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**The Effect of Training & Development practice on employee job Performance
in the case of Jay Jay Textile PLC**

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THE EFFECT OF TRAINING & DEVELOPMENT PRACTICE ON EMPLOYEE JOB PERFORMANCE IN THE CASE OF JAY JAY TEXTILE PLC

BY

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DECLARATION

I hereby declare that the thesis work entitled “**The Effect of Training & Development practice on employee job Performance in the case of Jay Jay Textile PLC**” submitted for the award of the Master of Art in Human Resource Management at Addis Ababa University, is original work and it hasn't been presented for the award of any other Degree, Diploma, Fellowship or other similar titles of any other university or institution.

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CERTIFICATE

This is to certify that the thesis entitled: “**The Effect of Training & Development practice on employee job Performance in the case of Jay Jay Textile PLC**”, submitted in partial fulfillment of the requirements for the MA in HRM program of the Postgraduate Studies, and is a record of original research carried out by Samrawit Hailu, under my supervision, and no part of the thesis has been submitted for any other degree or diploma. The assistance and help received during the course of this investigation have been duly acknowledged. Therefore, I recommend it to be accepted as fulfilling the thesis requirements.

Name of Advisor

Signature

Date

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TABLE OF CONTENTS

DECLARATION	iii
CERTIFICATE	iv
ACKNOWLEDGEMENT	v
TABLE OF CONTENTS.....	vi
LIST OF TABLES	ix
LIST OF FIGURE.....	x
LISTS OF ACRONYMS	xi
ABSTRACT.....	xii
CHAPTER ONE INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statements of Problem	2
1.3. Research Questions	4
1.4. Objectives of study	5
1.4.1 General objective	5
1.4.2 Specific Objectives	5
1.4. Significance of Study.....	5
1.5. Scope of the Study	5
1.7. Definition of Terms.....	6
1.8. Organization of the Study	7
CHAPTER TWO	7
RELATED LITERATURE REVIEW	7
2.1. Review of Theoretical Literature	7
2.1.1. The Concept of Human Resource Development	7
2.1.1.1. The Concept of Training	8
2.1.1.2. Development	9
2.1.2. Human Resource Development Process	9
2.1.2.1. Setting overall Human Resource Development Policy and Strategies	10
2.1.2.2. Identifying Employees Development Needs	11
2.1.2.3. Design Human Resource Development Programs.....	12
2.1.2.4. Implement HRD Program	13
2.1.2.5. Evaluating Training and Development program.....	14

2.1.3. Theoretical Framework of HRD	15
2.1.3.1. Knowledge Based Theory.....	15
2.1.3.2. Human Capital Theory.....	16
2.1.3.3. Psychological Theory of Human Resource Development	17
2.2. Empirical Review.....	17
2.3. Conceptual Framework	22
Figure 2.1 Conceptual Framework	22
2.4. Gaps in Literature	23
CHAPTER THREE	24
RESEARCH DESIGN AND METHODS	24
3.1. The Study Setting.....	24
3.2. Research Design.....	24
3.3. Research Approach	25
3.4 Data Types and Sources.....	25
3.5. Population and Sample Design	25
3.5.1. Target Population.....	25
3.5.2. Sample Size.....	26
3.5.3. Sampling Technique	26
3.6. Data Collection Instrument	26
3.7. Reliability and Validity.....	27
3.7.1 Instrument Validity	27
3.7.2 Instrument Reliability	27
3.8. Data Analyzing Method.....	28
3.9. Model Specification.....	29
3.10. Ethical Consideration.....	29
CHAPTER FOUR.....	30
DATA PRESENTATION AND ANALYSIS	30
4.1 Response Rate.....	30
4.2 Demographic Profile of Respondents	30
4.3. Demographic Analysis in relation to taking training and development	33
4.4. Assessments of the Training Practices.....	34
4.4.1. Training Needs Assessment Practice	34

4.4.2. Assessments of Training Program Design Practices	36
4.4.3. Assessments on the Company Training Delivery Methods	39
4.4.4. Training Program Evaluation Practice	40
4.4.5. Respondents View on Employees' Performance	42
4.5. Regression Analysis	43
4.5.1 Assumptions/Diagnostic Test for Multiple Linear Regressions	43
4.5.1.1. Multicollinearity Test	43
4.5.1.2 Homoscedasticity	43
4.5.1.3. Linearity	44
4.5.1.5. Normality	45
4.5.2 Analysis of Regression Results	45
4.5.2.1. The Multiple Coefficient of Determination (R^2)	45
4.5.2.2. ANOVA Interpretation	46
4.5.2.3. Regression Coefficients	47
4.6. Challenges of Training and Development Practices	49
4.7. Discussion of Findings	51
CHAPTER FIVE	53
CONCLUSIONS AND RECOMMENDATIONS	53
5.1. Summary of finding	53
5.2. Conclusion	55
5.3. Recommendation	56
5.4. Areas of Future Research	57
References	58
Appendix I: Questionnaire	64
Appendix II: Interview Guide	67

LIST OF TABLES

Table 3.1: Reliability Test Result.....	28
Table 4.1: Response Rate.....	30
Table 4.2 Demographic profile of the respondent	31
Table 4.3: The frequency of training program taken per year	33
Table 4.4: Descriptive statistics result interpretation guide.....	Error! Bookmark not defined.
Table 4.5: Training Needs Assessment Practice.....	35
Table 4.6: Training Program Design Practices	37
Table 4.7: Assessments on The Company Training Delivery Methods	39
Table 4.8: Training Program Evaluation Practice.....	41
Table 4.9: Respondents view on Employees' performance.....	42
Table 4.10: Multicollinearity test for the Study Variables	43
Table 4.11: Breusch-Pagan for Heteroscedasticity.....	44
Table 4.12: Durbin-Watson Test for Autocorrelation.....	Error! Bookmark not defined.
Table 4.13: Model Summary	45
Table 4.14: ANOVA.....	46
Table 4.15: Regression Coefficients	47

LIST OF FIGURE

Figure 2.1 Conceptual Framework	22
Figure 4.1: Studentized residual scatter plot for Linearity Test.....	44
Figure 4.2: Normal P-P Plot of residual for dependent variables	45

LISTS OF ACRONYMS

CRM	Customer Relation Management
HR	Human Resource
HRM	Human Resource Management
HRMP	Human Resource Management Practice
HRP	Human Resource Planning
ICT	Information Communication Technology
IT	Information Technology
OLS	Ordinary Least Square
OP	Organizational Performance
PA	Performance Appraisal
T&D	Training and Development
TDNA	Training and Development Need Assessment

ABSTRACT

This study investigates the impact of employee training and development practices on employee performance at Jay Jay Textile PLC. The primary objective was to assess the current training practices within the company, including training needs assessment, program design, delivery methods, and evaluation practices, and to determine how these practices influence employee performance. A mixed-methods approach was employed, combining descriptive and explanatory research designs through surveys and semi-structured interviews. A sample of 219 employees was selected using simple random sampling from a target population of 8,689 staff members. Quantitative data were analyzed using statistical methods in SPSS, while qualitative data were analyzed using thematic analysis. Findings revealed moderate effectiveness in training needs assessment and program design, with significant gaps identified in training evaluation practices. The regression analysis indicated a strong positive relationship between training practices and employee performance, with training methods and program design having the most significant impact. The study also highlighted critical challenges, such as inadequate follow-up support, lack of clear training objectives, and misalignment between training and job requirements. The study suggests that improving the training evaluation process, setting SMART objectives, and addressing existing gaps would enhance the effectiveness of training and boost employee performance at Jay Jay Textile PLC.

Key Words: *Human Resource, Training, Development, Human Resource Development (HRD), Jay Jay Textile PLC,*

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

In today's world where competition among different organizations is very strong, employees play crucial role in order to cope up with this stiff competition. Organizations not only compete for customers, but also compete for employees as human factor has been emerged as the most important sources of competitive advantage for an organization. Trained human resources are keys to maintaining a competitive advantage (Noe, 2020). Hence, development of human resources is the main measures to bring employee performance through training and development of work-related knowledge, skill and expertise of the organization human resources (Yahuza & Suleiman, 2024).

Training refers to “the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily” (Robinson & Miller, 2021). Staff development on the other hand is the improvement of the employees' competences for future environmental demands and adaptability. Development is a long-term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose (Aktar, 2023).

Organizations can ensure the capability and competency of their employees by bringing in human resource development practice to their system (Johnson & Brown, 2021). Emphasis on human resource development results in several positive individual and organizational outcomes such as higher performance, high quality individual and organization problem solving, enhancing career plans and employability, sustainable competitive advantage, higher organizational commitment and enhancing organizational retention. To accomplish this undertaking, organizations will need to invest resources to enhance employee knowledge, skills and competencies. However, ineffective HRD practice can bring many problems such as reduced employees' enthusiasm to learn and apply new skills, decreased employee productivity, low morale, and higher employee turnover (Robinson & Miller, 2021).

The training and development of employees is an issue that has to be faced by every organization. The amount and quality of training carried out varies enormously from one organization to another. This is true regardless of the type of organization, government, business, education, health, recreation or social action. Getting and keeping good people is

critical to the success of every organization (Yahuza & Suleiman, 2024). This is particularly true for skilled-based industries like manufacturing industry (Aktar, 2023). The quality of products and services in the manufacturing industry both depend upon the quality of human resources, which needs continuous and multiple-skill training. Training helps a great deal in the acquisition of new technical knowledge and skills in the different aspects of production to provide quality products to the customers (Noe, 2020). Thus, to attain such human resources, there must be emphasis on developing and nurturing a strategy-based on human resource development practices in the manufacturing industry (Yahuza & Suleiman, 2024).

Jay Jay Textile PLC, a key player in Ethiopia's textile and garment industry, operates in a rapidly evolving sector characterized by technological advancements, stringent quality standards, and global market competition. To remain competitive, the company must ensure that its employees are equipped with the skills required to meet the demands of the industry. Training and development practices, therefore, play a pivotal role in enhancing employee performance, productivity, and job satisfaction within the organization.

Despite the acknowledged importance of training and development, many organizations, including Jay Jay Textile PLC, face challenges in designing and implementing effective programs that align with organizational goals and employee needs. Issues such as inadequate training resources, lack of alignment with job requirements, and limited follow-up on training outcomes can hinder the potential benefits of these initiatives.

This study aims to examine the effect of training and development practices on employee job performance at Jay Jay Textile PLC. By analyzing the current practices, identifying gaps, and evaluating their impact on employee performance, the research seeks to provide insights that can inform the design of more effective training and development strategies. Ultimately, the study will contribute to the understanding of how investment in employee development can enhance organizational success in the context of Ethiopia's textile industry.

1.2. Statements of Problem

Human resources are considered one of the most valuable resources any organization can have because they are considered the 'engine' of services and sustainability (Delery & Gupta, 2016). The textile industry is uniquely dynamic, competitive, and technical industry in Ethiopia, and being a service-based industry, it relies much more on human capital than any other resource for its growth and advancement (Ahmed & Yohanna, 2021). Training and

development are vital strategies for improving employee performance, yet many organizations struggle with implementing effective programs that meet both organizational and employee needs.

Although it is believed that when employees are trained or undergo developmental programs in the organization, there is likely to be improved performance in the employees' work attitude and behavior. However, the effect of training and career development on employees' performance is inconclusive. A study by Khan (2011) to establish the impact of training and development on employee performance established that training and development, on the job training, training design, and delivery style positively affected employee performance. Similarly, Imran and Tanveer (2015) study to establish the impact of training & development on employees' performance in banks of Pakistan established that training and development positively impacted on their work quality and quantity, job knowledge, as well as functional skills, and their motivation and loyalty and this was either strongly or moderately linked to their performance.

In contrast, the results of Al-Adwan (2012) and Dahie (2016) show no statistically significant relationship between employee performance and training and development. Thus, while the evidence from the literature does not clearly refute context-dependent findings, it is still complicated to ascertain at best the type and extent of training and development effects on performance, given the clouds of discrepancies, without a multitude of datasets from different contexts over time (Owino and Francis, 2019).

Regarding the literature gaps identified, the researcher was able to realize that even if a lot of attention has been given in exploring the practices and challenges of training and development within context of manufacturing industry, there has been little evidence to prove the impact of training and development on employee performance in textile companies in Ethiopia. There are researchers such as Alene (2020); Beyene (2018); Amlaku (2010); Getahun (2007), and Tazebachew (2001) who conducted research in the area of human resource development in manufacturing sectors. However, none of these researchers examine the effect of training and development on employee performance. More so, the adoption of human resource development programs is highly determined by the actual situation of a specific organization. Also, the review of previous literature revealed that there are no studies concerning the training development practices in context of textile company in general and Jay Jay Textile PLC in particular.

At Jay Jay Textile PLC, there is growing concern about the alignment of training and development practices with employee performance outcomes. Preliminary observations suggest that despite the company's efforts to provide training, challenges persist in translating these initiatives into improved job performance. Common issues include the lack of systematic needs assessments, insufficient training resources, limited employee engagement during training programs, and inadequate evaluation of training outcomes. These shortcomings may result in employees not acquiring the skills and knowledge necessary to perform effectively in their roles.

Furthermore, the textile industry in Ethiopia faces constant changes, including technological advancements, increased competition, and shifting consumer demands. In this dynamic environment, employees must continuously update their skills to meet evolving job requirements. However, ineffective training programs may leave employees unprepared to address these challenges, leading to decreased productivity, low job satisfaction, and high employee turnover.

This study seeks to address these gaps by examining the effect of training and development practices on employee job performance at Jay Jay Textile PLC. The research aims to identify the strengths and weaknesses of the current training practices, explore their impact on employees' performance, and provide recommendations for improving training and development strategies to enhance employee efficiency and organizational success.

1.3. Research Questions

Based on the aforementioned problems the study is framed to answer the following research questions.

