



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE
MASTER'S OF HUMAN RESOURCE MANAGEMENT

THE EFFECTS OF TRAINING ON EMPLOYEES'
PERFORMANCE:
THE CASE OF TEA PROCESSING AND PACKING FACTORY

A Thesis Submitted
In Partial Fulfillment of the Requirements for the Award of Degree
of Master in Human Resource Management

By:- Yewondwosen Biruk
Advisor:- Bantie workie (Ph.D.)

June 2020
Addis Ababa, Ethiopia

DECLARATION

I declare that the Project entitled "**THE EFFECTS OF TRAINING ON EMPLOYEES' PERFORMANCE: THE CASE OF TEA PROCESSING AND PACKING FACTORY**" is my original work and has not been presented for a degree in any other university, and that all sources of material used for the project have been duly acknowledged.

Yewondwosen Biruk

Signature_____

Date_____

LETTER OF CERTIFICATION

This is to certify that Yewondwosen Biruk has carried out this project work on the topic, **The Effects of Training on Employees' Performance: The Case of Tea Processing and Packing Factory** under my supervision. This work is original and suitable for the submission in partial fulfillment of the requirement for the award of Masters in Human Resource Management.

Bantie Workie (Ph.D.) (Advisor)

Signature.....

Date.....

ADDIS ABABA UNIVERSITY
SCHOOL OF COMMERCE
GRADUATE PROGRAM

THE EFFECTS OF TRAINING ON EMPLOYEES'
PERFORMANCE:
THE CASE OF TEA PROCESSING AND PACKING FACTORY

By:- Yewondwosen Biruk

Approved by Board of Examiners:

----- Advisor	----- Signature	----- Date
----- Internal Examiner	----- Signature	----- Date
----- External Examiner	----- Signature	----- Date

Acknowledgments

I would like to express my sincere and special gratitude to my advisor Dr. Bantie Workie for the useful comments, remarks, and engagement through the process of this research.

Furthermore, I would also like to thank my wife Genet Yacob, My children, Eden, Nathnael and Absalat for creating a comfortable condition to focuss on achieving my target. Also friends, and colleagues for their unconditional support.

ACRONYMS AND ABBREVIATIONS

HRM:

Human Resource Management

HR:

Human Resource

SPSS:

Statistical package for social sciences

TPPF:

Tea Processing and Packing Factory

TABLE OF CONTENTS

CHAPTER ONE	1
INTRODUCTION AND BACKGROUND	1
1.1. Introduction	1
1.1. Employee Training.....	1
1.2. Employee Performance.....	2
1.3 Background of Company	2
1.4. Statement of problem.....	3
1.5. Basic Research Questions	5
1.6. Objectives of study	5
1.6.1. General Objectives.....	5
1.6.2. Specific objectives	5
1.7. Significance of study.....	6
1.8. Scope (Delimitation) of Study	6
1.9. Limitation of Study	6
1.10. Organization of study.....	7
1.11. Definition of Terms.....	7
CHAPTER TWO	8
REVIEW OF RELATED LITERATURE	8
2.1. Introduction.....	8
2.2 Training.....	8
2.3. The Importance of Training	8
2.4. Phases of Training.....	9
2.4.1. Training needs assessment.....	9
2.4.2. Training program design.....	10

2.4.2.1. On- the job training.....	11
2.4.2.2. Off- the Job training.....	11
2.5. Effects of Training on Employees’ Performance.....	12
2.6. Empirical evidences	12
2.7. Theoretical Framework.....	13
CHAPTER THREE	15
RESEARCH METHODOLOGY	15
3.1. Introduction.....	15
3.2. Research Approach	15
3.3. Research Design.....	15
3.4. Population, Target Population, Sample frame and Sample	16
3.4.1. Population	16
3.4.2. Target Population.....	17
3.4.3. Sample Frame	17
3.4.4. Sample Siz and Sampling Technique	18
3.4.5. Sampling Process	19
3.5. Data Source and Type.....	19
3.6. Data Collection Procedures.....	19
3.7. Research instrument.....	20
3.8. Data Analysis	20
3.9. Reliability of the Research.....	20
3.10. The Validity of the research.....	21
3.11. Ethical issues of study.....	21

CHAPTER FOUR.....	23
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	23
4.1 Introduction.....	23
4.2 Response Rate.....	23
4.3. Demographic information.....	23
4.3.1 Background Information of Respondants at TPPF	23
4.4. Training needs assessment.....	25
4.5. Training Design and objective of the training course.....	26
4.6.Selection of Trainers	28
4.7. Implementation/training delivery.....	30
4.8. The employees' performance	32
4.9. level of training and employee performance	36
4.10. Correlation analysis	37
CHAPTER FIVE	39
RESEARCH FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS.....	39
5.1. Summary of Findings.....	39
5.2. Conclusion	41
5.3. Recommendations.....	41
REFERENCES.....	43

LIST OF TABLES

Table 1.1 Production volume, sales volume, and revenue (2016 – 2019).....	3
Table 3.1. Sample size determination.	19
Table 3.2. Reliability statistics	21
Table 4.1 Background Information.....	24
Table 4.2. Training needs assessment.....	25
Table 4.3. Training Design.	26
Table 4.4. The Training Program.....	27
Table 4.5. Trainer have sufficient knowledge	28
Table 4.6. The Training Staff.....	29
Table 4.7. The Training was responsive	29
Table 4.8. The Trainers used practical examples.....	30
Table 4.9. Duration of training	31
Table 4.10. The Trainers defined unfamiliar technical terms.....	32
Table 4.11. The employees' performance	34
Table 4.12. Descriptive statistics	36
Table 4.13. Correlation analysis.	37

LIST OF FIGURES

Fig 2.1 Conceptual framework of study	14
Fig 4.1 I received updated training	28
Fig 4.2 Training Exercise.....	31

LIST OF APPENDIXES

Appendix A.....	48
Appendix B.....	50

Abstract

Training is very critical for improving the performance of employees in any organization. The primary purpose of training is to enhance employee competencies so that organizations can maximize the efficiency and effectiveness of their human assets. Therefore, the objectives of the study were to assess the effect of training on employees' performance in the case of TPPF to suggest policy recommendations. Thus, Training needs assessment, Training program design, Selection of a trainer, and Implementation and Employees' performance have been used as independent and dependent variables, respectively, in this study. This paper has used a quantitative research approach and a survey research design. The primary data have been collected from 50 respondents using self-administered questionnaires. Descriptive statistics were used to analyze the data collected and to examine the relationship between the variables. The result of the study signified that there was a positive and significant relationship between the variables. As the survey investigated major findings, TPPF did not use well designed and effective training programs. Moreover, the training conducted in the past years were not having clear goals and objectives which did not give attention to the particular needs of both individual and the firm. Therefore, it was recommended that design training programs with clear goals and objectives while keeping in mind the particular needs of both individuals and the firm.

Keywords: Delivery style, Employee performance, Training design, Training methods, training.

CHAPTER ONE

INTRODUCTION

1. Introduction

The goal of this chapter is to express the statement of the problem, fundamental research questions, the objective of the study, the significance of the study, limitation, and delimitation of the study. Also, the chapter introduces the nature of the research and the overall approach to deal with the stated research problem. Also, it consists background of the study, the background of the company, organization of the study, the definition of terms (operational definitions of words), and chapter summary.

1.1. Employee Training

Armstrong (2003) defines training as the formal and systematic alteration of behavior through learning, which occurs as a result of education, instructions, and planned experience. Training is the process of equipping the workforce with the necessary knowledge, skills, and attitude to tackle job responsibilities.

According to Singh (2010), training refers to the attainment of knowledge, skills, and competencies as a result of the teaching of practical skills and knowledge that relates to specific useful skills. It is recognized today that there is a need to continue training beyond initial qualifications to maintain, upgrade, and update skills through working life. Also, Singh (2010) highlighted that every organization, whether profit or not-for-profit, public, private, and government, needs to have well trained and experienced employees to accomplish their duties to achieve organizational goals.

Training is defined as any attempt to improve current employee performance by increasing an employee's ability to play through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. (Singh, 2010).

The need for training, according to Singh (2010), is determined by the employee's performance deficiency, computed as follows:

Training need = Standard performance – Actual performance.

1.2. Employee Performance

Training influences the behavior of employees and their working abilities, resulting in enhanced performance and further productive changes that build the performance of the employee. (Afshan, et al. (2012). Halawi & Hayder, 2018) suggested that Performance is the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost, and speed.

According to Wright and Geroy (2001), employee performance change through practical training programs. In addition to the improvement of the overall performance of employees, it also enhances the knowledge, skills, and attitude of the employees necessary for the future career, thus contributing to superior organizational performance.

Price (2005) states that managing employee performance on a regular basis is vital to an effective performance management system. Setting goals, making expectations are clear, and providing timely feedback help people perform most effectively.

The organization must measure the return on investment for training to check how much it is valid from it. Therefore, this study will examine how training practices are taking place and how the conducted training programs affect the performance of the employees of Tea Processing and Packing Factory.

1.3. Background of the Company

Ethio Agri-CEFT Private Limited Company (PLC) is one of the most significant private players in the agricultural and agro-processing industries in Ethiopia. It was established in 1998 (company website - www.ethioagriceft.com). The company is engaged in large scale production of a growing portfolio of quality products. These include highland grew organic coffee and tea, food crops, cut flowers, spices, and herbal, medicinal and bio-pesticide plants, and animal fattening. Tea Processing and Packing plant are one of the different factories of the company. Tea Processing and Packing Factory is the first tea packing factory in the country established by the former Ministry of Coffee and Tea Development, and its name was Tea Production and Marketing Enterprise. In November 2001, the old Tea Production and Marketing Enterprise was transferred to MIDROC Ethiopia by Ethiopian Privatization Agency. Since then, the enterprise was reorganized and renamed as Tea Processing and Packing Factory (TPPF). The factory is situated

in Addis Ababa city at Nefas Selk Lafto sub-city, woreda 03, house number 1009. The Factory produces packaged teas for the local market and loose tea for export markets. In the local market, the factory sells its products through different distribution channels throughout the country. It produces and sells about 3433 and 3395 tons of packaged teas, herbal and medicinal plants per annum on average, respectively. Also, it earns about 284 million Birr total revenue on average and generates 20 million Birr net profit after tax on average per annum (TPPF annual report, 2016/17-2018/19).

According to the organizational structure of the factory, the factory created a job opportunity for a total of 500 employees, from which 200 are permanent employees and 300 casual laborers.

Table 1.1 Production volume, sales volume, and revenue (2016 – 2019).

