhanced performance outcomes. The availability of resources can positively impact performance parameters such as knowledge acquisition, skill development, and overall competence.

Moving on to the seventh statement, 142 (57%) of respondents agreed, and 55 (22%) strongly agreed that there is serious attention in the allotment of time for the training and development. With only 12 (5%) disagreeing and 40 (16%) remaining neutral, the mean response of 3.96. This suggests that most respondents believe the company is committed to providing sufficient time for employees to engage in training and development opportunities. Allotting dedicated time for training activities allows employees to focus on their professional growth without compromising their regular job responsibilities. When employees have dedicated time for training, they can fully immerse themselves in the learning process, leading to improved performance outcomes. The availability of dedicated time can positively impact performance parameters such as skill utilization, employee engagement, and overall job performance.

The interview findings, in conjunction with the survey results, highlight MOENCO's well-defined training policy and procedures. Most respondents believe the company has a structured approach to employee learning and growth, with a clear training and development policy that aligns individual needs with organizational goals. This ensures that training programs are tailored to address specific employee needs, ultimately enhancing knowledge, skills, and abilities, leading to improved job proficiency, productivity, and employee satisfaction.

Additionally, respondents perceive that MOENCO prioritizes budget and resource allocation for training purposes, demonstrating a commitment to employee development. Adequate resources enable effective learning experiences, positively impacting knowledge acquisition, skill development, and overall competence. Moreover, the company is perceived to dedicate sufficient time for training and development activities, allowing employees to focus on their professional growth without compromising their regular job responsibilities. This dedicated time fosters improved skill utilization, employee engagement, and overall job performance.

Furthermore, the findings indicate that MOENCO's training and development practices align with the organization's rules, regulations, and strategic objectives. This alignment ensures compliance with legal and ethical guidelines while equipping employees with the necessary skills and knowledge to contribute effectively to organizational goals. By integrating training with organizational objectives, MOENCO promotes a culture of continuous learning and development, resulting in improved performance outcomes.

In summary, MOENCO's well-defined training and development programs, governed by policies and procedures, address specific employee needs, and align with organizational goals. The allocation of sufficient budget, resources, and time underscores the company's commitment to employee development and its impact on performance parameters such as job proficiency, productivity, employee satisfaction, skill utilization, engagement, and overall job performance.

Table 7. Training and development need assessment

No	Questions	SD: 1		D: 2		N: 3		A: 4		SA: 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	MOENCO has a SMART manual and instruments for conducting need assessments.	7	3%	27	11%	40	16%	141	57%	34	14%	3.67
2	The need assessment checklist at MOENCO is filled out without bias and is genuine.	7	3%	20	8%	60	24%	142	57%	20	8%	3.59
3	The training and development need assessment manual at MOENCO is prepared by considering the needs of prospective trainees.	35	14%	147	59%	47	19%	12	5%	8	3%	2.24
4	At MOENCO, the needs for training and development are properly prioritized by considering the interests of the prospective employees who will be trained.	47	19%	135	54%	40	16%	20	8%	7	3%	2.22
5	The training and development need analysis methods at MOENCO enable clear identification of employee needs to perform their jobs.	12	5%	27	11%	40	16%	128	51%	42	17%	3.65
6	MOENCO's training and development programs are practiced based on employee work needs.	12	5%	35	14%	20	8%	135	54%	47	19%	3.68
7	The organized training provided by MOENCO is focused more on refreshment or collecting allowances, with less attention paid to the actual outcomes of the training.	40	16%	102	41%	47	19%	35	14%	25	10%	2.61
	Grand Mean											3.10

Source: Survey Questionnaire Response, May 2024

Mean and Grand Mean ranges are as follows:

0.00-1.99: Strongly Disagree (SD)

2.00-2.49: Disagree (D)

2.50-3.49: Neutral (N)

3.50-4.49: Agree (A)

4.50-5.00: Strongly Agree (SA)

The data presented in Table 7 provides insights into the respondents' perceptions of the training and development need assessment practices at MOENCO.

Regarding the first statement, 141 (57%) of the respondents agreed, and 34 (14%) strongly agreed that MOENCO has a SMART manual and instrument for training need assessment. While 7 (3%) strongly disagreed, 27 (11%) disagreed, and 40 (16%) remained neutral. The mean result of 3.67. An effective and well-structured process for assessing training needs can have a positive impact on employee performance. It ensures that training programs are designed to specifically address the individual needs and skill gaps of employees, enabling them to enhance their job proficiency and productivity. By identifying and targeting these specific areas of improvement, the organization can provide tailored training that equips employees with the necessary skills and knowledge for success in their roles. This focused approach ultimately contributes to improved employee performance and increased productivity within the workplace.

Concerning the second statement, 142 (57%) of the respondents agreed, and 20 (8%) strongly agreed that the training needs assessment checklists are filled out without bias and are genuine. While 7 (3%) strongly disagreed, 20 (8%) disagreed, and 60 (24%) remained neutral. The mean result of 3. The perception among respondents indicates that the training needs assessment process at MOENCO is generally viewed as unbiased and authentic. This suggests that the assessment process is fair and impartial, allowing for a thorough understanding of individual employee needs. Such an unbiased approach ensures that training programs can be customized to address these specific needs, maximizing the effectiveness of the training interventions. As a result, the impact on

performance outcomes is more significant, as employees receive training that directly targets their areas for improvement.

The third statement revealed that 147 (59%) of the respondents disagreed, and 35 (14%) strongly disagreed that the training and development needs assessment manual is prepared by considering the needs of prospective trainees. Only 8 (3%) strongly agreed, 12 (5%) agreed, and 47 (19%) remained neutral. The majority of respondents indicate that they believe MOENCO's training needs assessment manual falls short in adequately considering the needs of prospective trainees. It is crucial to address this concern because aligning training programs with the needs and aspirations of prospective trainees has a significant impact on their engagement and motivation to learn. When training initiatives are tailored to meet their specific needs and aspirations, trainees become more invested in the learning process, resulting in improved performance outcomes. By addressing this concern and ensuring that the training needs assessment takes into account the perspectives and goals of prospective trainees, MOENCO can foster a more engaging and effective learning environment that ultimately leads to enhanced performance.