- 1) What are the current training and development practices implemented at Jay Jay Textile PLC?
- 2) How do employee training and development practices affect employee performance at Jay Jay Textile PLC?
- 3) What challenges are faced in designing and implementing effective training and development programs at Jay Jay Textile PLC?

1.4. Objectives of study

1.4.1 General objective

The general objective of the study is to examine the effect of training and development practices on employee job performance in the case of Jay Jay Textile PLC.

1.4.2 Specific Objectives

The specific objectives of this study are-

- 1) To assess the current training and development practices implemented at Jay Jay Textile PLC.
- 2) To investigate the effect of employee training and development practices on employee performance.
- 3) To identify the challenges faced in designing and implementing effective training and development programs at Jay Jay Textile PLC.

1.4. Significance of Study

The study would provide vital information to the Jay Jay Textile management on the current practices of employees training and development and its effect on the performance of employee. Hence, the findings of this study may contribute to the company top, middle, and supervisory managements will able to get an insight to understand the gaps in company current practices of employees training and development. This in turn will help the company to revisit which employees training and development dimensions and components should require improvement that in turn help the company to design practical strategies on how to take appropriate improvement action that might facilitate the performance of the employees.

More so, the study would be important to researchers and future scholars as it would provide empirical literature on human resource development practices in financial industry context. In addition, the study would suggest areas for further research where future scholars can carry out research on the area.

1.5. Scope of the Study

The scope of this study is defined in terms of subject (theme), geography, methodology, and time. The primary focus of this research is to examine the effect of training and development practices on employee job performance, with a specific case study of Jay Jay Textile PLC. While numerous factors can influence employee performance, this study is limited to analyzing the role of training and development practices.

Geographically, the study is confined to Jay Jay Textile PLC's operations in Addis Ababa, specifically within the Bole Limi Industrial Park. Established in 1971 by Indian investors, Jay Jay Textiles has since expanded into an international organization with factories in India, Sri Lanka, Bangladesh, and Ethiopia. In Ethiopia, the company operates seven production blocks (02, 03, 07, 08, 09, 21, and 22) at Bole Limi Industrial Park.

Methodologically, the study adopted a mixed research approach, employing descriptive and explanatory research designs. Data will be collected through a structured survey questionnaire and semi-structure interview to gather insights from employees and management. In terms of time, the study utilized cross-sectional data collected from the current employees of Jay Jay Textile PLC at Bole Limi Industrial Park. This approach ensures that the research captures a snapshot of the current practices and their impact on employee performance.

1.7. Definition of Terms

The study mainly includes the following key operational terms.

Training: the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily

Development: is a long-term education process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose (Armstrong, 2010).

Employee performance: refers to the degree of an achievement to which an employee fulfills the organizational mission at workplace (Cascio, 2006).

Human Resource Development (HRD): is planned and continuous process of helping employees to become better at their tasks, knowledge and experiences through training, education and development programs (Saraswathi, 2010).

1.8. Organization of the Study

The study is organized into five chapters. Chapter one discusses the introduction part. It contains the background to the research study, presents the statement of problem, and research objectives. Also, the chapter has the significance, scope, and limitations of the study. Chapter two contain theoretical review, empirical review of previous studies and conceptual framework of study. Chapter three discuss the research methodology. Chapter four discuss about the data analysis and interpretation of the outputs. Chapter five present the summary of the finding, conclusions, recommendations and further research suggestions.

CHAPTER TWO

RELATED LITERATURE REVIEW

This chapter provides a review of relevant literature, focusing on theoretical, empirical, and conceptual frameworks critical to the research inquiry. The first section offers a conceptual review of the study variables, laying a strong foundation for the research. Topics covered in this chapter include an overview of Human Resource Development (HRD), the process and key components of HRD, and HRD practices in technology companies. Subsequently, fundamental theories related to HRD are explored. The chapter also includes a concise summary of previous studies related to the research topic. Finally, the literature review addresses the key study variables, as outlined in the conceptual framework.

2.1. Review of Theoretical Literature

2.1.1. The Concept of Human Resource Development

To begin, it is crucial to understand the concept of Human Resource Development (HRD). Numerous authors have defined HRD in various ways, and this section explores several of these definitions.

Singh (2012) describes HRD as a process that leverages the talents and energies of employees within an organization, emphasizing its critical role in achieving the organization's vision and goals. It involves enhancing the knowledge and capabilities of individuals within a specific organizational context. On a broader scale, Singh highlights that HRD, in a national context, is the continuous process of equipping individuals from different groups with new knowledge to foster self-reliance.

Similarly, McLean (2001) defines HRD as any process or activity, whether short- or long-term, that aims to enhance employees' work-related knowledge, expertise, productivity, and overall satisfaction, contributing to personal, organizational, community, and national development.

Another widely accepted definition is provided by Mondy and Noe (1990), who describe HRD as a planned and ongoing process designed to improve employees' task performance, knowledge, and experience through structured programs such as training, education, and development. Their definition highlights HRD as a deliberate and continuous organizational effort to benefit both the organization and its employees by enhancing skills and fostering professional growth.

In summary, and aligning with Mondy and Noe's (1990) definition, which is adopted for this study, HRD is understood as a planned and ongoing initiative aimed at improving employees' skills, knowledge, and experience through systematic training, education, and development programs.

2.1.1.1. The Concept of Training

Training has been widely discussed and defined by various scholars. In its broadest sense, training refers to a structured process aimed at developing the attitudes, knowledge, and skills required for an individual to perform a specific job or task effectively. This definition underscores that training primarily focuses on enhancing the capabilities of employees and managers.

According to recent studies, training is the process of building expertise and knowledge in individuals through a planned approach that seeks to alter attitudes, behaviors, and skills to achieve effective performance in specific activities (Swanson & Holton, 2019). Training programs are designed to provide employees with the skills, techniques, and methodologies necessary for successful employment and career advancement.

Another perspective defines training as an interactive process where an expert transfers specific knowledge and skills to a learner, enabling improved performance in their current role (McNamara, 2018). Additionally, training has been described as a deliberate organizational effort aimed at facilitating employees' acquisition of job-related competencies, aligning with organizational goals (Noe et al., 2017).

In summary, this study adopts the definition proposed by Armstrong (2010), which frames training as a systematic and planned modification of behavior through learning programs, activities, and instruction. This approach equips individuals with the knowledge, skills, and competencies required to perform their work effectively.

2.1.1.2. Development

Development has been interpreted and defined in various ways by different scholars. At its core, development signifies a transition or transformation from one state to another, typically involving learning and growth. It reflects a process of advancement that enhances the overall well-being of individuals or organizations. For example, development can be viewed as a systemic improvement that incorporates all facets of a person or organization, aiming to optimize potential and capabilities beyond immediate job requirements (Anderson, 2019).

According to modern definitions, development involves diverse learning experiences through which individuals or groups acquire enhanced knowledge, skills, values, or behaviors. Its impact is often gradual and long-lasting, reflecting an evolving process that supports individuals in progressing from their current levels of understanding and competence to a future state requiring higher-level skills and expertise (Harrison & Smith, 2021). Development programs often prioritize personal growth through experiential learning and planned development strategies.

Furthermore, the ultimate goal of development initiatives is to create conditions that enable individuals to operate at levels that enhance both their personal effectiveness and organizational success (Taylor & Meyer, 2020). For this research, development is defined in line with Harrison & Smith's (2021) perspective as "a series of learning experiences that allow individuals and groups to acquire improved knowledge, skills, values, or behaviors."

2.1.2. Human Resource Development Process

Human Resource Development (HRD), like many other personnel management activities, is most effectively conceptualized as a structured process comprising several interrelated phases or components. This process typically begins with a continuous analysis to assess and understand the scope and nature of an organization's employee development needs. Once these needs are identified, an employee development plan can be created, outlining the overall objectives, program priorities, resource allocation, and details about who will be trained, by whom, and when (Taylor & Lopez, 2020).

Each trainee is matched with an appropriate training opportunity, which may take place within the organization or externally, either on the job or in an off-site setting. As the program is developed, careful attention is given to defining instructional objectives, selecting suitable program content, and determining the most effective delivery methods or training techniques. After planning, the training program is implemented. The final step in the process involves evaluating the program to measure its effectiveness and identify areas for improvement.

A generic HRD framework has been developed by various scholars to capture this process comprehensively. For this study, the HRD framework outlined by Smith and Carter (2019) is adopted. This framework consists of five key phases: establishing HRD policies and strategies, identifying development needs, designing the HRD program, implementing the program, and evaluating its outcomes.

2.1.2.1. Setting overall Human Resource Development Policy and Strategies

A well-formulated Human Resource Development (HRD) policy is crucial in facilitating the effective implementation of employee training and development initiatives. When designing a training program, it is essential to assess whether the organization has an established training policy in place. Training and development programs should align with and be developed as part of the organization's overarching training policy. These policies represent the organization's commitment to employee development and are articulated through the rules and procedures that govern the standards and scope of training activities (Johnson & Brown, 2021).

Training policies serve several purposes: they provide a framework for those responsible for planning and executing training programs, ensure that resources are allocated to priority areas, promote equal opportunities for training across the organization, and inform employees about the training and development opportunities available to them.

When creating HRD policies, management must first determine the desired contribution of training initiatives toward achieving the organization's objectives. In organizations where management-by-objectives systems are in place, the training policy is often closely integrated with the company's overall corporate strategy. While the specifics of training policies can vary significantly between organizations, they are typically influenced by factors such as the

business objectives, management's perspectives on training, identified organizational training needs, company size, labor market conditions, existing policies and practices, the capabilities of the training staff, and the resources allocated to training (Smith & Taylor, 2020).

Training and development strategies, which involve learning-focused actions, are essential to helping organizations achieve their business goals. These strategies are highly variable, as they depend on the organization's industry, goals, resources, and capabilities. An effective strategy is one that provides a clear direction and facilitates purposeful action to achieve desired outcomes. Training and development strategies should not operate in isolation; instead, they must be embedded within and aligned with the organization's overall strategy (Anderson & Carter, 2022).

2.1.2.2. Identifying Employees Development Needs

Once the overall HRD policy, strategies, and objectives have been established, the next phase in the HRD process is to identify development needs. It is essential to conduct a training needs assessment (TNA) periodically to determine the current training needs, evaluate employees' knowledge and skills, and assess the effectiveness of training programs. TNA helps identify discrepancies between actual and desired performance, highlighting areas that are crucial to the organization and can be addressed effectively and efficiently through training. This process addresses several key questions: (i) Is there a performance gap or potential performance issue? (ii) Is the gap important to the organization? (iii) Can the issue be resolved through training? and (iv) training the most cost-effective solution available? (Robinson & Miller, 2021).

Training needs assessment is the process of determining whether a training need exists, and if so, identifying what training is necessary to close the gap. The TNA process typically involves gathering data through surveys, interviews, observations, secondary data, or workshops. The difference between the current situation and the desired outcomes may reveal issues that can be translated into training needs. The purpose of TNA is to ensure that training addresses actual problems, aligns with organizational goals, and is delivered in a cost-effective manner (Taylor & Scott, 2020).

HRD programs are used to address specific needs within an organization, which could be due to existing issues, such as poor employee performance, or new challenges that necessitate operational changes. Training needs reflect the gap between the requirements of a particular

job and the current performance level of the employees (Greenwood & Hartley, 2019). According to recent studies, analyzing training needs for new employees involves understanding the job's responsibilities and breaking them down into sub-tasks, each of which is then taught to the new hire (Williams & Roberts, 2020).

The ability to identify areas where training can significantly contribute to organizational success is vital. This process is referred to as "gap analysis," where the difference between actual and required performance is evaluated. Generally, needs assessment should diagnose current issues and future challenges that can be addressed through training and development.

Needs assessment is foundational to the design of any training and development program. It serves as the basis for determining instructional objectives, designing training programs, implementing them, and evaluating their effectiveness. This cycle begins with needs assessment and continues as part of an ongoing process. The primary goals of needs analysis are to identify: (i) the needs that exist; (ii) their significance to the organization; (iii) how the needs emerged; (iv) how they were defined; (v) the best methods to address them; and (vi) the prioritization of these needs (Johnson et al., 2021).

2.1.2.3. Design Human Resource Development Programs

Once training and development needs are identified, the next step is designing the training program. This process involves creating a detailed plan to address the gap between current employee capabilities and the desired skills. The training design process follows a systematic approach, ensuring that training objectives align with business needs while maintaining flexibility (Bauer & Erdogan, 2020).

Effective training programs must be tailored to specific objectives, which are essential for measuring the success of the training. These objectives can include factors such as quantity, quality, timeliness, and cost savings, and should be clear, measurable, and directly linked to the desired learning outcomes (Salas & Cannon-Bowers, 2018). To ensure effective learning, training design should consider learner characteristics, instructional strategies, and how to facilitate the transfer of training from the classroom to the workplace (Mathis & Jackson, 2011).

Training programs can vary in their methods and focus, but typically aim to enhance employees' job-related skills, foster leadership abilities, encourage innovative thinking, and improve problem-solving skills (Meister, 1998). Many organizations are now leveraging

technology to deliver training programs, allowing for real-time, accessible learning opportunities that align with both employee and organizational needs (Garger, 1999).

The design process typically involves two key components. First, **setting objectives**, which define the desired outcomes of the training; ensuring employees acquire the necessary skills, knowledge, and competencies to meet both current and future organizational demands (Armstrong, 2009). These objectives must be specific, measurable, and time-bound (Werther & Davis, 1996). Second, **developing content**, which requires aligning the training materials with the organization's operations, budget, and overall philosophy. Designers must identify the key topics to be covered, organize them logically, and focus on essential skills and concepts (Rothwell & Kazanas, 1998). This process ensures the training is structured to enhance learning and retention, covering job-specific knowledge, human aspects like motivation, and organizational skills such as communication and record-keeping (Goel, 1993).