Sr.No	Description	Type of Product	Unit of measure	Production by Budget Years		
				2016/17	2017/18	2018/19
1	Packaged Tea & Herbs Production Quantity	Local Market	Ton	3590	3385	3325
2	Packaged Tea & Herbs Sales Quantity	Local Market	Ton	3530	3338	3319
3	Packaged Tea & Herbs sales	Local Market	Birr	253,953,298	278,464,750	320,234,474
4	Exported Tea Quantity	Export	Ton	1935	1686	1489
5	Export Tea sales	Export	Birr	83,021,540	87,735,630	69,119,250

Source: TPPF, yearly performance report (2016 – 2019).

1.4. Statement of the problem

Amir and Amen (2013) stated that the majority of governmental, private, and international organizations fail to recognize the importance of training to increase their employees' productivity. When the economy slows or when profits decline, many organizations first seek cuts in their training budgets. This will lead to high job turnover and increase the cost of hiring new employees,

which in turn lowers down the organizations' profitability. Some organizations plan and implement the training program for their employees without identifying the purpose and objectives and without knowing what knowledge, skills, and abilities employees would learn at the end of the training program and whether they will be able to attain performance targets on the job.

Therefore, firms must design the training program with clear goals and objectives while keeping in mind the particular needs of both individuals and the firm. The training program is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed based on firm-specific needs and objectives. Practical training is a thoughtful intervention designed at attaining the learning necessary for upgrading employee performance (Amir & Amen, 2013).

Erixon and Wahlstrom (2016) described stages of implementation of training programs, namely; Training needs assessment, development of training program design, and implementation.

Nowadays, training is an investment because of departments such as Marketing and Sales, HR, Production, Finance. It depends on training for their survival. If training is not given priority or not seen as a vital part of the organization, then it will not be accepted that such a company has effectively carried out Human Resource Management. Training is essential as it makes employees more productive and useful (Singh, 2010).

According to Swart (2005), bridging the performance gap refers to applying a relevant training involvement for the sake of developing specific skills and abilities of the workers and improving employee performance. He further elaborated on the concept by stating that training facilitates the organization to recognize that its workers are not performing well, and thus their knowledge, skills, and attitudes need to be molded according to the firm needs. There might be various reasons for the poor performance of the employees, such as workers may not feel motivated any more to use their competencies, or may not be confident enough on their capacities, or they may be facing work-life conflict. All the above facets must be considered by the organization while selecting the most appropriate training intervention that helps the organization to solve problems and enhance employee motivational levels to participate and meet firm expectations by showing the desired performance. This superior employee performance occurs only because of a good quality training program that leads to employee motivation and the fulfillment of their needs. One of the problems

related to training in many organizations is that the outcomes of the training are not adequately evaluated. Examining the results of a program helps organizations in evaluating training effectiveness and identify the programs' strengths and weaknesses. This includes determining whether the program is meeting the learning objectives and whether the training transferred to the job occurring (Noe, 2008).

As the above statements by different researchers suggested, proper employees' training is a critical element of any organization since the success or failure of the organization depends on employees' performance. The organization (TPPF) is investing money in employees' training programs but does not improve employee performance through training. As employees' performance is lower than the expected level, it is evident that it will negatively affect the performance of the organization. This is the research gap, therefore, conducting this research is essential to fill the gap and to find out the relationship between the variables under training and their effect on employees' performance in the organization under study.

1.5. Basic Research Questions

The following research questions have been raised hereunder:

1. What is the role of training on employees' performance in Tea Processing and Packing Factory?
2. Do the elements of Training (Training needs assessment, Training program design, selection of trainer, and implementation) have a significant effect on employees' performance in Tea Processing and Packing Factory?

1.6. Objectives of the study

1.6.1. General Objectives

The overall goal of this research was to explore the effects of the variables under training on employees' performance at Tea Processing and Packing Factory (TPPF) and to suggest policy recommendations.

1.6.2. Specific objectives

- ❖ To examine the role of training on employees' performance in Tea Processing and Packing Factory.

- ❖ To analyze whether Training needs assessment, Training program design, selection of Trainers and Implementation, have a significant effect on employees' performance in Tea Processing and Packing Factory.

1.7. Significance of the study

This study will contribute to knowledge in the effort to minimize the gap in the skill, experience, and abilities of employees by establishing the basis for the understanding of training and employee performance in TPPF. The research findings will be helpful to the management by encouraging them to improve action for training. Furthermore, researchers who will be interested in conducting studies on similar topics will use this research as a supplementary document for further investigation.

1.8. Scope (Delimitation) of the Study

This study has been carried out to explore the effects of Training on Employees' Performance in Tea Processing and Packing Factory. The study is delimited on the impact of training on employees' Performance in Tea Processing and Packing Factory. The research focused on the effects of Off-the-Job and On-the-Job Training methods. Thus, the study is delimited to the factory's, training program design, training needs assessment, training delivery style, and selection of trainers against employees' performance.

1.9. Limitation of the Study

Due to the difference in the training standards and policies of various industries, the study findings cannot be generalizable to other companies.

This study deals with the organization TPPF only; due to inadequate time and resources. Thus, it encountered a limitation that it did not include any other organization where this type of problem exists.

1.10. Organization of the study

The research paper is organized in five chapters. **Chapter one** deals with the introduction, which comprises of background information, the research problem, objectives, and significance of the research. **Chapter two** deals with the review of appropriate literature related to the research problem. **Chapter three** discusses the research methodology adopted for the research and

appropriate justifications. **Chapter four** presents data analysis and the findings on the effect of training on employee performance due to Training in TPPF. **Chapter five** presents a summary of the findings, conclusions, and recommendations of the research.

1.11. Definition of Terms

Training

Training is a type of activity that is planned, systematic, and it results in an enhanced level of skill, knowledge, and competency that is necessary to perform work effectively (Gordon 1992).

Performance

The achievement of specific tasks measured against identified standards of accuracy, completeness, cost, and speed. Afshan, S., Sobia, I., Kamran, A., and Nasir, M. (2012).

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter signifies a review of the literature about the effects of training on employees' performance. The chapter consists of theoretical analysis, empirical evaluation, and the conceptual framework of the study. The chapter closes up with a summary of the aspects covered under the literature review.

2.2. Training

Training refers to a planned involvement aimed at upgrading the elements of individual job performance. It is meant for improving the skills that may be required to achieve organizational goals (Chiaburu & Tekleab, 2005). According to Mathis and Jackson (2008), people acquire capabilities to perform jobs through the process of relevant training.

Training is a systematic approach to change the behavior, knowledge, and motivation of employees in a direction to increase organizational goal achievements. Generally speaking, most organizations have long recognized the importance of training in their development. Among the people management that any organization has to undertake, helping employees to become competent in their job is the most important and fundamental task (Tyson & York, 2000).

According to the World Bank (2011), Employees gain specific skills and knowledge through aimed training programs. The acquired knowledge and skills are provided to assist employees in improving their job performance.

2.3. The Importance of Training

According to Anonymous (1998), training is essential and a necessary tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. He also stated that an employee would become more efficient and productive if he is trained well. Organizations can develop and enhance the quality of current employees by providing comprehensive training. Anonymous extended his idea that the far-reaching benefits received from employee training are increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain,

increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and reduced employee turnover.

Afshan (2012) stated that the recognition of the importance of training in recent years had been heavily affected by the intensification of competition and the relative success of organizations where investment in employee training and development is considerably emphasized. They add that technological progress and organizational change have gradually led some employers to realize that success depends on the skills and abilities of their employees, and this means considerable and continuous investment in training.

According to Armstrong (2010), the systematic process of improving the organizational performance of individuals and teams is defined as performance management. It is a means of getting better results from the organization, groups, and individuals by understanding and managing performance within a standard framework of planned goals, standards, and competence requirements.

Halawi and Hayder (2018), stated that an employee who gets essential training has a better ability to perform tasks given to him/ her. He/she turns out to be more aware of safety measures and legitimate methods for necessary errands.

2.4. Phases of Training

The stages of implementing training programs are described by Erixon and Wahlström (2016) as training needs assessment, development of training program design, and implementation.

2.4.1. Training needs assessment

According to Japan International Cooperation Agency (2013), training needs assessment is one of the methods to collect the adequately necessary information that can be used to determine an appropriate type of training program that can be adopted and may be useful. The Cooperation Agency further stated that training needs must always be analyzed in a manner that improves the performance of the organization as a whole and then that of the employees.

According to Singh (2010), to assist in the solution of specific operational problems and improve the performance of the trainee, a training program should be established. He also elaborated that

Identification of training needs must contain three types of analysis: organizational analysis, functional analysis, and man analysis.

(a). Regulatory review of organizational analysis is a methodical effort to understand precisely where training effort needs to be highlighted in an organization involving a complete analysis of the organization structure, objectives, human resources and plans, and an understanding of its cultural milieu (Singh, 2010). He further expressed that an in-depth analysis of these factors would facilitate an understanding of deficiencies that need to be rectified.

(b). Operational analysis: operational analysis involves a complete examination of a job, its elements, its various operations, and the condition under which it has to be performed (Singh, 2010). This analysis focuses on the "task" itself, rather than on the individual and the training required to play it. The skills and training needed to perform at the job with the required standard can be indicated by analyzing the operation and its various components (Singh, 2010).

(c). Man analysis: according to Singh (2010), Man analysis focuses on the individual employee, his abilities, skills, and the inputs required for job performance. Singh also stated that Man analysis identifies a single employee's training needs.

The three methods of identifying needs are stated by Smit and de Cronje (2003), as the generic methods, performance analysis, and competency assessment. Where performance analysis focuses on shortages or problems, performance assessment focuses on the opportunity for improvement.

2.4.2. Training program design

Huang and Jao (2016) identified two strategies that are integrated into managerial and employee training, namely; off the job training and on-the-job training. Off-the-job training involves providing training to the employees or managers framework away from the workplace, where the skills and knowledge are to be applied (Yasin & Gomes, 2010; Huang & Jao, 2016).

Training programs should be designed with careful consideration of different factors that influence choices for training methods. By doing so, the chances of achieving the desired goals increase tremendously. The options for suitable arrangements can be specified by human factors such as the presence of a trainer (Erixon & Wahlström, 2016). Other essential factors include subject area

(Quartey, 2012), training objectives (Aguinis & Kraiger, 2009), time and materials availability (Khan, 2011), and principles of learning (Khoury, 2014).

As Valle (2009) explained, the training is not provided to the lower-level employees only, but also the managers and supervisors. Some forms of exercise, such as sales training, are suitable for the employees. Gerpott (2017) explained that the management and supervisor training could be provided to the employees at lower levels.