Regarding the fourth statement, 135 (54%) of the respondents disagreed, and 47 (19%) strongly disagreed that MOENCO's training and development needs are properly prioritized by considering the interests of prospective employees who would be trained. While 7 (3%) strongly agreed, 20 (8%) agreed, and 40 (16%) remained neutral and mean result is 2.22. It is important to emphasize the potential consequences of the issue at hand. When the interests and needs of prospective trainees are not adequately taken into account during the prioritization process, there is a risk of misalignment between training programs and the actual requirements of employees. This misalignment can lead to several negative outcomes, including reduced employee motivation, lack of engagement, and limited improvement in performance. To achieve optimal performance outcomes, it is crucial for MOENCO to prioritize training and development needs based on the interests and aspirations of prospective trainees. By aligning their expectations with the organizational objectives, MOENCO can ensure that training programs are relevant, engaging, and effectively contribute to enhancing employee performance.

The fifth statement indicated that 128 (51%) of the respondents agreed, and 42 (17%) strongly agreed that the training and development needs analysis methods at MOENCO enable the clear identification of employees' needs to perform their jobs. Only 12 (5%) strongly disagreed, 27 (11%) disagreed, and 40 (16%) remained neutral, with a mean result of 3.65. This suggests that the respondents generally believe the company's training needs analysis is effective in identifying employees' job-related training requirements. By employing effective methods to identify training needs through thorough analysis, organizations can allocate resources efficiently and design training programs that specifically target the identified gaps in knowledge and skills. This strategic approach ensures that resources are utilized in a focused manner, avoiding wastage and maximizing their impact. Furthermore, by designing training programs that directly address the identified needs, organizations can provide targeted learning experiences that lead to tangible improvements in employee performance. Ultimately, the effective identification of training needs enables organizations to optimize their training efforts and achieve the desired outcomes in terms of employee development and organizational growth. Regarding the sixth statement, 135 (54%) of the respondents agreed, and 47 (19%) strongly agreed that MOENCO's training and development practices are based on the work needs of the employees. While 12 (5%) strongly disagreed, 35 (14%) disagreed, and 20 (8%) remained neutral, the mean result 3.68 indicates that most respondents perceive the company's training and development initiatives to be aligned with the work-related needs of its employees. Emphasizing the benefits of aligning training programs with employees' work-related needs is extremely important. When MOENCO focuses on the specific work requirements of its employees, the training initiatives become more relevant, practical, and directly applicable to their daily responsibilities. This alignment ultimately results in enhanced job performance, boosted employee confidence, and positive outcomes for the organization. Furthermore, customized training programs that cater to work needs contribute to higher employee satisfaction and retention rates. Employees feel valued and supported by the organization when they perceive that their professional growth is being prioritized.

Lastly, regarding the seventh statement, 102 (41%) of the respondents disagreed, and 40 (16%) strongly disagreed that the trainings organized by MOENCO are for the sake of refreshment or to collect allowance with less attention to the outcome of the training.

However, 25 (10%) of the respondents strongly agreed, and 35 (14%) agreed with this statement. The remaining 47 (19%) respondents remained neutral. The mean result of 2.61 suggests that most respondents believe the trainings organized by MOENCO are not merely for refreshment or allowance collection, but rather focused on achieving meaningful training outcomes. When training programs are solely aimed at providing refreshment or collecting allowances, the organization misses out on valuable opportunities to enhance employee skills, knowledge, and performance. However, based on the average score of 2.61, it appears that most respondents believe that MOENCO's training initiatives are not motivated by such factors. This suggests that MOENCO places importance on organizing training programs that have a clear focus on achieving meaningful outcomes. These outcomes include improving job performance, enhancing employee competencies, and driving organizational growth. By emphasizing the significance of training outcomes and aligning training initiatives with organizational objectives, MOENCO ensures that its training efforts contribute to improved employee performance and overall success.

At MOENCO, the assessment of training needs is widely perceived as fair and unbiased, indicating an authentic and impartial approach. This ensures that training programs can be tailored to address the individual needs of employees, resulting in more effective interventions and improved performance. However, one area where the assessment process could be enhanced is in considering the needs and aspirations of prospective trainees. Aligning training programs with their specific interests and goals plays a vital role in boosting engagement and motivation, ultimately leading to better performance outcomes. Neglecting this aspect can have detrimental effects, such as reduced motivation, lack of engagement, and limited improvement in performance.

When there is a misalignment between training programs and the requirements of employees, it can negatively impact motivation and engagement levels. To optimize performance outcomes, it is crucial for MOENCO to prioritize training needs based on the interests and aspirations of trainees, creating an environment that fosters active and engaging learning. By employing effective methods to identify these needs, resources can be allocated efficiently, and targeted training programs can be designed accordingly. This strategic approach maximizes the impact of available resources and yields tangible improvements in employee performance.

Aligning training programs with the work-related needs of employees at MOENCO has proven to have numerous benefits, including enhanced job performance, increased employee confidence, and positive organizational outcomes. The emphasis on developing customized programs that cater to these specific work-related needs also contributes to higher levels of employee satisfaction and retention. It is evident that MOENCO's training initiatives prioritize meaningful outcomes rather than mere refreshment or allowances, aligning with the overall objectives of the organization. By placing importance on the significance of training outcomes, MOENCO ensures that its training efforts make a valuable contribution to improved performance and overall success.

The insights gained from the interview report with managers and directors align with the findings from the questionnaire. The training and development need assessment practices at MOENCO are characterized by objectivity and a focus on job-related aspects. These assessments are based on thorough analyses, including the examination of external factors through PEST analysis and internal factors through SWOT analysis. Clear checklists and established priorities guide the assessment process, ensuring a systematic approach. However, one area for improvement is the limited consideration given to personal interests during the training and need assessment. The current focus primarily revolves around enabling employees to effectively perform their job responsibilities, relying on manuals and checklists as the main references.