2.1.2.4. Implement HRD Program

Implementing a Training and Development (T&D) program involves putting the designed training into practice and ensuring that it meets the established objectives. The trainer's responsibility is to ensure that the training aligns with the goals, addresses the identified gaps in knowledge, skills, and attitudes, and is tailored to the target audience (Bauer & Erdogan, 2020). Various training methods are available, and the choice depends on factors like the training objectives, material, and available resources (Noe, 2017). Key considerations include the trainees' roles, the cost, time constraints, and whether the training will take place on or off the job.

On-the-job training (OJT) occurs within the actual work environment, where employees learn by performing their regular tasks under the guidance of a more experienced worker or supervisor (Gomez-Mejia et al., 2007). OJT is cost-effective and ensures immediate application of learned skills, making it an ideal method for specific job tasks. However, limitations include potential distractions, safety concerns, and the risk of disrupting production or customer service (Harris & Desimone, 1994). To overcome these issues, a combination of on-the-job and off-the-job methods may be employed.

Off-the-job training, conducted outside the workplace, offers a distraction-free environment conducive to focused learning. It accommodates a larger group of trainees and allows for

more interactive methods like lectures, discussions, role-playing, and simulations (Harris & Desimone, 1994). However, the challenge with off-the-job training is ensuring that the learning can be transferred back to the job, and it often involves higher costs for facilities and equipment (Decenzo et al., 2002).

Effective training delivery depends largely on the trainer's ability to create a conducive learning environment. This includes controlling for distractions, ensuring proper seating arrangements, and managing the physical environment (Harris & Desimone, 1994). Trainers should also stimulate trainees' interests, present content clearly, and follow up with assessments and encouragement to ensure that the learning objectives are met (Pigors & Myers, 1981). Additionally, careful planning regarding timing, venue, and equipment is crucial to successful program implementation (Cowling & Mailer, 1998).

2.1.2.5. Evaluating Training and Development program

Evaluating a training and development program is the final phase in the employee development process, and it is critical to ensuring its success. A good training program typically begins with identifying training needs and concludes with an evaluation to assess its effectiveness (Gopal, 2009). The purpose of training evaluation is to determine whether employees can apply their newly acquired skills and knowledge to their daily tasks (Nagar, 2009).

Evaluation is commonly defined as a systematic process used to assess the value or effectiveness of a program. According to Phillips (1991), evaluation involves determining the worth or meaning of something, while Holli and Colabrese (1998) describe it as a comparison between observed outcomes and established standards. Boulmetis and Dutwin (2000) further define evaluation as a process of collecting and analyzing data to gauge whether objectives have been achieved. Schalok (2001) emphasizes that evaluation determines the extent to which a program has met its performance goals.

The primary goal of evaluation is to gather feedback that will help improve the training program, monitor its progress, and ensure the objectives are being met. However, evaluation is often considered the most challenging phase of the training cycle. It plays an essential role in informing organizational decisions and improving human performance (Burrow & Berardinelli, 2003). By evaluating training programs, organizations can assess the effectiveness of their T&D efforts and measure the return on investment in employee

performance. Through evaluation, companies can determine the value added by the training and the degree to which employees apply what they have learned to their jobs.

Evaluation occurs at two levels: first, to assess the success of specific training programs, and second, to evaluate whether the overall employee development process has met its goals. The results of evaluations can inform future training and development efforts, leading to continuous improvement (Heneman et al., 1989). Despite the importance of evaluation, many trainers and HR managers face criticism for not adequately assessing their programs. However, this is often due to the pressures of their roles and the limited resources available to them, which can make comprehensive evaluation challenging (Heneman et al., 1989).

2.1.3. Theoretical Framework of HRD

A theory comprises a general statement or a series of interconnected statements that explain causes and effects, as well as actions and their outcomes. Exploring various theoretical foundations highlights the ongoing evolution of Human Resource Development (HRD) as a discipline. With HRD gaining significance in recent decades, numerous frameworks and models have been developed. A brief overview of some of these frameworks is provided below.

2.1.3.1. Knowledge Based Theory

The knowledge-based theory views knowledge as the most strategically significant resource for an organization. It emphasizes that knowledge-related assets are often challenging to replicate and deeply rooted in social systems, making them critical drivers of sustained competitive advantage and superior performance. According to Taylor and Scott (2020), organizations serve as mechanisms for producing goods and services by fostering an environment where diverse individuals can effectively integrate their specialized knowledge. Production is conceptualized as the process of transforming inputs into outputs, where core organizational functions include acquiring, storing, and applying knowledge.

This theory assumes that knowledge is the foundational input for production and the primary source of value. Human productivity is intrinsically linked to knowledge, with machines merely serving as manifestations of embedded knowledge. Effective management is seen as the process of establishing the coordination required for the integration of knowledge. Thus, this perspective emphasizes the critical role of individuals, acknowledging that knowledge is primarily held by employees. The majority of this knowledge can only be utilized by the

individuals who possess it, making them key contributors to the creation, application, and retention of knowledge within an organization (Swanson & Holton, 2019).

The relevance of this theory to the study lies in its focus on internal resources, particularly human capital, as a source of competitive advantage. Organizations in knowledge-intensive sectors, such as the financial industry, rely heavily on their human resources to maintain a competitive edge. In industries characterized by high skill requirements, rapid change, and technical complexity, the development and effective utilization of human resources are vital for growth and success (McNamara, 2018).

2.1.3.2. Human Capital Theory

The human relations movement significantly contributed to understanding the motivations and social needs of individuals at work, emphasizing how these factors can enhance productivity and improve management processes. Foundational work in this area includes Roethlisberger and Dickson's studies on workplace social dynamics, Maslow's hierarchy of needs, Herzberg's two-factor theory of motivation, McGregor's Theory X and Theory Y, and Argyris's exploration of formal organizational impacts on individual growth. These theories collectively highlight the psychological and social drivers of employee performance and serve as the foundation for human capital theory. Human capital theory can be conceptually divided into two perspectives: the macroeconomic view, which examines the role of human capital in broader economic contexts, and the microeconomic view, which focuses on the organizational impact of developing human capital (Swanson & Holton, 2019).

Human capital encompasses an employee's education, knowledge, experience, skills, and other attributes valued by employers, such as loyalty and punctuality. The theory asserts that companies benefit from acquiring skilled human capital and investing in the development of their employees. This investment increases the productive capacity of individuals through enhanced education and training. Human capital represents the intangible economic value derived from a worker's skills, intelligence, health, and expertise, making it a critical resource for organizations (Wahrenburg & Weldi, 2007).

However, human capital has limitations. Unlike tangible assets, human capital is inherently portable, as it resides with the employee rather than the employer. This creates the risk of losing skilled employees to competitors. Organizations often implement strategies to retain top talent and mitigate turnover risks. Critics of the theory argue that it oversimplifies the

concept by conflating labor and capital, overlooking the complexities of human contributions within economic systems (Wahrenburg & Weldi, 2007).

2.1.3.3. Psychological Theory of Human Resource Development

Psychology, from an organizational perspective, focuses on understanding employee behavior and mental processes in the workplace and how these factors influence overall organizational performance. This theory highlights the importance of fostering a cohesive and supportive working environment that aligns organizational conditions with the skills and talents of its human resources. By applying psychological tools to address employee challenges, organizations can create an integrated and supportive work climate, leading to enhanced individual and collective performance (Deb, 2010).

The theory operates at individual, group, and organizational levels, emphasizing how perceptions, attitudes, and behaviors of employees impact internal systems, processes, technologies, and organizational objectives. Understanding psychological factors is essential for driving organizational success, as it provides critical insights and skills to facilitate cultural change and strategic shifts necessary to tackle complex challenges and risks (Passmore, 1997).

Achieving organizational effectiveness requires balancing individual needs and aspirations with organizational goals. Factors such as the ability to adapt to dynamic environments, decisions linked to employee performance, and perceived equity play a significant role in influencing individual contributions and, consequently, overall organizational outcomes. This approach underscores the necessity of aligning psychological considerations with business strategies to achieve sustained success (Passmore, 1997).

2.2. Empirical Review

To strengthen this study, a review of various research reports related to human resource development (HRD) and its impact on employee performance, particularly in the financial sector, has been undertaken. This section synthesizes findings from prior empirical studies in different contexts, offering insights into HRD practices and their implications.

Kumar (2004) conducted a comprehensive study on the changing patterns of HRD practices in a multinational corporation in the UAE amidst globalization. The study aimed to explore and highlight HR management strategies implemented to address competitive challenges.

Data collected revealed HR practices such as training, orientation, compensation; working environment, performance appraisal, and promotion were aligned with contemporary needs. The researcher recommended that HR managers adopt a proactive, team-based approach and prioritize HR activities to enhance HRD strategies.

Khan, et al. (2011) conducted a study in the Pakistani manufacturing sector to examine the impact of training and development on organizational performance. Their findings showed a strong positive relationship between training efforts and employee productivity. The study emphasized that training enhances employee skills, knowledge, and confidence, ultimately improving task execution and overall efficiency. The authors concluded that organizations that invest in continuous employee training are more likely to gain competitive advantages through improved workforce performance.

Bature et al. (2013) examined the relationship between training and productivity at Zenith Bank Plc. Using questionnaires and secondary data analyzed through chi-square and regression techniques, the study demonstrated a positive correlation between training expenditure and productivity. Similarly, Sabir et al. (2014) identified a significant impact of training programs on employee productivity at an electricity supply company. Their findings emphasized the critical role of training factors and feedback mechanisms in improving employee performance.

Verma and Goyal (2014) investigated the role of training in the insurance sector, revealing that while employees perceived training as beneficial, the overall effectiveness was moderate. Gambo (2015) explored the impact of the Tertiary Education Trust Fund's academic staff training on Nigerian higher education institutions, finding that training programs improved employee skills and adaptability. Chika (2015) examined training practices in Nigerian banks, identifying a mix of conventional and e-training methods with challenges such as cost and misalignment with employee needs. The study underscored the necessity of tailoring training to add organizational value.

Dang et al. (2015) assessed the impact of training and development on employee performance in Kenyan commercial banks. Findings indicated that inadequate resources and suboptimal working conditions hindered effective HRD. Ameeq and Hanif (2016) analyzed HRD in the hospitality sector, revealing a direct link between training initiatives and employee performance, contributing to improved organizational outcomes.

Naftal and Busienei (2015) studied HRD practices in Kenyan public universities, demonstrating a strong positive correlation between HRD and institutional performance. The research emphasized the importance of need assessments, appropriate training methods, and evaluation practices in optimizing HRD initiatives.

Christian (2016) evaluated human capital development's influence on Nigerian banks' financial performance. Using regression analysis on time-series data, the study found no significant effect of training investment on key financial indicators. The researcher recommended prioritizing human capital development to enhance productivity and organizational outcomes.

Aktar (2023) conducted an empirical study in commercial banks to analyze the effect of various training methods on employee satisfaction and performance. The research found that participatory and practical training methods—such as role-playing, simulations, and hands-on workshops—had a greater impact on employee performance than passive methods like lectures. This suggests that the method and design of training are as crucial as the content, with active learning techniques resulting in more engaged and high-performing employees.

Mampuru, Mokoena, and Isabirye (2024) examined the influence of training and development on job satisfaction, employee loyalty, and retention in South African academic institutions. Using survey data and statistical modeling, they found that structured training programs significantly improved both individual performance and organizational commitment. The study highlighted that when employees perceive training as relevant and empowering, their engagement and productivity increase, leading to reduced turnover and enhanced institutional performance.

Yahuza and Suleiman (2024) focused on public sector institutions and investigated how leadership style moderates the relationship between training and employee performance. Their study revealed that training alone is not sufficient to improve performance unless accompanied by supportive leadership particularly transformational leadership. They found that leaders who inspire, coach, and involve employees in decision-making processes amplify the positive effects of training, making leadership a crucial variable in training effectiveness.

Choo, Lin, and Zhao (2025) provided experimental evidence on the effect of general training on worker motivation and discretionary effort. Their study, conducted through a randomized

controlled trial, demonstrated that general training not only enhances employee skills but also significantly increases motivation and the willingness to exert effort beyond formal job requirements. This research contributes causal evidence to the training-performance relationship and emphasizes the role of psychological factors in translating training into actual performance gains.

In Ethiopia, several studies have explored HRD practices and their impact. Ayele (2010) evaluated HRD in government TVET colleges, finding issues such as inadequate needs assessments and poorly defined training objectives. Asfaw (2015) demonstrated a significant positive relationship between training and employee performance at a district administration office. The study recommended involving employees in planning and evaluation processes to enhance effectiveness.

Brhane (2016) assessed HRD practices at the Commercial Bank of Ethiopia, highlighting strengths such as sufficient budget allocation and opportunities for employee participation. However, weaknesses were noted in training needs assessments and evaluation criteria. Selam (2016) echoed these findings, pointing out gaps in training practices that undermined overall effectiveness. Admasu (2016) also investigated the HRD practices of Addis Ababa City Administration. The study identified training and development gaps, particularly in aligning training programs with organizational goals and employee needs. Findings indicated that training evaluation mechanisms were weak, often leading to a mismatch between training outcomes and expected performance improvements.

Abreha (2017) examined the role of training and development in enhancing employee performance at the National Alcohol and Liquor Factory in Addis Ababa. By combining surveys and interviews with regression and correlation analysis, this case study found a positive and significant relationship between training activities and employee performance. The research emphasized that training both on and off the job improved knowledge, skills, and attitudes, ultimately boosting performance.

Gashu (2017) investigated HRD practices at the Ethiopian Institute of Agricultural Research. The study identified a focus on off-the-job training methods and lack of commitment to upgrading skills and knowledge across the organization. Unequal attention to different work units was a significant barrier to achieving comprehensive HRD outcomes. Hailu and Getachew (2017) examined the impact of HRD practices on employee performance in

Ethiopian private banks. The study utilized a mixed-methods approach, collecting data through questionnaires and interviews. The results revealed that training programs positively influenced employee performance, but the lack of consistent training needs assessments and monitoring mechanisms undermined their overall effectiveness.

