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## **COLLEGE OF BUSINESS AND ECONOMICS SCHOOL OF COMMERCE**

Human Resource Management Department

The effects of training and development strategies on skill  
enhancement in the case of Cosmar East Africa Cosmetic and Plastic  
Factory

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**Project Work Submitted as a Partial Fulfillment of the Requirements for the  
Award of Master of Arts Degree in Human Resources Management**

**May, 2025**

## Declaration

### Declaration

I hereby declare that this thesis “The effects of training and development strategies on skill enhancement in the case of Cosmar East Africa Cosmetic and Plastic Factory” has been carried out by me under the guidance and supervision of Fesseha G. (Prof.). The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

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Researcher Name	Signature	Date
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I hereby certify that I have read this thesis prepared under my direction and recommendations and it has been submitted for examination with my approval as university advisor.

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## Approval

The undersigned certify that they have read and hereby recommend to the Addis Ababa University College of Business and Economics School of commerce to accept the thesis submitted by Rediet Atnafu, and entitled with “The effects of training and development strategies on skill enhancement in the case of Cosmar East Africa Cosmetic and Plastic Factory” in Partial Fulfillment of the Requirements for the Degree of Masters of Human Resource Management.

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## ABSTRACT

*This study investigated how training and development strategies impact employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory. It aimed to assess current training practices, evaluate resulting skill improvements, analyze the link between training participation and skills, determine how well training predicts skill development, and identify challenges. Data came from questionnaires completed by 143 employees, focusing on on-the-job and off-job training experiences. Descriptive results showed generally neutral to moderately positive perceptions of both training types, with off-job training rated higher in interactivity and resources. However, issues like inconsistent implementation, limited practical application, and lack of coaching were noted, especially in on-the-job settings. Correlation analysis revealed strong positive links between training and skill enhancement, with off-job training showing a stronger relationship ( $r = 0.813$ ) than on-the-job ( $r = 0.605$ ). Regression analysis confirmed both training types significantly predict skill development, explaining 69.2% of variance, where off-job training had greater predictive power ( $Beta = 0.693$  vs.  $Beta = 0.213$ ). Key barriers included poor infrastructure, low investment, high turnover, limited technology use, mismatched content, and weak feedback systems. The study recommends a blended training approach combining theory and practice, enhanced trainer capacity, personalized coaching, and better evaluation systems. Addressing these issues is crucial for improving workforce skills and organizational competitiveness in Ethiopia's expanding manufacturing industry.*

**Key Terms:** On-the-Job Training (OJT), Off-Job Training, Employee Skill Enhancement

## CHAPTER ONE

### 1. INTRODUCTION

#### 1.1. Background of the study

Training and development are known as the process of improving the existing skills, knowledge, and abilities in an employed. Different author's defined training as it is an organized increase from the basic skills needed for staff members to execute efficiently to operate the business (Saleem Shahid & Naseem, 2011). Laing (2009) also defines training as an indicator to enhance superior skills, knowledge, capabilities, and outlook of the employees that result in the effective performance of the employees.

Training is the process whereby employees' aptitudes, skills and abilities enable them to do specific jobs (Aswathappa, 2000), and it encompasses the adoption of both formal and informal approaches to impart knowledge so that people get the required skills to deliver (Drummond, 2000). In addition, Armstrong, (2003) stated that, training is the formal and systematic modification of behavior through learning which occurs as a result of education, instruction, development and planned experience. Moreover, training programs that align with organizational goals and strategies contribute to the development of a skilled and adaptable workforce, capable of addressing emerging challenges and driving innovation (Sanjeev et al, 2023).

Development, on the other hand, includes getting the skills, knowledge and other behaviors necessary for or applicable to a project or an activity (Australian Film Television and Radio School AFTRS, 2011). Development prepares employees to occupy positions in the firm and assists them to get future jobs (Drummond, 2000). It comprises activities such as coaching, formal educational commitments and experiences.

Employee development is essential in maintaining and developing the capabilities of both individual employees and the organization as a whole. A central idea is that perceived investment in employee development creates conditions where employees believe that their organizations value their involvement and care about their skill enhancement and career growth (Saeed & Shabir, 2013).

Training and development enhance the organization's strategic goals and objectives including organizational culture and ensuring health and safety. Regarding the benefits of training and

development for the organization, Anderson (2000) states training and development is best seen as an incentive that can enhance organizational commitment, team effort, customer relations, etc. However, on the purely individual level without encouraging upon an organizational impact, innate incentives can be realized through training.

Moreover, training and development programs are essential for every organization for its long-term planning that requires careful preparation if they are to be successful and help to achieve its objectives in time and enhance the knowledge, skills and competencies of its workforce. Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in a more productive manner (David, 2006).

Every organization governmental, non-governmental or private organization to enhance their employee's performance skill development was the prominent issue. The chosen company According to the Ethiopian commercial code, Cosmar East Africa Business Share firm is a reputable firm that was founded in Bole Sub city, Woreda 07, Gurde Sholla Addis Ababa, Ethiopia. The business is pleased to provide skin care, hair care, and dental care goods to the Ethiopian market. With an integrated plastic manufacturing plant, the company boasts top-notch manufacturing facilities. Chemi & Cotex Ethiopia Limited, in a joint venture with East Africa Holding Sh. Co., acquired the bulk of the company's shares and made fresh investments in February 2016. The British Virgin Islands is home to Chemi & Cotex Ethiopian Limited's registered office.

Cosmar is expanding rapidly in all areas, and the majority of its items have received great reviews from customers. More than 199 permanent employees and 39 contract workers now have employment opportunities at the recently renovated Cosmar facility.

In order to achieve overall organizational effectiveness and efficiency that meets the demands of both customers and consumers, the company has gone through several stages of reform. Thus, the practices of training and development and associated skill development agenda was assessed with the aim to investigate the effects of training and development strategies on skill enhancement in the case of Cosmar East Africa Cosmetic and Plastic Factory.

## 1.2. Statement of the problem

Training and development have been widely recognized as essential components in enhancing employee skills and improving organizational performance. A substantial body of literature has explored various aspects of training effectiveness across different industries and contexts. For instance, Subramanian and Amanda (2017) identified key factors influencing training effectiveness such as motivation, attitude, emotional intelligence, management support, and training methods emphasizing the multifaceted nature of successful training outcomes. Their findings suggest that effective training goes beyond content delivery; it requires an enabling environment supported by leadership and personal readiness.

Building on this, Adula, Kant, and Birbirsra (2023) focused on the Ethiopian Textile Industry and found that employees perceive training as vital not only for skill acquisition but also for shaping positive work attitudes. This aligns with Subramanian and Amanda's emphasis on psychological factors, but expands it to include workplace behavior and organizational culture. Similarly, Girma (2018) examined Ethio-Telecom and found a strong positive relationship between training interventions and employee performance, reinforcing the argument that structured training can significantly enhance workforce productivity.

Zubairi and Zaman (2018), in contrast, extended the discussion by exploring the indirect effects of training on job satisfaction and motivation, suggesting that well-implemented training programs can influence not only skills but also broader motivational outcomes. These studies collectively reinforce the idea that training plays a multidimensional role in organizational success, affecting both individual capabilities and attitudinal outcomes.

However, Saeed and Shabir (2013) introduced a critical caveat: while training enhances skills, it may inadvertently increase turnover if employees become more marketable and seek better opportunities elsewhere. This highlights a potential risk in investing heavily in employee development without corresponding retention strategies. Alem (2017) further complicated the picture by examining the African Union Commission, where he found that despite positive perceptions of training, its impact was undermined by poor needs assessment and weak system

design. This suggests that even when training is available, its effectiveness hinges on proper alignment with actual employee and organizational needs.

While these studies provide valuable insights, several critical gaps remain that motivate the current research. First, most prior studies have focused broadly on the correlation between training and either employee or organizational performance, often overlooking the specific mechanisms through which different types of training strategies directly influence employee skill enhancement . That is, there is limited empirical evidence detailing how on-the-job vs. off-job training, for example, contributes uniquely to skill development within a particular operational context.

Second, there are notable geographical and contextual limitations in the existing literature. While some studies focus on multinational organizations or public institutions like Ethio-Telecom or the African Union Commission, very few have addressed training practices in Ethiopia's growing private manufacturing sector. Specifically, no known study has investigated training and development strategies at Cosmar East Africa Cosmetic and Plastic Factory, a key player in the industrial landscape whose training systems remain largely unexamined.

Furthermore, a knowledge gap exists regarding the impact of training methods on skill acquisition. Although some researchers have discussed training types and processes, none have directly assessed how different methodologies translate into measurable skill improvements. Additionally, a methodological gap persists, as many studies rely primarily on descriptive statistics or basic inferential techniques, lacking comprehensive, multi-dimensional analyses of training outcomes such as behavioral change, practical application, and long-term retention.

The motivation for this study stems from the researcher's long-standing engagement with Cosmar East Africa Cosmetic and Plastic Factory, where several systemic issues in training and development have been observed. These include the absence of formal training needs assessments, reliance on generic and outdated training modules, limited employee involvement in program design, and the exclusion of contract workers despite their significant contribution to production. Moreover, employees report that current training initiatives are unstructured, poorly planned, and lack follow-up evaluation mechanisms, leading to minimal perceived value and negligible skill improvement.

These shortcomings highlight the urgent need for a focused investigation into how training and development strategies can be optimized to enhance employee skills at Cosmar East Africa Cosmetic and Plastic Factory. By addressing the gaps identified in previous research particularly the lack of methodological rigor, contextual specificity, and detailed analysis of training methods this study aims to contribute both theoretically and practically to the field of human resource development.

Ultimately, understanding how training strategies affect skill enhancement in this unique setting will provide actionable insights for improving workforce capacity, aligning training with operational goals, and enhancing organizational competitiveness in Ethiopia's evolving manufacturing sector.

### **1.3. Objectives of the study**

#### **1.3.1. General objective of the study**

The general objective of this study is to examine the effects of training and development strategies on employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory.

#### **1.3.2. Specific Objectives of the study**

This study was to address the following research objectives:

1. To assess the current training and development strategies practiced at Cosmar East Africa Cosmetic and Plastic Factory.
2. To evaluate the level of employee skill enhancement resulting from these training and development strategies.
3. To analyze the relationship between employee participation in training and development programs and their skill enhancement.
4. To determine the extent to which training and development strategies predict employee skill enhancement.
5. To identify the challenges that hinder the skill development of the Organization.

#### **1.4. Research Questions**

The study was answered the following research questions

1. What training and development strategies are currently implemented at Cosmar East Africa Cosmetic and Plastic Factory?
2. How do these training and development strategies influence employee skill enhancement?
3. Which challenges hinder the skill development of the Organization?

#### **1.5. Research Hypotheses**

- 1) H1: There is a statistically significant positive relationship between employee participation in training and their level of skill enhancement.
- 2) H2: Training and development strategies significantly predict employee skill enhancement.

#### **1.6. Significance of the Study**

This study is significant because it addresses the critical link between training and development strategies and employee skill enhancement, a factor that plays a vital role in the success of any organization. In a rapidly evolving business environment, particularly in manufacturing sectors, the effectiveness of employee training has a direct impact on organizational performance. By examining Cosmar East Africa Cosmetic and Plastic Factory, the study offers insights that can inform practices at both a company level and broader organizational settings, providing benefits to multiple stakeholders.

For Cosmar East Africa Cosmetic and Plastic Factory: The study will provide valuable insights into the types of training and development strategies that most effectively contribute to enhancing employee skills. These findings can support the factory in strengthening its human resource capabilities, addressing any gaps in skill development, and ultimately improving overall workforce performance. By applying these findings, the factory can better equip its workforce to meet both current and future challenges in the competitive manufacturing industry.

For Factory Management: The results of the study will assist management in better planning and implementing training and development programs. By examining the strengths and weaknesses of existing practices, the study will offer recommendations to optimize HR practices. It will also inform decision-making in areas such as performance appraisals, employee development plans,

and aligning HR strategies with the organization's long-term goals. This can result in more targeted training, which enhances employee engagement and productivity.

For Academicians and Researchers: The findings of this research will serve as a valuable reference for scholars and students interested in employee development and training strategies. It will contribute to the broader academic discourse on the role of training in skill enhancement, particularly in industrial settings. Furthermore, this research will serve as a foundation for future academic research, allowing researchers to build on the findings and explore further areas of training efficacy in diverse organizational contexts.

For the Researcher: This study provides the researcher with the opportunity to gain in-depth knowledge and practical experience in conducting academic research, particularly in the field of human resource management. It offers a deeper understanding of training and development practices and helps refine essential skills in research methodology. The experience gained through this research was invaluable for future academic or professional pursuits, enhancing the researcher's expertise in the field.

### **1.7. Scope of the Study**

Human resource management encompasses a wide range of functions, including recruitment, performance management, compensation, employee relations, and more. However, this study specifically focuses on one critical HR function training and development strategies and their effects on employee skill enhancement.

The thematic focus of the study is limited to examining the effects of training and development strategies on employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory. The study seeks to identify the current practices of training and development, assess their role in enhancing employee skills, and explore the types of training strategies that contribute to long-term skill development. Other aspects of human resource management are beyond the scope of this research.

Geographically, the study is confined to Cosmar East Africa Cosmetic and Plastic Factory located in Addis Ababa. Other branches or locations of the company outside this setting are not included in the study.

This is a cross-sectional study, meaning data was collected at a single point in time. The study does not track changes over a period, but rather provides a snapshot of the existing training and development practices and their impact on skill enhancement.

Methodologically, the study employed both descriptive and explanatory research design. Descriptive methods were used to explore existing training and development practices, while correlation and regression analyses was applied to examine the relationship and predictive effects of training strategies on employee skill enhancement.

### **1.8. Limitation of the Study**

This study focuses on the effects of training and development strategies on employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory. However, several limitations should be considered in interpreting the findings.

The study is geographically and organizationally limited to the selected factory in Addis Ababa, which means the results may not apply to other factories or industries. While data was gathered from both permanent and contract employees, there may still be response biases due to concerns about confidentiality and job security. To address this, participants was assured of confidentiality, and anonymous questionnaires or interviews were used.

The study's cross-sectional design limits the ability to capture long-term effects of training and development. Although this constraint exists, the researcher was focused on providing a snapshot of the current training effectiveness.

The researcher's relative inexperience may affect methodology and analysis, but guidance from academic advisors and the use of established research tools were help to minimize this. Additionally, language barriers may affect clarity, so the researcher was provided clear instructions and, if necessary, translation support to ensure comprehensive responses.

To reduce the impact of these limitations, the researcher was employed confidentiality measures, use simple language, seek expert guidance, and conduct pilot testing of data collection tools to ensure reliability and validity.

## 1.9. Definition of terms

**Training** is the strategic and systematic adjustment of behavior through learning events, programs and instructions, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively (Armstrong, 2008). It is also a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively.

**Development** is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara, 2008).

**Skill enhancement:** are focused around training that combines the best practices from education, psychology, social work, career counseling, sports, and technology training (Vidhya, 2022).

**On-the-job training** is an activity undertaken at the workplace which is designed to improve an individual's skills or knowledge (Bafaneli & Setibi, 2015).

**Off-the-job training** is defined as a form of training that occurs outside the employee's normal work environment, such as attending workshops, seminars, or online courses, where employees acquire new skills and knowledge in a formal setting (Noe, 2010).