Table 8. Methods of Training Delivery& Development Practice

No	Questions	SD: 1		D: 2		N: 3		A: 4		SA: 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	The organization provides both on-the-job and off-the-job training.	0	0%	7	3%	27	11%	141	57%	74	30%	4.13
2	The organization's chosen delivery method is appropriate to acquire the necessary knowledge, skills, and attitudes.	0	0%	20	8%	27	11%	147	59%	55	22%	3.95
3	The organization uses a trainee-centered approach for its training and development delivery method.	0	0%	20	8%	34	14%	141	57%	54	22%	3.92
4	The trainers possess the knowledge, skills, and ability to effectively transfer and demonstrate the content of the training and development program.	0	0%	13	5%	27	11%	147	59%	62	25%	4.04
5	The training and development program facilities provide equipment and training aids that are tailored to the level of the trainees.	0	0%	7	3%	40	16%	127	51%	75	30%	4.08
6	The training and development institute provides a safe and conducive environment.	7	3%	-	0%	20	8%	121	49%	101	41%	4.24
7	The training and development program is well-aligned with its intended purpose and objectives, given the chosen delivery method.	0	0%	7	3%	48	19%	154	62%	40	16%	3.91
8	The training is conducted in collaboration with other countries to share best practices.	0	0%	20	8%	40	16%	122	49%	67	27%	3.95
	Grand Mean											4.03

Source: Survey Questionnaire Response, May 2024

Mean and Grand Mean ranges are as follows:

0.00-1.99: Strongly Disagree (SD)

2.00-2.49: Disagree (D)

2.50-3.49: Neutral (N)

3.50-4.49: Agree (A)

4.50-5.00: Strongly Agree (SA)

The data presented in Table 8 provides insights into the training delivery and development practices at MOENCO.

Regarding the first statement, 141 (57%) of the respondents agreed, and 74 (30%) strongly agreed that the organization provides both on-the-job and off-the-job trainings. Only 7 (3%) disagreed, and 27 (11%) remained neutral. The mean result of 4.13 suggests that MOENCO offers a combination of on-the-job and off-the-job training opportunities. It is crucial to emphasize the positive influence of MOENCO's training approach on employee performance. The combination of on-the-job and off-the-job training methodologies employed by the organization yields significant benefits. On-the-job training allows employees to acquire new skills and knowledge directly applicable to their work tasks, leading to immediate improvements in performance. This hands-on approach enables employees to learn while actively engaging in their job responsibilities, enhancing their competency and effectiveness.

Additionally, off-the-job training provides employees with opportunities to learn new concepts and techniques in a different environment. This type of training encourages employees to think creatively, enhances problem-solving abilities, and promotes innovative thinking. By exposing employees to diverse learning experiences outside of their immediate work context, MOENCO fosters a broader skill set and a well-rounded approach to tackling challenges.

The combination of on-the-job and off-the-job training at MOENCO ensures that employees benefit from both the practical application of skills in their day-to-day work and the exposure to new ideas and perspectives. This comprehensive training approach positively impacts employee performance and productivity. Employees are equipped

with the necessary skills, knowledge, and problem-solving abilities to excel in their roles, leading to improved outcomes and increased efficiency within the organization.

The second statement indicates that the delivery methods employed by the organization are proper for acquiring the necessary knowledge, skills, and attitudes. In this regard, 147 (59%) of the respondents agreed, and 55 (22%) strongly agreed. Only 20 (8%) disagreed, and 27 (11%) remained neutral. The mean result of 3.95 implies that the training delivery methods used by MOENCO are considered appropriate for the intended learning objectives. It is crucial to emphasize the direct impact of effective delivery methods on employee performance. When training programs utilize delivery methods that align with the learning objectives, employees are more likely to understand and retain the knowledge and skills being taught. This, in turn, translates into improved job performance as employees are equipped with the necessary competencies to execute their tasks effectively.

By employing appropriate delivery methods, MOENCO ensures that employees receive the training they need to perform their jobs at a high level. Whether it's through interactive workshops, practical demonstrations, online modules, or a combination of various approaches, the delivery methods chosen to play a vital role in engaging employees and facilitating effective learning. When the delivery methods are well-matched with the content and objectives of the training programs, employees are more likely to be actively involved in the learning process, leading to better comprehension and application of the acquired knowledge and skills.

Effective delivery methods also contribute to long-term retention of the learned material. By incorporating diverse instructional techniques, such as hands-on activities, group discussions, case studies, or simulations, MOENCO can cater to different learning styles and reinforce the understanding of the training content. This not only enhances employee performance in the short term but also ensures that the acquired knowledge and skills are retained and applied over time.

The third statement shows that MOENCO employs a trainee-centered approach in its training and development delivery methods. 141 (57%) of the respondents agreed, and 54 (22%) strongly agreed with this statement. 20 (8%) disagreed, and 34 (14%) remained neutral. The mean result of 3.92 suggests that the training and development

delivery methods at MOENCO are focused on the needs and participation of the trainees. At MOENCO, by prioritizing the needs and active participation of the trainees, the organization creates a supportive learning environment that fosters growth and improvement. This approach recognizes that each employee has unique strengths, weaknesses, and learning styles. By tailoring training programs to meet these individual needs, MOENCO ensures that employees are provided with the resources and opportunities to excel in their roles.

A trainee-centered approach also promotes a sense of empowerment and ownership among employees, as they are actively involved in shaping their learning journey. This involvement can include setting personal goals, choosing relevant training modules, and participating in interactive activities. By giving employees a voice in their own development, MOENCO enhances their motivation and commitment to continuous improvement.

Furthermore, by focusing on the needs and preferences of trainees, MOENCO creates a positive and supportive learning culture. This encourages open communication, collaboration, and knowledge sharing among employees. When employees feel that their development is valued and supported, they are more likely to contribute their best efforts, leading to enhanced performance outcomes and increased job satisfaction.