Tesfaye (2018) studied HRD practices in Ethiopian higher education institutions, focusing on academic and administrative staff development. The research highlighted the limited availability of resources, lack of proper planning, and inadequate follow-up mechanisms as significant challenges to effective HRD. Furthermore, the study emphasized the need for tailored training programs that align with institutional goals and employee aspirations.

Birhanu and Alemayehu (2019) explored HRD practices in the Ethiopian manufacturing sector. Their findings indicated that while some organizations had robust training programs, others faced challenges such as insufficient funding, outdated training methodologies, and a lack of strategic focus. The study recommended adopting modern training techniques and increasing investment in employee development to boost productivity.

Yohannes (2020) conducted a study on the role of HRD in enhancing employee performance at the Ethiopian Electric Power Corporation. The research showed that on-the-job training significantly improved employee skills and technical know-how. However, challenges such as poor needs assessments and a lack of alignment between training objectives and organizational strategies were evident.

Ibrahim (2020) explored training's effect on employee performance and productivity at National Cement Factory in Dire Dawa. With 285 employees surveyed via Likert-scale questionnaires, statistical analyses (including Cronbach's alpha) revealed a strong positive correlation between training initiatives and both employee performance and organizational productivity. The study concluded that well-structured training enhances knowledge, skills, and competency, contributing meaningfully to organizational success.

Abebe and Dagne (2021) examined HRD practices in the Ethiopian health sector. The study revealed that continuous professional development programs were instrumental in improving healthcare delivery. However, inconsistencies in program implementation and inadequate resource allocation hindered the sector's ability to achieve optimal outcomes.

Lemma & Alemu (2023) assessed the effects of training practices on employee knowledge, skills, attitudes, and performance within the East Addis Ababa District of the Commercial Bank of Ethiopia. Surveying 234 employees and using correlation and multiple regression techniques, the study found that training dimensions—need assessment, objectives, methods, trainer selection, implementation, and evaluation—explained 58.4% of the variance in knowledge, skills, and attitudes. Those, in turn, accounted for 61.3% of employee performance variability, demonstrating that systematic training processes notably enhance performance.

2.3. Conceptual Framework

Figure 2.1 present the conceptual framework of the study. In this framework, training and development practices are independent variable and employee performance is dependent variable. The independent variable employee training and development practices is operationalized through: need analysis practices, training program design practices, training methods, and training program evaluation practices.

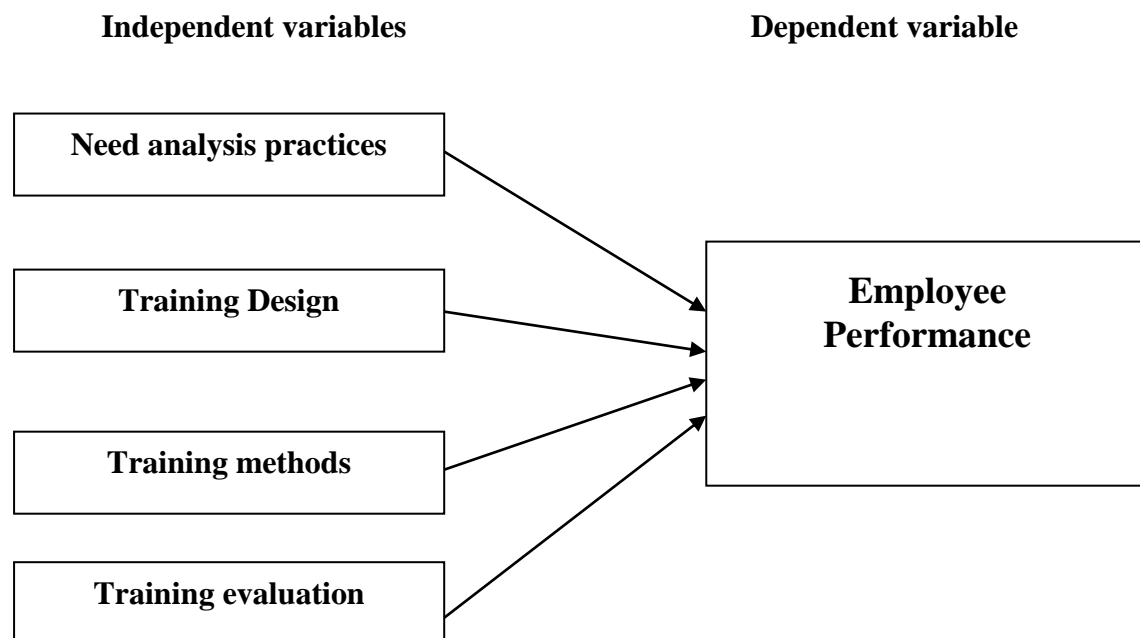


Figure 2.1 Conceptual Framework

Source: Compiled by Researcher from Literature (2025)

2.4. Gaps in Literature

The literature review highlights several gaps in the study of human resource development (HRD) practices and their impact on employee performance, particularly in the Ethiopian context. Most research has concentrated on public sector institutions, such as government agencies and public banks, with limited exploration of the private sector, specially manufacturing industries. Studies addressing HRD in Ethiopia's manufacturing sector are scarce, leaving significant gaps in understanding challenges and opportunities specific to this vital area. Moreover, key HRD components, including need analysis, program design, training methods, and evaluation, are often not comprehensively addressed, leading to an incomplete understanding of their collective impact on employee performance.

Additionally, existing research reveals recurring issues, such as the misalignment of training programs with organizational goals, inadequate evaluation of training outcomes, and limited exploration of solutions to resource and funding challenges. Sector-specific studies tailored to industries like textiles are notably lacking, and much of the available research relies heavily on global best practices without sufficient contextualization to Ethiopia's socio-economic and organizational environment. This study seeks to fill these gaps by analyzing the role of HRD practices in enhancing employee performance within the Ethiopian manufacturing sector, focusing on Jay Jay Textile PLC, and providing actionable recommendations for optimizing training and development programs.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

This chapter presents a detailed overview of the research methodology, highlighting the systematic approach used to conduct the study. It covers the research design, methodology, and sampling procedures, along with the types and sources of data. The chapter also outlines the data collection instruments, the techniques used for data analysis, and the ethical considerations involved.

3.1. The Study Setting

This study is conducted within the context of JJ Textiles Limited, a prominent international organization. Originally founded in 1971 by Indian investors, the company has expanded its operations globally, with manufacturing facilities in India, Sri Lanka, Bangladesh, and Ethiopia. JJ Textiles entered the Ethiopian market in late 2014, continuing to operate under its original name, A.A. Since its establishment in Ethiopia, the company has made substantial progress, setting up seven production blocks (02, 03, 07, 08, 09, 21, and 22) in the Bole Lemi Industrial Park. Specializing in the production of high-quality garments for children aged newborn to 14 years, JJ Textiles serves well-known global brands such as H&M, Carter's, GCI, T.C.P., and Garan. Its products are exported to over 100 countries, with key markets in Europe and America.

3.2. Research Design

The selection of the research design is guided by the specific objectives of the study (Newing, 2011). The primary goal of this research was to examine employee training and development practices and their impact on employee performance within the context of Jay Jay Textile PLC. To achieve this, a combination of descriptive and explanatory/causal research designs were utilized through a survey questionnaire. Descriptive survey research design is a systematic approach to collecting data from a representative sample, utilizing instruments such as closed-ended and open-ended questions, observations, and interviews (Newing, 2011). This approach helped in investigating the current training and development practices as well as identifying the main challenges faced in the organization. Additionally, an explanatory research design employed to explore the cause-and-effect relationship between training and development practices and employee performance, with the goal of understanding how these practices influence employee outcomes.

3.3. Research Approach

Generally, literatures have identified three types of research approach which include: qualitative, quantitative and mixed research approach. In the case of this study, the researcher employed a mixed research approach, using both quantitative techniques (such as surveys with structured questions and statistical analysis) to quantify the relationship between training practices and employee performance, and qualitative methods (semi-structured interviews) to gain deeper insights into the challenges and experiences of employees regarding training and development. The mixed approach allowed for a more holistic understanding of the issue, enabling the researcher to examine both the measurable impact of training on performance and the subjective perceptions and challenges faced by employees.

3.4 Data Types and Sources

This study relied on both primary and secondary data sources to gather comprehensive information. Primary data collected using two key instruments: questionnaires and semi-structured interviews. The questionnaire was selected due to its convenience, structured format, and ease of administration, allowing the researcher to gather a large amount of data efficiently from the sample population. The questionnaire primarily focused on collecting quantitative data regarding employee training and development practices and their perceived effects on employee performance. Additionally, semi-structured interview conducted to collect qualitative insights. These interviews allowed the researcher to delve deeper into the experiences, perceptions, and challenges faced by employees, providing a more nuanced understanding of the issues.

Secondary data also utilized to support and strengthen the primary data findings. Secondary sources will include a range of published materials, such as company training manuals, internal reports, books, articles, journals, magazines, websites, and previous research studies. These sources provided valuable contextual background and theoretical insights into the research topic. Secondary data analyzed to supplement the primary data and to verify and expand upon the findings, ensuring a robust and well-rounded analysis.

3.5. Population and Sample Design

3.5.1. Target Population

The target population for this study refers to the entire group from which the sample will be drawn and to which the study results will be generalized (Smyth, 2004). In this case, the

target population consists of all managerial, professional, technical, and clerical/secretarial staff at Jay Jay Textile PLC. According to the Human Resource Department Report of the company (2025), the total number of permanent employees in these categories was 8,689. This figure represents the target population from which the sample selected.

3.5.2. Sample Size

To determine sample size of the study, the researcher was used a method developed by Nassiuma (2000). Therefore, the following formula was used to determine the sample size.

$$n = \frac{NC^2}{C^2 + (N-1) e^2} = \frac{8689 (0.30)^2}{0.30^2 + (8689) (0.02)^2} = 219$$

Where n = Sample size, N = population size, C = Coefficient of variation and e = Standard margin of error. Nassiuma (2000) recommends a margin error ranging between 2%-5% and coefficient of variation ranging between 20%-30%. Thus, the calculated sample size is 219 employees. The researcher has chosen a coefficient of variation of 30% and a margin of error of 2% to ensure that the sample size is sufficiently large to enable generalization of the findings to the entire population of employees at Jay Jay Textile PLC. The choice of a 0.02 margin of error aims to reduce the standard error, leading to a more precise estimation.

3.5.3. Sampling Technique

For this study, the researcher employed a simple random sampling technique. This method was chosen to ensure that each employee in the target population has an equal chance of being selected to participate in the study. Simple random sampling helps to avoid bias in the selection process and ensures that the sample is representative of the entire population. This technique was particularly useful when the researcher seeks to generalize the findings to a larger group, as it allowed for unbiased and random selection from the population of employees at Jay Jay Textile PLC.

3.6. Data Collection Instrument

For this study, the primary data collected using a questionnaire as the main instrument. The questionnaire administered to employees to gather their perspectives on the role of training and development programs in enhancing their performance. The use of questionnaires was preferred due to its efficiency in reaching a larger number of respondents and its ability to collect both quantitative and qualitative data. In addition to the questionnaire, semi-structured interview conducted with selected respondents using purposive sampling. This approach allowed the researcher to gain in-depth insights from key individuals, such as managers or

HR personnel, who are directly involved in training and development practices within the company. The combination of both instruments provided a comprehensive understanding of the impact of training and development programs on employee performance.

3.7. Reliability and Validity

3.7.1 Instrument Validity

Content validity established by ensuring that the questionnaire items comprehensively cover all relevant aspects of training and development practices and their impact on employee performance. This was achieved by conducting a thorough literature review and consulting experts in the field of human resource development to evaluate the appropriateness and relevance of the questions. Before the main data collection, the questionnaire pre-tested with a small group of employees who are similar to the target population. This helped identify any ambiguities or issues in the wording of the questions, which could affect the reliability of responses.

The pretest was conducted by administering the draft questionnaire to a group of 20 employees who shared similar characteristics with the target population in terms of job roles, work environment, and exposure to training programs. These participants were selected to mirror the actual respondents in the main study to ensure the feedback was relevant and applicable. During the pretest, participants were asked not only to complete the questionnaire but also to provide feedback on the clarity, wording, and structure of the items. Informal debriefings and follow-up discussions were held to gather insights on any confusing or ambiguous terms, overly technical language, or questions that felt repetitive or irrelevant. Based on this feedback, necessary adjustments were made to improve the questionnaire's clarity, flow, and overall reliability before proceeding to the full-scale data collection.

3.7.2 Instrument Reliability

The researcher assessed the internal consistency of the items in the questionnaire using statistical methods, such as Cronbach's alpha. A high Cronbach's alpha score (usually above 0.7) indicate that the questions are measuring the same underlying construct reliably. Accordingly, employee training components and employee performance were tested as depicted below and the Cronbach's alpha coefficient of all the variables was fall within the stated range.

Table 3.1: Reliability Test Result

Variables	Cronbach Alpha	No. of Items
Training Need Analysis Practice	0.818	7
Training Program Design Practice	0.766	8
Training Implementation Practice	0.876	7
Training Evaluation Practice	0.763	5
employee performance	0.789	10

Source: (Survey Data, 2025)

3.8. Data Analyzing Method

The data analysis method for this study involved both qualitative and quantitative techniques to provide a comprehensive understanding of the role of training and development practices on employee performance at Jay Jay Textile PLC. The process included cleaning, organizing, and interpreting data in a manner that aligns with the research objectives. The data analysis conducted using statistical software such as SPSS (Statistical Package for the Social Sciences) to run the statistical tests and generate the required analysis. The qualitative data collected from semi-structured interview analyzed using a thematic analysis approach. This method allowed for the identification, analysis, and reporting of patterns (themes) within the interview data.