## 1.10. Organization of the Study

The research study is structured into five comprehensive chapters, each addressing critical aspects of the investigation. Chapter one introduces the subject by providing the background of the study, followed by a statement of the problem, which highlights the objectives and basic research questions. It also outlines the scope and significance of the study and concludes with definitions of relevant terms. Chapter two delves into the relevance of the study within existing literature, exploring employee training and development through theoretical, empirical, and conceptual frameworks. In chapter three, the methodology is detailed, covering research design, approach, target population, sample size and sampling technique, data sources and types, methods of data collection, and data analysis methods, along with considerations for reliability and validity of the

instruments. Chapter four focuses on presenting and analyzing data collected from questionnaires distributed to employees at Cosmar East Africa Cosmetic and Plastic Factory, aiming to investigate the effects of training and development on skill enhancement. Finally, chapter five discusses the major findings of the study, draws conclusions based on the analysis, and presents practical recommendations informed by insights from the literature review on training and development practices. This structured approach ensures a thorough exploration of how training initiatives impact employee skills within the organization.

## CHAPTER TWO

### 2. REVIEW OF RELATED LITERATURE

#### 2.1. Theoretical Literature Review

##### 2.1.1. Theories for the Study

The study is grounded in three key theories: Human Capital Theory, Resource-Based View Theory, and Universalist Theory. Each of these can be described as follows:

##### 2.1.1.1. Human Capital theory

Human capital theory developed by Garrick, (1999) which states “that people are worth investing in as a form of capital”. People’s performance and the results achieved can then be considered as a return on investment and assessed in terms of costs and benefits (Bratton, 2007). It is a theory that can explain workplace learning. Human capital concentrates on the agency of human beings through skill knowledge, effort in augmenting production, possibilities.

Training attempts to close the gap by bringing employees up to, but not beyond, the desired standard or competence. The preferred routine to have effective training is to adopt systematic training. Training needs are identified so that wasteful expenditure can be avoided, objectives are set and outcomes are evaluated to ensure that programmes meet the objectives specified and organizational criteria (Bratton, 2007). This is in agreement with the training policy of many organizations whereby it is the responsibility of the managers to ensure that each member of staff is appropriately trained and developed to their full potential and individuals’ responsibility to submit training needs to the superior.

“Human capital theory proposes that people's skills, experience, and knowledge are a form of capital and that returns are earned from investments made by the employer or employee to develop these attributes.” The Human capital theory holds that employees should invest in specific training and further initiation of more promotion opportunities to enhance employees' career path prospects. Thus, the human capital perspective at the level of the organizations, due to its emphasis on skills and performance, appears to offer more support for generalized investments in the human resources. The theory is relevant to the study since employee performance is determined through training, which requires organization in in terms of need assessment, evaluation and training

methods. As employees upgrade their skills, they maintain the mastery of their specialization area likely to bear fruit.

Employee's value is determined from their methods of delivery, forwarding arguments or choosing a more informed way and respect by others on their ideas hence making their organization to gain a competitive advantage over others because human capital gained through training can be source of competitive advantage. Lucas (2006), argues that, "at the micro level, human capital of employees contributes to competitive advantage supports this."

Overall, human capital was considered as the skills and training an entrepreneur acquires, e.g., apprenticeship, work experience, and training in various skills through training.

#### **2.1.1.2.Resource Based View Theory**

The theory is founded by Penrose (1959) and advanced by Barney (1991) to understand the potential of the human assets of organizations in providing competitive advantage and the role they play in organizations. According to the resource-based view, human resources contribute to a sustained competitive advantage for an organization when they are valuable, non-tradable, non-imitable and non-sustainable. The resource-based view of an organization determines the value of human resources for the organization as people can be competitive. The theory provides a framework and criteria for determining the type of human resources which can be the source of competitive advantage of an organization. The theory emphasizes the need for resources as being primary in the determination of policies and procedures. Organizations are viewed as able to succeed by gaining and retaining control over scarce valuable resources such as human resources.

Proponents of this model, such as Barney (2007), define 'resources' as "all assets, capabilities, organizational processes, firm attributes, information, knowledge etc. controlled by a firm that enable the firm to conceive of and implement strategies that improve its efficiency and effectiveness." He classifies them into three categories: physical capital, organizational capital and human capital, where 'human capital resources' include the experience, judgment and intelligence of individual managers and workers in the firm (Barney,2007).

The resource-based view also opines that human resource practices deliver added value and helps achieve sustainable competitive advantage through the strategic development of the organization's rare resource as it is claimed that human resource can play a major part in ensuring that the firm's

human resources meet the required criteria. The resource-based view (RBV) of the firm focuses on its internal resources, strategy and business performance, where the contribution of a firm's human resources is to promote competitive advantage through developing 'human capital' instead of just aligning human resources to the firm's strategic goals. According to Barney (1991), 'the resource-based model of strategic management suggests that organization theory and organizational behavior may be a rich source of findings and theories concerning rare, non-imitable, and non-substitutable resources in firms.

Overall, the Resource-Based Theory provides a useful basis for understanding the value that HRM adds to the employee skill enhancement and its performance in an organization.

### **2.1.1.3. Universalist Theory**

The Universalistic Approach, "Universalistic perspective seeks for "best practices". Studies employing the Universalistic perspective are micro-analytical in nature and posit that some HRM practices are always better than others and that all organizations should adopt these practices." This perspective assumes that there are certain "best" HRM practices that impact positively to organizational performance regardless of the strategic goals of the organization. Moreover, a Universalistic approach to HRM research assumes that HRM practices contribute to worker motivation (and thereby increased productivity) as well as increased efficiency (Ichniowski, et al., 2000).

The best human resource practice areas are job design, training, communication/participation, career development, performance management, employee reward and job security. It is plausible that when employees judge the organization to be fair and supportive in their treatment of workers, particularly with regards to the availability and frequency of promotional opportunities as a result of undertaking training, which is likely to stimulate that by increasing their loyalty to the organization and reducing turnover. HRM practices that signaled the organization's intentions to invest in employees (such as developmental experiences and training) produced higher levels of 'influence' organizational commitment (Nasurdin et. al, 2012 & Wayne et al., 2012).

The theory assumes that there are certain "best" training practices that impact positively to organizational performance regardless of the strategic goals of the organization. The theory further

postulates that, organization should adopt training delivery approach that would contribute to employee motivation thereby improve on the outcome of training and development practice.

### **2.1.2. Training and Development**

Training and development can be defined as a planned learning experience designed to bring about permanent change in an individual's knowledge, attitudes, or skills (Noe, 2011). According to Subha (2011), training and development is any attempt to improve current or future employee performance by increasing an employee's ability to perform through learning, usually by changing the employee's attitude or increasing his or her skills and knowledge. Besides to this concept, training and management development activities are currently receiving increased attention in the industrial and academic communities.

According to Ahmad & Din (2009), employee training and development are based on the premise that staff skills need to be improved for organizations to grow. New entrants into organizations have various skills, but not all are relevant to organizational needs. Therefore, training and development are required for employees to enable them work towards taking the organization to its expected destination.

The training and development strategy is: the direction and scope of the training and development opportunities developed and provided by the organization for its employees and other concerned partners: ideally which matches the training and development provided to both the needs of the organization and the individual in order to ensure that the organization can respond to changes in its external environment (Cartwright, 2003).

### **2.1.3. Skill Enhancement**

Skill enhancement provides the opportunity and knowledge for employees to develop and strengthen the necessary skills to gain, maintain, and advance in a chosen area. Such kind of programs are focused on training through taking the best practices from education, psychology, social work, career counseling, sports and technology training (Vidhya, 2022).

According to the above author, through skill training a person can improve their overall performance in any identified area and in so doing can improve the overall quality of life. Skill enhancement or training typically uses a combination of cognitive and behavior problem solving

approaches, both of which are used to strengthen a person's positive skill development. There are generally four parts to effect training in specific skill enhancement: assessment, skills program construction and selection, implementation, and feedback/evaluation (Vidhya, 2022).

#### **2.1.4. Methods of Training and Development**

Adeleye, Adegbite and Aderemi (2014) have classified training and development under two main categories: on-the-job training and off-the-job training.

It must be noted that both on-the job training and off-the-job training are genre terminologies for classifications of training and development and not training and development methods. An organization may decide to training its employees whilst on the job, or off the job. In the case of the former, the worker is trained inside (internally) the organization. Some of the training and development methods that may be adopted by an organization to upgrade the skills of its employees include apprenticeships, induction and job rotation. For the latter, the employee is trained outside (externally) the organization and training and development methods that may be employed here include simulation, role play and case study.

##### **2.1.4.1. On-the-Job Training**

On-the-job training may involve more knowledgeable individuals or trainers sitting at a desk or a bench to instruct or coach trainees. Additionally, it could include assignments, projects, and the usage of managers and team leaders for both individual and group work (Na, 2021).

On-the-job training is the most common approach in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. On the job training is planned and structured training that takes place mainly at the normal workstation of the trainee. Although people often associate training with classrooms, much learning occurs while employees are performing their jobs. On-the-job training (OJT) refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace (Noe, et al, 2011).

On the job training is an efficient way to build and practice the unique management, team leading, technical, marketing, manual, and administrative abilities required by the organization, and it has

the benefits of realism and immediacy since the individual works, learns, and develops competence at the same time (Grobler, 2011)

On the job training can range from relatively unsophisticated observe and copy methods to highly structure courses built into workshop or office practice. It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is —learning by doing (Onyango & Wanyoike, 2014).

On-the-job training includes the following types:

**Coaching:** This involves an experienced worker or the trainee’s supervisor guiding the employee, often through observation or step-by-step instructions (Dessler & Varkkey, 2010). Coaching, a core part of apprenticeship, has gained popularity as it helps transfer knowledge from experienced employees to new hires, ensuring the organization's intellectual capital is preserved (Cartwright, 2003). While commonly applied to new employees, coaching is also valuable for more experienced workers (McCourt & Eldridge, 2003).

**Orientation/Induction:** This method familiarizes new employees with their work, organization, values, and rules. Employees learn about their job, responsibilities, and the organization’s systems, culture, and safety procedures (Nassazi, 2013). Orientation enhances job satisfaction and helps new employees integrate into the organization by improving morale and reducing errors (Malaolu & Ogbuabor, 2013).

**Job Rotation:** Employees rotate between different jobs at planned intervals to broaden their understanding of the business and test their abilities (Goldstein & Ford, 2007). Job rotation helps employees gain knowledge of various functions, increasing organizational competitiveness (McCourt & Eldridge, 2003). It enables employees to become multi-skilled, improving job satisfaction and productivity (Tuei & Saina, 2015).

**Apprenticeship:** Apprenticeships combine formal learning and on-the-job training to develop skilled workers. Apprentices receive both work experience and classroom training, often under the

guidance of senior employees, and may secure long-term employment post-training (Decenzo & Robbins, 2010). This method ensures that training aligns with organizational needs, producing highly skilled workers (Noe, 2010).

#### **2.1.4.2. Off-The-Job Training**

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instance of off the job training methods are workshops, seminars, conferences, etc., such method is costly and is effective if and only if large number of employees have to be trained within a short time period. (Noe, et al, 2008). Common types of off-the-job training include:

**Classroom Lectures and Seminars:** These traditional training methods involve formal lecture courses and seminars aimed at developing individuals' knowledge, conceptual, and analytical skills. Many organizations provide these either in-house or through external vendors (Greer, 2003). This method is cost-effective for training a large group of employees simultaneously. However, it has disadvantages, such as difficulty ensuring all trainees understand the material equally, as some may progress faster than others (Nassazi, 2013). Lectures are effective when delivering large volumes of information and can be complemented with methods like case studies or role-playing to enhance understanding (Noe, 2010).

**Simulated Training (Vestibule Training):** This method allows trainees to practice on actual or simulated equipment off the job, especially when on-the-job training is costly or dangerous (Dessler & Varkkey, 2010). Simulation provides a controlled learning environment that mimics real work situations, while vestibule training uses workplace-equivalent equipment outside the work setting, typically for semi-skilled employees (Cole, 2002). Both methods aim to provide hands-on experience without the risks of on-the-job training.

**Multimedia Learning:** This method uses videos, DVDs, and online tools to teach technical skills, offering an effective way to present complex information that may be difficult to convey through other training methods (Decenzo & Robbins, 2010).

**The Case Study Method:** This method presents trainees with a description of an organizational problem, which they analyze, diagnose, and propose solutions. It encourages critical thinking,

problem-solving, and the application of concepts and principles (Onyango & Wanyoike, 2014). The case study approach is used to develop analytical skills and stimulate active participation in discussions (Cole, 2002).

**Role Playing:** In this method, trainees act out real-world scenarios, taking on specific roles to understand decision-making processes (Dessler & Varkkey, 2010). It helps trainees practice problem-solving in a realistic, low-stress environment. Role-playing is particularly effective for training in sales, customer service, and management situations (Nassazi, 2013). The role play method allows trainees to better understand others' perspectives and develop strategies for conflict resolution and performance issues (Chan, 2011).

### **2.1.5. Training and Development Process**

Training and development process refers to the stages or steps within a training and development program that ensures that the intended objectives can be achieved. According to Desmone, Werner and Harris (2002), there are four stages or steps involved in the training and development process. These are training needs assessment, designing of the training, implementation of the training and monitoring and evaluation of the training.

**Training Needs Assessment:** Noe (2013) defines training needs assessment as the process of determining whether training is needed. It includes three types of analyses: employee (personal), organizational, and task (job) analyses. Firdousi (2011) emphasizes that training needs analysis helps identify the courses or activities required to enhance employees' and management's performance. It is necessary when there are system changes, new technology, government standards, performance declines, or skill and motivation gaps (Barbazette, 2006 & McConnell, 2003). Methods for conducting the analysis include observation, questionnaires, interviews, focus groups, and documents (Noe, 2013). Without training needs assessment, the training may be ineffective, resulting in wasted costs and missed productivity improvements (Firdousi, 2011).

**Design of Training and Development:** Noe (2013) explains that training design involves planning the factors and activities that ensure effective knowledge transfer. The design includes defining objectives, methods, and media to be used. The objectives stem from the training needs analysis and should align with the organization's mission and vision. Training design requires the participation of management, supervisors, and employees (Brown & Harvey, 2000).

**Implementation of Training and Development:** Hailemichael (2014) defines implementation as the actual execution of the training program. It includes ensuring trainers and trainees are ready, providing necessary resources (money, vehicles, teaching aids), and ensuring a conducive learning environment (Lehman, 2007). The program should follow the approved design, and qualified trainers are essential for success. Implementation involves organizing facilities, scheduling, conducting training, and monitoring progress.

**Monitoring and Evaluation:** Monitoring and evaluation assess whether the training program achieves its objectives and suggest improvements (Armstrong, 2003 & Boulmetis & Dutwin, 2000). Noe (2013) identifies two types of evaluation: formative and summative. Formative evaluation occurs during the design phase to ensure the training is well-organized and meets trainees' needs. Summative evaluation takes place after the training and assesses its impact on knowledge, skills, and overall organizational performance. Kirkpatrick's (1998) model of evaluation includes four levels: reaction (trainee satisfaction), learning (knowledge and skills gained), behavior (work-related changes), and results (impact on organizational performance).