Regarding the fourth statement, 147 (59%) of the respondents agreed, and 62 (25%) strongly agreed that the trainers have the necessary knowledge, skills, and ability to effectively transfer and demonstrate the content of the training and development programs. Only 13 (5%) disagreed, and 27 (11%) remained neutral. The mean result of 4.04 indicates that the trainers at MOENCO are considered competent in their roles. The role of competent trainers is crucial in driving employee performance, and it is important to emphasize their impact. Trainers who possess the necessary expertise and instructional skills play a vital role in effectively conveying knowledge and demonstrating best practices to employees. Their competence enables employees to acquire new skills and competencies more efficiently, ultimately leading to improved job performance.

At MOENCO, ensuring that trainers are knowledgeable and capable is essential for the success of training programs. Competent trainers have a deep understanding of the

subject matter and are skilled in delivering training in a clear and engaging manner. They possess the ability to break down complex concepts, provide practical examples, and answer questions effectively. This expertise allows trainers to connect with employees, instill confidence, and facilitate a deeper understanding of the training content.

When trainers are competent, employees are more likely to grasp the key concepts and apply them in their work effectively. Competent trainers can provide real-world examples, share relevant experiences, and offer valuable insights that go beyond theoretical knowledge. This practical approach helps employees bridge the gap between theory and practice, enhancing their ability to perform their job duties with proficiency.

Moreover, competent trainers create a positive learning environment that encourages active participation and fosters employee engagement. They possess strong interpersonal skills, such as effective communication and the ability to adapt their teaching style to different learning preferences. By establishing a supportive and inclusive atmosphere, trainers can motivate employees to actively participate in the learning process and take ownership of their development.

The fifth statement relates to the provision of training and development facilities, equipment, and training aids according to the level of the trainees. 127 (51%) of the respondents agreed, and 75 (30%) strongly agreed with this statement. Only 7 (3%) disagreed, and 40 (16%) remained neutral. The mean result of 4.08 suggests that MOENCO ensures the availability of appropriate training resources and facilities.

It is crucial to highlight the positive impact of appropriate training resources on employee performance. Tailoring training resources to the level of trainees ensures that employees receive the necessary tools and materials to effectively learn and practice new skills. This optimization of the learning experience facilitates the transfer of knowledge to actual job tasks, ultimately leading to improved performance outcomes.

MOENCO's commitment to providing tailored training resources demonstrates its dedication to supporting employees in their development journey. By aligning the training resources with the specific needs and skill levels of employees, MOENCO enhances the relevance and applicability of the training materials. This ensures that employees have access to resources that are appropriate for their current knowledge and

proficiency levels, allowing them to acquire new skills in a meaningful and effective manner.

Tailored training resources enable employees to engage in active learning and practice the newly acquired skills within the context of their job responsibilities. These resources can include comprehensive training manuals, online modules, interactive simulations, job aids, or practical exercises. By providing such resources, MOENCO empowers employees to apply their learning directly to their work tasks, reinforcing the knowledge and skills they have acquired.

The availability of appropriate training resources also sets high-performance standards within the organization. When employees are equipped with comprehensive and tailored resources, they are better prepared to meet the challenges of their roles and perform at their best. This not only boosts individual employee performance but also contributes to the overall success of MOENCO.

The sixth statement addresses the safety and conduciveness of the environment for conducting training and development activities. 121 (49%) of the respondents agreed, and 101 (41%) strongly agreed that the environment is safe and conducive. Only 7 (3%) strongly disagreed, and 20 (8%) remained neutral. The mean result of 4.24 indicates that the training and development environment at MOENCO is considered suitable.

A safe and conducive training environment plays a crucial role in promoting employee engagement, creativity, and collaboration, all of which contribute to effective learning and skill development. When employees feel safe and comfortable during training, it creates a supportive atmosphere that encourages active participation, open communication, and the exploration of new ideas and approaches.

At MOENCO, maintaining a safe and conducive training environment is essential for the success of training programs. Such an environment fosters a sense of psychological safety, where employees feel comfortable expressing their thoughts, asking questions, and seeking clarification. This empowers employees to actively engage in the learning process, leading to a deeper understanding and retention of knowledge.

Furthermore, a safe and conducive training environment encourages creativity and innovation. When employees feel supported and free from judgment, they are more

likely to think outside the box, experiment with new approaches, and suggest innovative solutions. This kind of environment nurtures a culture of continuous learning and improvement, as employees are encouraged to challenge conventional thinking and explore new possibilities.

The seventh statement explores whether the training and development conducted is aligned with the intended purposes and objectives, considering the methods employed. 154 (62%) of the respondents agreed, and 40 (16%) strongly agreed with this statement. Only 7 (3%) disagreed, and 48 (19%) remained neutral. The mean result of 3.91 suggests that the training and development activities at MOENCO are well-designed to meet their intended objectives or purpose.

The positive impact of alignment on employee performance cannot be overstated. When training programs are designed with clear objectives and a focus on meeting specific organizational needs, employees are better able to acquire the knowledge and skills that directly contribute to their job performance.

By aligning training activities with organizational goals and job requirements, MOENCO ensures that employees receive the necessary competencies to excel in their roles. This alignment ensures that the training content is relevant, practical, and directly applicable to the tasks and responsibilities employees encounter in their day-to-day work. As a result, employees are better equipped to perform their job responsibilities effectively and efficiently.

Designing training programs with clear objectives and alignment also helps in setting expectations and defining performance standards. When employees understand the specific skills and knowledge they are expected to acquire through training, it provides them with a clear roadmap for their development. This clarity enables employees to focus their efforts and prioritize their learning activities, leading to improved performance outcomes.

The eighth statement inquires about the collaboration with other countries to share best practices in training. 122 (49%) of the respondents agreed, and 67 (27%) strongly agreed that such collaboration takes place. 20 (8%) disagreed, and 40 (16%) remained neutral. The mean result of 3.95 indicates that MOENCO engages in international collaboration to enhance its training and development practices.

international collaboration can have a significant positive impact on training and development practices at MOENCO. By engaging in collaborations with organizations and professionals from different countries, MOENCO can tap into a global pool of knowledge, expertise, and innovative approaches to training.