According to Singh (2010), the various training methods/techniques have been divided into two categories:

- ❖ On the job training
- ❖ Off the job training

Trainers identify how people should perform and then design a training program to give the workers the skills they need. Training can only be implemented when it has been determined which employees should receive training and what their current levels, knowledge, and abilities are. Consequently, the assessment of the individual will indicate the range of skills and knowledge that is to be acquired. Note that the difference between actual performance and required performance will ultimately form the training gap, and therefore indicate the extent of training needed (Smit & de Cronje (2003).

2.4.2.1. On- the job training

The most common method used for training non- managerial employees are on the job training (OJT). On the job, training places the employees in an actual work situation and makes them appear to be immediately productive. On the job, training methods adopt development through performance on the job, where organizational strength and constraints, human behavior, and technological systems have a full and free play (Singh, 2010).

2.4.2.2. Off- the Job training

Off- the job training takes place away from a typical work situation, which means that the employees are not regarded as productive workers when training is taking place. (Singh, 2010). Off-the-job training comprises taking employees away from their usual work environments, and therefore all concentration is left out to the Training (Nadler 1984). Moreover, it is stated that Off-the-job training demands to provide training to the employees or managers away from the

workplace, where the skills and knowledge are to be applied (Yasin & Gomes, 2010; Huang & Jao, 2016).

2.5. Effects of Training on Employees' Performance

According to Jaoude (2015), profits of organizations that provide high-level training have been found to increase three times as compared to those who do not. As one of the major activities of human resource management, training has, for long, been recognized to improve and develop employee performance (Sultana, 2012).

According to Sasidaran (2018), Perception, Skills, and Training are Influencing factors on Performance positively.

According to Afroz (2018), training is considered as one of the core strategies of the organization for its effectiveness. He also identified that there is a significant strong relation between Training programs and employee performance.

Nassazi (2013) suggested that training has an impact on the performance of employees concerning their jobs. Also, Appiah (2012) highlighted that training enhances knowledge, skills, attributes, and competencies and, ultimately, worker performance and productivity in the organization.

According to Barzegar and Shahroz (2011), the most crucial impact of training on employees and organization performance is improving the quality and quantity of organization's output, increase in the organization's profitability, safeguarding the organization stability, minimizing the risk, decrease the organization cost and expenses, improving the management of the organization and establishing the organization as national and international entities. Training must be related to the mission and performance goals of an organization.

2.6. Empirical Evidences

According to Tahir (2014), an organization needs to get skilled and capable employees for better performance, and employees will be then competent when they have the knowledge and skill of doing the task so that training and development would provide opportunities to the employees to make a better career life and get a better position in organizations. In doing so, organizations' efficiency would be increased. He also concluded that, since employees are the resources and

assets of an organization, if they are skilled and trained, they would perform better than those who are unskilled.

The results of the study conducted by Kahan (2012) showed that training positively affects the performance of employees. Therefore, he concluded that having good training plans for employees enhances the performance of employees in an organization.

Hafeez and Akbar (2015), concluded that training of employees not only improves the efficiency and effectiveness of employees in performing their jobs, but it also enhances the efficiency of the companies in which they work.

Bhat (2013), observed the measurement level of performance after employees being trained. He also evaluated the impact of training on employee performance on their jobs. His study presumed that training was positively related to the job performance of employees.

Elnaga and Imran (2013), in their research, affirmed the proposition that training has a positive impact on employee performance. Halawi and Haydar (2018), in their study, reported that employees with access to training programs have a favorable position in different organizations.

2.7. Theoretical Framework

According to Creswell (2008), the conduct and working abilities of employees are influenced by training, which results in improved performance and changes in productivity. Thus, for this research, training needs assessment, training design, selection of trainer, and implementation are independent variables, and employee performance is a dependent variable.

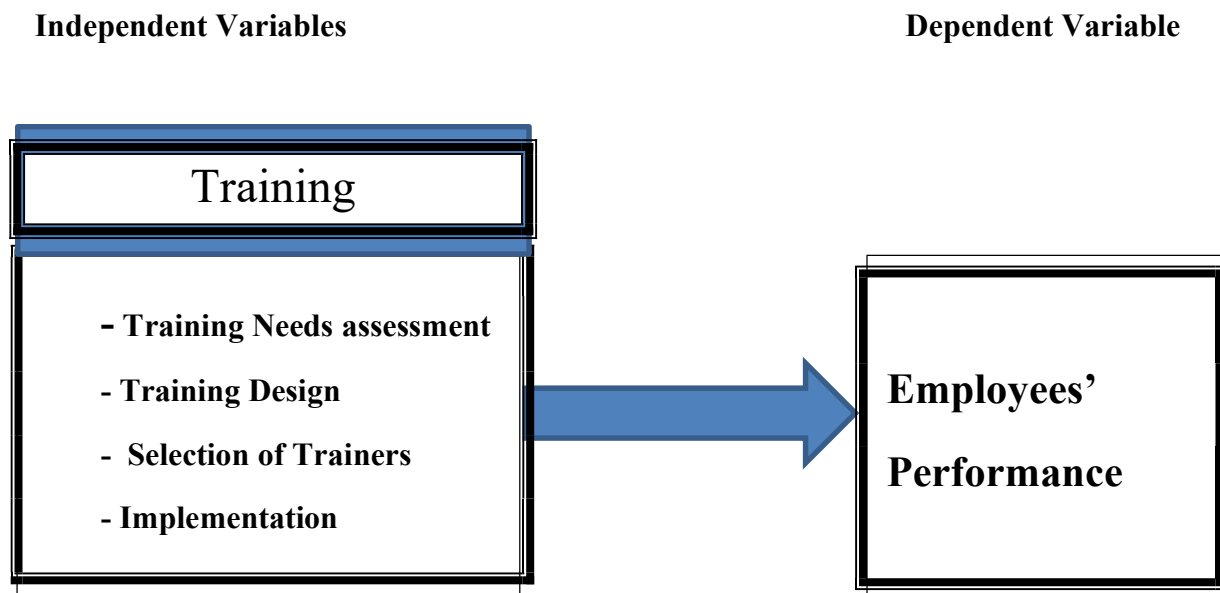
According to Halawi and Haydar (2018), training will impact the behavior of employees and their working capabilities, resulting in improved performance and further productive changes that serve to build the performance of the employee.

Thus, based on the above review of literature, the following proposition could be drawn:

Proposition: Employees who receive regular practical training programs are more able to perform well on the job by enhancing the quality of work, hence achieving organizational goals and gaining competitive advantage (Amir& Amen, 2013).

According to Amir and Amen (2013), the relationship between **training needs assessment, Training design, selection of trainers and implementation** (independent variables), and **employee performance** (dependent variable) can be represented in the following model.

Figure 2.1. The theoretical framework of the study



The theoretical framework of the study adapted from European Journal of Business and Management Vol.5, No.4, 2013

Chapter summary

This chapter mainly focused on reviewing the literature. It discussed the significant and relevant elements of training. Such as the Importance of Training, Phases of Training, and Effects of Training on Employee Performance have been discussed. A theoretical framework is also developed.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1. Introduction

This chapter aims to discuss the research methodology and its essential elements, such as research approach, research designs, sampling, and data analysis. The primary data was collected using a survey questionnaire to ensure a high response rate. The questionnaires were structured according to the research questions.

3.2. Research Approach

There are three research approaches, which are Quantitative approach, Qualitative approach, and mixed-method approach (Creswell, 2008).

Quantitative approach - In this approach, the researcher tests a theory by specifying the narrow hypothesis and the collection of data to support the theory (Creswell, 2008). The data are collected using an instrument that measures attitudes, and the information is analyzed using statistical procedures and theory testing (Creswell, 2008).

Therefore, a quantitative research approach has been employed to undertake the study. A quantitative research method has been adopted to show the relationship between the variables. Quantitative research is based on the measurement of quantity or amount. It applies to phenomena that can be expressed in terms of quantity. Quantitative research is a means for testing objective theories by investigating the relationship between variables. These variables, in turn, can be measured, generally on instruments, so that numbered data can be analyzed using statistical procedures (Creswell, 2008).

3.3. Research Design

The research designs are descriptive and correlational.

Descriptive statistics

All descriptive statistics are either measures of central tendency or measures of Variability, also known as measures of dispersion. Measures of central tendency focus on the average or middle values of data sets; while, measures of variability focus on the dispersion of data. These two

measures use graphs, tables, and general discussions to clarify the meaning of the analyzed data. Descriptive statistics are specific methods used to calculate, describe, and summarize collected research data in a logical, meaningful, and efficient way. Descriptive statistics are reported numerically in the manuscript text and its tables, or graphically in its figures. (Thomas, 2017)

Correlation

Correlation is a statistical measure that indicates the extent to which two or more variables fluctuate together. A positive correlation indicates the extent to which those variables increase or decrease in parallel; a negative correlation indicates the extent to which one variable increases as the other decreases. A correlation coefficient is a statistical measure of the degree to which changes to the value of one variable predict change to the value of another. When the fluctuation of one variable reliably predicts a similar fluctuation in another variable, there's often a tendency to think that means that the change in one causes the change in the other. However, correlation does not imply causation. There may be, for example, an unknown factor that influences both variables similarly. (Rouse, 2016)

The independent variables in this research are training need assessment, training design, selection of trainers, and implementation, while the dependent variable is employee performance.

3.4. Population, Target Population, Sample frame and Sample

3.4.1. Population

A research population is generally an extensive collection of individuals or objects that is the primary concern of a scientific query. It is for the advantages of the population that the researches are conducted. However, due to the large population, researchers often cannot examine every individual in the population because it is too expensive and time-consuming. This is the reason why researchers depend on sampling techniques.

In statistics, a population is a whole pool from which a statistical sample is drawn. A population may refer to an entire group of people, objects, events, hospital visits, or measurements. A population can thus be said to be an aggregate observation of subjects grouped by a standard feature. Unlike a sample, when carrying out statistical analysis on a population, there are no standard errors to report, because such errors inform analysts using a sample how far their estimate

may deviate from the actual population value. But since you are working with the actual population, you already know the actual value. (Kenton, 2020)

3.4.2. Target Population

Target population is generally defined to mean a group or set of elements that you want to know more information. Most of the time, "target population" and "population" are synonymous. However, adding the word *target* emphasizes that sometimes we miss the mark in sampling, and don't always hit the mark: samples can be unrepresentative of the population that you originally intended to sample. For example, you might want to survey all the hospitalized adults in the United States (the target population), but budget constraints limit your survey to hospital patients just four cities in the U.S. The sampled population and targeted population in this scenario are likely to be quite different. (Glen, 2019)

Therefore, the target population of the study was 160 employees of the TPPF diploma and above education level who are top-level management, middle-level management, professionals, and junior level employees. These targets of the study were selected because they can easily understand the questionnaire, and the required response can be obtained.