## **2.2. Empirical Literature Review**

Diwedi & Nema, (2023) study on the role of training and development in enhancing organizational performance, effective training and development practices result in a skilled and motivated workforce that positively impact organizational performance across various dimensions

Alebel (2015) study employees' training and development practice in selected Ethiopian Leather Footwear Factories (Evidence from Selected Shoe Factories); the finding of the study revealed that the shoe factories have weakness in training and development practice such as with respect to periodic and clear need assessment, selection criteria, training and development methods, training period's adequacy and training evaluation.

Mastewal (2021) study on employee training and development practice: the case of Ethio Telecom; the findings of the study shows that Ethio telecom do have well defined training and development need assessment practices, training delivery and evaluation methods. In addition, sufficient budget and resource required for training and development is allocated accordingly.

Mvuyisi & Mbukanma, (2023) study on assessing the impact of on-the-job training on employee performance: A case of integrated tertiary software users in a rural university; In this study, the light was shared on the importance of on-the-job training and its effectiveness on employee performance and productivity. The study found that this method is effective in up-skilling recruits and existing employees.

Ateya & Maende (2018) study on employee training and performance of Programme for Agriculture and Livelihoods in Busia County; the findings were presented in form of charts and table. The findings revealed that training need assessment, training delivery approaches and training evaluation had significant influence on employee performance. Overall, up to 61.0% of change in employee performance is significantly explained by employee training. It was concluded that employee training had significant influence on employee performance.

Tukunimulongo, (2016) study on the effect of on-the-job training on employee performance in Kenya: Case of Mumias Sugar Company Limited, the study findings show that on-the-job-training programmes are more likely to enhance employee capability than without. There was a significant direct relationship between on-the-job-training maintained by the firm and employee task requirements.

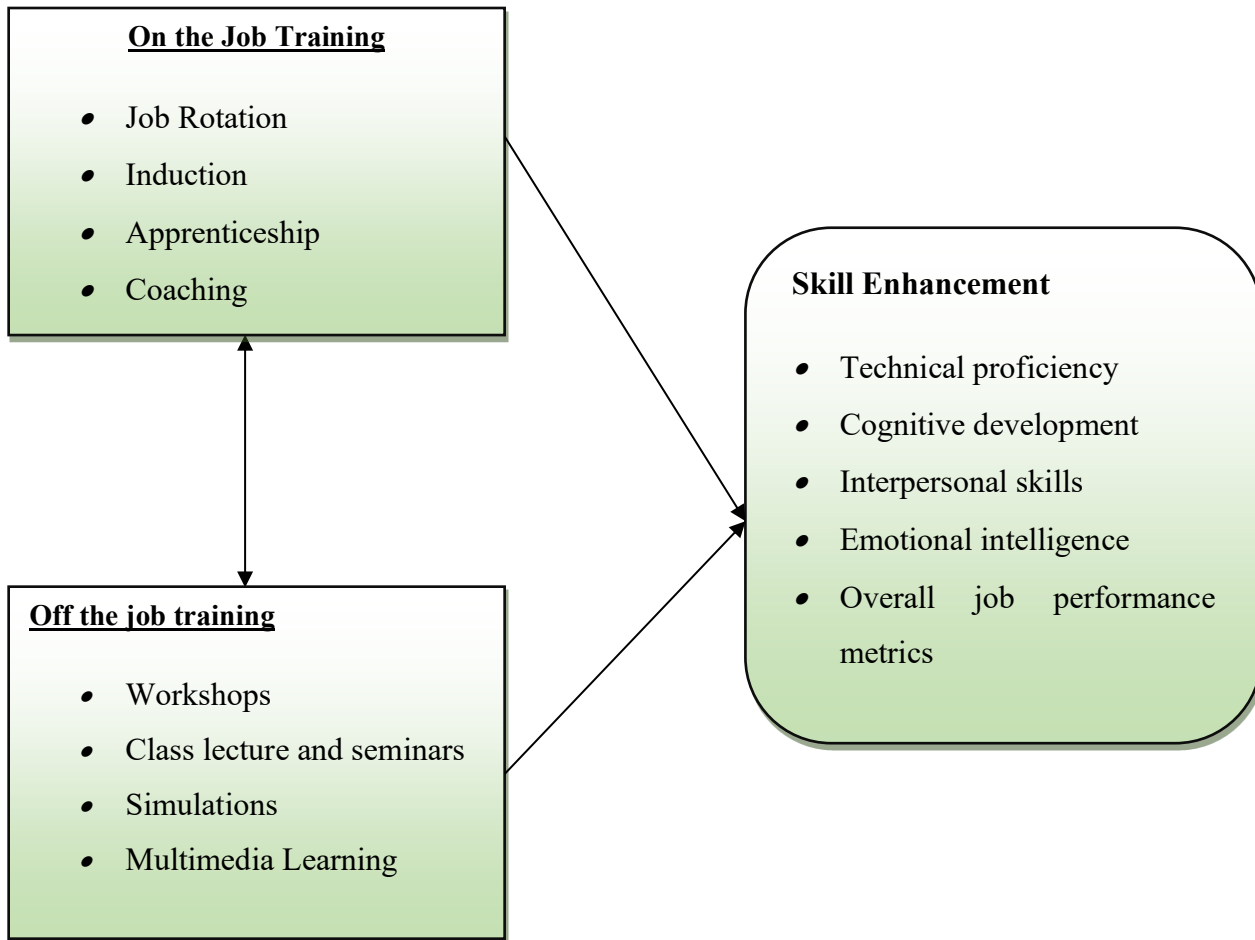
### **2.3. Conceptual Frameworks**

The conceptual model to show the effects of training and development types on employee skill enhancement in Cosmar East Africa Cosmetic and Plastic Factory, thus, there are different types of on-the-job training which includes job rotation, induction, apprenticeship and coaching and their effect on employees' skill enhancement was tested.

In addition, off the job training types such as workshops, class lecture and seminars, simulations and multimedia learning and their impact on employee's skill enhancement was analyzed under this study. The figurative implications of the variables are revealed as below.

**Independent Variables**

**Dependent variable**



**Figure 1. Conceptual Framework of the study**

Source: Dessler and Varkkey, (2010) Decenzo& Robbins, (2010) and Researcher own view, 2024

The constructs of skill enhancement encompass a range of factors that contribute to the continuous development and improvement of an employee's abilities. These include technical proficiency, where employees refine job-specific technical skills; cognitive development, focusing on critical thinking, problem-solving, and decision-making abilities; interpersonal skills, which emphasize effective communication, teamwork, and conflict resolution; and emotional intelligence, helping employees manage emotions and build strong relationships in the workplace.

## 2.4. Research Gap

A significant gap exists in the application of training and skill enhancement research to the specific context of East African manufacturing, particularly within the cosmetics and plastics industry. While empirical studies like Alebel (2015) in Ethiopian footwear factories and Ateya & Maende (2018) in Kenyan agriculture highlight regional training challenges, they do not address the unique technical, regulatory, and operational demands of cosmetic/plastic production (e.g., Good Manufacturing Practices, chemical safety, precision molding). Broader studies (e.g., Diwedi & Nema, 2023; Noe, 2011) focus predominantly on Global North contexts or generic service sectors, leaving a critical void in understanding how training methodologies translate to skill development in resource-constrained industrial settings in Africa. This study directly addresses this gap by anchoring its investigation in Cosmar East Africa, an underrepresented industrial niche.

Current literature tends to examine on-the-job (e.g., Mvuyisi & Mbukanma, 2023; Tukunimulongo, 2016) and off-the-job training (e.g., Nassazi, 2013; Decenzo & Robbins, 2010) in isolation, failing to provide integrated comparative analysis of their relative effectiveness for skill enhancement. The conceptual framework identifies multiple subtypes (e.g., coaching, simulation, apprenticeships), yet no empirical study systematically tests their differential impacts on distinct skill domains (technical, cognitive, interpersonal) within a single organizational setting. This gap impedes practical decision-making for firms like Cosmar that must optimize limited training budgets. Our study bridges this by evaluating both training categories concurrently and linking them to multidimensional skill outcomes.

While foundational theories like the Resource-Based View (RBV) (Barney, 1991) position human capital as a source of competitive advantage, few studies especially in Africa empirically examine how specific training methods cultivate RBV-aligned skills (e.g., non-imitable technical expertise). Similarly, the Universalist Theory assumption of "best practices" (Ichniowski et al., 2000) remains untested in East African manufacturing, where infrastructural constraints may necessitate contextually adapted approaches. This study addresses this gap by investigating whether on/off-the-job training methods generate RBV-specified value (e.g., rare, non-transferable skills) and if "universal" best practices hold in Cosmar's operational environment.

Existing definitions of skill enhancement (e.g., Vidhya, 2022; Noe, 2011) remain broad and lack industry-specific metrics for manufacturing contexts. Studies like Lucas (2006) link human capital to competitive advantage but omit granular assessment of how training transforms domain-specific capabilities (e.g., quality control in cosmetics, machinery troubleshooting in plastics). This limits the ability to correlate training inputs with tangible skill outcomes. Our study closes this gap by developing tailored skill constructs technical proficiency, cognitive development, interpersonal skills, and emotional intelligence aligned with Cosmar's operational requirements.

Prior research (e.g., Alebel, 2015; Firdousi, 2011) identifies weaknesses in training processes (needs assessment, evaluation) but does not examine how these deficiencies cascade into skill development outcomes. While Kirkpatrick's (1998) model is widely cited, its application in African industrial settings particularly for tracking behavioral changes (Level 3) and organizational results (Level 4) is sparse. This study fills this void by evaluating all four training process stages (needs assessment → evaluation) at Cosmar and measuring their collective impact on skill enhancement.

Collectively, these gaps underscore the critical need for context-driven, methodologically nuanced research in East African industrial settings. By empirically testing training typologies against multidimensional skill outcomes at Cosmar while integrating RBV and Universalist theoretical lenses this study offers actionable insights for similar firms. It further advances academic discourse by developing industry-aligned skill metrics and validating training process efficacy in underrepresented contexts, ultimately supporting policy initiatives for manufacturing growth in the region.

## CHAPTER THREE

### 3. RESEARCH METHODOLOGY

#### 3.1. Introduction

This chapter outlines the research design and approach, the research instruments that was employed in collecting data, population, sample procedure, sample size, data presentation and data analysis methods.

#### 3.2. Description of the Study Area

Cosmar East Africa Cosmetic and Plastic Factory is a prominent manufacturing company based in East Africa, specializing in the production of high-quality cosmetic products and plastic packaging solutions. Established with a vision to meet the growing demand for personal care and household products, Cosmar has become a key player in the East African manufacturing industry. The factory was founded in response to the region's need for locally produced, affordable, and innovative cosmetic items, along with durable plastic packaging.

The company began its operations with a modest setup but quickly scaled up its production capacity due to the increasing demand for cosmetics in East Africa. With a strong commitment to quality, Cosmar East Africa ensures that all products meet international standards while catering to local preferences and needs. Over the years, the factory has expanded its portfolio to include a wide range of products, from skincare items to plastic containers, ensuring its products are accessible across various retail channels in the region.

Cosmar East Africa Cosmetic and Plastic Factory takes pride in its state-of-the-art manufacturing processes, which combine modern technology with traditional craftsmanship. The company's focus on innovation has led to the development of several signature products that have garnered widespread recognition. The factory uses advanced machinery to produce plastic packaging that is both sustainable and cost-effective, contributing to the environmental goals of reducing waste and promoting recycling.

Through a commitment to excellence, sustainability, and customer satisfaction, Cosmar East Africa has built a strong reputation within the local and regional market. The company continues to invest in research and development, striving to expand its product range and improve its

offerings to better meet the dynamic needs of consumers in East Africa. As the company grows, Cosmar East Africa looks to strengthen its position in the global market by increasing exports and establishing strategic partnerships with international distributors.

### **3.3. Research Design**

The research design serves as the blueprint or roadmap that will guide the study, providing a conceptual structure for addressing the research issue. It outlines procedures related to sample size, data sources, types of data required, methods of data collection, data processing, analysis, and presentation, all within the constraints of available time and resources (Saunders et al., 2019).

To address the research problem comprehensively, both descriptive and explanatory research designs were employed. The descriptive research design was focused on identifying and detailing the existing practices of training and development strategies at Cosmar East Africa Cosmetic and Plastic Factory. This includes examining the role of these strategies in enhancing employee skills and evaluating the types of training and development practices that contribute to enduring skill enhancement. Through questionnaires, interviews, and document analysis, this design was provided a clear and detailed picture of the current training landscape within the organization, as emphasized by Bryman (2016).

On the other hand, the explanatory research design was delved deeper into understanding the effects of specific training types, such as on-the-job and off-the-job training, on employee skill enhancement. To achieve this, inferential statistics was utilized to analyze quantitative data collected from pretest-posttest assessments and other relevant measures. This approach aligns with Creswell and Plano Clark's (2018) recommendation for using explanatory designs to establish relationships and identify significant differences or correlations between variables.

By integrating both descriptive and explanatory research designs, the study ensures a balanced approach that captures both the descriptive nature of current practices and the explanatory insights into their impact on skill enhancement. This combination allows for a thorough exploration of the topic, providing valuable insights into the effectiveness of training and development strategies at Cosmar East Africa Cosmetic and Plastic Factory.

### **3.4. Research Approach**

The study was adopted a mixed research approach, combining both qualitative and quantitative methods to provide a comprehensive understanding of the research problem. According to Dawson (2002), the qualitative research approach is particularly useful for exploring attitudes, behaviors, and experiences in-depth. This approach typically involves methods such as interviews, aiming to gather rich, detailed insights from participants. In this study, the qualitative approach was used to collect data through semi-structured interviews with leaders and case team leaders at Cosmar East Africa Cosmetic and Plastic Factory.

On the other hand, the quantitative research approach focuses on generating numerical data that can be analyzed statistically, as described by Kothari (2004). This method relies on closed-ended questionnaires to collect standardized responses from a larger sample of participants. In this study, closed-ended questionnaires were distributed to a representative sample of employees at Cosmar East Africa to measure specific variables, such as the correlation between employee engagement in training programs and skill enhancement outcomes. The quantitative data collected was enabled rigorous statistical analysis, providing objective and generalizable results.

By employing a mixed research approach, the study aims to leverage the strengths of both methodologies while addressing their respective limitations and helpful to triangulate the result. The qualitative component was offered depth and context through interviews, while the quantitative component was provided breadth and statistical rigor through closed-ended questionnaires. As noted by Creswell & Plano Clark (2018), integrating these approaches enhances the validity and reliability of research findings, making the mixed approach particularly suitable for addressing complex organizational phenomena. Therefore, this integrated strategy ensures a holistic examination of training and development strategies and their effects on employee skills at Cosmar East Africa Cosmetic and Plastic Factory.

### **3.5. Sources of Data**

The study was relied on both primary and secondary sources of data to ensure a comprehensive understanding of the research problem. Each source is described as follows:

Primary data for this study was collected directly from employees of Cosmar East Africa Cosmetic and Plastic Factory. This firsthand information was gathered through semi-structured interviews and questionnaires. Primary data collection ensures that the information is specific to the context of the organization and provides direct insights into the research problem (Saunders et al., 2019).

In addition to primary data, the study was utilized secondary data sources to support and enrich the findings. Secondary data was helped provide a theoretical foundation for the study, offer background information on training and development practices, and allow for comparisons with existing literature (Bryman, 2016).

By integrating secondary data, the study ensures a broader perspective and enhances the reliability of the research outcomes.