International collaboration provides an opportunity for MOENCO to share and exchange best practices with counterparts in other countries. This allows the organization to learn from successful training strategies implemented by other organizations and industries. By adopting and adapting these best practices, MOENCO can enhance its training programs and improve training outcomes for its employees. It enables MOENCO to stay updated with the latest trends and advancements in training and development, ensuring that its employees receive cutting-edge practices that positively impact their performance.

Moreover, international collaboration broadens the perspective and knowledge base of MOENCO's training programs. By engaging with professionals from different cultural backgrounds, MOENCO can gain insights into different approaches to learning, teaching methodologies, and cultural considerations in training. This broader perspective helps in designing training programs that are more inclusive, culturally sensitive, and effective in meeting the diverse needs of employees.

The summary the grand mean (4.03) of the interview results with managers and directors further corroborates the findings from the survey. The assessment of training needs at MOENCO is perceived as unbiased and authentic. However, there is limited consideration for personal interests in training and need assessment. Aligning training programs with employees' work-related needs enhances job performance and employee satisfaction. MOENCO's training initiatives prioritize meaningful outcomes, which align with organizational objectives.

The combination of on-the-job and off-the-job training methodologies employed by MOENCO yields significant benefits. On-the-job training allows employees to acquire new skills directly applicable to their work tasks, while off-the-job training promotes innovative thinking and problem-solving abilities.

Effective delivery methods, such as interactive workshops and online modules, engage employees and facilitate better comprehension and application of acquired knowledge

and skills. Diverse instructional techniques cater to different learning styles and contribute to long-term retention of learned material.

A trainee-centered approach at MOENCO creates a supportive learning environment that fosters growth and improvement. Tailoring training programs to meet individual needs enhances employee motivation and commitment to continuous improvement.

Competent trainers play a vital role in effectively conveying knowledge and demonstrating best practices. Their expertise bridges the gap between theory and practice, instilling confidence and facilitating a deeper understanding of the training content.

Tailored training resources at MOENCO ensure that employees have access to materials appropriate for their knowledge and proficiency levels. These resources empower employees to apply their learning directly to their work tasks, setting high-performance standards within the organization.

A safe and conducive training environment at MOENCO encourages active participation, open communication, and the exploration of new ideas. It nurtures a culture of continuous learning and improvement, fostering creativity and innovation.

Alignment of training programs with organizational goals and job requirements ensures that employees acquire the necessary competencies to excel in their roles. Clear objectives and performance standards help employees prioritize their learning activities and focus their efforts.

International collaboration provides an opportunity for MOENCO to learn from successful training strategies implemented by other organizations and industries. It broadens the perspective and knowledge base of training programs, enabling MOENCO to design more inclusive and effective programs.

Overall, MOENCO's training and development practices demonstrate a commitment to employee growth and performance improvement through a variety of methods, competent trainers, tailored resources, a supportive environment, and alignment with organizational goals.

Table 9. Training and Development Evaluation

No	Questions	SD: 1		D: 2		N: 3		A: 4		SA: 5		Mean
		Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage	
1	MOENCO evaluates the training and development program before, during the process, and after the program.	7	3%	7	3%	47	19%	141	57%	47	19%	3.86
2	MOENCO uses feedback at the end of the training and development program.	0	0%	7	3%	34	14%	114	46%	94	38%	4.19
3	The training evaluation is used to identify potential candidates for the current training program as well as future development opportunities.	7	3%	7	3%	34	14%	127	51%	74	30%	4.03
4	The training evaluation assesses the gap between the participants' knowledge/skills before and after the delivery of the training.	0	0%	20	8%	34	14%	134	54%	61	24%	3.95
5	The management uses the feedback to address the identified gaps and improve the overall effectiveness of the training and development program.	7	3%	20	8%	40	16%	127	51%	55	22%	3.81
6	Lack of necessary knowledge and skills on the part of the trainers.	20	8%	115	46%	47	19%	47	19%	20	8%	2.73
7	Lack of resources and budget	40	16%	142	57%	20	8%	35	14%	12	5%	2.35
8	Time limitations on the part of the trainers.	35	14%	127	51%	35	14%	40	16%	12	5%	2.49
	Grand Mean											3.43

Source: Survey Questionnaire Response, May 2024

Mean and Grand Mean ranges are as follows:

0.00-1.99: Strongly Disagree (SD)

2.00-2.49: Disagree (D)

2.50-3.49: Neutral (N)

3.50-4.49: Agree (A)

4.50-5.00: Strongly Agree (SA)

Table 9 shows that respondents report on training and development evaluation. The survey result is described as follows.

The first statement was dealt with whether the organization (MOENCO) evaluates the training and development practice before, on the process and after the program or not. In this regard, 141 (57%) of the respondents said agreed and 47 (19%) of the respondents strongly agreed. While 7 (3%) of the respondents disagreed, 47 (19%) remained neutral and 7 (3%) strongly disagreed. The mean result of the survey response as stated in the table is 3.86. This implies that MOENCO evaluates the training and development practice before, on process and after the delivery of the program. The thorough evaluation process implemented by MOENCO helps determine how effective the training programs are in improving employee performance. By conducting evaluations before, during, and after the program, MOENCO ensures that the training interventions are in line with the company's objectives and contribute to enhanced employee performance. This evaluation approach enables the identification of areas that need improvement and allows for timely adjustments in training methodologies to maximize the impact on performance.

The second statement was dealt with that MOENCO uses feedback at the ends of the training and development program or not. In this regards, 114 (46%) of the respondents said agreed and 94 (38%) of the respondents strongly agreed. While 7 (3%) of the respondents disagreed and 34 (14%) remained neutral. The mean result of the survey response as stated in the table is 4.19. From this information, it is possible to conclude that MOENCO uses feedback at the end of the training and development program. MOENCO's commitment to continuous improvement is evident through its proactive solicitation of feedback from participants. By actively seeking feedback, the organization aims to identify both the strengths and weaknesses of its training programs. This valuable feedback enables MOENCO to refine and enhance the effectiveness of future training initiatives. By incorporating participant feedback into the training program design, MOENCO ensures that the specific needs of employees are addressed, leading to improvements in their overall performance. This feedback-driven approach fosters a culture of ongoing learning and development within the organization. The third statement is about whether the training evaluation is used to identify potential candidates for current training and future development or not.