3.4.3. Sampling Frame

A sampling frame is a list of all the items in your population. It's a complete list of everyone or everything you want to study. The difference between a population and a sampling frame is that the population is in general and the frame is specific. (Glen, 2014)

Thus, the research's sample frame was employees' list of TPPF, which comprises 160 employees of TPPF diploma and above education level who are top-level management, middle-level management.

As a rule of thumb, for a population less than 1000, a sample of 30% is sufficient in representing the entire population (Blanche, Durrheim, and Painter (2008)). Therefore, to ensure a high response rate, a sample of 50 employees has been drawn using a random stratified sampling approach from a list of sample frames provided by the Human resource management department of TPPF.

3.4.4. Sample Size and sampling technique

It refers to the number of items to be selected from the universe to constitute a sample. The population is heterogeneous since there are study units of small groups with specific characteristics. Thus, it is essential that the representative study units of small groups with specific characteristics has to appear in the sample, then the sampling frame must be divided into groups, or strata, according to the groups' specific characteristics.

The sample size was determined by applying a stratified proportionate random sampling technique in the following way:

N = number of target population;

n = sample size required;

Target population, $N= 160$

The sample size required, $n = 50$

Population in the strata of top-level management $N_1 = 8,$ $n_1 = N_1/N \times 50 = 3$

Population in the strata of middle-level management $N_2 = 34,$ $n_2 = N_2/N \times 50 = 10$

Population in the strata of Professional employees $N_3 = 6,$ $n_3 = N_3/N \times 50 = 2$

Population in the strata of junior level employees $N_4 = 112,$ $n_4 = N_4/N \times 50 = 35$

Therefore, the determined sample size was three from top-level management, ten from middle-level management, two from professional employees, and 35 from junior-level employees, which is a total of 50 employees above Diploma education level.

Table -3.1: Sample size determination (Computed).

Population category/Strata	Permanent Employees of the Factory	Sample size(n)	Percentage frequency
Top level management	8	3	6
Middle level management	34	10	20
Professional employees	6	2	4
Junior & clerical level employees	112	35	70
Total population	160	50	100

3.4.5. Sampling process

From the strata of Top-level Management, three respondents were selected by the formula, $n1 = N1/N \times 50 = 3$, which $n1$ is sample size required; $N1$ is the strata of top-level management; N is the number of the target population, and 50 is total sample size targeted. Therefore, the determined respondents, three from top-level management, ten from middle-level management, two from professional employees, and 35 from junior-level employees, which is a total of 50 respondents, were selected.

3.5. Data Source and Type

The study was conducted based on the collection of both primary and secondary data. The primary data were collected using a survey questionnaire to ensure a high response rate. The use of questionnaires was adopted because it ensures that data collection has been standardized such that each respondent has got the same question and in the same format.

3.6. Data Collection Procedures

The target population size of the study was 160 employees of above junior level status of Tea Processing and Packing Factory's organizational hierarchy. This has been done to eliminate bias and to include representative study units of small groups (strata) with specific characteristics. Primary data were collected using an organized questionnaire. The questionnaire was distributed to the respondents and collected after they completed it. The questionnaire aimed to examine the

effects of training on employee performance of the factory. The questionnaire consisting of 5 Likert scales. • Strongly Disagree • Disagree • Neutral • Agree • Strongly Agree. The questionnaire also consists of three sections, namely section 1, sections 2 and 3. In Section 1, personal information based on nominal and ordinal scales were used. Section 2 comprises of the closed-ended questions.

3.7. Research Instrument

The research instrument was a hand-delivered survey questionnaire which was distributed to the selected sample respondents. The questionnaire was structured according to the research questions. The Questionnaire has three parts. The population demographics were explored in part one. In part two, training needs assessment, training delivery methods, selection of trainers, and training implementation have been investigated. The relationship between employee training and employee job performance has been investigated in part three. Regarding secondary data, the training manual, and annual reports of the factory have been used for further clarification.

The research instrument was borrowed modified and adapted for the relevance of the topic under study (Alemayehu (2017)).

3.8. Data Analysis

Descriptive statistics were employed to organize, analyze, interpret, and to present the data that were collected from a questionnaire filled by the respondents. Quantitative data were summarized and presented through charts, tables, and percentages. Statistical package for social sciences (SPSS) software 2020 version was utilized to summarize the basic features of the data. Data were examined by using descriptive statistical techniques, mainly frequency distribution tables and pie charts. These tools showed the percentage or proportion of respondents who choose a specific response over others.

3.9. Reliability of the Research

Reliability is concerned with the research findings and refers to the consistency of a measuring instrument (questionnaire). Reliability is internal consistency used to measure consistency between different items of the same construct. Cronbach's alpha is a reliability measure designed

by Lee Cronbach in 1951. Cronbach's alpha is a coefficient of reliability. It is used to measure the internal reliability of a psychometric test score for a sample of examinees.

Table -3.2: Reliability Statistics

Variable	Cronbach's Alpha	Alpha Based on Standardized Items	N of Items
training needs assessment documents	.907	.911	2
Training Design objective of the training course	.799	.827	3
the selection of trainers	.957	.959	4
Implementation/Training delivery	.912	.912	3
employee performance	.948	.948	10

The above table 3.2 shows the Cronbach's alpha based on standardized items value were in the range from .907 up to .957. So, the whole items were reliable and acceptable because, as Lombard stated, coefficients of 0.90 always acceptable. It is, therefore, supposed that the responses and results from this study are highly reliable and valid.

3.10. The validity of the research

Ghauri and Grönhaug (2005) stated that Validity refers to the extent of accuracy of the results of the study. The results of the study were obtained by analyzing primary data collected using questionnaires through SPSS, 2020 version software. Also, it is statistically tested in Table 3.2. Reliability of Statistics. Therefore, it is believed that the results of the study are accurate and valid.

3.11. Ethical issues of the study

Researchers need to guard their research participants, develop trust with them, promote the integrity of research, protect against misconduct and impropriety that might reflect on their organizations or institutions, and cope with new, challenging problems (Isreal & Hay,2006).

Therefore, ethical responsibility was considered by providing information about the use of the information and the purpose of the study to the respondents. The respondents were also informed

that every person involved in the study had been entitled to the right of privacy and dignity, and no personal harm was committed to subjects in the research. The information obtained was held in strict confidentiality by the researcher.

Confirmation bias occurs through the impact of desire on beliefs. When people want a particular idea or concept to be accurate, they end up believing it to be true. They are motivated by wishful thinking. This error leads the individual to stop gathering information when the evidence gathered so far confirms the views or prejudices one would like to be true. (Heshmat,2015)

Therefore, to avoid Confirmation bias, the researcher selected a volunteer person out of the selected respondents to distribute and collect the questionnaire. The researcher's focus was only on the data obtained, not on the individuals' responses. Thus, there was no room to know the respondents' actions, and confirmation bias was not committed concerning the researcher.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, AND INTERPRETATION

4.1 Introduction

In this chapter, the primary data, which have been gathered from the survey questionnaire distributed to the TPPF employees, were presented, analyzed, and interpreted. Accordingly, response rate, demographic data, results or findings, interpretation, and discussion are presented with the aid of tables and graphs.

4.2 Response Rate

A total of 50 questionnaires were circulated to the selected sample employees of Tea Processing and Packing Factory and filled questionnaires were 100% returned. So, these returned questionnaires, together with secondary data sources, were analyzed and interpreted.

4.3. Background information

4.3.1 background information of Respondents at TPPF.

The study aimed to establish the respondent's sex, age, marital status, education level, position in the organization, and experience. The findings were presented in figure 4.1

The gender composition of the respondents, as depicted in the table below, was 37(74%) male and 13 (26%) female. This shows that most respondents were male.

The study targeted to establish the respondent's age groups and hence asked respondents to state their age category. Table 4.1 showed that majority (38%) of respondents were between 21-30 years, 31% of respondents indicated between ages of 31-40 years, 12% of the respondents pointed out between 41-50 years, 12% investigated between 51-65 and 10% of the respondents were within the age bracket of below 20 years. This showed that the majority of the respondents believed at a mature age to present their ideas for the study based on the questionnaires.

Table:-4.1 Background information of Respondents

Socio-demographics	Socio-demographics Characteristics	Frequency	Percent	Valid Percent	Cumulative Percent
Sex of employees	male	37	74	74	74
	female	13	26	26	100
Age of employees	below 20 years	5	10	10	10
	21-30	19	38	38	48
	31-40	12	24	24	72
	41-50	6	12	12	84
	51-65	8	16	16	100
Marital status	single	13	26	26	26
	married	36	72	72	98
	separated	1	2	2	100
The education level of employees	Diploma	21	42	42	42
	BSC/BA	27	54	54	96
	MA/MS	2	4	4	98
Their Position in the organization	Junior level of management	34	68	68	68
	Middle level of management	13	26	26	94
	top level of management	3	6	6	100
Experience of employees	below 1year	3	6	6	6
	2-5 year	26	52	52	58
	6-10 year	12	24	24	82
	above 11 year	9	18	18	100

The study aimed to establish the respondent's marital status and hence asked respondents to state their marital status category. The findings were presented in fig 4.1. The respondents' marital status in the above figure showed, 36(72%) and 13(26%) are married and unmarried, respectively. Therefore, most of the employees in the organization are married, and only 1 of those who are once married are separated. And this showed that most of them have a stable life, which in turn brings positive impacts in the workplace.

To establish the respondents' educational level and hence asked respondents to state their education levels. The findings were presented in table 4.1.

Regarding their educational background, the majority of the respondents 27(54%) are first degree holders, 21(42%) diploma holders, and only 2(4%) are masters' degree holders. This indicated that the educational preparation of the Tea Processing and Packing Factory employees were in an excellent background to improve organizational effectiveness.

The study aimed to establish the position of respondents in the organization and hence asked respondents to state their position level of category. The findings were presented in table 4.1

According to table 4.1, the majority of the respondents 35(70%) were at the junior level of management, 10(20%) middle level of management, (6%) top level of management, and only 2(4%) are professional employees. This indicated that most of the respondents are junior level management.

The study sought to establish the work experience held by the study respondents and hence requested the respondents to indicate their work experience. Figure 4.1 showed that the majority of 26 (52%) have a working experience of 2-5 years, 12(24%) have 6-10 years, 9(18%) have 11 years and above, and 3(6%) have less than one year. This showed that most of the respondents have long work experience.

4.4. Training need assessment

This question was designed to indicate whether the organization implemented training needs assessment programs before employees' training takes place or not. The findings were presented on the following table 4.2 below.