### **3.6. Instrument for Data Collection**

The study was utilized multiple instruments for data collection to ensure the gathering of comprehensive and reliable information. The primary instruments include questionnaires, semi-structured interviews, and a desk review. Each instrument is described below:

#### **3.6.1. Questionnaires**

Questionnaires were served as a key tool for collecting quantitative data from employees of Cosmar East Africa Cosmetic and Plastic Factory. The questionnaire was consisted of closed-ended questions to obtain quantifiable data that can be statistically analyzed.

#### **3.6.2. Semi-Structured Interviews**

Semi-structured interviews were conducted with selected leaders and case team leaders within the organization. These interviews were followed a predefined set of questions while allowing flexibility for participants to elaborate on their responses. This method is particularly effective for gaining in-depth insights into the existing practices (Dawson, 2002). The semi-structured format ensures that the interviews were focused yet adaptable to the unique perspectives of each participant.

#### **3.6.3. Desk Review**

A desk review was conducted to analyze existing documents and records relevant to the study. This includes organizational reports, training manuals, performance evaluations, and any other pertinent documentation available at Cosmar East Africa Cosmetic and Plastic Factory. The desk review was provided valuable secondary data to complement the primary data collected through questionnaires and interviews. It was also help validate findings by cross-referencing them with official records and established practices (Kothari, 2004).

By employing these diverse data collection instruments, the study ensures a balanced and holistic approach to gathering information, addressing both qualitative and quantitative aspects of the research problem.

### **3.7. Sampling and Sampling Techniques**

#### **3.7.1. Population of the study**

The population for this study refers to the total number of individuals or items about which information is desired. In the context of this research, the population comprises all employees of Cosmar East Africa Cosmetic and Plastic Factory, including both permanent and contract workers. Specifically, the factory employs 199 permanent workers and 39 contract workers, bringing the total population size to 238 employees.

#### **3.7.2. Sample Size Determination**

To ensure that the sample is representative of the population while remaining manageable within the constraints of time and resources, a systematic approach to sample size determination was employed. Based on Taro Yamane (1967), the required sample size for a finite population can be calculated using the following formula:

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

Where:

- n is the sample size,
- N is the total population size,

- $e$  is the margin of error (often set to 0.05 for a 95% confidence level).

$$n = 238 / (1 + 238 \cdot 0.05^2)$$

$$n = 238 / (1 + 238 \cdot 0.0025)$$

$$n = 238 / (1 + 0.595)$$

$$n = 238 / (1.595)$$

$$n \approx \underline{150}$$

Using this formula, the sample size was approximately 150 participants, ensuring adequate representation while maintaining feasibility.

### 3.7.3. Sampling Techniques

To select the sample, a combination of probability and non-probability sampling techniques was employed. Stratified sampling, a probability method, was used to ensure representation of both permanent and contract workers by dividing the population into two strata: permanent workers and contract workers. From each stratum, participants were selected using simple random sampling. The sample was drawn proportionally based on each group's share in the overall population, thereby ensuring balanced representation.

In addition to stratified sampling, purposive sampling a non-probability technique was employed to identify specific individuals for semi-structured interviews. This approach was targeted 2 higher officials, 2 team leaders, and 2 other key stakeholders who play a direct role in designing or overseeing training and development strategies. Purposive sampling ensures that the insights gathered are relevant and informed, as these individuals possess specialized knowledge and experience related to the research topic.

By integrating stratified sampling and purposive sampling techniques, the study adopts a balanced and comprehensive approach to data gathering, ensuring both representativeness and depth in understanding the target population.

#### *Table 1. Sample Distribution*

No	Employees	Total population	Proportion	Sample Taken
1	Permanent workers	199	63.03%	<b>125</b>
2	Contract workers	39	63.03%	<b>25</b>
Total		238		<b>150</b>

Source: Factory Human Resource Report, (2025)

**3.7. Methods of Data Analysis**

**3.7.1. Methods of Qualitative Data Analysis**

Qualitative data collected through semi-structured interviews were analyzed using thematic analysis, a widely used method for identifying patterns and themes within qualitative data (Braun & Clarke, 2006). This approach involves organizing the data into meaningful categories and themes that reflect the experiences, attitudes, and perceptions of employees regarding training and development strategies. The analysis was relied on manual coding techniques to ensure a thorough and nuanced exploration of the data. Additionally, data obtained from official records and interviews were used to enrich, illustrate, and elaborate to providing a more holistic understanding of the research topic.

**3.7.2. Methods of Quantitative Data Analysis**

Quantitative data collected through closed-ended questionnaires was edited, coded, and entered into the Statistical Package for Social Sciences (SPSS) version 25 for analysis. The analysis was involved both descriptive and inferential statistical techniques to explore relationships and test hypotheses. The descriptive statistics was used to summarize and present the characteristics of the respondents and key variables. Measures such as percentages, frequency distributions, and graphs was provided a clear overview of the sample demographics and other relevant factors. The correlation analysis was conducted to examine the strength and direction of the relationship between variables. Pearson's correlation coefficient was used to measure the linear relationship between continuous variables, helping to identify whether there is a significant association between these factors. In addition to correlation, linear regression analysis was employed to determine the impact of independent variables (such as on-the-job and off-the-job training) on the dependent variable (employee skill enhancement). The regression model have the following form:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

Where:

Y = Employee skill enhancement

X1 = on the job Training

X2 = off the job Training

$\beta_0$  = Constant term

$\beta_1$  and  $\beta_2$ : Regression coefficient of the independent variables

$\varepsilon$  = error term

Linear regression was allowed the study to quantify the extent to which different types of training contribute to employee skill enhancement and make predictions based on these relationships.

By incorporating correlation analysis alongside regression, the study ensures a comprehensive understanding of both the associations and causal relationships between variables, providing robust insights into the effects of training and development strategies on employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory.

### **3.8. Research Reliability and Validity**

#### **3.8.1. Research Reliability**

Reliability refers to the consistency of a research instrument in producing stable and reproducible results (Saunders et al., 2019). In this study, reliability was assessed using Cronbach's alpha, a widely used statistical measure for evaluating internal consistency. Cronbach's alpha is influenced by factors such as the number of test items, item interrelatedness, and dimensionality (Field, 2018). While acceptable values of alpha can range from 0.70 to 0.95, a value of 0.70 or higher is generally considered sufficient for most social science research (Nunnally & Bernstein, 1994). If the alpha value is low, it may indicate issues such as a limited number of questions, poor interrelatedness between items, or heterogeneous constructs. To ensure the reliability of the questionnaire, Cronbach's alpha was calculated for all scales measuring the effects of training and development on employee skill enhancement.

Table 2. Reliability test

<b>Item-Total Statistics</b>				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
On-the-Job Related Training	6.0266	1.952	.614	.897
Off-Job Related Training	6.0752	1.761	.767	.753
Skill Enhancement Related Training	6.1409	1.755	.800	.722

**Source:** Field Survey, 2025

In this case the Cronbach's Alpha result was 0.853 which is above 0.7, which indicated that the thesis is reliable.

### **3.8.2. Research Validity**

Validity ensures that the research instrument measures what it is intended to measure (Bryman, 2016). To establish validity, a pilot test was conducted prior to the main survey. A pilot test is essential for identifying potential issues with the questionnaire, ensuring clarity, and improving its overall effectiveness (Creswell & Creswell, 2018). For such types of study, approximately 10-15% of the total sample size was participated in the pilot test, as recommended by Fraenkel and Wallen (2009). Based on this the researcher was distributed for 10% of the respondent that is 15 participants. These respondents were selected from the study area but did not be included in the final sample to avoid bias.

During the pilot test, feedback was collected from participants regarding the clarity, relevance, and comprehensiveness of the questionnaire. Additionally, input from the research advisor was sought to ensure the questionnaire aligns with the research objectives and theoretical framework. Based on the feedback received, necessary adjustments were made to refine the questionnaire before administering it to the main sample. This iterative process enhances both the content validity and construct validity of the instrument, ensuring that it accurately evaluates the effects of training and development strategies on skill enhancement.

### **3.9. Ethical Consideration**

The researcher considered every requirement of research ethics to establish trust with the participants and to respect them as autonomous beings, thus enabling them to make sound decisions. Ethical measures are as important ensuring the validity and reliability of the data collected. Other ethics to be considered informant consent, confidentiality, anonymity, privacy, dissemination of results, by ensuring the respondents that, the information provided was going to be used in research purpose only, and the respondents have the right to withdraw from the study partially or completely. In addition, in order to maintain the ethicality of the study, the respondents were clearly informed about the aim of the study. Likewise, to ensure the reliability of the instruments, pilot test was undertaken.

## CHAPTER FOUR

### 4. RESULTS AND DISCUSSIONS

This chapter presents the findings and discussion of the study, which aimed to examine the effects of training and development strategies on employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory. The analysis addresses the specific objectives by first assessing the current training and development strategies in place, followed by evaluating the extent to which these strategies have contributed to employee skill enhancement. It further explores the relationship between employee participation in training programs and the improvement of their skills, and examines the predictive power of training and development efforts on skill growth. Additionally, the chapter identifies key challenges that hinder effective skill development within the organization. The findings are discussed in relation to existing literature and the broader context of human resource development, offering insights and implications for practice and policy.

#### 4.1. Response Rate of the Study

The study achieved a high response rate of 96.67%, with 145 out of 150 distributed questionnaires successfully returned. After excluding two improperly filled questionnaires, 143 (95.33%) responses were retained for analysis. A high response rate is crucial in research as it enhances the reliability and validity of the findings by minimizing non-response bias (Saunders et al., 2019). The near-complete participation suggests strong engagement from employees, indicating their interest in training and development initiatives at Cosmar East Africa Cosmetic and Plastic Factory.

Table 3. Analysis of Response Rate

No	Employees	Total population	Distributed Questionnaires	Returned Questionnaires
1	Permanent workers	199	125	<b>123</b>
2	Contract workers	39	25	<b>22</b>
Total		238	150	145(96.67%)

*Source: Field Survey, 2025*

The implications of this high response rate are significant. First, it improves the generalizability of the results, as the data reflects a substantial proportion of the target population (Bryman & Bell,

2015). Second, the low number of invalid responses (only two) indicates that the questionnaire was well-structured and easily understood by participants, contributing to data accuracy. A response rate exceeding 70% is generally considered excellent in academic research (Nulty, 2008), and this study's 96.67% return rate further strengthens the credibility of its conclusions. Additionally, the high participation rate suggests effective administration of the questionnaires, reinforcing the study's ability to assess training strategies and their impact on employee skill enhancement reliably. These factors collectively support the robustness of the findings and their applicability to organizational decision-making regarding workforce development.

#### 4.2. Demographic Characteristics of Respondents

Demographic analysis is essential in organizational research as it helps contextualize findings within the workforce composition. The following section presents the descriptive statistics of respondents' demographic profiles.

*Table 4. Analysis of Demographic Characteristics of Respondents*

		Frequency	Percentage
Gender	Male	76	53.15%
	Female	67	46.85%
Age	under 18 years	2	1.40%
	18–25 years	53	37.06%
	26–35 years	66	46.15%
	36–45 years	14	9.79%
	46 years and above	8	5.59%
Educational Level	No formal education	1	0.70%
	Diploma and Under diploma	71	49.65%
	First Degree	53	37.06%
	Masters Degree and above	18	12.59%
	Other	0	0.00%
Employment Status	Permanent Employee	122	85.31%
	Contract Worker	21	14.69%
	Other	0	0.00%
	Production/Manufacturing	46	32.17%

		Frequency	Percentage
Department/Job Role	Human Resources	4	2.80%
	Sales and Marketing	73	51.05%
	Finance and Accounting	7	4.90%
	Research and Development	7	4.90%
	Other	6	4.20%
Years of Service at Cosmar East Africa	Less than 1 year	13	9.09%
	1–3 years	63	44.06%
	4–6 years	39	27.27%
	7–10 years	22	15.38%
	More than 10 years	6	4.20%

*Source: Field Survey, 2025*

The study captured a balanced representation of male (53.15%) and female (46.85%) employees, indicating gender equity in participation. This balanced distribution allows for meaningful gender-based comparisons in training effectiveness and skill development outcomes. The near-equal representation suggests that findings will reflect the experiences of both genders equally, reducing potential gender bias in the interpretation of results. Organizations can leverage this balance to ensure their training programs are equally accessible and effective across gender groups.

Age distribution analysis revealed that 83.21% of respondents were between 18-35 years old, highlighting a predominantly young workforce. This concentration suggests that training methods should align with younger employees' learning preferences, such as digital platforms, interactive sessions, and mobile-friendly content. The limited representation of older age groups (only 5.59% above 46 years) indicates that specialized training approaches may be needed for different age cohorts to ensure all employees benefit equally from development initiatives.

Educational attainment data showed nearly half of respondents (49.65%) held diplomas or lower qualifications, while 37.06% possessed undergraduate degrees. This distribution implies that training content should be designed to accommodate varying educational backgrounds, using clear language and practical examples. The presence of different education levels within the workforce suggests the need for tiered training programs that cater to diverse comprehension levels while maintaining consistent learning outcomes across all employee groups.

The departmental distribution revealed significant representation from Sales and Marketing

(51.05%) and Production/Manufacturing (32.17%), with minimal participation from other departments. This skewed distribution may influence the generalizability of findings, as results may predominantly reflect the experiences of these two major departments. Organizations should interpret findings with this representation in mind and consider conducting targeted follow-up studies for less-represented departments to ensure comprehensive training improvements across all functional areas.

Employment status data showed that 85.31% of respondents were permanent employees, while only 14.69% were contract workers. This composition suggests that findings will primarily reflect the experiences of permanent staff, potentially overlooking the unique training needs of temporary or contract workers. Organizations should recognize this limitation and consider separate training strategies for different employment categories to ensure all workforce segments receive appropriate development opportunities.

Tenure analysis indicated that 44.06% of employees had 1-3 years of service, representing early-career professionals who likely have different training needs compared to more experienced staff. This distribution highlights the importance of implementing structured onboarding and foundational training programs for newer hires, while simultaneously providing advanced development opportunities for longer-tenured employees (15.38% with 7-10 years of service). The data suggests that training programs should be tenure-sensitive, with content and delivery methods tailored to employees' career stages within the organization.

#### **4.3. Current Training and Development Strategies Practiced in the Organization**

This section outlines the current training and development strategies implemented within the organization, highlighting the approaches used to enhance employee skills, foster professional growth, and support overall organizational effectiveness. The following table illustrates the current training and development strategies of the organization.