3.9. Model Specification

The econometric model adopted for the study is Classical Linear Regression Model. It is a statistical tool for the investigation of relationships between variables. In order to address the objectives of research inquires; the study used the following regression equations to examine the impact of employees training and development practices on employees' performance of Jay Jay Textile PLC.

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where Y represent employees' performance of Jay Jay Textile PLC, while X₁, X₂, X₃, and X₄ represent the independent variables, the four training and development practices which are: need analysis practices, training program design practices, training methods, and training program evaluation practices. β_0 is the constant, while β_1 , β_2 , β_3 and β_4 represent corresponding coefficients or parameters for the respective independent variables to be estimated and e represent the error term that captures all relevant variables not included in the model.

3.10. Ethical Consideration

The researcher did her best to address ethical consideration of confidentiality, privacy, and informed consent. Consent was obtained from the administrative of the company after explaining the relevance of the study. All the study participants were informed about the purpose of the study and verbal consent of all study subjects were obtained before data collection. Participants were also be informed that they had full right to discontinue or refuse to participate in the study. More so, to ensure confidentiality, the name of interviewee was not written on the questionnaire.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter deals with organization, analysis and presentation of data collected from respondents using questionnaires. The data collected was analyzed and interpreted in line with the objective of the study which was to examine the effect of training and development practices on employee job performance in the case of Jay Jay Textile PLC. It gives the empirical findings and results following the application of these variables using the techniques indicated in the third chapter.

4.1 Response Rate

As illustrated in Table 4.1, out of 219 questionnaires, 197 questionnaires were completed and returned. This represents a response rate of 89.9% and none response rate of 10.1%. According to Mugenda and Mugenda (2003), a response rate of 50% is considered good and response rate greater than 70% is considered to be very good. The 89.9% response rate is thus considered a very good representative of respondents to provide enough information for analysis and to derive conclusions.

Table 4.1: Response Rate

Response rate	Sample size	Percentage (%)
Returned questionnaires	197	89.9
Un-returned questionnaires	22	10.1
Total	219	100

Source: (Own Survey, 2025)

4.2 Demographic Profile of Respondents

This section provides a description about main relevant characteristics of respondents; such as demographic characteristics of respondents: sex, age, educational status, years of tenure, and position of respondents. Assessing relevant characteristics of the respondents helps to determine the capabilities of the respondents to evaluate the concept under consideration. The socio-demographic information of respondents generated through survey questionnaire are presented in Table 4.2.

Table 4.2 Demographic profile of the respondent

Main factor	Factor level	Frequency	Percentage
Gender	Male	72	36.5%
	Female	125	63.5%
	Total	197	100%
Age	18 – 29	71	36.0%
	29 - 40 years	83	42.1%
	41- 50 years	34	17.3%
	Above 50 years	9	4.6%
	Total	197	100%
Educational qualification	Primary	2	1.0%
	Secondary	68	34.5%
	Diploma	36	18.3%
	First Degree	74	37.6%
	MSC and above	17	8.6%
	Total	197	100%
For how long have you been employed in company?	< 2 years	21	10.7%
	2 – 5 years	106	53.8%
	6 – 10 years	56	28.4%
	> 10 years	14	7.1%
	Total	197	100.0%
Position	Professional/Operational	83	42.3%
	Technical	46	23.4%
	Clerical & Secretarial	40	20.3%
	Managerial	28	14.2%
	Total	197	100%

Source: (Own Survey, 2025)

i. Gender Distribution

Out of the 197 respondents, 125 (63.5%) were female, while 72 (36.5%) were male. This indicates that the majority of the workforce at Jay Jay Textile PLC is female, which is common in textile and garment industries due to labor demands that traditionally attract more female employees. This gender distribution implies that any training and development

initiatives should be sensitive to gender-specific learning preferences and work-life balance considerations, especially if aiming to enhance job performance equitably.

ii. Age Distribution

The largest age group among respondents is 29–40 years (42.1%), followed by 18–29 years (36%), while 17.3% are between 41–50 years, and only 4.6% are above 50 years. This indicates a predominantly young to mid-aged workforce, suggesting that employees are likely to be adaptable and open to training programs that utilize modern technology or innovative approaches. However, it also implies that training should cater to various age groups with differing experience levels and learning paces.

iii. Educational Qualification

A majority of respondents hold at least a secondary education or higher, with 37.6% holding a first degree, 18.3% a diploma, and 34.5% with secondary education. Only 1% have primary education, while 8.6% hold an MSc or above. This suggests that the workforce is reasonably educated, which supports the feasibility and potential effectiveness of formal training and development programs. The presence of degree holders implies a foundation for skill development, while those with lower educational levels may benefit from more practical, hands-on training.

iv. Years of Employment (Tenure)

Most respondents (53.8%) have worked at the company between 2–5 years, followed by 28.4% who have worked 6–10 years. Only 10.7% are new employees with less than 2 years of service, and 7.1% have been with the company for over 10 years. This distribution shows a fairly stable workforce with a significant number of mid-tenure employees. This is beneficial for training effectiveness, as these employees have enough experience to contextualize learning and apply new skills to existing roles, while still having a long career horizon to benefit from development investments.

v. Position Held

The largest proportion of respondents hold professional/operational roles (42.3%), followed by technical (23.4%), clerical/secretarial (20.3%), and managerial positions (14.2%). This suggests that most training programs should be targeted at operational and technical staff,

who form the core of the production and support functions. However, managerial staff, though fewer, are critical for leading teams and implementing performance strategies, and thus also require tailored development programs in leadership and strategic thinking.

4.3. Demographic Analysis in relation to taking training and development

Respondents were asked whether they ever received any type of training in their tenure in current organization. The data in Table 4.3 provides insight into how often employees at Jay Jay Textile PLC participate in training programs annually. The most common frequency is twice a year, reported by 72 respondents (36.5%), followed by quarterly participation, indicated by 50 respondents (25.4%). Additionally, 40 respondents (20.3%) receive training once a year, and 28 respondents (14.2%) reported attending training several times per year. Only 7 respondents (3.6%) indicated they have never received any training.

Table 4.3: The frequency of training program taken per year

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once in a year	40	20.3	20.3	20.3
	twice in year	72	36.5	36.5	56.9
	Quarterly	50	25.4	25.4	82.2
	several times	28	14.2	14.2	96.4
	Never	7	3.6	3.6	100.0
	Total	197	100.0	100.0	

Source: Own Survey, (2025)

The results suggest that a majority of employees (96.4%) have access to at least one training opportunity per year, which indicates a relatively strong organizational commitment to employee development. Specifically, over 60% of employees receive training more than once a year, demonstrating that Jay Jay Textile PLC prioritizes continuous skill enhancement and capacity building. This is a positive indicator for the company's efforts to maintain a competent and productive workforce, as frequent training is often associated with better job performance, innovation, and adaptability. On the other hand, the 3.6% of employees who have never received any training highlight a gap that should be addressed. Even a small portion of untrained employees could impact team performance, consistency in service delivery, or morale. Ensuring universal access to training opportunities can help reinforce equity and inclusiveness in organizational development strategies.

The study participants were presented with a question concerning the criteria for selection of training and development. The supervisor recommendation and organizational membership are the dominant trainee selection criteria. This is confirmed by the finding from the survey which found that 62.4% of respondents were indicated that they are selected for training based on their supervisor recommendation, while 50.5% of respondents indicated that they are selected for training based upon their organizational membership. The finding further revealed that employees request and performance were not as commonly used trainee selection criteria. In this regard, the finding showed that only 18.3% of respondents indicated that they are selected for training upon their request and 16.5% reported that they are selected based on their performance. Finally, 9.4% respondents were indicated that they take training as it is compulsory to take it.

The study participants were presented with a question on the mode of delivery on the training(s)/development. Around seventy percent (69.7%) of respondents were indicated that they take training via modality of demonstration, 53.2% indicated that they take training through discussion modality. Furthermore, around seventy percent (44%) of respondents were indicated that they take training via modality of presentation, while 32.2% indicated that they take training through seminar method.

4.4. Assessments of the Training Practices

4.4.1. Training Needs Assessment Practice

Needs analysis is the initial stage in the human resource development process. The process of identifying whether a training need exists and, if so, what training is necessary to close the gap is known as training needs assessment. These demands include performance disparities, both real and projected, that are significant to the organization and that can be addressed just as well and economically as any other method. As a result, this section covers the training needs assessment that Jay Jay Textile is using. The respondents' report on the assessment of training needs is shown in Table 4.5.

Table 4.5: Training Needs Assessment Practice

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
In the Jay Jay Textile, there is SMART manual & instrument of need assessment.	12.3	52.6	9.7	24.7	0.6	2.49	1.18
The need assessment checklist filled without bias and is genuine.	1.3	42.2	28.6	24.0	3.9	2.87	0.93
Training need assessment manual is prepared by considering the need of prospective trainees.	1.9	50.6	16.2	27.9	3.2	2.80	0.98
The need of training is properly prioritized by considering the interest of prospective employee.	0.6	54.5	9.1	28.6	7.1	2.87	1.06
The training need analysis methods enable to clearly identify the employees' skill and knowledge gap.	0	41.6	26.0	25.3	7.1	2.98	0.98
The Jay Jay Textile practiced training based on your work needs.	3.2	24.7	18.8	42.9	10.4	3.32	1.06
Training need analysis conducted is able to produce relevant findings on performance gaps.	13.0	26.0	16.2	33.1	11.7	3.05	1.25
Grand Mean and SD						2.91	1.06

Source: (Own Survey, 2025)

The analysis of Table 4.5 reveals that the overall training needs assessment practice at Jay Jay Textile PLC is perceived as weak, with a grand mean score of 2.91, indicating a tendency toward disagreement or neutrality among respondents regarding the effectiveness of the current system. A significant portion of respondents disagreed with key statements about the existence and quality of a SMART (Specific, Measurable, Achievable, Relevant, and Time-bound) needs assessment manual and unbiased checklist usage. For example, 52.6% disagreed with the statement regarding the availability of a SMART manual, resulting in a low mean score of 2.49, which shows a critical gap in structured, standardized assessment practices. Likewise, a substantial number of respondents were skeptical about whether the training need assessment reflects the interest of prospective employees, with over 54.5% expressing disagreement, further indicating a lack of inclusivity and relevance in the needs identification process.

However, some aspects showed relatively better ratings. For instance, the statement “Jay Jay Textile practiced training based on your work needs” received a higher mean score of 3.32, with 53.3% of respondents agreeing or strongly agreeing, suggesting that while the process may be informal or poorly documented, there is some alignment between training and job-related needs. Similarly, the mean score for “training need analysis produced relevant findings” was 3.05, indicating a moderate level of confidence in the outcome of the assessments despite the weaknesses in their methodology. Overall, these results point to the need for Jay Jay Textile to establish a more structured, objective, and inclusive training needs assessment framework to enhance the relevance and impact of its training programs.

Overall, the quantitative analysis of Table 4.5 and the accompanying qualitative document review collectively indicate that Jay Jay Textile PLC’s training needs assessment (TNA) practices are inadequately structured and inconsistently implemented. While the survey responses suggest weak performance, with a grand mean of 2.91 reflecting overall disagreement or neutrality, the document analysis reveals the presence of formal instruments such as a training needs assessment manual and various need identification forms. These documents state that the company conducts performance needs assessments to identify which employees require training and what competencies need to be developed. Moreover, the manual outlines a three-tiered assessment approach—organizational, task, and individual analysis—intended to provide a comprehensive understanding of training requirements.

Despite the existence of these guidelines, the practical application appears flawed, particularly regarding task-level analysis. Although the company performs organizational and individual-level assessments annually, it neglects to regularly revisit task-level analyses beyond the initial job design phase. This gap implies that changes in job roles or evolving task requirements may go unrecognized, potentially leading to skill mismatches and training irrelevance. The oversight undermines the effectiveness of the overall TNA process, as it fails to account for dynamic operational needs. For Jay Jay Textile to improve its human resource development efforts, it must integrate a continuous task-level analysis into its needs assessment cycle to ensure that employee skills remain aligned with job expectations over time.

4.4.2. Assessments of Training Program Design Practices

Once the recommended employee development requirements have been established, the next step is to design a training program. However, as needs typically exceed resource availability,

it is usually necessary to develop an approach that covers as many employees development needs as is possible with the resources of staff, facilities and funds, which then raises the issue of designing pertinent training plans, objectives and roles. Therefore, a series of statements were developed to assess the organization's training design practices and the results were displayed or summarized in Table 4.6.

Table 4.6: Training Program Design Practices

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
Training objectives are set in advance.	1.3	17.5	13.6	52.6	14.9	3.62	0.98
The company in its programs has set SMART training objectives	8.4	47.4	16.2	24	3.9	2.68	1.05
The company's training program has been developed in accordance with the strategic plan	4.5	11.7	11.7	59.7	12.3	3.64	0.99
The company training program preparation allows the participation of all employees	9.7	47.4	5.2	29.9	7.8	2.79	1.19
The training program of company is well communicated to all partners & stakeholder	19.5	42.9	6.5	26.0	5.2	2.55	1.21
Training program of company is designed in compatible with the actual job to be performed.	2.6	20.1	30.5	40.9	5.8	3.27	0.94
Training programs allow acquiring skills, knowledge and attitude and improve employee's performance.	0	8.4	16.2	48.1	27.3	3.94	0.88
Training program considers the employees future career development.	13.0	28.6	9.7	37.7	11.0	3.05	1.2
Grand Mean and SD						3.19	1.05

Source: (Own Survey, 2025)

The analysis of Table 4.6 shows that Jay Jay Textile PLC's training program design practices are moderately effective, with a grand mean score of 3.19, indicating an overall average agreement among respondents. The highest-rated statement was "Training programs allow acquiring skills, knowledge, and attitude and improve employee's performance" with a mean of 3.94, where 75.4% of respondents agreed or strongly agreed, suggesting a strong perceived impact of training on performance. Similarly, 72% of participants affirmed that training objectives are set in advance (mean = 3.62), and 72% also confirmed alignment of training

programs with the strategic plan (mean = 3.64). These findings reflect a relatively structured approach in designing and aligning training initiatives with organizational goals, indicating that the company has laid some important groundwork for effective training planning.