Table -4.2: Training need assessment

Statistics			
descriptive statistics	training need assessment documents are well organized and used	training need assessment process was participatory	training needs identified was helpful for upcoming
N	50	50	50
Mean	2.26	2.18	2.32
Median	2	2	2
Mode	2	2	2
Std. Deviation	1.468	0.873	0.999

According to Zaidaton & Bagheri (2009), the mean score less than 3.39 was considered as low; the mean score from 3.40 up to 3.79 was considered as moderate and meant score above 3.8 was considered as high as illustrated by Comparison bases of a mean of a score of five points Likert scale instrument. Based on this, the mean of training needs assessment documents, training need assessment process, and training needs identified showed a low mean score. These shows, as respondents' response: the training need assessment documents were not well organized and used,

the mean of training needs assessment process also indicates it was not participatory, the training needs identified also was not helpful as perceived by the trainees.

4.5. Training Design and Objective of the training course.

The study aimed to indicate the extent to which training design and objective of the training course affected employees' performance. The findings were presented in the following table.

Table -4.3 Training design and objective of the training course

Statistics				
descriptive statistics	I was given sufficient information on the objectives of the training course before my arrival	the training course encouraged the exchange of information and expression of ideas successfully	the objectives of the training were coherent with my needs	the objectives of the course were achieved
N	50	50	50	50
Mean	2.26	2.44	2.38	2.3
Median	2	2	2	2
Mode	2	2	2	2
Std. Deviation	0.828	1.163	0.945	0.863

Table 4.3: Showed the result of the statement, "I was given sufficient information on the objective of the training course before my arrival."

As the above table showed, mean of I was given sufficient information on the objective of the training course before my arrival, the mean value 2.26 showed a low mean score. Thus, It can be concluded that the organization did not deliver sufficient information about the objective of the training course for the trainee.

Table 4.3 Showed that whether the training course encouraged the exchange of information and expression of ideas successfully or not. Thus, based on the data on the table, the mean value 2.44 showed a low mean score. Therefore, the respondents identified that the training course did not encourage an exchange of information and expression of ideas successfully during the training session. Therefore, according to the result obtained, it is sure to conclude that the training course did not encourage the exchange of information and expression of ideas for most of the employees.

Table 4.3 indicated whether the objectives of the training were coherent with the needs of individual respondents or not. Accordingly, the mean value of 2.38 showed a low mean score. Therefore, from the analysis point of view, we can conclude that the training objective was not coherent with most of the employees' needs who participated in the training programs.

Table.- 4.3 described whether the objectives of the course were achieved or not. Based on the analysis, the mean value of 2.3 showed a lower mean score. Accordingly, it is obvious to conclude that the objectives of the training course set by the organization were not achieved.

Table- 4.4: I consider that the training programs were designed at the level of abilities and education of employees.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	3	6.0	6.0	6.0
Disagree	30	60.0	60.0	66.0
Neutral	9	18.0	18.0	84.0
Agree	6	12.0	12.0	96.0
strongly agree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

Table 4.4, analyzed the statement that "I consider that the training programs are designed at the level of abilities and education of employees." Consequently, 8(16%) of the respondents either agree or strongly agree. 33(66%) of the respondents either strongly disagree or disagree with the statement. The remaining 9(18%) of the respondents were neutral, which showed they were uncertain whether the training programs were designed at the level of abilities and education of employees or not. Therefore, the following inferences could be drawn that the organization's training programs did not consider the employees' abilities and their level of education.

Fig: -4.1: I received updated training, which is required for my position.

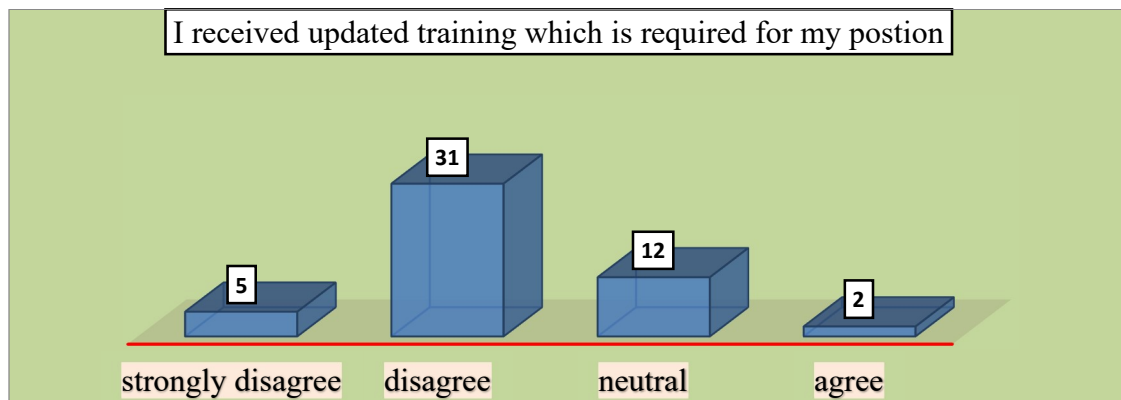


Fig 4.1 depicted the data analysis results for the "I received updated training which is required for my position." Thus, 2(4%) and 12(24%) of the respondents agree and neutral, respectively. 36(72%) of the respondents either strongly disagree or disagree with the statement. None of them said strongly agree. Therefore, from the data obtained, it is possible to conclude that the organization did not deliver updated training, which is required for the employees' position.

4.6. Selection of trainers

This statement was designed to investigate whether the organization selected qualified trainers to fulfill the objectives of the training or not effectively. The findings were presented in table 4.12 below.

Table - 4.5: Trainers have sufficient knowledge.

	Frequency	Percent	Valid Percent	Cumulative Percent
strongly disagree	4	8.0	8.0	8.0
Disagree	25	50.0	50.0	58.0
Neutral	13	26.0	26.0	84.0
Agree	4	8.0	8.0	92.0
strongly agree	4	8.0	8.0	100.0
Total	50	100.0	100.0	

SPSS - 2020 survey (descriptive Statistics) output.

The analysis on table 4.5 depicted whether the trainers have sufficient knowledge or not. Correspondingly, 8(16%) of the respondents either strongly agree or agree. 29(58%) of the respondents either disagree or strongly disagree. The remaining 13(26%) of the respondents were

neutral, which showed that they were uncertain whether trainers have sufficient knowledge or not. Therefore, according to the analysis, we can conclude that most of the trainees perceived that the trainers selected by the organization have no sufficient knowledge.

Table - 4.6: The training staff encouraged participation throughout the course.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	8.0	8.0	8.0
Disagree	25	50.0	50.0	58.0
Neutral	14	28.0	28.0	86.0
Agree	4	8.0	8.0	94.0
Strongly agree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

SPSS -2020 survey (descriptive Statistics) output

The analysis on table 4.13 showed whether the training staff encouraged participation throughout the course or not. Consequently, 7(14%) of the respondents either strongly agree or agree. 29(58%) of the respondents either disagree or strongly disagree. The remaining 14(28%) of the respondents were neutral, which showed that they were uncertain that the training staff encouraged participation throughout the course or not. According to the analysis, it is possible to conclude that the selected trainers did not encourage employees to participate during the training session.

Table- 4.7: The training staff was responsive to participants' needs and questions.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	8.0	8.0	8.0
Disagree	27	54.0	54.0	62.0
Neutral	11	22.0	22.0	84.0
Agree	8	16.0	16.0	100.0
Total	50	100.0	100.0	

SPSS output 2020 survey (descriptive Statistics)

The analysis on table 4.7 stated whether the training staff was responsive to participants' needs and questions or not. Accordingly, 8(16%) of the respondents assumed that the training staff was responsive to participants' needs and questions. And 11(22%) of the respondents have no idea whether the training staff were responsive or not to participants' needs and questions. Whereas, 31(62%) of the respondents assumed that the trainers were not responsive to participants' needs and questions. Therefore, from the analysis point of view, it can be concluded that the training staff was not responsive to participants' needs and questions.

Table - 4.8: The trainers used practical examples and illustrations.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	5	10.0	10.0	10.0
Disagree	29	58.0	58.0	68.0
Neutral	10	20.0	20.0	88.0
Agree	4	8.0	8.0	96.0
Strongly agree	2	4.0	4.0	100.0
Total	50	100.0	100.0	

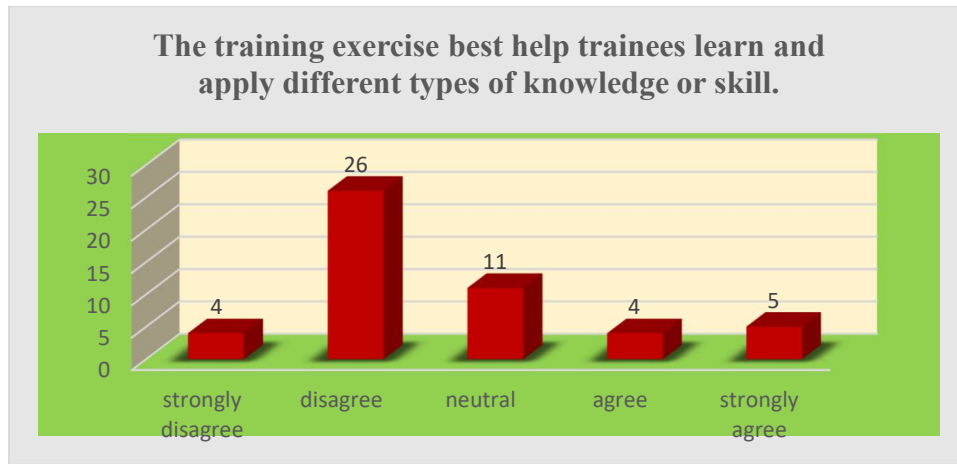
SPSS -2020 survey (descriptive Statistics) output.

The analysis of the response on the question, which says, "The trainers used effective examples and illustrations." Based on the statement, 6(12%) of the respondents either strongly agree or agree. 34(68%) of the respondents either disagree or strongly disagree. The remaining 10(20%) of the respondents were neutral, which showed that they were uncertain whether the trainers used practical examples and illustrations or not. Therefore, we can conclude that the trainers did not use practical examples and illustrations during the training session.

4.7. Implementation/training delivery.

The study intended to analyze the extent to which the Implementation/ training delivery method affected employees' performance. The findings were presented in the following different tables and figures.

Fig - 4.2: The training exercise



The training exercise best help trainees learn and apply different types of knowledge or skill. Based on the analysis shown in fig 4.10, 9(18%) of the respondents either strongly agree or agree. 30(60%) of the respondents either disagree or strongly disagree. The remaining 11(22%) of the respondents were neutral, which showed that they were uncertain whether the training exercise best helps trainees learn and apply different types of knowledge and skill or not. Consequently, it can be concluded that the training exercise did not help trainees learn and apply different types of knowledge or skill.

Table- 4.9: I consider that duration of training is appropriate to keep me motivated for learning.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	8.0	8.0	8.0
Disagree	27	54.0	54.0	62.0
Neutral	11	22.0	22.0	84.0
Agree	5	10.0	10.0	94.0
Strongly agree	3	6.0	6.0	100.0
Total	50	100.0	100.0	

SPSS -2020 survey (descriptive Statistics) output.