*Table 5. Analysis of Current Training and Development Strategies*

		<b>Count</b>	<b>Percentage</b>
Which on-the-job training have you participated in?	Job Rotation	11	7.69%
	Induction	51	35.66%
	Apprenticeship	73	51.05%
	Coaching	8	5.59%
Which off-the-job training have you participated in?	Workshops	21	14.69%
	Lectures/Seminars	75	52.45%
	Simulations	39	27.27%
	Multimedia Learning	8	5.59%
How frequently are training programs offered?	Monthly	17	11.89%
	Quarterly	49	34.27%
	Annually	67	46.85%
	Irregularly	10	6.99%
How relevant are the training programs to your job role?	Not Relevant	2	1.40%
	Slightly Relevant	75	52.45%
	Moderately Relevant	50	34.97%
	Very Relevant	13	9.09%
	Extremely Relevant	3	2.10%
How would you rate the adequacy of resources (materials, trainers, tools)?	Poor	16	11.19%
	Fair	65	45.45%
	Good	31	21.68%
	Very Good	17	11.89%
	Excellent	14	9.79%
How effective were the On-the-job training methods in improving your skills?	Not Effective	15	10.49%
	Slightly Effective	35	24.48%
	Moderately Effective	46	32.17%
	Very Effective	35	24.48%
	Highly Effective	12	8.39%
How effective were the Off-the-job training methods in improving your skills?	Not Effective	6	4.20%
	Slightly Effective	18	12.59%
	Moderately Effective	82	57.34%
	Very Effective	36	25.17%
	Highly Effective	1	0.70%
How satisfied are you with the overall quality of training programs?	Very Dissatisfied	6	4.20%
	Dissatisfied	27	18.88%
	Moderately Satisfied	56	39.16%
	Satisfied	48	33.57%
	Very Satisfied	6	4.20%
How often do you apply skills learned in training to your daily tasks?	Rarely	1	0.70%
	Occasionally	15	10.49%
	Sometimes	101	70.63%

		Count	Percentage
	Frequently	23	16.08%
	Always	3	2.10%
How aligned are training programs with your long-term career goals?	Not Aligned	9	6.29%
	Slightly Aligned	11	7.69%
	Moderately Aligned	70	48.95%
	Mostly Aligned	45	31.47%
	Fully Aligned	8	5.59%
What barriers prevent you from participating in training?	Lack of time	8	5.59%
	Irrelevant content	28	19.58%
	Inadequate resources	55	38.46%
	Scheduling conflicts	46	32.17%
	Managerial support	6	4.20%

*Source: Field Survey, 2025*

Apprenticeship stands out as the most common form of on-the-job training, participated in by 51.05% of respondents. Induction training is also widely experienced, utilized by 35.66% of employees. In contrast, job rotation (7.69%) and coaching (5.59%) are significantly less common methods. For off-the-job training, traditional lectures and seminars are the dominant method, used by 52.45% of participants. Simulations represent the second most frequent off-the-job method (27.27%), while workshops (14.69%) and multimedia learning (5.59%) are less prevalent choices.

Training programs are most commonly offered annually (46.85%), followed by quarterly (34.27%). Monthly offerings occur less frequently (11.89%), and a small minority (6.99%) report training occurs irregularly. A significant concern emerges regarding the perceived relevance of the training content. Over half of the respondents (52.45%) find the programs only slightly relevant to their daily work. While 34.97% see moderate relevance, the proportion reporting very high relevance (9.09%) or extremely high relevance (2.10%) is notably low, with only 1.40% finding it not relevant.

The adequacy of training resources receives predominantly neutral-to-negative assessments. Almost half (45.45%) rate resource adequacy (materials, trainers, tools) as merely fair, while 11.19% rate it as poor. Combined, 56.64% give fair or poor ratings. Positive ratings are in the minority: good (21.68%), very good (11.89%), and excellent (9.79%). Regarding effectiveness, on-the-job training methods yield mixed perceptions, with the largest group finding them moderately effective (32.17%) and significant portions reporting slightly effective (24.48%) or

very effective (24.48%) results. Highly effective ratings (8.39%) are uncommon, and 10.49% found them not effective.

Off-the-job training methods are perceived as more consistently effective, primarily at a moderate level. A clear majority (57.34%) find them moderately effective, with a notable group (25.17%) reporting very effective outcome. Ratings indicating low effectiveness are lower (slightly effective: 12.59%; not effective: 4.20%), and highly effective results are minimal (0.70%). Overall satisfaction with training programs clusters around moderate levels: moderately satisfied (39.16%) and satisfied (33.57%) form the majority. However, a significant minority express active dissatisfaction (dissatisfied: 18.88%; very dissatisfied: 4.20% - total 23.08%), outweighing those who are very satisfied (4.20%).

The application of skills learned in training to daily tasks presents a major challenge. An overwhelming majority (70.63%) report applying these skills only sometimes. Frequent application is reported by 16.08%, and consistent application ("always") by just 2.10%. Occasional (10.49%) or rare (0.70%) application completes the picture. Alignment between training programs and employees' long-term career goals is primarily seen as moderate (48.95%) or mostly aligned (31.47%). Strong alignment ("fully aligned") is rare (5.59%), and a noticeable minority perceive little to no alignment (not aligned: 6.29%; slightly aligned: 7.69% - total 13.98%).

Key barriers preventing participation in training are clearly identified. Inadequate resources emerge as the most significant obstacle, cited by 38.46% of respondents. Scheduling conflicts are also a major hurdle for nearly a third (32.17%). Perceived irrelevance of content is another substantial barrier (19.58%), while lack of time (5.59%) and lack of managerial support (4.20%) are cited less frequently but still present challenges.

In summary, the data reveals a training environment with notable participation in core programs like apprenticeships (51.05%) and lectures/seminars (52.45%), yet significant systemic challenges undermine their impact. Critically, training relevance is a major weakness, with only 11.19% finding it very or extremely relevant to their current role and only 5.59% seeing full alignment with long-term career goals. This likely contributes to the alarming finding that 70.63% apply learned skills only "sometimes." Resource inadequacy is a pervasive issue, reflected both in ratings (56.64% fair/poor) and as the top participation barrier (38.46%). Coupled with scheduling conflicts

(32.17%) and irrelevant content (19.58%), these barriers limit access. While off-the-job training shows moderate effectiveness (57.34%), overall satisfaction remains lukewarm (39.16% moderately satisfied) with a substantial dissatisfied minority (23.08%).

As of Ateya & Maende, 2018; Mvuyisi & Mbukanma, 2023), effective T&D grounded in these principles demonstrably enhances performance. Conversely, weaknesses identified by Alebel (2015) mirror the data's problems. Organizations must treat training as a strategic, integrated process (Noe, 2013), not isolated events, to transform it into a genuine driver of human capital development and competitive advantage. To enhance training value, organizations must urgently prioritize increasing relevance to both current roles and career aspirations, dramatically improving resource allocation (tools, materials, trainers), implementing flexible scheduling to overcome conflicts, and designing programs that demonstrably bridge the application gap between learning and daily task execution. Addressing these interconnected issues is essential for transforming training from a periodic activity into a genuine driver of employee skill development and organizational performance.

#### **4.4. Level of Employee Skill Enhancement Resulting from Training and Development**

##### **4.4.1. On-the-Job Related Training**

On-the-job training plays a crucial role in enhancing employee skills, performance, and organizational productivity. In Ethiopia, the effectiveness of such training initiatives is vital for workforce development, especially in sectors requiring technical expertise and continuous learning. The survey results provide insight into how employees perceive various aspects of on-the-job training programs, highlighting areas of strength and those needing improvement.

#### ***Table 6. Analysis of On-the-Job Related Training***

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
Job rotation programs are adequately structured to develop diverse skills.	13	36	40	32	22	3.10	1.206
Percentage	9.09%	25.17%	27.97%	22.38%	15.38%		
Induction training prepared me effectively for my role.	18	37	31	32	25	3.06	1.301
Percentage	12.59%	25.87%	21.68%	22.38%	17.48%		
Apprenticeship programs are relevant to my job requirements.	12	34	43	33	21	3.12	1.178
Percentage	8.39%	23.78%	30.07%	23.08%	14.69%		
Coaching sessions are tailored to address my skill gaps.	19	32	45	26	21	2.99	1.239
Percentage	13.29%	22.38%	31.47%	18.18%	14.69%		
My supervisor provides constructive feedback during on-the-job training.	19	45	32	26	21	2.90	1.271
Percentage	13.29%	31.47%	22.38%	18.18%	14.69%		
I have sufficient opportunities to practice new skills during training.	21	32	40	34	16	2.94	1.226
Percentage	14.69%	22.38%	27.97%	23.78%	11.19%		
On-the-job training sessions are conducted frequently enough.	16	30	44	32	21	3.08	1.213
Percentage	11.19%	20.98%	30.77%	22.38%	14.69%		

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
The resources provided (tools, manuals) support my learning during training.	7	38	37	43	18	3.19	1.113
Percentage	4.90%	26.57%	25.87%	30.07%	12.59%		
I feel confident applying on-the-job training lessons to real tasks.	23	27	46	24	23	2.98	1.286
Percentage	16.08%	18.88%	32.17%	16.78%	16.08%		
I would recommend the current on-the-job training methods to others.	14	32	42	34	21	3.11	1.199
Percentage	9.79%	22.38%	29.37%	23.78%	14.69%		

**Source:** Field Survey, 2025

Job rotation programs are perceived to be moderately effective in developing diverse skills, with a mean score of 3.10 (Neutral tier). Approximately 37.76% of respondents agreed or strongly agreed that these programs help build varied competencies, while 34.26% either disagreed or strongly disagreed. Nearly 28% remained neutral, suggesting mixed experiences across departments or roles. The standard deviation of 1.206 indicates variability in how employees view the structure and benefits of job rotation, possibly due to inconsistent implementation or differing expectations regarding career development opportunities.

Induction training received a mean score of 3.06, indicating a slightly positive but balanced perception. While 39.86% of respondents felt adequately prepared for their roles after induction, 38.46% did not, with only 21.68% remaining neutral. The high standard deviation of 1.301 reflects differing experiences, which could stem from variations in departmental orientation practices or the quality of trainers involved. These findings suggest that while some employees benefit significantly from initial training, others may require more structured or personalized onboarding support.

Apprenticeship programs were rated with a mean of 3.12, suggesting moderate relevance to job requirements. About 37.77% of respondents agreed or strongly agreed that these programs align well with their work responsibilities, while 32.17% held opposing views. Nearly one-third (30.07%) remained neutral, indicating that while apprenticeships are generally useful, there is room for improvement in ensuring consistent practical applicability across different trades or professions.

Coaching sessions scored a mean of 2.99, indicating that many employees feel these sessions do not fully address individual skill gaps. Only 32.87% agreed or strongly agreed that coaching was tailored to their needs, compared to 35.67% who disagreed or strongly disagreed. Over 31% remained neutral, showing that personalization of coaching remains inconsistent. With a standard deviation of 1.239, it is evident that experiences vary widely, pointing to the need for better alignment between coaching content and individual development plans.

Supervisor feedback during on-the-job training scored among the lowest, with a mean of 2.90. Just over 32% of respondents found the feedback they received to be constructive, while nearly 45% expressed dissatisfaction. This highlights a potential gap in supervisory engagement and mentorship capabilities. Only 22.38% remained neutral, suggesting that the issue affects a significant portion of trainees. The standard deviation of 1.271 further confirms that perceptions of feedback quality differ greatly among employees.

The availability of sufficient opportunities to practice new skills received a mean of 2.94. Around 34.97% agreed or strongly agreed that they had enough time to apply what they learned, whereas 37.06% believed otherwise. Another 27.97% remained neutral, indicating that while some employees benefit from hands-on experience, others face limitations in applying newly acquired knowledge immediately. This suggests a need for better integration of theoretical training with real-world tasks.

Training frequency scored a mean of 3.08, reflecting a relatively balanced opinion. About 37.07% of respondents felt that on-the-job training occurred often enough, while 32.17% disagreed or strongly disagreed. A notable 30.77% remained neutral, implying that while current frequency meets some expectations, there is room for improvement to ensure consistent learning opportunities across all departments.

Learning resources, including tools and manuals, received the highest positive rating with a mean of 3.19. More than 42% of respondents agreed or strongly agreed that these materials supported their learning, while 31.47% did not. The rest (25.87%) remained neutral, indicating that although most find the provided resources helpful, accessibility or quality may still be an issue in certain areas. The relatively low standard deviation of 1.113 shows greater consensus compared to other items.

Confidence in applying training lessons to real tasks scored a mean of 2.98, revealing concerns about practical readiness. Only 32.86% felt confident using what they had learned, while nearly 49% disagreed or strongly disagreed. Another 32.17% remained neutral, highlighting a significant disconnect between training content and actual job application. The high standard deviation of 1.286 underscores the wide variation in how effectively training translates into workplace performance.

Finally, when asked whether they would recommend the current on-the-job training methods, respondents gave a mean score of 3.11. About 38.47% would endorse the training system, while 32.17% would not. Nearly 29.4% remained neutral, indicating moderate confidence in the overall value of training programs. The close split between agreement and disagreement signals the need for enhancements to make the system more universally beneficial.

Based on interviews with managers and case team leaders, several key findings emerged regarding organizational training programs. The manager emphasized the significant role of structured development, stating, “Training has helped bridge knowledge gaps, especially in technical areas. Employees who undergo structured coaching or apprenticeships show better problem-solving abilities and adapt faster to changing job demands.” This highlights how targeted training effectively addresses critical skill deficiencies while enhancing essential workplace capabilities like adaptability and analytical thinking. To boost employee engagement in these initiatives, organizations implement specific strategies, including awarding formal recognition certificates upon completion, integrating training outcomes directly into performance appraisal systems, and offering modest tangible incentives. Evaluating the effectiveness of these programs relies on methods such as post-training assessments to measure immediate knowledge acquisition and supervisor evaluations to track the practical application of skills over time. However, interviewees acknowledged that the metrics for assessing long-term impact and overall return on investment

continue to evolve as organizations refine their approaches to measuring sustained performance improvement.

The overall perception of on-the-job training (OJT) and development programs within the organization is moderately positive, but with notable areas for improvement. While employees perceive certain elements such as learning resources as relatively effective, several critical components like coaching, supervisor feedback, and confidence in applying learned skills are rated poorly. The variability in responses across different training aspects suggests inconsistent implementation, personalization, and relevance of these programs across departments or roles. Grounded in Human Capital Theory, Resource-Based View (RBV), and the Universalist Approach, the study highlights that training improves employee performance and organizational competitiveness but only when it is well-planned, context-specific, and effectively evaluated. Empirical studies such as those by Mvuyisi & Mbukanma (2023) and Tukunimulongo (2016) affirm the effectiveness of OJT in enhancing skills and productivity when properly implemented. However, gaps exist in how training content aligns with job demands, how supervisors engage in developmental support, and how trainees apply new knowledge to real tasks. These inconsistencies may stem from differences in trainer competence, departmental priorities, or the absence of a standardized, systematic approach to training and development.

#### **4.4.2. Off-Job Related Training**

Off-job training plays a vital role in complementing on-the-job learning by offering structured opportunities for employees to develop broader competencies outside the immediate work environment. In Cosmar East Africa Cosmetic and Plastic Factory, these programs such as workshops, seminars, and classroom-based instruction are essential for enhancing knowledge, building leadership skills, and aligning employee capabilities with organizational goals. The survey data reveals a generally neutral perception of off-job training effectiveness, with some areas showing promise and others indicating room for improvement.