Concerning this, 127 (51%) of the respondents said agreed and 74 (30%) of the respondents strongly agreed. While 7 (3%) of the respondents disagreed, 34 (14%) remained neutral and 7 (3%) of the respondents strongly disagreed. The mean result of the survey response as stated in the table is 4.03. From this, it is possible to infer that training and evaluation in MOENCO are used to identify potential candidates for current training and future development.

MOENCO places great importance on talent management and succession planning, reflecting its dedication to identifying and nurturing high-potential employees. Through the process of evaluating training programs, MOENCO can pinpoint individuals with exceptional capabilities and proactively invest in their professional development. This strategic investment ensures the availability of a pool of skilled individuals who can assume crucial positions within the organization in the future. Not only does this approach enhance the performance and growth of individual employees, but it also plays a vital role in securing the long-term success and sustainability of MOENCO. By cultivating a pipeline of talented individuals, MOENCO is well-prepared to address future leadership needs, maintain organizational continuity, and thrive in a dynamic business environment.

The fourth statement was about whether the training and evaluation assesses the gap before and after the delivery of the training or not. Regarding this, 134 (54%) of the respondents said agreed and 61 (24%) of the respondents strongly agreed. While 34 (14%) remained neutral and 20 (8%) of the respondents disagreed. The mean result of the survey response as stated in the table is 3.95. This implies that in MOENCO, training and evaluation assesses the gap before and after delivery of the training.

The assessment process enables MOENCO to measure the effectiveness of its training interventions and gauge the extent of improvement in employees' capabilities. By evaluating the knowledge and skills gap, MOENCO can identify areas that require improvement and customize future training programs to address those specific needs. This approach ensures that the training initiatives lead to concrete enhancements in employee performance, thereby contributing to the overall growth and success of the organization. By continually assessing the impact of training, MOENCO can adapt and refine its programs to ensure they align with organizational objectives and produce measurable results.

The fifth statement was about whether the management makes feedback to fill the gap and improve the effectiveness of training and development or not. In this regard, 127 (51%) of the respondents said agreed and 55 (22%) of the respondents strongly agreed. While 20 (8%) of the respondents disagreed, 7 (3%) strongly disagreed and 40 (16%) remained neutral. The mean result of the survey response as stated in the table is 3.81. So, it is possible to conclude that MOENCO management makes feedback to fill the gap and improve the effectiveness of training and development.

MOENCO's management actively values and incorporates feedback from employees, recognizing its significance in identifying areas for improvement and making necessary adjustments to training initiatives. This feedback loop plays a crucial role in ensuring that the training and development programs at MOENCO are tailored to meet the specific needs of employees. By actively listening to and considering employee feedback, MOENCO can refine its training initiatives, leading to enhanced performance and overall organizational effectiveness. This collaborative approach fosters a culture of continuous improvement and empowers employees to contribute to the enhancement of training programs, ultimately benefiting the entire organization.

The sixth statement was about lack of necessary knowledge and skill on the part of the trainer. In this regard, 115 (46%) of the respondents said disagreed and 20 (8%) strongly disagreed. While 47 (19%) of the respondents agreed, 47 (19%) remained neutral and 20 (8%) strongly agreed. The mean result of the survey response as stated in the table is 2.73. This implies that there is no lack of necessary knowledge and skill on the part of the trainer. The expertise and qualifications of trainers at MOENCO are essential for effectively delivering training programs. The trainers' competence plays a pivotal role in ensuring the quality and effectiveness of the training initiatives, which directly contribute to improved employee performance. MOENCO's investment in skilled trainers demonstrates the organization's commitment to providing high-quality training and development opportunities for its employees. By having trainers with the necessary expertise and qualifications, MOENCO can deliver training programs that are well-designed, engaging, and tailored to meet the specific needs of the participants. This investment in skilled trainers' underscores MOENCO's dedication to fostering continuous learning and development within the organization, ultimately enhancing employee performance and contributing to overall success.

The seventh statement was about lack of resource and budget. In this regard, 142 (57%) of the respondents said disagreed and 40 (16%) strongly disagreed. While 35 (14%) of the respondents agreed, 20 (8%) remained neutral and 12 (5%) strongly agreed. The mean result of the survey response as stated in the table is 2.35. This implies that there is lack of resource and budget required for training and development in MOENCO. MOENCO's emphasis on allocating resources and budget to support training initiatives indicates the organization's priority in this area. Sufficient resources, including financial and material support, are crucial for the design and implementation of effective training programs. By making appropriate investments in training and development, MOENCO demonstrates its commitment to enhancing employee skills and improving performance. This commitment not only benefits individual employees but also contributes to the overall growth and competitiveness of the organization within the industry. By prioritizing the allocation of resources to training initiatives, MOENCO ensures that employees receive the necessary support and opportunities for continuous learning, ultimately driving their professional development and the success of the organization.

The last statement was about time limitation on the part of trainers. In this regard, 127 (51%) of the respondents said disagreed and 35 (14%) strongly disagreed. While 40 (16%) of the respondents agreed, 35 (14%) remained neutral and 12 (5%) strongly agreed. The mean result of the survey response as stated in the table is 2.49. Hence it is possible to conclude that there is no limitation of time on the part of trainers for training and development programs in MOENCO. The emphasis placed by MOENCO on providing trainers with sufficient time suggests that the organization recognizes the importance of allowing comprehensive training programs to be delivered without constraints. Adequate time allocation enables trainers to cover all the necessary content, provide in-depth explanations, and create effective learning experiences for employees. By prioritizing the provision of ample time to trainers, MOENCO demonstrates its commitment to ensuring the quality and effectiveness of its training initiatives. This approach acknowledges that trainers need adequate time to engage participants, address questions, and facilitate meaningful discussions, resulting in a more impactful learning experience. By enabling trainers to have the necessary time, MOENCO promotes an environment conducive to effective learning and development, ultimately benefiting the employees and the organization.