The analysis on table 4.9, was summarized as follows: based upon the statement, 8(16%) of the respondents either strongly agree or agree. On the other hand, 31(62%) of the respondents either disagree or strongly disagree. The remaining 11(22%) respondents were neutral, which showed that they were uncertain whether the duration of the training was appropriate or not to keep them motivated for learning. Therefore, it can be concluded that the duration of the training was not appropriate for the majority of the organization's employees to keep them motivated for learning.

Table – 4.10: The trainer defined unfamiliar technical terms and provided clear instructions for all activities.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly disagree	4	8.0	8.0	8.0
Disagree	29	58.0	58.0	66.0
Neutral	10	20.0	20.0	86.0
Agree	6	12.0	12.0	98.0
Strongly agree	1	2.0	2.0	100.0
Total	50	100.0	100.0	

SPSS – 2020 survey (descriptive Statistics) output.

According to the analysis on the table 4.10, 7(14%) of the respondents either strongly agree or agree. On the other hand, 33(66%) of the respondents either disagree or strongly disagree. The remaining 10(20%) of the respondents are neutral, which showed that they were uncertain whether the trainer defined unfamiliar technical terms and provided clear instructions for all activities or not. Therefore, the data analysis indicated that the trainers did not define unfamiliar technical terms and did not provide clear instructions for all activities during the training session.

4.8. The employees' performance

This study is to indicate the extent to which employees' training conducted by the organization under study affected the employees' performance. The findings were presented in Table 4.11, hereunder.

According to the data presented in table 4.11, "My supervisor provides me with regular feedback on my performance," 8(16%) of the respondents either strongly agree or agree. On the contrary, 31(62%) of the respondents labeled either disagree or strongly disagree. On the other hand, 11(22%) of the respondents labeled neutral, assuming that they were not even sure whether there is regular feedback or not on their performance. Therefore, it can be concluded that regular feedback on employees' performance was not provided by supervisors for most of the employees.

According to the data presented in table 4.11, "My supervisor provides me with regular feedback on my performance," 8(16%) of the respondents either strongly agree or agree. On the contrary, 31(62%) of the respondents labeled either disagree or strongly disagree. On the other hand, 11(22%) of the respondents labeled neutral, assuming that they were not even sure whether there

is regular feedback or not on their performance. Therefore, it can be concluded that regular feedback on employees' performance was not provided by supervisors for most of the employees.

The data presented in the table 4.11 for the statement "My supervisor explains to me how my job performance is measured clearly and comprehensively" showed that 8(16 %) of the respondents agreed, 8(16%) were neutral and 34(68%) of the respondents confirmed either strongly disagree or disagree. None of them confirmed they strongly agree. None of them said that strongly agree. Thus, it can be concluded that the supervisors did not explain how employees' performance was measured clearly and comprehensively for most of the employees.

The data presented in table 4.11 for the statement "I understand well, the expectations and responsibilities of my job" were labeled either agree or strongly agree by 17(34%), and 26(52%) of the respondents labeled either disagree or strongly disagree. 7(14%) of the respondents labeled neutral, assuming that they were not even sure whether they understand or not their expectations and responsibilities. Thus, the data discussed revealed that most of the employees, 26(52%), did not understand well the expectations and responsibilities of their jobs.

As per the data presented in the above table 4.11 for "I can accomplish activities without waste," 11(22%) of respondents labeled either agree or strongly agree. On the contrary, 32(64%) respondents labeled either disagree or strongly disagree. The remaining 7(14%) respondents labeled neutral, assuming that they were uncertain whether they accomplish activities without waste or not. Therefore, from the analysis, we can deduce that most of the employees of the organization accomplish their activities with waste.

According to the statement on the table 4.11 above, "I adequately complete assigned duties" 12(24%) of the respondents confirmed either strongly agree or agree. On the other hand, 28(56%) of the respondents labeled disagree. None of them confirm strongly disagree. But 10(20%) of the respondents were neutral, confirming that they were uncertain whether they adequately complete assigned duties or not. Thus, from the analysis, we can deduce that most of the respondents, 28(56%), did not complete assigned duties adequately.

Table- 4.11: The employees' performance.

Sr.no	Items		frequency	percent	valid percent	Cumulative percent
1	My supervisor provides me with regular feedback on my performance.	Strongly disagree	2	4	4	4
		disagree	29	58	58	62
		neutral	11	22	22	84
		agree	7	14	14	98
		Strongly agree	1	2	2	100
2	My supervisor explains to me how my job performance is measured clearly and comprehensively.	Strongly disagree	3	6	6	6
		disagree	31	62	62	68
		neutral	8	16	16	84
		agree	8	16	16	100
		Strongly agree	0	0	0	0
3	I understand well, the expectations and responsibilities of my job.	Strongly disagree	2	4	4	4
		disagree	24	48	48	52
		neutral	7	14	14	66
		agree	8	16	16	82
		Strongly agree	9	18	18	100
4	I can accomplish activities without waste.	Strongly disagree	2	4	4	4
		disagree	30	60	60	64
		neutral	7	14	14	78
		agree	7	14	14	92
		Strongly agree	4	8	8	100
5	I adequately complete the assigned duties.	Strongly disagree	0	0	0	0
		disagree	28	56	56	56
		neutral	10	20	20	76
		agree	11	22	22	98
		Strongly agree	1	2	2	100
6	I accomplish the responsibilities specified in my job descriptions.	Strongly disagree	2	4	4	4
		disagree	26	52	52	56
		neutral	8	16	16	72
		agree	9	18	18	90
		Strongly agree	5	10	10	100
7	I meet the formal performance requirements of the job.	Strongly disagree	1	2	2	2
		disagree	30	60	60	62
		neutral	7	14	14	76
		agree	9	18	18	94
		Strongly agree	3	6	6	100
8	I involve in activities that will directly affect my performance evaluation.	Strongly disagree	1	2	2	2
		disagree	28	56	56	58
		neutral	16	32	32	90
		agree	3	6	6	96
		Strongly agree	2	4	4	100
9	I feel that I perform my work with greater accuracy and precision.	Strongly disagree	1	2	2	2
		disagree	28	56	56	58
		neutral	12	24	24	82
		agree	8	16	16	98
		Strongly agree	1	2	2	100
10	I feel that I am committed to my work and for the organization.	Strongly disagree	0	0	0	0
		disagree	25	50	50	50
		neutral	11	22	22	72
		agree	8	16	16	88
		Strongly agree	6	12	12	100

Source: - presented data.

As per the data presented in the above table 4.11 for "I can accomplish activities without waste," 11(22%) of respondents labeled either agree or strongly agree. On the contrary, 32(64%) respondents labeled either disagree or strongly disagree. The remaining 7(14%) respondents labeled neutral, assuming that they were uncertain whether they accomplish activities without waste or not. Therefore, from the analysis, we can deduce that most of the employees of the organization accomplish their activities with waste.

According to the statement on the table 4.11 above, "I adequately complete assigned duties" 12(24%) of the respondents confirmed either strongly agree or agree. On the other hand, 28(56%) of the respondents labeled disagree. None of them confirm strongly disagree. But 10(20%) of the respondents were neutral, confirming that they were uncertain whether they adequately complete assigned duties or not. Thus, from the analysis, we can deduce that most of the respondents, 28(56%), did not complete assigned duties adequately.

For the statement presented in table 4.11, "I fulfill responsibilities specified in my job descriptions" was labeled either strongly agree or agree by 14(28%) respondents. On the contrary, 28(56%) of the respondents labeled either disagree or strongly disagree. The other 8(16%) respondents labeled neutral, assuming that they were not even sure whether they fulfill their responsibilities or not. Therefore, from the analysis, we can draw an inference that most of the employees who are 28(56%) did not fulfill responsibilities specified in their job descriptions.

According to the data presented in the above table 4.11, for the statement "I meet formal performance requirements of the job," it was labeled either strongly agree or agree by 12(24%) of the respondents. 31(62%) of the respondents labeled either strongly disagree or disagree. The other 7(14%) of the respondents labeled neutral, assuming that they were not even sure whether they meet the formal performance requirements of the job or not. Therefore, 31(62%) of the employees did not meet the formal performance requirements of the job.

The data presented in the above table 4.11, for the statement "I engage in activities that will directly affect my performance evaluation," was labeled either strongly agree or agree by 5(10%) of the respondents. On the other hand, 29(58%) of the respondents labeled either strongly disagree or disagree. The other 16(32%) of the respondents labeled neutral, assuming that they were not even sure whether they engage in the activities that will directly affect their performance evaluation or

not. Thus, we can conclude that 29(58%) of the employees did not engage in activities that can directly affect their performance evaluation.

The data presented in table 4.11, for the statement “I feel that I perform my work with greater accuracy and precision,” was labeled either strongly agree or agree by 9(18%) of the respondents. 29(58%) of the respondents labeled either strongly disagree or disagree. The other 12(24%) respondents labeled neutral, assuming that they were not even sure whether they perform their work with greater accuracy and precision or not. Consequently, more than 29(58%) of the respondents did not feel that they perform their work with greater accuracy and precision.

The data presented in the above table 4.11 for the statement “I feel that I am committed for my work and the organization” was confirmed either strongly agree or agree by 14(28%) of the respondents. On the contrary, 25(50%) of the respondents labeled disagree. None of them said strongly disagree. Whereas, 11(22%) of them labeled neutral to confirm that they are not sure whether they are committed or not for their work and the organization. Therefore, from the analysis, we can deduce that almost half of the respondents were not committed to their work and for the organization.

4.9. Level of Training and Employees’ Performance

Table - 4.12: Descriptive Statistics

Independent and response variable	Mean	Std. Deviation	N
Training need assessment	2.06	.767	50
Training Design objective of the training course	2.26	.828	50
Training content	2.42	.971	50
Training method	2.40	.833	50
Selection of trainers	2.58	1.032	50
Implementation/Training delivery	2.60	1.088	50
Learning styles	2.42	.883	50
Training material	2.38	.878	50
Employees’ performance	2.52	.863	50

Descriptive Statistics indicate that the training needs assessment documents, training Design, the objective of the training course, the selection of trainers, and employees' performance are in the level of disagree as the mean values are around the likers scale between 2 up to 2.58. The implementation/training delivery represents 2.60 means, and the responses are in neutral. A comparatively higher deviation is given by employees' performance as it has the highest standard deviation. All independent variables and employees' performance standard deviation values are high. This indicates that the respondents' answers were reliable and accurate and demonstrated the extent to which the elements of employees' training (need assessment, training design, selection of trainers, and implementation) affected employees' performance.