*Table 7. Analysis of Off-Job Related Training*

	strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
Workshops/seminars are relevant to my job responsibilities.	19	28	42	33	21	3.06	1.246
Percentage	13.29%	19.58%	29.37%	23.08%	14.69%		
Class lectures are engaging and easy to understand.	18	32	50	25	18	2.95	1.189
Percentage	12.59%	22.38%	34.97%	17.48%	12.59%		
Simulations mimic real workplace challenges effectively.	19	30	40	32	22	3.06	1.260
Percentage	13.29%	20.98%	27.97%	22.38%	15.38%		
Multimedia learning tools are user-friendly.	9	42	35	33	24	3.15	1.198
Percentage	6.29%	29.37%	24.48%	23.08%	16.78%		
Trainers in off-job programs have strong expertise in their fields.	18	32	41	30	22	3.04	1.250
Percentage	12.59%	22.38%	28.67%	20.98%	15.38%		
Off-job training sessions encourage active participation and interaction.	13	28	40	35	27	3.24	1.229
Percentage	9.09%	19.58%	27.97%	24.48%	18.88%		
The content of off-job training aligns with my skill development needs.	18	33	45	32	15	2.95	1.177
Percentage	12.59%	23.08%	31.47%	22.38%	10.49%		

	strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
I feel comfortable asking questions during off-job training.	18	36	33	33	23	3.05	1.280
Percentage	12.59%	25.17%	23.08%	23.08%	16.08%		
Off-job training programs are scheduled at convenient times.	14	41	40	31	17	2.97	1.175
Percentage	9.79%	28.67%	27.97%	21.68%	11.89%		
I would like more opportunities to attend off-job training programs.	22	25	46	33	17	2.99	1.228
Percentage	15.38%	17.48%	32.17%	23.08%	11.89%		

**Source:** *Field Survey, 2025*

Workshops and seminars were rated with a mean score of 3.06, suggesting that they are moderately relevant to job responsibilities. Around 37.77% of respondents agreed or strongly agreed that these sessions align well with their roles, while nearly 33% either disagreed or remained neutral. The standard deviation of 1.246 indicates varied experiences across departments or industries, pointing to inconsistencies in how content is tailored to different professional needs.

Classroom lectures received a slightly lower mean of 2.95, reflecting concerns about engagement and clarity. Only 30% of respondents felt that lectures were engaging and easy to understand, compared to 34.97% who remained neutral and 34.97% who found them less effective. This suggests that traditional lecture-based teaching may not be fully meeting the expectations of adult learners who benefit more from interactive and practical delivery methods.

Simulations used in off-job training scored similarly at 3.06. About 37.46% believed that simulations effectively mimic real workplace challenges, while over 31% either disagreed or remained neutral. With a standard deviation of 1.260, it is evident that perceptions vary widely,

possibly due to differences in simulation design, relevance to specific job functions, or the level of instructor guidance provided during these exercises.

Multimedia learning tools were viewed more favorably, with a mean score of 3.15. Nearly 40% of respondents agreed or strongly agreed that these tools are user-friendly, while just under 36% either disagreed or remained neutral. The relatively high positive response indicates that when technology-enhanced materials are accessible and intuitive, they can enhance the learning experience. However, disparities in digital literacy and access to equipment may still affect overall satisfaction.

Trainers delivering off-job programs were rated with a mean of 3.04, suggesting that most participants perceive them as having strong expertise in their fields. Over 36% agreed or strongly agreed with this statement, while approximately 35% held neutral or negative views. This moderate approval highlights the importance of maintaining high trainer standards and ensuring subject matter experts are also equipped with strong instructional delivery skills.

Participation and interaction during off-job training received one of the highest scores, with a mean of 3.24. Around 43.36% of respondents agreed or strongly agreed that these sessions encourage active involvement, while only 28.67% disagreed or strongly disagreed. The remaining 27.97% remained neutral, indicating that while many find these sessions interactive, there is still potential to further improve engagement strategies.

Content alignment with individual skill development needs scored a mean of 2.95, revealing mixed feelings. About 32.87% agreed or strongly agreed that the training content met their personal development goals, while nearly 36% either disagreed or remained neutral. This gap suggests that training programs may not always be customized to meet diverse career aspirations or skill-building requirements.

The comfort level in asking questions during off-job training was rated with a mean of 3.05. Approximately 39.16% of respondents felt comfortable raising queries, while around 37.66% did not or were unsure. The high standard deviation of 1.280 indicates significant variability in how open participants feel in training environments, which could relate to cultural factors, trainer approachability, or group dynamics.

Scheduling convenience scored a mean of 2.97, showing that training timing remains a challenge. While 33.57% of respondents found the scheduling convenient, over 38% either disagreed or remained neutral. This implies that logistical constraints such as conflicting work duties or poorly planned calendars may be limiting full participation and engagement.

Finally, interest in attending more off-job training programs was measured with a mean of 2.99. Around 34.97% expressed a desire for more training opportunities, while 47.46% either disagreed or remained neutral. This near-even split highlights that while a portion of employees see value in external training, others may perceive it as irrelevant, inconvenient, or insufficiently beneficial to justify time away from work.

Regarding the interviews with managers and case team leaders, key insights emerged regarding the value and implementation of off-job training programs. The managers emphasized their significant benefit, stating, “These programs expose employees to new ideas and industry best practices that they often bring back into their daily tasks,” highlighting how external training fosters innovation and practical knowledge transfer within the organization. To drive participation, companies employ targeted strategies: leveraging internal communications to promote opportunities, formally recognizing attendance and outcomes in performance reviews, and providing occasional financial support for relevant certifications. Measuring the effectiveness of these off-job initiatives primarily relies on post-training evaluations to capture immediate feedback and follow-up discussions to assess the application of learned concepts in the workplace. Though, interviewees acknowledged that formal, quantifiable metrics for evaluating long-term impact or return on investment remain underdeveloped, indicating an area for future refinement in program assessment.

The evaluation of off-job training methods reveals a moderately effective impact, grounded in theories such as the Human Capital Theory, Resource-Based View (RBV), and the Universalist Approach, which emphasize the value of investing in employee skills to enhance organizational performance. However, gaps persist in areas such as relevance, engagement, and personalization. While workshops, simulations, and multimedia tools are moderately appreciated for their interactive and practical elements, classroom lectures are seen as misaligned with adult learners’ expectations, indicating a need to modernize instructional approaches. Trainers are generally perceived as knowledgeable, consistent with findings from Mvuyisi & Mbukanma (2023) and

Tukunimulongo (2016), which affirm the effectiveness of structured learning in improving capability. Yet, their instructional delivery and the alignment of content with individual career goals remain inconsistent, limiting the depth of learning outcomes. The high variability in responses across programs suggests disparities in implementation, influenced by factors like scheduling, trainer accessibility, and resource availability, echoing empirical observations from Ateya & Maende (2018) on the importance of tailored training practices. Despite some employees expressing interest in more off-job training, nearly half remain neutral or disengaged, highlighting the need for targeted, flexible, and outcome-driven initiatives that better align with both organizational strategies and individual development needs, as emphasized by Desmone, Werner & Harris (2002) in the training and development process framework.

#### 4.4.3. Skill Enhancement of the Employee

Employee skill enhancement is a critical outcome of training initiatives, directly influencing productivity, job satisfaction, and organizational performance. In Cosmar East Africa Cosmetic and Plastic Factory, both on-the-job and off-job training programs aim to build technical expertise, improve soft skills, and foster adaptability in the workplace. The study results reflect a generally neutral perception of how effectively these training efforts have enhanced employee capabilities across various dimensions.

**Table 8. Analysis of Skill Enhancement of the Employee**

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
My technical skills have improved significantly.	27	29	42	22	23	2.90	1.325
Percentage	18.88%	20.28%	29.37%	15.38%	16.08%		
Training programs enhanced my problem-solving abilities.	19	32	43	29	20	2.99	1.236
Percentage	13.29%	22.38%	30.07%	20.28%	13.99%		

	<b>Strongly Disagree</b>	<b>Disagree</b>	<b>Neutral</b>	<b>Agree</b>	<b>Strongly Agree</b>	<b>Mean</b>	<b>Std. Deviatio</b>
I communicate more effectively with colleagues after training.	24	27	45	30	17	2.92	1.245
Percentage	16.78%	18.88%	31.47%	20.98%	11.89%		
My ability to work in teams has strengthened due to training.	22	27	42	39	13	2.96	1.204
Percentage	15.38%	18.88%	29.37%	27.27%	9.09%		
I manage workplace stress/emotions better after training.	18	42	32	38	13	2.90	1.195
Percentage	12.59%	29.37%	22.38%	26.57%	9.09%		
Training has increased my adaptability to new tasks/technologies.	22	26	40	40	15	3.00	1.228
Percentage	15.38%	18.18%	27.97%	27.97%	10.49%		
My efficiency in completing tasks has improved post-training.	21	32	48	22	20	2.92	1.236
Percentage	14.69%	22.38%	33.57%	15.38%	13.99%		
Training programs boosted my confidence in decision-making.	20	29	40	33	21	3.04	1.261
Percentage	13.99%	20.28%	27.97%	23.08%	14.69%		
I can resolve workplace conflicts more effectively now.	17	25	50	33	18	3.07	1.179
Percentage	11.89%	17.48%	34.97%	23.08%	12.59%		

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean	Std. Deviation
My overall job performance has improved due to skill development.	12	33	39	46	13	3.10	1.118
Percentage	8.39%	23.08%	27.27%	32.17%	9.09%		

*Source: Field Survey, 2025*

Respondents reported a mean score of 2.90 for the improvement of technical skills, indicating that while some employees feel their expertise has grown significantly, others remain unconvinced. Only 31.46% agreed or strongly agreed with this statement, while over 39% either disagreed or remained neutral. This suggests that technical training may not be consistently aligned with real-world job demands or lacks depth in certain areas.

In terms of problem-solving abilities, respondents gave a slightly higher mean of 2.99. Around 34.27% felt that training had improved their analytical thinking and decision-making, whereas approximately 35.67% held neutral or negative views. The standard deviation of 1.236 highlights varied experiences, which could stem from differences in program content, trainer effectiveness, or individual learning styles.

Communication skills were rated with a mean of 2.92, showing mixed outcomes. About 32.87% believed they communicate more effectively with colleagues after training, while nearly 36% did not perceive such improvements. Over 31% remained neutral, suggesting that while some benefit from communication-focused sessions, others may find them theoretical or insufficiently applied in practice.

When it comes to teamwork, respondents expressed slightly more optimism, with a mean of 2.96. Nearly 36.36% agreed or strongly agreed that training strengthened their ability to work collaboratively, compared to about 34% who disagreed or were unsure. The remaining 29.37% maintained a neutral stance, indicating that team-building components of training may be moderately effective but inconsistently experienced.

A similar pattern emerged regarding emotional regulation and stress management with a mean of 2.90. Approximately 35.66% reported better coping mechanisms after training, while nearly 42% either disagreed or remained neutral. These findings suggest that while emotional intelligence and resilience are increasingly addressed in training programs, their practical application remains limited for many employees.

The impact of training on adaptability to new tasks and technologies scored a neutral 3.00. Around 40% agreed or strongly agreed that they can now handle change more effectively, while 33.56% did not see such benefits. This result indicates that while some employees feel equipped to embrace innovation, others may still struggle with evolving job requirements or lack sufficient support post-training.

Regarding task efficiency respondents gave a mean of 2.92. Only 29.37% felt that training significantly improved their speed or accuracy in completing duties, while over 37% either disagreed or were neutral. This implies that although training introduces new methods, translating them into measurable productivity gains remains a challenge for many workers.

Training's effect on decision-making confidence was viewed somewhat more favorably, with a mean of 3.04. About 37.77% agreed or strongly agreed that they feel more confident making decisions, compared to roughly 34% who did not. The high standard deviation of 1.261 indicates that confidence levels vary widely, potentially influenced by personality, role seniority, or the nature of the training received.

For conflict resolution respondents reported a slightly higher mean of 3.07. Around 35.67% believed that training helped them manage disputes more effectively, while just under 29% disagreed or remained neutral. The majority (34.97%) stayed neutral, suggesting that while conflict resolution is covered in training, its relevance or applicability may differ depending on an individual's job function or interpersonal dynamics.

Finally, when asked about overall job performance respondents gave the highest mean of all items 3.10 indicating moderate confidence in the broader impact of training. Over 41% agreed or strongly agreed that their overall performance improved due to skill development, while around 31% either disagreed or were neutral. This relatively positive outlook suggests that despite

inconsistencies in specific skill areas; employees generally recognize the value of training in enhancing their professional contributions.

In relation to interviews with managers, blended training models combining classroom instruction, hands-on simulations, and mentorship are reported to yield the most enduring impact. As one manager explained, "Technical workshops and leadership seminars tend to stick with employees longer because they offer actionable insights that can be immediately applied," highlighting the critical role of practical relevance in knowledge retention. Furthermore, managers emphasized the significant value of soft skills training such as communication and conflict resolution particularly when reinforced through regular coaching and feedback. Another manager noted, "Soft skills training... makes a difference, especially when reinforced," underscoring that sustained development in these areas requires ongoing support beyond initial sessions. Collectively, these insights reveal that effective training hinges on blended delivery methods, immediate applicability of skills, and consistent reinforcement mechanisms to translate learning into lasting workplace improvement.

The evaluation of training effectiveness across various competencies reveals a moderately positive yet inconsistent impact, with mean scores largely hovering around the neutral threshold of 3.00, reflecting mixed employee perceptions. While certain areas such as overall job performance (mean = 3.10) and decision-making confidence (mean = 3.04) are relatively more positively rated, core competencies like technical proficiency (2.90), communication (2.92), and task efficiency (2.92) receive more neutral or negative responses. This suggests a disconnect between training content and actual job requirements, limiting the extent to which learned skills translate into improved on-the-job performance. Manager interviews reinforce these findings, underscoring that blended training models which integrate classroom instruction, hands-on simulations, and mentorship are most impactful when they offer immediate applicability and continuous reinforcement. These insights align with the Human Capital Theory (Bratton, 2007), which emphasizes that effective training enhances individual capabilities and organizational productivity. However, the high standard deviations observed across several metrics point to considerable variability in experiences, influenced by factors including trainer competence, program design, and individual motivation, echoing empirical findings by Ateya & Maende (2018) and Mvuyisi & Mbukanma (2023). Ultimately, while employees generally acknowledge the value of training in contributing

to their professional growth, there is a clear need for greater alignment with real-world demands, enhanced practical relevance, and systematic follow-up mechanisms to ensure that training outcomes lead to sustained performance improvements, consistent with the principles of the Resource-Based View (RBV) and the Universalist Approach to HRM.

#### 4.5. Relationship between Training and Development Program with Skill Enhancement

To understand the extent to which training and development programs contribute to skill enhancement among employees in Cosmar East Africa Cosmetic and Plastic Factory, a correlation analysis was conducted using Pearson correlation coefficients. This statistical method measures the strength and direction of the linear relationship between two continuous variables. As outlined by Cohen (1988), correlations are interpreted as follows: small ( $r = 0.10-0.29$ ), medium ( $r = 0.30-0.49$ ), and large ( $r = 0.50-1.0$ ). The analysis focused on three key constructs: On-the-Job Related Training, Off-Job Related Training, and Skill Enhancement Related Training.

**Table 9. Correlations Analysis**

		<b>On-the-Job Related Training</b>	<b>Off-Job Related Training</b>	<b>Skill Enhancement Related Training</b>
On-the-Job Related Training	Pearson Correlation	1	.565	.605
	Sig. (2-tailed)		.000	.000
	N	143	143	143
Off-Job Related Training	Pearson Correlation	.565	1	.813
	Sig. (2-tailed)	.000		.000
	N	143	143	143
Skill Enhancement Related Training	Pearson Correlation	.605	.813	1
	Sig. (2-tailed)	.000	.000	
	N	143	143	143
. Correlation is significant at the 0.01 level (2-tailed).				

*Source: SPSS result 2025*

The results revealed statistically significant and strong positive relationships between all pairs of variables, indicating that improvements in training practices are closely associated with greater employee skill development.