Interviews conducted with managers and directors also confirm the survey questionnaire result with regard to evaluation of training and development in MOENCO. Accordingly, there are continuous evaluations of training content and delivery method, skill, and knowledge of trainers. Feedback collected from trainees and the management are also used to assess impact of given training and development as well as to identify potential candidates for future need.

The grand mean result stated in the table is 3.43 which reflects the response of respondents as neutral. Whereas the mean results related with training and development evaluation show that there are various evaluation and feedback taking ways from employees and the management. On the other hand, the mean result for survey questions reflecting personal interests in training and need assessment show that there is no room to design need assessments considering the interest of employee need. So, training and development need assessments are done based on manuals and checklists which enable employees to perform their jobs.

In summary, MOENCO takes a comprehensive approach to evaluating the effectiveness of its training programs in improving employee performance. The organization conducts evaluations before, during, and after the programs to ensure they align with company objectives and make timely adjustments for maximum impact. The commitment to continuous improvement is evident through actively seeking feedback from participants and incorporating it into refining future initiatives. This feedback-driven approach addresses the specific needs of employees and fosters a culture of ongoing learning. Talent management and succession planning are given high priority, with high-potential individuals identified for investment in their professional development. The assessment process measures the effectiveness of training, identifies areas for improvement, and customizes programs accordingly. MOENCO values employee feedback, collaborating with them to refine training initiatives. Skilled trainers and resource allocation demonstrate MOENCO's commitment to quality and continuous learning. Adequate time allocation ensures comprehensive delivery of training programs. Overall, MOENCO's approach encompasses various elements that contribute to the organization's commitment to enhancing employee performance and fostering a culture of continuous development.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

The goal of this study was to explore the training and development practices at MOENCO. The study examined various aspects, including MOENCO's training needs assessment, trainee selection, delivery methods, and evaluation. The main findings of this study can be summarized as follows:

- Well-defined training and development programs: MOENCO's training programs effectively address the specific needs of employees and align with organizational goals. This alignment leads to improved job proficiency, productivity, satisfaction, skill utilization, engagement, and overall performance.
- Fair and unbiased assessment of training needs: MOENCO's assessment process is perceived as authentic and impartial, resulting in tailored training interventions and improved performance. However, there is room for improvement in considering the needs and aspirations of prospective trainees.
- Aligning training programs with employee interests and goals: Neglecting to align training programs with employee interests can lead to reduced motivation, lack of engagement, and limited performance improvement. Prioritizing training needs based on trainees' interests and aspirations promotes active and engaging learning, maximizing the impact of available resources.
- Benefits of aligning training programs with work-related needs: Aligning training programs with employees' work-related needs enhances job performance, increases employee confidence, and contributes to positive organizational outcomes. Customized programs also lead to higher levels of employee satisfaction and retention.
- Objective and systematic assessment practices: MOENCO's training needs assessment practices are objective and systematic, relying on thorough analyses of external and internal factors, including SWOT (Strengths, Weaknesses, Opportunities, and Threats) and PEST (Political, Economic, Social, and

Technological) analyses. However, there is limited consideration given to personal interests, with a primary focus on job responsibilities.

- On-the-job and off-the-job training methodologies: MOENCO utilizes a combination of on-the-job and off-the-job training, reaping significant benefits. On-the-job training allows for the direct acquisition of applicable skills, while off-the-job training promotes innovative thinking and problem-solving abilities.
- Effective delivery methods and trainee-centered approach: Interactive workshops, online modules, and diverse instructional techniques engage employees and facilitate better comprehension and application of knowledge and skills. Tailoring training programs to individual needs enhances motivation and commitment to improvement.
- Competent trainers and tailored resources: Competent trainers bridge the gap between theory and practice, instilling confidence and facilitating deeper understanding. Tailored training resources empower employees to apply their learning directly to work tasks, setting high-performance standards.
- Safe and conducive training environment: MOENCO's training environment encourages active participation, open communication, and the exploration of new ideas. It fosters a culture of continuous learning, creativity, and innovation.
- Alignment with organizational goals and job requirements: Aligning training programs with organizational goals and job requirements ensures that employees acquire the necessary competencies. Clear objectives and performance standards help prioritize learning activities and focus efforts.
- International collaboration: MOENCO benefits from international collaboration, learning from successful training strategies implemented by other organizations and industries. This broadens the knowledge base and enables the design of more inclusive and effective programs.
- Evaluation and continuous improvement: MOENCO evaluate the effectiveness of training programs through before, during, and after assessments, seeking feedback from participants and making timely adjustments. The commitment to continuous improvement fosters a culture of ongoing learning and talent management.

5.2. Conclusions

According to the findings, MOENCO has well-designed training and development practices that are governed by the company's comprehensive policies, procedures, directives, rules, and regulations. The training and development needs assessment, program design, and trainee selection processes are all conducted in accordance with these established guidelines. This indicates a structured and systematic approach to training and development within the organization.

The training and development needs assessment at MOENCO is particularly noteworthy, as it goes beyond just considering individual or departmental needs. The company employs a more holistic approach, utilizing PEST (Political, Economic, Social, and Technological) and SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses to determine training requirements based on the overall job or work needs, rather than solely reflecting personal interests or preferences. This data-driven method ensures that the training programs are closely aligned with the organization's strategic objectives and the evolving demands of the business.

In terms of training delivery methods, the findings suggest that MOENCO primarily utilizes classroom-based training, both offshore (outside the country) and onshore (within the country). However, the company also supplements these formal training sessions with on-the-job training, as needed, to address the technical complexity and specific job requirements. This blended approach to training delivery allows MOENCO to provide a comprehensive learning experience that caters to the diverse needs of its employees.