4.10 Correlation Analysis

Table- 4.13: Correlation Analyses

Factors		employee performance
Training need assessment documents	Pearson Correlation	.445**
	Sig. (2-tailed)	.001
	N	50
Implementation/Training delivery	Pearson Correlation	.291*
	Sig. (2-tailed)	.040
	N	50
Training Design objective of the training course	Pearson Correlation	.578**
	Sig. (2-tailed)	.000
	N	50
The selection of trainers	Pearson Correlation	.434**
	Sig. (2-tailed)	.002
	N	50

* Correlation is significant at the 0.01 level

*. Correlation is significant at the 0.05 level

According to the correlation analysis, probabilities of implementation/training delivery, training need assessment documents, and the selection of trainers are significant at 0.05%. They have a

positive coefficient of correlation, and the results indicate that there is a significant positive association between them and employees' performance. The training design objective of the training course is significant at 0.578; This is a highly positive coefficient of correlation. Therefore, the training design objective of the training course, implementation/training delivery, training need assessment documents, and the selection of trainers have a strong association with Employees' Performance.

CHAPTER FIVE

RESEARCH FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

In this chapter, the findings of the study that are obtained from the data analysis in chapter four are summarized and concluded.

5.1. SUMMARY OF FINDINGS

- ❖ 72% of the respondents are married. Thus married employees are more stable than unmarried to serve the organization for a longer time.
- ❖ Regarding the educational background of employees, 58% of the employees are first degree and second degree holders. Thus, it can be concluded that they are highly qualified and empowered with a high level of skills and knowledge.
- ❖ 40(80%) of the respondents disagree for the statement “the organization’s training need assessment documents are well organized and used”.
- ❖ 78% of the respondents disagree with the statement, “the training need assessment process was participatory.” Therefore, the study finding asserted that the training need assessment programs held by the organization were very insignificant.
- ❖ The result on the assessment of training Design and Objective of the training course showed about 38 (76%) of the respondents disagreed, for the statement “the organization delivered sufficient information about the objective of the training course.”
- ❖ According to the result of the analysis, 58% of the respondents perceived that the trainers have no sufficient knowledge to encourage participation throughout the course, to respond to participants’ needs and questions, and also to give examples and illustrations.
- ❖ Concerning Implementation/training delivery, 30(60%) of the respondents disagree with the statement “training exercise helped trainees learn and apply different types of knowledge or skill.” 31(62%) of the respondents were disagree with the statement, “the duration of the training was appropriate for the organization’s employees to keep them motivated for learning.”
- ❖ The result of the study of the organization’s employees’ performance depicted as follows:

- Regular feedback on employees' performance was not provided by supervisors as perceived by 31(62%) of the respondents.
- As 34(68%) the respondents confirmed that, the supervisors did not explain how employees' performance was measured clearly and comprehensively.
- The data discussed revealed that most of the employees, 26(52%), did not understand well the expectations and responsibilities of their jobs.
- From the data presented in chapter four, we can deduce that most of the employees of the organization accomplish their activities with waste.
- Most of the employees who are 28(56%) did not fulfill the responsibilities specified in their job descriptions. As a result, the majority of the employees, which are 56%, did not complete assigned duties adequately. Moreover, 62% of the organizations' employees did not meet the formal performance requirements of the job.
- 58% of the employees did not engage in activities that can directly affect their performance evaluation. Consequently, 58% of the respondents did not feel that they perform their work with greater accuracy and precision. Moreover, 25(50%) of the employees of the organization were not committed for their work and the organization
- From the analysis presented in chapter four, we can deduce that most of the respondents, i.e., 28(56%), did not complete assigned duties adequately.
- From the analysis depicted in chapter four, we can draw an inference that most of the employees who are 28(56%) did not fulfill responsibilities specified in their job descriptions.
- 31(62%) of the organizations' employees did not meet the formal performance requirements of the job.
- 29(58%) of the employees did not engage in activities that can directly affect their performance evaluation.
- 29(58%) of the respondents did not feel that they perform their work with greater accuracy and precision.

5.2. CONCLUSIONS

- ❖ There is no practice of training need assessment.
- ❖ Training is not designed correctly.
- ❖ Training is not executed correctly or implemented.
- ❖ Trainers are not properly selected.
- ❖ Trainers were not equipped with sufficient knowledge to train the employees.
- ❖ The Performance of the employees was inadequate due to a lack of proper training practices.

5.3. RECOMMENDATIONS

This study examined the effects of training on employees' performance, in the context of Tea Processing and Packing Factory, not only intending to fill the existing research gap in the organization, but also to convince policymakers and managers in the company about the value of training on employee's performance. Therefore, top management within the organization should realize not only the importance of investing in employees' training but also ensure the objectives and needs assessment to improve their performance and hence that of the organization.

- ❖ TPPF has to design the training program with clear goals and objectives while keeping in mind the particular needs of both individuals and the firm.
- ❖ Highly qualified employees of TPPF have to be assigned as mentors, trainers, and group leaders and other types of training programs that will be provided by the organization to facilitate and enhance employees' performance. Moreover, the organization should have to select qualified trainers to fulfill the objectives of the training programs effectively.
- ❖ The organization should have to select qualified trainers to fulfill the objectives of the training effectively.
- ❖ When designing training, and setting objectives, the management should focus on the applicability of training for actual work of the employees, and training programs also have to be designed at the knowledge gap and performance gap, level of abilities, and education of employees.
- ❖ The required training need assessment programs have to be conducted, to bridge the knowledge gap and lower performance.

- ❖ The research supports or encourages the proposition that employees who receive regular active training sessions are more able to perform well on the job by increasing the quality of work, hence achieving organizational goals and gaining competitive advantage.

Due to the difference in the training standards and policies of various industries, the study findings cannot be generalizable to other companies. Therefore, it is advisable to conduct further researches to attain reliable empirical conclusions on the effects of training on employees' performance, to fill the gap, and to suggest policy recommendations.

References

1. **Afroz, N.N.C.** (2018), Effects of Training on Employee Performance - A Study on Banking Sector, Tangail Bangladesh. Global Journal of Economics and Business – Vol.4, No. 1, 2018, pp. 111 - 124 e-ISSN 2519-9293, p-ISSN 2519-9285
Available online at [https:// www.refaad.com](https://www.refaad.com)
2. Afshan, S., Sobia, I., Kamran, A., and Nasir, M. (2012). Impact of training on employee performance: a study of the telecommunication sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business* 4, 6.
3. Amir, E. and Amen, I., (2013) 'The Effect of Training on Employee Performance,' *European Journal of Business and Management*, Vol.5, No.4, 2013.
4. Anonymous. (1998, Sept/Oct). What nonprofit organizations need to know about technology, *Nonprofit World*, 16, 38.
5. Appiah, B. (2012). The impact of training on employee performance: a case study of HFC Bank (Ghana).
6. Appiah, C. (2010). *Human Resource Strategies for International Growth*. London: Routledge.
7. Armstrong, M. (2003); *Human Resource Management practice* 8th Edition London KoganpageLtd.
8. Armstrong, M. (2010). *Armstrong's Essential of Human Resource Management Practice, A Guide to People Management*, Road London N1 9JN United Kingdom,
9. Blanche, M. T., Durrheim, K., and Painter, D. (Eds.) (2008). *Research in Practice. Applied Methods for Social Sciences*. Cape Town. University of Cape Town Press.
10. Barzegar N & shhro Z .F (2011), a study on the impact of on the job training courses on the staff performance A (case study) *social and behavioral sciences* 29 (2211):1942 1999.
11. Chiaburu, D.S., and Tekleab, A.G. (2005). Individual and Contextual Influences On Multiple Dimensions Of Training Effectiveness. *Journal of European Industrial Training*, Vol. 29 No. 8, Pp. 604-26.
12. Cole, G.A., (2002). *Personnel and human resource management*, 5th Ed. Continuum London: York Publishers.
13. Creswell, J. (2003). *Research Design Qualitative, Quantitative, and mixed*. 2nd ed. USA: SAGE publication.

14. Delaney, J.T. and Huselid, M.A. (1996), "The impact of human resource management practices perceptions of organizational performance," *Academy of Management Journal*, Vol. 39 No. 4, pp. 949-69.
15. Elnaga, A. and Imran, A., (2013), The Effect of Training on Employee Performance, *European Journal of Business and Management* www.iiste.org ISSN 2222-1905 (Paper) ISSN 2222-2839 (Online) Vol.5, No.4, 2013
16. Erixon, E., and Wahlström, N. (2016). In-service training programs for mathematics teachers nested in transnational policy discourses. *European Journal of Teacher Education*, 39(1), 94-109.
17. Explorable.com (Nov 15, 2009), Research population, retrieved June 05, 2020, from Explorable.com: [https://explorable.com/research population](https://explorable.com/research%20population).
18. Gagne, R. (1985). *The Conditions of Learning*, Fourth Edition. New York: Holt, Rinehart & Winston.
19. Gerpott, F., Lehmann-Willenbrock, N. & Voelpel, S. (2017). A phase model of intergenerational learning in organizations. *Academy of Management Learning and Education*, 16(2), 193-216.
20. Ghauri, P. & Grønhaug, K., 2005. *Research Methods in Business Studies: A Practical Guide*. 3rd Ed. London: Prentice-Hall.
21. Gordon, B. (1992). Are Canadian firms under-investing in training? *Canadian Business Economics* 1,1, 25–33.;
22. Hafeez, U., & Akbar, W. (2015). Impact of training on employees' performance (evidence from pharmaceutical companies in Karachi, Pakistan). *Business Management and Strategy*, 6(1), 49-64. <https://doi.org/10.5296/bms.v6i1.7804>
23. Halawi, A and Nada Haydar, N, (2018), Effects of Training on Employee Performance: A Case Study of Bonjus and Khatib & Alami Companies. *International Humanities Studies* Vol. 5(2), June 2018 ISSN 2311-7796 Online.
24. Huang, W., and Jao, Y. (2016). Comparison of the influences of structured on-the-job training and classroom training approaches on trainees' motivation to learn. *Human Resource Development International*, 19(2), 116-134.

25. Huselid, M.A. (1995), "The impact of human resource management practices on turnover, productivity, and corporate financial performance," *Academy of Management Journal*, Vol. 38 No. 3, pp. 635-72.