The strong positive correlation between On-the-Job Training (OJT) and Skill Enhancement ( $r = .605, p < 0.01$ ) supports the Human Capital Theory, which emphasizes that investment in practical workplace learning significantly enhances employee performance and productivity (Bratton, 2007). This aligns with findings from Mvuyisi & Mbukanma (2023) and Tukunimulongo (2016), who both demonstrated that structured, hands-on training methods such as coaching, mentoring, and task-based learning led to measurable improvements in competence and job performance. The effectiveness of OJT lies in its ability to provide immediate, context-specific application of knowledge, reinforcing skills in real-time work environments.

Even more compelling is the exceptionally high correlation between Off-Job Training and Skill Enhancement ( $r = .813, p < 0.01$ ), indicating a near-linear relationship between theory-based training such as seminars, workshops, and classroom instruction and overall competency development. This corroborates the findings of Diwedi & Nema (2023), who found that formalized off-job training plays a crucial role in expanding conceptual understanding, improving soft skills, and supporting long-term professional growth. These results also resonate with Mastewal (2021), who emphasized the importance of well-structured off-job programs including proper needs assessment, delivery, and evaluation as essential components for building a skilled workforce.

Furthermore, the moderate yet significant correlation between On-the-Job and Off-Job Training ( $r = .565, p < 0.01$ ) highlights the complementary nature of these two approaches. Organizations that integrate both tend to foster more holistic employee development, creating a synergistic effect that enhances learning retention and application. This supports the Universalist Theory, which advocates for adopting best HRM practices that combine experiential and theoretical learning to maximize employee engagement and performance (Ichniowski et al., 2000). It also aligns with the Resource-Based View (RBV) Theory (Barney, 2007), which argues that sustainable competitive advantage stems from valuable, rare, and difficult-to-imitate human capital resources developed through comprehensive training strategies.

The data confirms that both On-the-Job and Off-Job Training Programs are strongly associated with employee skill enhancement, reinforcing the need for a balanced, integrated approach to training and development. Such a strategy ensures that employees not only gain foundational knowledge through formal instruction but also apply and refine those competencies in real-world settings, leading to improved job performance, adaptability, and organizational competitiveness.

In this research the study accepts Hypothesis 1 (H1) *i.e.* there is a statistically significant positive relationship between employee participation in training and their level of skill enhancement. The study found strong statistical evidence supporting a positive relationship between employee participation in training programs and the level of skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory. Correlation analysis revealed that On-the-Job Training had a large positive correlation with skill enhancement ( $r = 0.605$ ,  $p < 0.01$ ), while Off-Job Training showed an even stronger correlation ( $r = 0.813$ ,  $p < 0.01$ ). These findings indicate that as employees engage more in both types of training, their skill levels improve significantly. This supports the theoretical foundation of Human Capital Theory, which emphasizes the value of learning investments in enhancing workforce productivity. Therefore, the hypothesis stating a statistically significant positive relationship between training participation and skill enhancement is fully supported by the data.

#### **4.6. Extent of Training and Development Strategies predict Employee Skill Enhancement.**

##### **4.6.1. Diagnostic Tests of Assumptions of the Classical Linear Regression Model**

###### **4.6.1.1. Linearity Test**

The multiple linear regression model assumes a linear relationship between the independent variables and the dependent variable. To assess this assumption, scatter plots were generated for each independent variable On-the-Job Related Training, Off-Job Related Training and the dependent variable, Skill Enhancement Related Training. Visual inspection of these plots revealed a generally linear pattern, indicating that changes in training levels are associated with proportional changes in skill enhancement. This is further supported by the high correlation coefficient ( $R = 0.832$ ) from the regression output, which reflects a strong linear association between the predictors and the outcome. Therefore, the assumption of linearity is reasonably satisfied in the model.

#### 4.6.1.2. Autocorrelation Test

To test the independence of residuals a key assumption in classical linear regression the Durbin-Watson (DW) statistic was used. According to Garson (2012), a DW value between 1.5 and 2.5 suggests no significant autocorrelation in the residuals.

**Table 10. Durbin-Watson Result**

Model	Durbin-Watson
1	1.922

*Source: SPSS result 2025*

The obtained Durbin-Watson value of 1.922 falls well within the acceptable range, indicating that there is no serious autocorrelation issue. Therefore, the assumption of independence of errors has been met, supporting the validity of the regression results.

#### 4.6.1.3. Multicollinearity Test

Multicollinearity occurs when independent variables are highly intercorrelated, potentially distorting the estimates of regression coefficients and reducing the reliability of the model. To assess multicollinearity, both Tolerance and Variance Inflation Factor (VIF) values were examined. As suggested by Field (2009), VIF values exceeding 10 or Tolerance values below 0.10 indicate problematic multicollinearity.

**Table 11. Multicollinearity Test Results**

Variable	Tolerance	VIF
On-the-Job Related Training	0.681	1.469
Off-Job Related Training	0.681	1.469

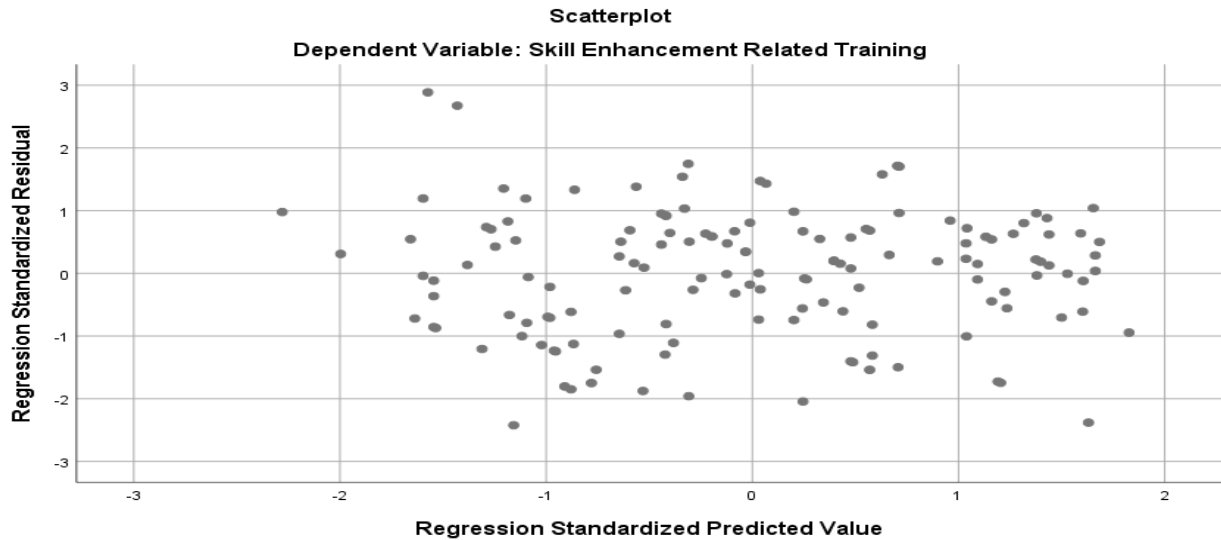
*Source: SPSS result 2025*

Both variables exhibit Tolerance values above 0.10 and VIF values well below 10 indicating that multicollinearity is not a concern in the model. Thus, the independent variables contribute uniquely to predicting Skill Enhancement without redundancy.

#### 4.6.1.4. Homoscedasticity Test

Homoscedasticity refers to the assumption that the variance of residuals remains constant across all predicted values of the dependent variable. A violation of this assumption heteroscedasticity can lead to biased standard errors and affect significance tests. To evaluate homoscedasticity, a scatter plot of standardized residuals against predicted values was visually inspected.

**Figure 2. Scatter Plot of Residuals vs. Predicted Values**



Source: SPSS result 2025

[Description of Plot: Randomly scattered points with no discernible pattern]

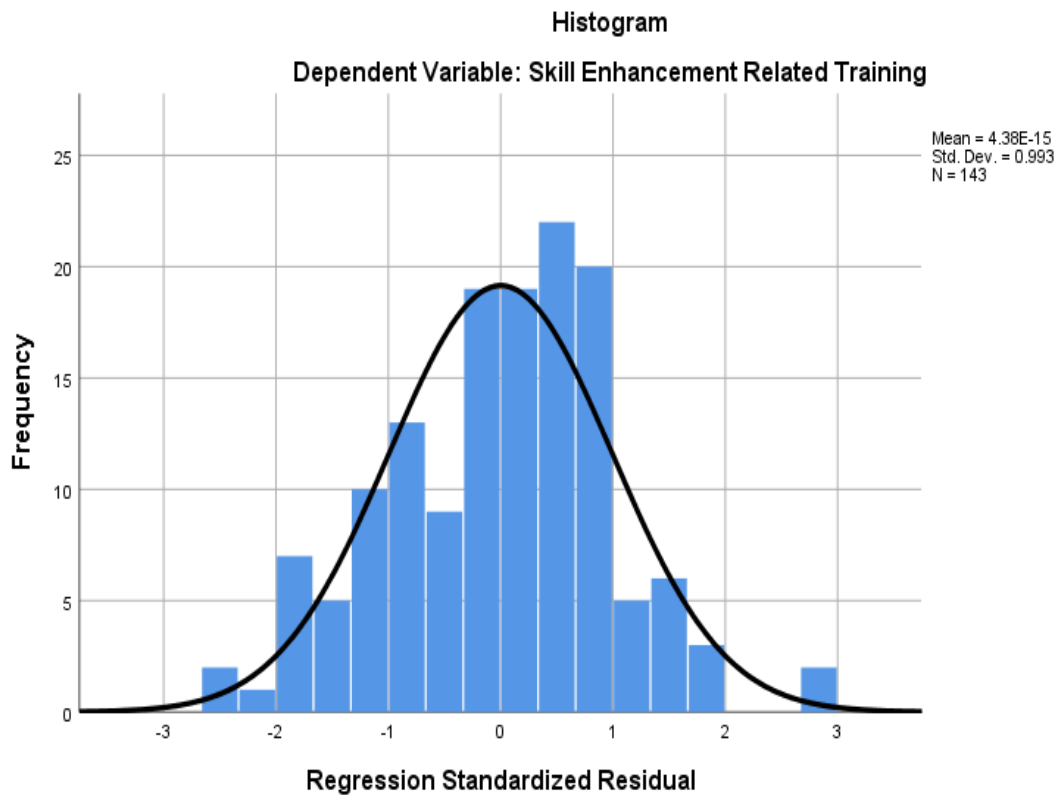
Source: SPSS result, 2025

The residual plot showed a random spread of data points without any systematic fan-shaped or cone-like pattern, suggesting that the error variances are relatively constant. Therefore, the assumption of homoscedasticity is satisfied in the regression model.

#### 4.6.1.5. Normality Test

The normality of residuals is an important assumption in regression analysis, particularly for valid hypothesis testing. A histogram of standardized residuals was used to assess this assumption. According to Gujarati (2009), if the histogram approximates a bell-shaped curve, it indicates that the residuals are normally distributed.

**Figure 3. Histogram of Standardized Residuals**



Source: SPSS result, 2025

Visual inspection of the histogram shows that the residuals are approximately normally distributed, with a single peak in the center and symmetrical tapering on either side. This supports the conclusion that the normality assumption has been adequately met.

#### 4.6.2. Regression Analysis

A multiple linear regression analysis was conducted to examine the extent to which On-the-Job Related Training and Off-Job Related Training predict Skill Enhancement Related Training among

employees in Cosmar East Africa Cosmetic and Plastic Factory. The findings provide insights into how different types of training influence overall skill development.

**Table 12. Model Summary**

<b>Statistic</b>	<b>Value</b>
R	0.832
R Square	0.692
Adjusted R Square	0.688
Std. Error of Estimate	0.40519
Durbin-Watson	1.922

*Source: SPSS result 2025*

The R-value of 0.832 indicates a strong positive linear relationship between the combined effect of training types and skill enhancement. The R<sup>2</sup> value of 0.692 implies that approximately 69.2% of the variation in Skill Enhancement is explained by On-the-Job and Off-Job Training. After adjusting for the number of predictors, the Adjusted R<sup>2</sup> of 0.688 confirms the robustness of the model. The Durbin-Watson statistic of 1.922 supports the earlier finding of no significant autocorrelation.

**Table 13. ANOVA Results**

<b>Source</b>	<b>Sum of Squares</b>	<b>Df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	51.760	2	25.880	157.629	.000
Residual	22.986	140	0.164		
Total	74.745	142			

*Source: SPSS result 2025*

The F-statistic of 157.629 with a p-value of 0.000 demonstrates that the regression model is statistically significant at the 1% level. This confirms that the combination of On-the-Job and Off-Job Training significantly predicts Skill Enhancement.

**Table 14. Regression Coefficients**

Variable	B	Std. Error	Beta	t-value	Sig.
Constant	0.282	0.161		1.752	0.082
On-the-Job Related Training	0.205	0.055	0.213	3.754	0.000
Off-Job Related Training	0.678	0.056	0.693	12.194	0.000

Source: SPSS result 2025

The unstandardized coefficient (B) for On-the-Job Related Training is 0.205, indicating that a one-unit increase in On-the-Job Training leads to a 0.205 unit increase in Skill Enhancement, holding other factors constant. The standardized Beta value of 0.213 shows its relative predictive power. For Off-Job Related Training, the unstandardized coefficient is much higher at 0.678, with a standardized Beta of 0.693, indicating a stronger positive contribution to skill enhancement. Both variables are statistically significant at the 1% level ( $p < 0.01$ ). Based on the unstandardized coefficients, the regression equation is:

$$Y = 0.282 + 0.205X_1 + 0.678X_2 + \epsilon$$

Where:

Y = Employee skill enhancement

X1 = on the job Training

X2 = off the job Training

This equation allows for predicting the level of skill development based on the extent of training received in each category.

All five assumptions of the classical linear regression model linearity, independence of errors (no autocorrelation), absence of multicollinearity, homoscedasticity, and normality of residuals have been validated based on statistical outputs and graphical analyses. The regression model is highly significant, explaining approximately 69.2% of the variability in Skill Enhancement Related Training. Both On-the-Job and Off-Job Training have a positive and statistically significant impact on employee skill development, with Off-Job Training demonstrating a much stronger influence. These findings emphasize the importance of integrating both practical and theoretical training approaches to maximize workforce capabilities in Cosmar East Africa Cosmetic and Plastic Factory.

In relation to Hypothesis 2 (H2) the research accept that training and development strategies significantly predict employee skill enhancement. A multiple linear regression analysis was conducted to determine the extent to which training and development strategies predict employee skill enhancement. The regression model was statistically significant ( $F = 157.629$ ,  $p = 0.000$ ), explaining approximately 69.2% of the variance in skill enhancement ( $R^2 = 0.692$ ). Both On-the-Job Training ( $B = 0.205$ ,  $Beta = 0.213$ ,  $p < 0.01$ ) and Off-Job Training ( $B = 0.678$ ,  $Beta = 0.693$ ,  $p < 0.01$ ) were identified as significant predictors, with Off-Job Training showing a notably stronger influence. The diagnostic tests confirmed that all assumptions of classical linear regression—linearity, independence of errors, absence of multicollinearity, homoscedasticity, and normality—were met, reinforcing the validity of the model. These results provide robust evidence that training strategies, particularly structured off-job programs, play a critical role in predicting and enhancing employee competencies. Thus, the hypothesis that training and development strategies significantly predict employee skill enhancement is strongly supported.