However, several key weaknesses were also identified. For instance, the statement "The company in its programs has set SMART training objectives" received a low mean score of 2.68, with over half of respondents disagreeing, revealing a gap in using clear and measurable targets in training design. Furthermore, employee participation in the planning process (mean = 2.79) and communication of training plans to stakeholders (mean = 2.55) were both rated poorly, suggesting limited inclusivity and transparency. These shortcomings could reduce the relevance and acceptance of the training programs. The training design also received a moderate score (mean = 3.05) regarding consideration of employees' future career development, indicating that the programs are still largely focused on immediate performance rather than long-term growth. To improve, Jay Jay Textile should enhance the clarity and measurability of training goals, increase employee involvement in design, and ensure better communication with stakeholders.

The document review further reveals that while Jay Jay Textile PLC has developed a general training program outlining who will be trained, the schedule, responsible personnel, and resources required, it falls short in defining key instructional components such as training techniques, methods, and content. This omission indicates a significant gap in the comprehensiveness and clarity of the training design. To address this, the company should ensure its training programs encompass three critical content areas: job aspects (including task-specific knowledge, procedures, and planning), human aspects (focusing on skill development, motivation, and productivity), and organizational aspects (covering internal systems, communication, and use of records). Moreover, although training objectives are established at the organizational level, they are not consistently tailored to specific training programs or individual trainees. This lack of specificity means that objectives often fail to define the expected performance outcomes post-training. To enhance effectiveness, the company should articulate clear, measurable objectives for each training session that specify the behaviors and performance standards trainees are expected to demonstrate, ensuring alignment with broader organizational goals and learning outcomes.

4.4.3. Assessments on the Company Training Delivery Methods

Numerous training and development methods exist and are utilized by both training institutions and organizations. In line with this, the study examined the delivery method used to practice training and statement concerning the delivery method practice were developed and the result of field survey is presented in Table 4.7.

Table 4.7: Assessments on The Company Training Delivery Methods

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
The company gives both on-the-job and off-the-job training.	0	11.7	22.7	53.9	11.7	3.66	0.83
The delivery method that company employed is proper to acquire the necessary knowledge, skills and attitudes.	0	12.3	17.5	57.8	12.3	3.7	0.84
The company is employed trainee-centered training as well as delivery method.	5.8	39.6	12.3	37.0	5.2	2.96	1.10
The trainers have knowledge, skills and ability to transfer and demonstrate the content of training appropriately	0	13.0	15.6	63.6	7.8	3.66	0.80
Required facilities, equipment's and training aids are provided in accordance with the level of trainees.	2.6	25.3	28.6	38.3	5.2	3.18	0.96
There is safe and conducive environment to conduct training in company.	0.6	13.0	10.4	58.4	17.5	3.79	0.90
Training conducted is fit to intended purposes and objectives with the method employed.	1.3	25.3	24.0	42.9	6.5	3.28	0.96
Grand Mean and SD						3.46	0.91

Source: (Own Survey, 2025)”

The analysis of Table 4.7 reveals that Jay Jay Textile PLC generally demonstrates a moderately strong performance in its training delivery methods, with a grand mean score of 3.46, indicating a general agreement among respondents. The highest-rated item, “There is safe and conducive environment to conduct training,” received a mean of 3.79, with over 75% of respondents agreeing or strongly agreeing, suggesting the company ensures a supportive physical and psychological environment for training. Similarly, the statements “The company gives both on-the-job and off-the-job training” and “The delivery method

employed is proper to acquire the necessary knowledge, skills, and attitudes” both received mean scores above 3.65, indicating that the organization applies a diverse and effective mix of training modalities and that these methods are generally perceived as fit for purpose. Moreover, trainers are considered competent, as reflected by a 3.66 mean score on their ability to transfer and demonstrate training content effectively.

However, there are areas needing improvement. Notably, the statement “The company employs trainee-centered training and delivery methods” scored significantly lower, with a mean of 2.96, and nearly 46% of respondents expressing disagreement. This indicates a potential overreliance on traditional, instructor-centered methods, which may limit engagement and retention of training content. Additionally, the provision of facilities, equipment, and training aids was rated at a moderate 3.18, showing that while resources are available, they may not be fully aligned with the specific needs of the trainees. Similarly, the alignment of training methods with intended objectives scored a mean of 3.28, suggesting room for improvement in ensuring that the method of delivery directly supports desired learning outcomes. Overall, while the company's training delivery shows strengths in variety and environment, enhancing participant engagement and aligning delivery with training objectives would improve effectiveness.

Overall, the results of the survey suggest a firm operate a number of training and development methods that are chosen either dependent upon the objective of the program, the type of material will be learnt, and the person conducting the training and development. The firm uses off-the-job training and on-the-job training. Again, although there are areas of improvement, the results suggest firm practice in respect of training delivery methods are generally better and that there is more agreement between respondents in respect to training delivery methods. In particular, the firm improvement can be made in terms of using more trainee-centered training delivery methods.

4.4.4. Training Program Evaluation Practice

The evaluation of training program is the last formal phase of employee training process and the most important component of a training program. In general, the good training program starts with and ends with evaluation training (Gopal, 2009). Evaluation of training determines and demonstrates if candidates can transform their learning into application at their placement or their habitual routines. Based on this fact, to assess training program evaluation practice,

statements concerning training programme evaluation practices were constructed and the results of the field survey are presented in Table 4.8 below.

Table 4.8: Training Program Evaluation Practice

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
The organization evaluates the training practice before, on the process and after the program	31.8	37.7	4.5	18.2	7.8	2.32	1.3
The organization use feedback at the end of the training program.	10.4	32.5	24.0	24.7	8.4	2.88	1.14
Training evaluation is used to identify potential candidate for current training & future development	7.8	49.4	18.8	20.8	3.2	2.62	1.04
Training evaluation assesses the gap before and after delivery of the training.	0	66.3	9.7	18.8	4.5	2.61	0.94
The management makes feedback to fill the gap & improve the effectiveness of the training program.	7.8	43.5	23.4	20.8	4.5	2.71	1.02
Grand Mean and SD						2.64	1.06

Source: (Own Survey, 2025)

The analysis of Table 4.8 indicates that training program evaluation practices at Jay Jay Textile PLC are perceived as generally weak, with a grand mean score of 2.64, suggesting that respondents tend to disagree or remain neutral on key evaluation-related statements. Notably, the lowest-rated item—“The organization evaluates the training practice before, during, and after the program”—scored only 2.32, with nearly 70% of respondents disagreeing or strongly disagreeing. This highlights a serious deficiency in the implementation of comprehensive and systematic evaluation procedures across all phases of the training process. Likewise, the use of evaluation to assess performance gaps before and after training was also rated poorly (mean 2.61), pointing to a failure in linking training delivery to actual performance improvement or measurable change.

Other aspects of training evaluation also appear insufficient. For example, the use of training evaluation to identify potential candidates for development received a mean score of 2.62, while managerial feedback to improve training effectiveness scored 2.71, showing a lack of structured follow-up and utilization of evaluation data for strategic talent development. The

relatively better-rated item—“The organization uses feedback at the end of the training program”—still received only a 2.88 mean score, with one-third of respondents disagreeing, which implies that even basic post-training feedback mechanisms are inconsistently applied. Overall, the findings suggest that Jay Jay Textile PLC needs to institutionalize a robust training evaluation framework that includes pre-, mid-, and post-training assessments, links outcomes to performance indicators, and ensures feedback loops are used to improve training content and delivery continuously.

Overall, based on the survey findings, the company’s training evaluation practices are relatively weak, with limited consensus among respondents on the adequacy and effectiveness of these practices. This indicates that the organization has significant gaps in systematically assessing and utilizing training outcomes.

4.4.5. Respondents View on Employees’ Performance

The respondents were also asked to rate their opinion concerning their performance at Jay Jay Textile. The summary of their responses to specific questions, as revealed by the results, will be presented in table 4.9.

Table 4.9: Respondents view on Employees’ performance

Indicators	Mean	STD
I perform my work to the expected standards.	4.02	.566
I am able to judge a given work situation & respond to it.	3.88	.758
I am able to manage my time and allocate resources effectively.	3.58	.798
I understand link between my performance & my pay	3.58	.799
I have a complete knowledge and understanding while performing my tasks.	3.75	.717
I have the required skills, sociological readiness and behavioral abilities to perform my task.	3.73	.752
I think carefully before responding to customers and project activities.	3.84	.841
I delivered my work Assignments timely.	3.76	.715
After undergoing training, I can work on important tasks.	3.78	.688
I get a sense of personal accomplishment from my work.	3.56	.891
Average	3.75	0.75

Source: (Own Survey, 2025)

The grand mean score from the ten questions asked about employee performance was 3.75 indicating that the majority of employees had high performance levels. The total aggregate standard deviation was also 0.75, indicating that at the time respondents rated their individual levels of performance working at Jay Jay Textile there was little variation. Among the ten questions asked about employee performance, the question about performers performing to the expected standard received the highest mean score (4.02). Whereas, the question about receiving a sense of personal accomplishment from my work received the lowest mean score (3.56). Overall, from the results of the descriptive statistics it can be determined that the level of employees' performance at Jay Jay Textile has high levels of performance.

4.5. Regression Analysis

4.5.1 Assumptions/Diagnostic Test for Multiple Linear Regressions

4.5.1.1. Multicollinearity Test

Multicollinearity occurs when two or more independent variables are highly correlated with one another (Simon, 2004). Variance Inflation Factor values were consistently examined to provide evidence of correlation with numerical VIF values well under the suggested cut-off value of 10 (Neter, et al. 1996). Based on the rule of thumb, there are no indications of collinearity in these independent variables.

Table 4.10: Multicollinearity test for the Study Variables

Variable	Tolerance	VIF
Training need analysis practices	.569	1.757
Training program design practices	.698	1.432
Training methods	.742	1.349
Training program evaluation practices	.639	1.565

Source: (Survey Data, 2025)

4.5.1.2 Homoscedasticity

Homoscedasticity in a study often occurs when the variance of residuals (error term) would be same for all predicted (Tabachnic & Fidell, 2007). There are many methods for testing homoscedasticity, and the most widely used method is Breusch-Pagan test was used to test the null hypothesis that the error variances are all equal versus the alternative that the error variances are a multiplicative function of one or more variables. In this study, as can be seen

in Table 4.11, the sig-value for fitted values of dependent variable employee performance was 0.1206 and Chi-square of 2.81 indicated that heteroscedasticity was not a concern.

Table 4.11: Breusch-Pagan for Heteroscedasticity

Breusch-Pagan / Cook-Weisberg test for heteroskedasticity
Ho: Constant variance
Variables: fitted values of employee performance
chi2(1) = 2.81
Prob > chi2 = 0.1206

Source: (Survey Data, 2025)

4.5.1.3. Linearity

One of the assumptions about the linearity commonly made in multiple regression analysis is that there must be a linear relationship between the dependent variable and each of the independent variables, as well as the dependent variable and the independent variables taken as a group (Asghar & Saleh, 2012). One of the common ways to assess linearity is by producing scatter plots and then visually inspecting the scatterplots for linearity. If the plot doesn't show any obvious pattern and the plot points are evenly distributed on either side of zero on the X-axis and the plot points are either side of zero on the Y-axis, that is evidence of linearity. The Figures 4.2 show scatter-plot of studentized residual versus linearly predictive value. The figures have a horizontal band of points indicating the linear relationship.

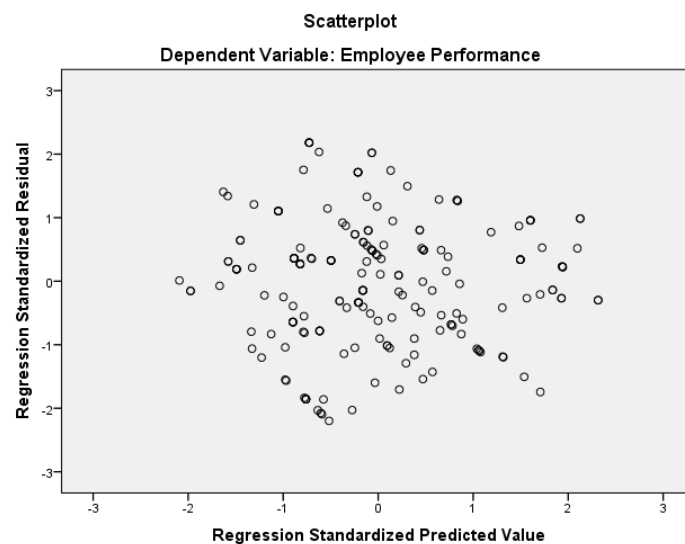


Figure 4.1: Studentized residual scatter plot for Linearity Test

Source: Survey Data, (2025)

4.5.1.5. Normality

Normality is the other assumption of multiple regressions which assumes residuals (errors) are approximately normal. To make valid inference from regression analysis, the residuals of the regression should be normal. One way to check this assumption is through a normal P-P or Q.Q plot of your dependent variable, to make sure your results are obtained (Asghar & Saleh, 2012). A P-P plot is a graphical procedure that plots cumulative probabilities (values between 0 and 1) on the X-axis and the normal curve expected probabilities on the Y-axis. If the sample is exactly normally distributed, the points will lie on a straight diagonal line. The Figure 4.3 shows Normal P-P Plots for the dependent variables (employees' performance) in which the points would lie on a straight line confirming the data was normally distributed.