Regarding the evaluation of training and development programs, MOENCO demonstrates a continuous improvement mindset. The company regularly collects feedback from both trainees and management to assess the impact of the training content, delivery methods, and trainer performance. This feedback is then used to make informed decisions about future training needs and potential modifications to existing programs. This thorough evaluation process ensures that MOENCO's training and development initiatives remain relevant, effective, and aligned with the organization's evolving requirements.

The findings indicate that MOENCO has a well-designed, data-driven, and strategically aligned approach to training and development. The company's commitment to providing comprehensive training opportunities, coupled with its robust evaluation and continuous improvement practices, positions MOENCO as a forward-thinking organization that values the development and growth of its workforce. This, in turn, supports the company's ability to build a future-ready workforce, enhance organizational performance, and maintain a competitive edge in the industry.

5.3. Recommendations

The researcher has recommended the following points

- Regularly review and update training policies, programs, and content to ensure they keep pace with changes in technology, industry trends, and the broader business environment.
- Conduct periodic environmental scans and SWOT analyses to identify critical skills and competencies needed for the future.
- Collaborate with subject matter experts, industry associations, and training providers to incorporate the latest best practices and innovations into the training curriculum.
- Experiment with new training delivery methods, such as e-learning, virtual classrooms, and blended learning, to enhance engagement and reach a wider audience.
- Develop a comprehensive training evaluation framework that assesses multiple levels, including reaction, learning, behavior, and results.
- Implement data-driven evaluation techniques, such as pre- and post-training assessments, on-the-job observations, and business impact analysis.
- Establish clear, measurable training objectives that are aligned with organizational goals and Key Performance Indicators (KPIs).
- Regularly review and refine the evaluation process to ensure it provides accurate, actionable insights for improving future training programs.
- Conduct a thorough training needs analysis to identify the specific skills, knowledge, and capabilities required to support the company's strategic priorities.

- Develop training plans and curricula that directly address the gaps between current and desired competencies.
- Ensure training programs are designed to build the organizational capabilities needed to execute the company's business strategy.
- Communicate the strategic importance of training and development to employees, and link individual training plans to their career progression and the company's long-term success.
- Establish clear linkages between training, performance management, and career development processes.
- Encourage and support employees in pursuing training and development opportunities that align with their career aspirations and the company's needs.
- Empower managers to have regular discussions with their teams about training, development, and growth opportunities.

Recognize and reward employees who demonstrate the application of new skills and knowledge acquired through training.

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Appendix A: Questionnaire

Part I: General Information of Respondent

Kindly please tick (✓) in the appropriate box both for part I and II.

1. Gender

M F

2. Age, Years

18-30 31-40 41-50

Above 50

3. Education Background

Below Diploma Diploma 1st Degree Masters Above
Masters

Other, please specify _____

4. Service Years

Less than 1 Year 1-5 Years 6-10 Years 11-15 Years
Above 16 Years

5. What is your role/position in your organization? (or department?)

Directors Managers Supervisors Expert Professionals

Other, please specify _____

Part II: Training and Development Practice

Please indicate the extent to which you agree or disagree with the following statements.

SA=Strongly Agree A=Agree N=Neutral D=Disagree SD=Strongly Disagree

1. Training and development practice in the context of Policies, Directives and Resources

S.No.	Details	SD	D	N	A	SA
1.1	MOENCO has established a formal training and development policy to guide the organization's approach to employee learning and skill enhancement.					
1.2	MOENCO has designed a training and development system with established directives to guide the organization's approach to employee learning and skill enhancement.					
1.3	Training and development practices at MOENCO are conducted based on defined rules and regulations.					
1.4	MOENCO's training and development policies and programs are integrated with the objectives of the organization.					
1.5	MOENCO's training and development programs are designed based on need assessments.					
1.6	MOENCO allocates sufficient budget and resources for its training and development initiatives.					
1.7	MOENCO pays serious attention in allotting time for training and development activities.					

2. Training and development need assessment

S.No.	Details	SD	D	N	A	SA
2.1	MOENCO has a SMART manual and instruments for conducting need assessments.					
2.2	The need assessment checklist at MOENCO is filled out without bias and is genuine.					
2.3	The training and development need assessment manual at MOENCO is prepared by considering the needs of prospective trainees.					
2.4	At MOENCO, the needs for training and development are properly prioritized by considering the interests of the prospective employees who will be trained.					
2.5	The training and development need analysis methods at MOENCO enable clear identification of employee needs to perform their jobs.					
2.6	MOENCO's training and development programs are practiced based on employee work needs.					
2.7	The organized training provided by MOENCO is focused more on refreshment or collecting allowances, with less attention paid to the actual outcomes of the training.					

3. Methods of Training Delivery & Development Practice

S.No.	Details	SD	D	N	A	SA
3.1	MOENCO provides both on-the-job and off-the-job training.					
3.2	MOENCO's chosen delivery method is appropriate to acquire the necessary knowledge, skills, and attitudes.					
3.3	MOENCO uses a trainee-centered approach for its training and development delivery method.					
3.4	The trainers possess the knowledge, skills, and ability to effectively transfer and demonstrate the content of the training and development program.					
3.5	The training and development program facilities provide equipment and training aids that are tailored to the level of the trainees.					
3.6	The training and development institute provides a safe and conducive environment.					
3.7	The training and development program is well-aligned with its intended purpose and objectives, given the chosen delivery method.					
3.8	The training is conducted in collaboration with other countries to share best practices.					

4. Training and Development Evaluation

S.No.	Details	SD	D	N	A	SA
4.1	MOENCO evaluates the training and development program before, during the process, and after the program.					
4.2	MOENCO uses feedback at the end of the training and development program.					
4.3	The training evaluation is used to identify potential candidates for the current training program as well as future development opportunities.					
4.4	The training evaluation assesses the gap between the participants' knowledge/skills before and after the delivery of the training.					
4.5	The management uses the feedback to address the identified gaps and improve the overall effectiveness of the training and development program.					
4.6	Lack of necessary knowledge and skills on the part of the trainers.					
4.7	Lack of resources and budget					
4.8	Time limitations on the part of the trainers.					

Thank You!