26. https://journals.lww.com/anesthesia-analgesia/fulltext/2017/11000/descriptive_statistics

27. <https://www.investopedia.com/terms/p/population.asp>

28. https://journals.lww.com/anesthesiaanalgesia/fulltext/2017/11000/descriptive_statistics_reporting_the_answers_to.48.aspx

29. <https://www.psychologytoday.com/us/blog/science-choice/201504/what-is-confirmation-bias>

30. <https://www.statisticshowto.com/target-population-definition-examples/>

31. <https://www.statisticshowto.com/sampling-frame>

32. <https://whatis.techtarget.com/definition/correlation#:~:text=Correlation%20is%20a%20statistical%20measure,increases%20as%20the%20other%20decreases.>

33. Ichniowski, C., Shaw, K. and Prennushi, G. (1997), "The effects of human resource management practices on productivity: a study of steel finishing lines," *American Economic Review*, Vol. 87 No. 3, pp. 291-313.

34. Isreal. M. and Hay. I. (2006), *Research ethics for social scientists: Between ethical conduct and regulatory compliance*, London: Sage.

35. Jaoude, H. (2015). *Labor market and employment policy in Lebanon*, European training foundation.

36. Japan International Cooperation Agency (2013). *Manual on Training Needs Assessment. Project on Improvement of Local Administration in Cambodia*. [Online] Available at http://www.jica.go.jp/project/cambodia/0601331/pdf/english/3_TNA_01.pdf Accessed May 13, 2017.

37. Kamoche, K. and Mueller, F. (1998), "Human resource management and the appropriation-learning perspective," *Human Relations*, Vol. 51 No. 8, pp. 1033-60.

38. Khan, R.A.J, Khan, F.H. & Khan, (2011), M.A. *Global Journal of Management and Business Research* Volume 11 Issue 7 Version 1.0 July 2011.

Type: Double Blind Peer Reviewed International Research Journal Publisher: Global Journals Inc. (USA) Print ISSN: 0975-5853.

39. Khan, M. (2012). The impact of training and motivation on performance of employees. IBA Business Review, 7(2), 84-95.
40. Lawler, E.E. III (1993), "Creating the high-involvement organization," in Galbraith, J.R. and Lawler, E.E.III (Eds), Organizing.
41. Leonard-Barton, D. (1992), "The factory as a learning laboratory," Sloan Management Review,
42. Mahapatro, B.B., (2010). Human Resource Management. New Age International (P) Ltd.
43. Mathis, L. R., and Jackson, H. J. (2008). Human resource management. 8th ed. West Publishing Company.
44. Mc Court, W. & Eldridge, D. (2003). Global Human Resource Management: Managing People in Developing and Traditional countries. Cheltenham, UK: Edward Elgar.
45. McGill, M.E. and Slocum, J.W. (1993), "Unlearning the organization," Organizational Dynamics, pp. 67-79.
46. Nassazi, A. (2013), EFFECTS OF TRAINING ON EMPLOYEE PERFORMANCE. Evidence from Uganda. VAASAN AMMATTIKORKEAKOULU UNIVERSITY OF APPLIED SCIENCES, 2013. International Business.
47. Noe, A.R. (2002). Employees' Training and Development. New York: McGraw-Hill 17.33. Noe, R. A., Hollenbeck, J. R., Gerhart, B., and Wright, P. M. (2008). Human Resource Management: Gaining a Competitive Advantage, 6th ed. (Boston, MA: McGraw-Hill Irwin)
48. Pfeffer, J. (1994), Competitive Advantage through People, Harvard Business School Press, Boston, MA
49. Price A, Brown Mann Clare, human resources development.
50. Purcell, J., Kinnie, N., Hutchinson, S., Rayton, B. and Swart, J. (2003). Understanding the People and Performance Link: Unlocking the Black-Box. Research Report, CIPD, London.
51. Sasidaran, S.(2018), Impact of Training on Employee Performance: A Case Study of Private Organization in Sri Lanka. IOSR Journal of Business and Management (IOSR-JBM),2018
e-ISSN: 2278-487X, p-ISSN: 2319-7668 PP 13-21 www.iosrjournals.org
52. Singh S.P., (2010), Human Resource Management, A.T.B.S. Publishers, India, J-5/6, Krishan Nagar, Delhi-110 051, (India), Phone: 22054798, 22549313, Fax: 011-22543416., E-mail: albs@bol.net.in & altbsindia@gmail.com

53. Smit, P.J., and de Cronje, G.J. (2003). Management principles. South Africa: Juta.
54. Sultana, A., Irum, S., Ahmed, K. & Mehmood, N. (2012). Impact of Training on Employee Performance: A Study of Telecommunication Sector in Pakistan. *Interdisciplinary Journal of Contemporary Research in Business*, 4 (6), 646-661.
55. Swart, J., Mann, C., Brown, S. and Price, A. (2005), *Human Resource Development: Strategy and Tactics*, Elsevier Butterworth-Heinemann Publications, Oxford.
56. Tahir, I. (2014). The Impact of Training and Development on Employees Performance and Productivity. *International Journal of Academic Research in Business and Social Sciences* , 86-98.
57. Tyson, S., and York, A The Asia Foundation, (2009). Training Needs Assessment Report. National Library of Vietnam. (2000). *Essentials of HRM*. 4th edition.
58. Williams, L.J., and Anderson, S.E. (1991). Job satisfaction and organizational commitment as predictors of organizational citizenship and in-role behaviors. *Journal of management*.
59. World Bank (2011). *The challenge of informality in the Middle East and North Africa*. Washington: World Bank.
60. Wright, P. and Geroy, D.G. (2001), "Changing the mindset: the training myth and the need for world-class performance," *International Journal of Human Resource Management*, Vol. 12 No. 4, pp. 586-600.
61. Yasin, M. & Gomes, F. (2010). Performance management in service operational teams, organizations, and society. *Annual Review Psychology*, 60(1), 451

APPENDIX A

A. Time Schedule of the Study

Sr. No	Activities	Schedule										
		November, 2, 2019	November, 29, 2019	December, 20, 2019	Dec. 30-Jan 4, 2020	January, 10, 2020	January, 17, 2020	January 31, 2020	Februry, 21, 2020	April, 3, 2020	May, 11-16, 2020	June 1, 2020
1	Production of first draft partial thesis proposal & submitted to the advisor											
2	Submission of first draft full thesis proposal to an advisor											
3	Submission of final proposal to program units											
4	Proposal defense											
5	Proposal Modification											
6	Pretesting the data collection instrument & full-scale data collection											
7	Data cleaning finding and analysis, interpretation and discussion of results											
8	Summary, conclusion and recommendation research limitation and areas of future research											
9	Final write up and submission of final document 1, two hard copies signed by advisors & soft copy in CD											
10	Thesis Defense period											
11	Submission of final thesis booklet to program units											

B. Budget Schedule of the Study

B.1. Travel and others

Items	Total cost in Birr
Travel costs	1000
Lunch	1000
Contingency 10%	200
Total	2200

B.2. Stationery and service

Items	Unit of measure	Quantity	Total cost in Birr
Stationery Materials	Packages	Overall	600
Secretarial service		overall	1670
Subtotal			2270
Contingency 10%			227
Grand Total			2497

Total Budget Estimated = Birr 4697.00

APPENDIX B:

Questionnaire

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

GRADUATE PROGRAM

MASTERS IN HUMAN RESOURCE MANAGEMENT

Questionnaire for TPPF Employees

This questionnaire is designed to request information for purely academic purposes. This is to enable the researcher, **Yewondwosen Biruk**, a final year student of Addis Ababa University School of Commerce to complete his thesis on the topic; **Effects of Training on Employee Performance in TPPF Employees**; in pursuance of Master of Human Resource Management Degree. I would like to thank you in advance for your co-operation and for scarifying your valuable time.

N.B: 1. You don't need to write your name. 2. All information given would be treated with at most confidentiality.

Part 1, Basic demographic data.

Please fill in the blanks, and put this mark (✓) to indicate your choice for these items that have alternative responses.

1. Sex: ☐.Female ☐. Male

2. Age: Which of the following age categories do you belong to? Below 21years ☐.From 21 – 30 ☐.From 31 – 40 ☐.From 41 – 50 ☐.From 51 – 65 ☐

3. Marital status: Single ☐. Married ☐. Separated ☐. Widowed ☐. Divorced ☐

4. Educational background:

A. Certificate and below ☐.Diploma ☐.

B. B.A/ B.Sc ☐. M.A. /M.Sc. Ph.D ☐.

5. **Please indicate your position**, in your organization

Junior level ☐; Middle-level management member ☐; Top-level management member ☐.

Professional employee ☐.

6. How long have you been working with Tea Processing and Packing Factory?

Part 2:

The following set of statements describes your general feelings towards employee training and performance.

Please Tick (✓) on one of your answers, and there are no right or wrong answers.

Questions/descriptions: Strongly agree, Agree, Neutral, Disagree, Strongly Disagree

No	Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1	Training need assessment					
1.1	Training need assessment documents are well organized and used					
1.2	Training need assessment process was participatory					
2	Training Design objective of the training course					
2.1	I was given sufficient information on the objectives of the training course before my arrival					
2.2	The objectives of the training were coherent with my needs.					
2.3	The objectives of the course were achieved					

	Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
3	Training content					
3.1	The topics covered were relevant to me					
3.2	The content was organized and easy to follow.					
3.3	I consider that the training programs are designed at the level of abilities and education of employees					
3.4	I received updated training which is required for my position					
4	Training method					
4.1	I found the different training methods listed below to be relevant and of good quality: a) Lectures					
4.2	b) Group discussion					
4.3	c) Review and revision					
5	The language used in the training sessions was easy to understand.					
6	Selection of trainer					
6.1	Trainers have sufficient knowledge					
6.2	The training staff encouraged participation throughout the course					
6.3	The training staff was responsive to participants needs and questions					
6.4	The trainer used practical examples and illustrations					

No	Description	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
7	Implementation/Training delivery					
7.1	The training exercise best help trainees learn and apply different types of knowledge or skill.					
7.2	I consider that duration of training is appropriate to keep me motivated for learning					
7.4	The trainer defined unfamiliar technical terms and provided clear instructions for all activities.					
8	Learning styles					
8.1	The practical activities of the training and teaching methods were effective					
8.2	The training session is flexible and includes variety of energizers					
8.3	The training program I received accommodates different learning styles					
9	Training material					
9.1	I assume the material, handouts and/or activities useful to the training provided to me are adequate.					
9.2	The materials distributed were helpful					

Part 3

Questionnaire on employee performance

No	Questions or descriptions	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
		1	2	3	4	5
1	My supervisor provides me with regular feedback on my performance.					
2	My supervisor explains to me how my job performance is measured clearly and comprehensively.					
3	I understand well, the expectations and responsibilities of my job.					
4	I can accomplish activities without waste.					
5	I adequately complete the assigned duties.					
6	I accomplish the responsibilities specified in my job descriptions.					
7	I meet the formal performance requirements of the job.					
8	I involve in activities that will directly affect my performance evaluation.					
9	I feel that I perform my work with greater accuracy and precision.					
10	I feel that I am committed to my work and the organization.					