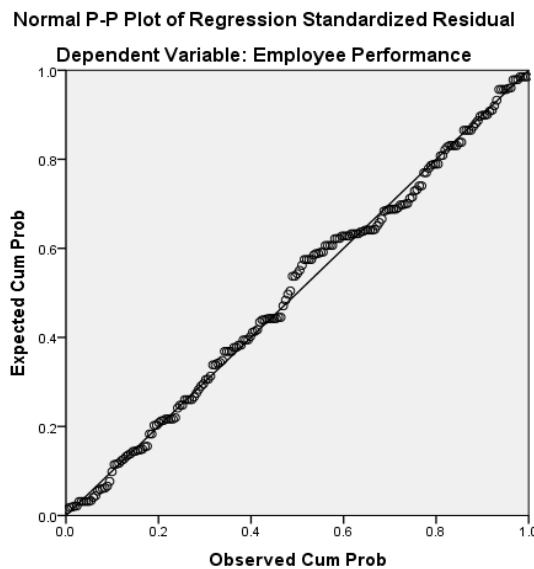


Figure 4.2: Normal P-P Plot of residual for dependent variables

Source: (Survey Data, 2025)

4.5.2 Analysis of Regression Results

4.5.2.1. The Multiple Coefficient of Determination (R^2)

Coefficient of determination explains the percentage of variation in the dependent variable (the employees' performance) that is explained by the four independent variables. The table 4.15 below preset the model summary.

Table 4.13: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.817 ^a	.668	.661	3.917	1.684

a. Predictors: (Constant), Training program evaluation practices, Training program design practices, Training methods, Training need analysis practices
b. Dependent Variable: Employee Performance

Source: (Survey Data, 2025)

As illustrated in the model summary Table 4.13, the multiple coefficients of determination (R^2) value is 0.668, indicating that 66.8% of the variation in employee performance is explained by the combined effect of the four independent variables: training need analysis, training program design, training methods, and training program evaluation practices. This suggests a strong relationship between the independent variables and employee performance. The adjusted R^2 value, which accounts for the number of predictors in the model, is slightly lower at 0.661, reinforcing the robustness of the model while minimizing the likelihood of overfitting. The R value of 0.817 reflects a high degree of correlation between observed and predicted values of the dependent variable. The standard error of the estimate is 3.917, which indicates the average distance that the observed values fall from the regression line.

4.5.2.2. ANOVA Interpretation

The ANOVA table (Table 4.14) provides further evidence of the overall model's significance. The F-statistic is 96.395 with a p-value (Sig.) of .000, which is well below the 0.05 significance threshold. This confirms that the overall regression model is statistically significant, meaning the combination of the independent variables (i.e., the four training practices) significantly predicts employee performance. In other words, the regression model as a whole fit the data well and the independent variables collectively contribute meaningfully to explaining changes in the dependent variable.

Table 4.14: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	5915.278	4	1478.820	96.395	.000 ^b
	Residual	2945.513	192	15.341		
	Total	8860.792	196			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), Training program evaluation practices, Training program design practices, Training methods, Training need analysis practices						

Source: (Survey Data, 2025)

4.5.2.3. Regression Coefficients

The regression coefficients presented in Table 4.15 provide insight into the specific impact of each individual training practice on employee performance, holding all other variables constant. The regression analysis demonstrates that all four dimensions of training and development practices—need analysis, program design, training methods, and evaluation—have statistically significant and positive effects on employee performance at Jay Jay Textile PLC.

Table 4.15: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-10.18	2.54		-4.006	.000
	Training need analysis	.364	.143	.140	2.538	.012
	Training program design	.535	.079	.338	6.789	.000
	Training methods	.795	.085	.452	9.351	.000
	Training program evaluation	.255	.093	.143	2.741	.007

a. Dependent Variable: Employees' Performance

Source: (Survey Data, 2025)

Training Need Analysis Practices have a positive and statistically significant effect on employee performance, with a coefficient (B) of 0.364 and a p-value of 0.012 (< 0.05). This suggests that when training needs are properly assessed, it leads to improved performance, likely because training becomes more aligned with actual skill gaps and job requirements.

Training Program Design Practices also have a positive and significant impact, with a coefficient of 0.535 and a p-value of 0.000. This is a strong indicator that well-structured training programs—with clear objectives, relevant content, and tailored delivery methods—substantially enhance employee performance. It also shows a relatively high standardized beta (0.338), reflecting its meaningful contribution in the model.

Training Methods emerged as the most influential variable, with the highest coefficient of 0.795 and a beta of 0.452, and a p-value of 0.000, indicating a highly significant relationship. This suggests that the methods used to deliver training (e.g., workshops, on-the-job training, coaching) are critical determinants of whether employees can effectively absorb and apply

new skills. The high beta value indicates that training methods are the strongest predictor among the four practices.

Training Program Evaluation Practices also show a positive and significant effect on employee performance, with a coefficient of 0.255 and a p-value of 0.007. This finding implies that when training programs are properly evaluated (through feedback, assessments, or performance reviews), it helps ensure continuous improvement and relevance, leading to better performance outcomes.

When these beta coefficients are substituted in the equation, the model becomes

$$Y = 0.364X_1 + 0.535 X_2 + 0.795X_3 + 0.255X_4 - 10.189$$

Where: Y is Employee Performance (dependent variable), while X1, X2, X3, and X4 represent the independent variables, the four training and development practices which are: need analysis practices, training program design practices, training methods, and training program evaluation practices.

This means that holding other factor constant one-unit increase in the effectiveness of training need analysis is associated with a 0.364-unit increase in employee performance; an increase of one unit in the quality of training program design leads to a 0.535-unit increase in employee performance; one-unit increase in the effectiveness of training methods results in a 0.795-unit increase in employee performance; and an improvement in training evaluation practices by one unit is associated.

In general, the regression analysis demonstrates that all four dimensions of training and development practices—need analysis, program design, training methods, and evaluation—have statistically significant and positive effects on employee performance at Jay Jay Textile PLC. Among them, training methods have the most substantial impact, followed by program design, need analysis, and evaluation. These findings underscore the importance of a comprehensive and well-executed training system, starting from identifying employee needs, designing targeted programs, applying effective delivery methods, and consistently evaluating outcomes to reinforce performance improvements. The results provide a strong empirical foundation for management to prioritize and invest in structured training and development initiatives to boost workforce effectiveness.

4.6. Challenges of Training and Development Practices

The other objective the study was to identify the major problems/gaps that are exist in the current practices of employees training and development in the company. The respondents were asked to rate the level of agreement with statement regarding the challenges that affect the training and development in the company, the results were presented in Table 4.16.

Table 4.16: Problems/challenges of Training and Development

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
There are lack of necessary knowledge and skill on the part of the trainer.	23.8	34.2	10.5	21.6	10.8	2.55	0.82
There is unclear training and development program	4.5	11.5	4.5	43.4	35.5	3.98	0.69
Poor administration of the Training & development program process.	13.8	22.2	6.8	38.6	27.5	3.36	0.81
The purpose of the training & development program being unrealistic.	22.8	35.2	6.8	33.6	9.5	2.86	0.81
Good training and development program is not followed by rewards.	2.8	15.2	3.8	53.6	32.5	4.24	0.54
Training and development programs are not designed based on need assessments.	20.3	28.7	10.3	29.7	11.1	3.16	1.02
There is lack of timely feedback and evaluation of training program.	3.8	25.2	6.8	48.6	24.5	3.86	0.71
Inaccurate training need analysis will affect employees' interest.	5.3	19.3	3.5	49.1	22.8	3.85	0.80
I believe that there is a discrepancy between the provided training and the required job skills.	4.5	18.6	5	49.1	22.8	3.72	0.76
There is lack of professionals in the training department.	11.3	30.8	8.0	37.5	12.3	3.16	1.08
The planning of training is poor in terms of training content and methods.	8.3	9.5	13.5	45.1	23.5	3.86	0.89
There are lack of resources and budget.	5.3	23.7	5.3	44.7	21.1	3.53	1.02
Management does not support training programs.	5.3	32.5	9.3	39.4	13.5	3.43	0.81
Grand Mean and SD						3.50	0.82

Source: (Field Survey, 2025)

The findings presented in Table 4.16 provide insight into the major challenges associated with training and development practices at Jay Jay Textile PLC. The grand mean score of 3.50 (SD = 0.82) indicates a general agreement among respondents that several significant issues hinder the effectiveness of training and development initiatives in the company. The highest-rated challenge is that good training and development programs are not followed by rewards (Mean = 4.24), suggesting a critical gap in post-training recognition and motivation, which can demoralize employees and reduce the perceived value of training efforts.

Another prominent challenge is the presence of unclear training and development programs (Mean = 3.98), which may reflect poor communication and planning in the structuring of training activities. Closely following are concerns about lack of timely feedback and evaluation (Mean = 3.86), inaccurate training needs analysis (Mean = 3.85), and poor training content and method planning (Mean = 3.86). These issues imply that while training programs are being implemented, they are often misaligned with employees' actual job needs and are inadequately monitored for effectiveness.

Further, respondents expressed agreement with the existence of a discrepancy between provided training and required job skills (Mean = 3.72) and poor administration of training programs (Mean = 3.36), indicating problems in execution and strategic alignment. While some issues—like lack of knowledge and skills on the part of trainers (Mean = 2.55) and unrealistic training purposes (Mean = 2.86)—were rated lower, they still point to areas needing improvement.

In addition to the challenges identified through closed-ended questionnaire responses, qualitative insights gathered from open-ended comments and interview provide further depth to the understanding of training and development gaps at Jay Jay Textile PLC. Several respondents highlighted a lack of follow-up support after training, indicating that employees are often left without coaching or mentoring to apply what they have learned in their actual job roles. This results in a disconnect between training content and practical application, reducing the overall effectiveness of the programs.

Moreover, respondents pointed out the limited involvement of employees in training planning, where most decisions are made top-down without adequately assessing workers' real-time challenges and learning preferences. This top-down approach fosters disengagement and undermines employee ownership of their professional development. Another recurrent

concern was the lack of career progression linkages in training efforts. Many employees noted that training programs appear generic and do not align with clear career advancement paths or performance-based promotions, leading to reduced motivation to actively participate or take the programs seriously.

In some departments, employees also mentioned language barriers and literacy issues, especially among older or less formally educated workers, which hinder their ability to fully grasp training content—particularly when training materials are not tailored to their comprehension level. Finally, rigid training schedules and workload pressures were cited as obstacles that prevent full participation, especially when employees are required to attend sessions during peak production periods. These additional challenges point to the need for a more inclusive, participatory, and context-sensitive approach to training design and delivery within the organization.

Overall, the results highlight that the effectiveness of training and development at Jay Jay Textile PLC is undermined by a combination of design, implementation, and follow-up challenges. The absence of reward systems, poor feedback mechanisms, and lack of needs-based planning weaken the impact of training programs on employee performance. Addressing these issues requires a more strategic, data-driven, and employee-centered approach to training design and evaluation, alongside stronger management support and resource allocation.

4.7. Discussion of Findings

This section discusses the major findings of the study in light of its specific objectives, and compares the results with previous research on training and development and their effects on employee performance.

The primary objective of this study was to examine the effect of training and development practices—namely, training need analysis, training program design, training methods, and training evaluation—on employee performance at Jay Jay Textile PLC. The regression analysis indicated that all four variables significantly influence employee performance, with training methods showing the strongest effect ($\beta = 0.452$, $p < 0.01$), followed by training program design ($\beta = 0.338$, $p < 0.01$), training evaluation ($\beta = 0.143$, $p < 0.01$), and training need analysis ($\beta = 0.140$, $p < 0.05$).

These findings are consistent with the study by Khan et al. (2011), who found that effective training methods and design contribute significantly to employee productivity and job satisfaction. Similarly, Obisi (2011) emphasized that a systematic needs assessment ensures that training content is relevant, thereby improving performance outcomes. The current study also aligns with the work of Falola, Osibanjo, and Ojo (2014), which found that consistent training evaluation and feedback mechanisms positively correlate with better individual performance and organizational outcomes. Hence, the present results reinforce the idea that a comprehensive and structured training and development system plays a vital role in enhancing employee efficiency and output.

The study also aimed to identify challenges affecting the implementation and success of training and development practices. Quantitative and qualitative analyses revealed several obstacles, including lack of clarity in training objectives ($M = 3.98$), absence of post-training rewards ($M = 4.24$), poor feedback mechanisms ($M = 3.86$), and disconnects between training and actual job requirements ($M = 3.72$). Additionally, qualitative data highlighted limited employee involvement in training planning and challenges in translating training into practice due to inadequate follow-up and mentoring.

These findings echo the work of Afshan, Sobia, Kamran, and Nasir (2012), who emphasized that training without strategic alignment and post-training support often results in suboptimal outcomes. Similarly, Armstrong (2020) emphasized the need for participatory training planning and robust feedback mechanisms to enhance learning outcomes. The results also support the argument of Goldstein and Ford (2002) that insufficient training need analysis and lack of customization undermine training relevance and effectiveness.

In summary, the study's findings demonstrate that training and development practices significantly affect employee performance. However, various challenges hinder their effectiveness, including lack of clarity in program objectives, insufficient post-training support, and weak alignment between training content and job requirements. Addressing these issues through participatory planning, continuous feedback, and integration of training with career development pathways will enhance the impact of training initiatives at Jay Jay Textile PLC.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the summary of major findings, conclusions and recommendations of the study were discussed. The study was to examine the practice employees training and its impact on the employee performance at Jay Jay Textile. Based on this, the chapter presents the conclusion and recommendations that comprise further actions, which the study proposes for improving the human resource training practice in Jay Jay Textile.

5.1. Summary of finding

As it is to be recalled, the major objective of the research was to examine the practice employees training and its impact on the employee performance at Jay Jay Textile. To achieve these objectives, the study used survey questionnaires, as a research instrument. In this section, the major findings of the research which have been discussed before are summarized in accordance with the objectives of the research as follows.

The first specific objective of the study was to examine employees training practices at Jay Jay Textile. To determine this, four main categories of training practices were taken into consideration: training needs assessment practice; training design practices; methods of training delivery and training evaluation practice. In this regard, study came to claim the following as key findings.

- The assessment of training needs at Jay Jay Textile PLC reveals several limitations in their current practices. The overall mean score for training needs assessment practices was found to be moderate (2.91), indicating that while some aspects of the training needs assessment are in place, improvements are necessary. Key findings include the lack of a SMART manual and instrument for training needs assessment, with 64.9% of respondents indicating disagreement with the existence of such tools. Furthermore, there were concerns about the prioritization of training needs based on employees' interests, as well as the effectiveness of the training needs analysis methods in clearly identifying skill gaps. While some training is aligned with work needs, the process of identifying performance gaps and tailoring training to these needs was perceived as insufficient. Document analysis indicated that while the company does have a training needs assessment manual, it primarily conducts assessments at the organizational and individual levels, neglecting task-level analysis. To improve, the company should

ensure a more comprehensive and unbiased assessment process, prioritize employee interests, and regularly review task requirements to ensure that training is accurately aligned with evolving job demands.

- The assessment of Jay Jay Textile PLC's training program design practices reveals a need for improvement, with a moderate grand mean score of 3.19. While some aspects of the design process are relatively well implemented, the findings indicate significant gaps, particularly in setting clear and measurable (SMART) objectives, involving employees in the design process, and effectively communicating training plans to stakeholders. Additionally, document reviews show that training content and methods are not consistently well-defined, and objectives for individual sessions are often lacking. To enhance effectiveness, the company should focus on setting SMART goals, fostering inclusive design practices, and ensuring that training content is aligned with both job requirements and strategic organizational goals.
- The assessment of Jay Jay Textile PLC's training delivery methods reveals generally effective practices, with a grand mean score of 3.46, indicating positive respondent agreement overall. The company successfully provides both on-the-job and off-the-job training and employs delivery methods perceived as suitable for skill and knowledge acquisition. Trainers are regarded as competent, and the training environment is considered safe and conducive. However, notable gaps exist in the use of trainee-centered methods, the provision of adequate training facilities, and the alignment of training with intended objectives, suggesting key areas for improvement to enhance training effectiveness.
- The assessment of Jay Jay Textile PLC's training program evaluation practices reveals significant shortcomings, with a low grand mean score of 2.64, indicating weak implementation and limited consensus among respondents. Most employees reported that the company rarely evaluates training before, during, or after the program, and fails to effectively use feedback, assess learning gaps, or identify future training candidates. Management's feedback mechanisms are also perceived as inadequate. Overall, the findings highlight a critical need for the company to strengthen its training evaluation practices to ensure programs meet their objectives, support employee development, and guide future training improvements.

The second specific objective of study was to investigate the impact of employees training practices on the employee performance. In this regard, the regression analysis conducted to assess the impact of training and development practices on employee performance at Jay Jay Textile PLC reveals a strong and statistically significant relationship, with the model explaining 66.8% of the variation in performance ($R^2 = 0.668$). The ANOVA results confirm the model's overall significance ($F = 96.395$, $p < 0.001$). All four training components—need analysis, program design, training methods, and evaluation practices—positively and significantly affect employee performance. Among them, training methods had the strongest influence ($\beta = 0.452$), followed by program design ($\beta = 0.338$), indicating the critical role of how training is delivered and structured. Need analysis and evaluation also contribute significantly, underscoring the importance of aligning training with skill gaps and ensuring ongoing program improvement.

The third specific objective the study was to identify the major problems/gaps that are exist in the current practices of employees training and development in the company. The study identified several critical challenges hindering the effectiveness of training and development practices at Jay Jay Textile PLC, as reflected by a grand mean score of 3.50 ($SD = 0.82$), indicating general agreement among respondents on the existence of substantial gaps. The most pressing issues include the absence of rewards following training, unclear training programs, lack of timely feedback, inaccurate needs analysis, poor content and method planning, and a mismatch between training and actual job skills. Qualitative insights further revealed problems such as inadequate follow-up support, limited employee involvement in planning, lack of career development linkage, language and literacy barriers, and scheduling conflicts. These findings point to systemic weaknesses in the design, implementation, and post-training phases, emphasizing the need for a more inclusive, participatory, and strategically aligned approach that is supported by management and reinforced through adequate resources and continuous evaluation.

5.2. Conclusion

The study assessed employee training practices and their impact on performance at Jay Jay Textile PLC. Findings revealed that while training delivery methods are moderately effective—especially with a mix of on-the-job and off-the-job approaches—major gaps exist in key areas such as needs assessment, training design, evaluation, and post-training support. Needs assessments were often conducted without proper tools or attention to employee input,

and training programs lacked clearly defined objectives and employee involvement. Evaluation mechanisms were particularly weak, with minimal follow-up or feedback integration into future planning.

The regression analysis confirmed a strong positive relationship between effective training practices—particularly delivery methods and program design—and employee performance. However, several challenges undermine training effectiveness, including unclear training content, poor alignment with job requirements, and lack of incentives and feedback systems. To address these gaps, the company must adopt a more strategic and inclusive training approach that involves employees, sets clear goals, and ensures alignment with organizational needs. Leadership commitment and resource support will be critical for implementing continuous improvements that enhance both individual and organizational outcomes.

5.3. Recommendation

Based on the findings and conclusions of the study, the following recommendations are proposed to enhance the effectiveness of employee training and development practices at Jay Jay Textile PLC:

- The company should implement a structured and standardized approach to training needs assessment by adopting SMART tools and methodologies. This process should involve task-level analysis in addition to organizational and individual assessments. Employee input must be actively sought to ensure that training initiatives are aligned with actual skill gaps and job requirements.
- Training programs should be designed with clearly defined, measurable objectives that align with both employee development and strategic organizational goals. Employees should be involved in the planning and design stages to ensure relevance and increase ownership. Training content and delivery methods must be tailored to reflect the specific tasks and responsibilities of participants.
- While current delivery methods show relative effectiveness, there is a need to increase the use of interactive, learner-centered methods such as simulations, group exercises, and role-playing. The company should also invest in improving training facilities and providing training in languages and formats that are accessible to all employees, especially those with literacy or language barriers.

- The company must establish a systematic and continuous training evaluation process that assesses the effectiveness of training before, during, and after delivery. Feedback from participants should be collected and analyzed to inform future training improvements. Evaluation should also include measures of behavioral change and performance impact on the job.
- To reinforce learning and improve the practical application of skills, the company should provide post-training support through mentoring, coaching, and follow-up sessions. Moreover, establishing a reward and recognition system for employees who successfully complete training and demonstrate improved performance would help motivate and retain skilled personnel.
- Training and development initiatives should be integrated into a broader career progression framework. This includes mapping training programs to performance-based promotions, internal mobility opportunities, and long-term professional growth, thereby increasing employee motivation and participation.
- Senior management must demonstrate visible commitment to training and development by allocating sufficient resources—financial, human, and time-related. This includes minimizing conflicts between production schedules and training sessions, particularly during peak periods, and fostering a culture that values continuous learning.

5.4. Areas of Future Research

While this study has offered valuable insights into the training and development practices at Jay Jay Textile PLC and their impact on employee performance, several areas remain open for further research. Future studies could explore comparative analyses across different textile companies or industries to identify sector-specific challenges and best practices. A longitudinal approach would also be beneficial to assess the long-term effects of training on employee performance, providing a clearer picture of the sustainability of training outcomes. Additionally, beyond individual performance, examining how training influences broader organizational outcomes—such as productivity, innovation, employee retention, and customer satisfaction—would provide a more holistic understanding of its value. Furthermore, given the identified issues related to language and literacy barriers, future research could delve into the challenges of inclusive training and explore strategies for making training content more accessible to all employees. Finally, investigating the impact of gender, age, and educational background on training participation and outcomes could help

ensure equity and inclusivity in training practices. These areas of research would contribute to enhancing the effectiveness and strategic alignment of employee development initiatives.

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Appendix I: Questionnaire

The purpose of this questionnaire is to collect data for post graduate study entitled: “The Effect of Training & Development practice on employee job Performance in the case of Jay Jay Textile PLC”. This questionnaire is required to assist in determining the objectives of the study. Your privacy will be kept anonymously and, therefore, no one knows who provided the information. Any information provided will be used for academic purpose only and will be treated in strict confidence. Therefore, you are kindly requested to provide your responses to different questions below. Thank you in advance for agreeing to participate in this study.

General Instruction: - Circle your response or indicate "√" in the box beneath for closed-ended questions among the provided alternatives but write your response in the space provided for open-ended questions. You don't need to write your name.

Section One: Respondents Profiles

Instruction: - Circle your response or indicate "√" in the box beneath for each question.

1.	Sex:	Male () Female ()
2.	Age:	
3.	Education level	Primary () BA/BSC () Secondary () MA/MSc/MBA () Diploma () PHD ()
4.	For how long have you been employed in this company?	< 1 year years () 3 – 5 years () 1 – 3 years () >5 years ()
5.	Rank:	Managerial () Operational/professional () Technical () Clerical ()
6.	Have you ever received any type of training? If “No”, please skip to next section	Yes () No ()
7.	What was the criterion of selection?	Organizational membership () Performance () Supervisors recommendation () Compulsory () Upon employee request () Don't know ()
8.	How often does the organization undergo training and development practices	Quarterly () Annually () Semi-annually () No specific schedule ()

SECTION II: Employee Training and Development Practices

Please put (√) mark against each question that indicate your level of agreement for each question. 5= Strongly Agree, 4 =Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree

S/N	Item	1	2	3	4	5
HRD Needs Assessment Practice						
1.	In the company, there is SMART manual & instrument of need assessment.					
2.	The need assessment checklist filled without bias and is genuine.					
3.	Training & development need assessment manual is prepared by considering the need of prospective trainees.					
4.	The need of training and development are properly prioritized by considering the interest of prospective employee.					
5.	The training & development need analysis methods enable to clearly identify the employees' skill and knowledge gap.					
6.	The company practiced training and development based on your work needs.					
7.	Training and development need analysis conducted is able to produce relevant findings on performance gaps.					
Training Design practices						
8.	Training and development objectives are set in advance					
9.	The Company in its programs has set SMART training and development objectives					
10.	The Company's training and development program has been developed in accordance with the strategic plan					
11.	The Company training and development program preparation allow the participation of all employees					
12.	The Training and development program of the company is well communicated to all partners & stakeholder					
13.	Training and development program of the Company is designed in compatible with the actual job to be performed.					
14.	Training and development programs allow acquiring skills, knowledge and attitude and improve employee's performance.					
15.	Training & development program considers the employees future career development.					
Methods of Training & Development						
16.	The Company gives both on-the-job and off-the-job training.					
17.	The delivery method that the Company employed is proper to acquire the necessary knowledge, skills and attitudes.					
18.	The Company is employed trainee- centered training and development as well as delivery method.					
19.	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training and development appropriately					
20.	Required facilities, equipment's and training aids are provided in accordance with the level of trainees.					
21.	There is safe and conducive environment to conduct training and development in the Company					

S/N	Item	1	2	3	4	5
22.	Training and development conducted is fit to intended purposes and objectives with the method employed					
	Training and Development Evaluation Practice					
23.	The organization evaluates the training and development practice before, on the process and after the program					
24.	The organization use feedback at the end of the training and development program					
25.	Training evaluation is used to identify potential candidate for current training & future development					
26.	Training evaluation assesses the gap before and after delivery of the training					
27.	The management makes feedback to fill the gap & improve the effectiveness of the training& development.					

Section III: Questionnaires on Employee Performance

In the section below, indicate the extent to which you agree with each of the following statements regarding employees' performance by ticking (✓) that which most closely matches your opinion. Use the following rating scale. **1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree and 5: Strongly Agree**

S.N	Items	5	4	3	2	1
		(SA)	(A)	(N)	(D)	(SD)
1.	I consistently meet or exceed my work targets and goals.					
2.	I complete tasks accurately and without errors.					
3.	I am able to prioritize my tasks effectively to meet deadlines.					
4.	I am proactive in identifying problems and suggesting solutions.					
5.	I consistently demonstrate high levels of initiative in my work.					
6.	I contribute positively to team objectives and collaboration.					
7.	I actively seek opportunities for professional growth and development.					
8.	I am able to adapt to changes and challenges in my work environment.					
9.	I maintain a high level of motivation and engagement in my work.					
10.	I receive positive feedback from my manager and colleagues regarding my work performance.					

Thank you for your cooperation

Appendix II: Interview Guide

Introduction: Thank you for taking the time to participate in this interview. The purpose of this interview is to gather insights into how training and development practices have influenced employee performance at Jay Jay Textile PLC. Your responses will be invaluable in understanding the impact of these practices and identifying areas of improvement. Please feel free to answer openly, and note that all responses will remain confidential.

Interview Questions:

1. Can you briefly describe your current role and responsibilities at Jay Jay Textile PLC?
2. How would you assess your overall job performance over the past year? What factors do you think have contributed to your performance?
3. Can you explain how training and development programs at Jay Jay Textile PLC have influenced your job performance?
4. What specific skills or knowledge have you gained through training that you have applied to your work?
5. How often do you participate in training and development programs? Are the training sessions aligned with your day-to-day work responsibilities?
6. How well do you think the training programs meet the needs of employees in your department or team?
7. In your opinion, what are the major challenges employees face when it comes to training and development at Jay Jay Textile PLC?
8. How do you evaluate the effectiveness of training programs? Are there any specific outcomes or improvements in performance that you have observed after participating in a training session?
9. How does management support or encourage continuous learning and development within the company?
10. What suggestions would you provide to improve the current training and development programs to enhance employee performance?