It is evident that both on-the-job and off-the-job training significantly contribute to employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory. On-the-job training, with an unstandardized coefficient of 0.205 and a standardized Beta of 0.213, shows a moderate but statistically significant positive impact on skill development, aligning with studies by Mvuyisi & Mbukanma (2023) and Tukunimulongo (2016), which emphasize its role in bridging theory and practice. However, off-the-job training demonstrates a much stronger influence, with a coefficient of 0.678 and Beta of 0.693, indicating its critical role in delivering structured, comprehensive learning experiences consistent with findings from Ateya & Maende (2018) and Mastewal (2021).

The regression model explains 69.2% of the variance in skill enhancement, underscoring the effectiveness of combining both training methods. These results support the integration of practical, hands-on experiences with formal theoretical instruction to maximize workforce capability, as emphasized by Diwedi & Nema (2023), while also highlighting the need for systematic training needs assessment and evaluation practices as noted by Alebel (2015). Overall, the findings affirm that a balanced, well-structured training strategy enhances not only individual performance but also organizational competitiveness in the dynamic manufacturing sector.

#### **4.7. Major Challenges of Skill Development of Cosmar East Africa Cosmetic and Plastic Factory**

Skill development is a crucial driver of organizational performance, productivity, and innovation. However, Cosmar East Africa Cosmetic and Plastic Factory face significant challenges that hinder effective employee training and workforce development. Based on contextual understanding of the Ethiopian industrial landscape and common constraints within the manufacturing sector, the following are key challenges affecting skill development at Cosmar East Africa:

- 1) **Limited Access to Quality Training Infrastructure:** One of the primary obstacles to skill enhancement at Cosmar East Africa is the lack of modern and well-equipped training facilities. The factory may not have dedicated training centers or simulation labs that allow for hands-on learning in cosmetic and plastic production techniques. Without appropriate infrastructure, employees cannot practice new skills effectively, reducing the impact of any training initiatives.
- 2) **Insufficient Investment in Employee Training:** Despite recognizing the importance of skill development, many local manufacturers including Cosmar often face budgetary constraints. There may be limited financial allocation for structured training programs, certifications, or hiring external experts. As a result, training is often ad hoc rather than strategic, leading to inconsistent outcomes and minimal long-term skill retention.
- 3) **Inadequate Trainer Expertise and Capacity:** Even when training is conducted, the quality depends heavily on the expertise of trainers. Many internal supervisors or managers may lack formal training qualifications or instructional design experience. This can lead to

ineffective delivery of technical knowledge, especially in complex areas such as chemical safety, product formulation, and machinery operation.

- 4) **High Employee Turnover and Short-Term Focus:** High turnover rates among factory workers can discourage investment in long-term skill development. If trained employees leave for better opportunities elsewhere, the organization may perceive training as a cost rather than an investment. This mindset leads to a preference for just-in-time, task-specific training rather than comprehensive skill building.
- 5) **Limited Use of Technology in Training:** In many Ethiopian manufacturing firms, traditional training methods dominate, with little integration of digital tools or e-learning platforms. Cosmar East Africa may not fully utilize multimedia-based training, simulations, or Learning Management Systems (LMS), which could enhance engagement and knowledge retention. This limits exposure to global best practices and modern industry standards.
- 6) **Weak Linkage Between Training and Job Requirements:** There is often a mismatch between the content of training programs and the actual skills needed on the job. For instance, training might focus on theoretical aspects while neglecting practical application in plastic molding, packaging, or quality control. Without aligning training objectives with operational needs, skill development becomes less impactful.
- 7) **Language and Literacy Barriers:** Many frontline workers in the manufacturing sector may have limited proficiency in English or formal education, making it difficult to understand technical manuals, safety procedures, or advanced production guidelines. This poses a challenge in delivering standardized training and ensuring comprehension across all levels of staff.
- 8) **Resistance to Change and Organizational Culture:** A culture that does not prioritize continuous learning can impede skill development efforts. Employees may view training as an additional burden rather than an opportunity for growth. Similarly, management may resist changes required to implement modern training systems due to concerns about downtime or short-term productivity loss.

- 9) **Regulatory and Compliance Constraints:** The cosmetic and plastic industries are subject to strict health, safety, and environmental regulations. However, if employees are not adequately trained on compliance requirements such as chemical handling, waste disposal, and labeling standards it can lead to legal risks and poor product quality. Lack of regulatory-focused training further exacerbates these issues.
- 10) **Poor Evaluation and Feedback Mechanisms:** Organizations often fail to measure the effectiveness of their training programs. At Cosmar East Africa, there may be no formal system to assess whether training has led to improved performance or behavior change on the shop floor. Without feedback loops, it becomes difficult to refine training content or address gaps in skill acquisition.

To remain competitive in the growing East African market, Cosmar East Africa Cosmetic and Plastic Factory must overcome these challenges to build a skilled, adaptable, and productive workforce. Addressing these barriers requires a strategic approach involving increased investment in training, leveraging technology, aligning programs with job roles, and fostering a culture of continuous learning. Collaborations with vocational institutions, government agencies, and international partners can also support capacity-building efforts and ensure alignment with global industry standards.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### 5.1. Summary of Findings

##### 5.1.1. Current Training and Development Strategies Practiced in the Organization

The findings reveal that while participation in training programs is relatively high particularly in apprenticeships (51.05%) and lectures/seminars (52.45%) the overall impact of these programs is limited due to several systemic issues. On-the-job training methods such as job rotation and coaching are underutilized, and off-the-job methods like multimedia learning and workshops also see low uptake. Most training is offered annually or quarterly, but its content is often perceived as only slightly relevant to daily work, with only 11.19% of employees finding it very or extremely relevant. Moreover, just 5.59% report full alignment between training programs and their long-term career goals, indicating a major disconnect between training initiatives and employee development needs.

Resource inadequacy significantly undermines training effectiveness. Over half of the respondents' rate training resources such as materials, tools, and trainers as merely fair or poor, and this issue is further reflected in the identification of inadequate resources (38.46%) as the primary barrier to training participation. Scheduling conflicts (32.17%) and irrelevant content (19.58%) are also major obstacles. Although off-the-job training is generally perceived as moderately effective, the application of learned skills remains problematic, with 70.63% of participants using these skills only "sometimes" in their day-to-day tasks. This limited application signals a failure to translate learning into performance improvements.

Overall satisfaction with training programs is lukewarm, with most respondents expressing moderate satisfaction and a sizable minority (23.08%) reporting dissatisfaction. The data points to a critical need for organizations to approach training not as a periodic or isolated activity, but as a strategic investment in human capital. Enhancing training relevance, improving resource allocation, offering more flexible scheduling, and better aligning programs with employee goals are essential steps. Only by addressing these interconnected challenges can training programs effectively contribute to both individual employee growth and broader organizational success.

### **5.1.2. Level of Employee Skill Enhancement Resulting from Training and Development**

On-the-job training (OJT) remains a cornerstone of skill development at Cosmar East Africa, yet its effectiveness is uneven across key components. Job rotation received a mean score of 3.10, with 37.76% of respondents affirming its contribution to diverse skill development. Induction training followed closely with a mean of 3.06, though a nearly equal 38.46% felt unprepared afterward. Apprenticeship programs rated 3.12, indicating moderate alignment with job needs. However, coaching sessions (mean = 2.99) and supervisor feedback (2.90) were among the least effective elements, with 35.67% of respondents dissatisfied with coaching personalization and 45% expressing concern about feedback quality. On-the-job training at Cosmar East Africa is moderately effective, with job rotation and apprenticeship programs showing some positive results. However, coaching and supervisor feedback were seen as weak areas by many employees.

Several gaps emerged in the practical application and frequency of training. Only 34.97% of employees felt they had sufficient opportunities to practice new skills, contributing to a low mean score of 2.94. Confidence in applying learned content in real tasks was also weak (mean = 2.98), with nearly 49% expressing a lack of readiness. These issues point to insufficient post-training support and a lack of practical integration. Interestingly, the availability of learning tools and manuals received the most favorable score in this category at 3.19, with 42% of participants agreeing these resources supported their learning. Employees reported limited opportunities to practice new skills and lacked confidence in applying training in real work, though training materials and manuals were generally helpful.

Off-the-job training methods such as seminars, workshops, and simulations had moderately positive but varied perceptions. Workshops and simulations both received a mean of 3.06, while classroom lectures lagged at 2.95, indicating concerns about engagement and clarity. Multimedia tools scored slightly better at 3.15, with 40% of respondents finding them user-friendly. Participation and interaction were viewed most favorably in off-job programs, scoring 3.24, supported by 43.36% of respondents who appreciated active involvement. Despite this, only 34.97% showed strong interest in attending more training, suggesting that while some value these sessions, many remain indifferent or unmotivated. Off-the-job training methods like workshops and simulations were somewhat effective, with good participation levels, but overall interest in these programs remained low among employees.

The skill enhancement results revealed a mostly neutral perception across various competencies. Improvement in technical skills scored 2.90, and task efficiency also stood at 2.92, with just 29.37% agreeing training improved their job speed and accuracy. Problem-solving ability received a slightly better mean of 2.99, and adaptability to new tasks stood at an even 3.00. Decision-making confidence and conflict resolution received relatively higher ratings of 3.04 and 3.07, respectively, suggesting some gains in cognitive and interpersonal capabilities. However, the consistently high standard deviations (up to 1.286) indicate significant disparities in employee experiences. The training resulted in only modest improvements in technical skills, task efficiency, and problem-solving, with many employees reporting neutral or mixed outcomes.

Managerial interviews confirmed that blended training methods combining classroom learning, simulations, and mentorship deliver the most enduring impact. One manager noted that “technical workshops and leadership seminars tend to stick” due to their practical applicability. These findings are supported by Human Capital Theory and the Resource-Based View (RBV), which stress that skill development boosts organizational competitiveness. Nonetheless, the neutral or negative ratings in technical and communication skills underscore a need for more context-specific and reinforced training strategies. Future improvements should focus on enhancing training relevance, practical alignment, and follow-up mechanisms to ensure sustained performance gains across the organization. Managers believe blended training methods are most effective, aligning with established theories, but the overall employee feedback indicates a need for more practical and relevant training.

### **5.1.3. Relationship Between Training and Development Programs and Skill Enhancement**

In this case the analysis confirm that the research accepts the hypothesis that there is a statistically significant positive relationship between employee participation in training and their level of skill enhancement. The correlation analysis conducted using Pearson coefficients at Cosmar East Africa Cosmetic and Plastic Factory revealed statistically significant and strong positive relationships between On-the-Job Training, Off-Job Training, and Skill Enhancement. All correlations were above 0.50, indicating a strong association between these variables. Specifically, the correlation between On-the-Job Training and Skill Enhancement was  $r = .605$ , while the correlation between Off-Job Training and Skill Enhancement was even stronger at  $r = .813$ , both significant at the 0.01

level. This confirms that enhanced training practices, whether workplace-based or classroom-based, contribute meaningfully to employee skill development.

The strong correlation between On-the-Job Training and Skill Enhancement supports Human Capital Theory, suggesting that experiential learning, such as mentoring, coaching, and task-based training, significantly boosts job performance. These findings are consistent with prior studies that highlight how immediate, practical application of skills in a real work environment fosters competence. Similarly, the very high correlation between Off-Job Training and Skill Enhancement demonstrates the importance of structured, theoretical instruction in building foundational knowledge and soft skills necessary for long-term career growth.

The moderate but significant correlation ( $r = .565$ ) between On-the-Job and Off-Job Training suggests these methods are complementary rather than mutually exclusive. Organizations that adopt both approaches achieve more comprehensive employee development, aligning with theories like the Universalist and Resource-Based View, which emphasize combining best HRM practices to build valuable and inimitable human capital. Overall, the study highlights the need for an integrated training strategy to maximize skill enhancement, job performance, and sustained organizational competitiveness.

#### **5.1.4. Extent of Training and Development Strategies predict Employee Skill Enhancement.**

Like a correlation analysis, the study accepts the hypothesis that training and development strategies significantly predict employee skill enhancement. The multiple linear regression analysis revealed a strong positive relationship between training practices and skill enhancement among employees at Cosmar East Africa Cosmetic and Plastic Factory. The model showed a high R-value of 0.832 and an  $R^2$  of 0.692, indicating that approximately 69.2% of the variance in employee skill enhancement can be explained by the combined effects of On-the-Job and Off-Job Training. The model's robustness was further supported by an Adjusted  $R^2$  of 0.688 and a Durbin-Watson statistic of 1.922, suggesting no issues of autocorrelation. The ANOVA results confirmed the model's statistical significance, with an F-statistic of 157.629 and a p-value of 0.000.

Regression coefficients indicated that both On-the-Job and Off-Job Training significantly contribute to skill enhancement, but Off-Job Training has a much stronger impact. On-the-Job Training had an unstandardized coefficient (B) of 0.205 and a standardized Beta of 0.213,

indicating a moderate yet meaningful contribution. In contrast, Off-Job Training had a B value of 0.678 and a Beta of 0.693, signifying a dominant role in predicting skill development. This implies that while hands-on learning plays an important role, structured training environments such as seminars and workshops provide a greater return in terms of competency growth.

The regression model meets all classical assumptions, including linearity, normality, homoscedasticity, and independence of errors, confirming its reliability. The findings strongly support the integration of both practical and theoretical training approaches to enhance employee performance. This dual approach aligns with prior research, including the works of Mvuyisi & Mbukanma (2023), Ateya & Maende (2018), and Alebel (2015), which emphasize the importance of balanced and well-assessed training strategies. Overall, the analysis underscores that combining On-the-Job and Off-Job training significantly boosts employee skills and, by extension, enhances organizational effectiveness and competitiveness.

#### **5.1.5. Major Challenges of Skill Development at Cosmar East Africa Cosmetic and Plastic Factory**

This study identifies several key challenges affecting skill development at Cosmar East Africa Cosmetic and Plastic Factory, including limited access to modern training infrastructure, insufficient financial investment in structured training programs, inadequate trainer expertise, high employee turnover, minimal use of technology in training delivery, mismatch between training content and job requirements, language and literacy barriers, resistance to change within the organizational culture, lack of compliance-focused training, and poor evaluation mechanisms. These obstacles collectively hinder the effectiveness of workforce development initiatives and limit the factory's capacity to build a skilled, competitive, and adaptable labor force essential for growth and sustainability in the manufacturing sector.

### **5.2. Conclusions**

This study was conducted to examine the effects of training and development strategies on employee skill enhancement at Cosmar East Africa Cosmetic and Plastic Factory. Grounded in Human Capital Theory and the Resource-Based View, the study aimed to provide a holistic assessment of how current training practices contribute to employee competency. Using

quantitative and qualitative methods, the study evaluated the nature and impact of both On-the-Job and Off-Job Training strategies. It further investigated the correlation and predictive relationship between these training forms and skill development while identifying systemic challenges that hinder effective skill enhancement.

Firstly, in assessing the current training and development strategies, the study found that while participation in training programs is relatively high particularly for apprenticeships and lectures overall impact is weakened by misalignment with job roles and long-term career goals. A majority of employees found the training only slightly relevant, and a very small fraction reported strong alignment with their career objectives. Resource inadequacies, scheduling conflicts, and outdated or irrelevant content were identified as key barriers. These findings highlight the urgent need to redesign training programs to be more targeted, relevant, and resource-supported.

Secondly, in evaluating the level of employee skill enhancement, results showed only moderate improvement in key areas such as technical proficiency, task efficiency, problem-solving, and adaptability. Although blended learning methods were viewed as more impactful by managers, many employees lacked confidence in applying learned skills, mainly due to insufficient practice opportunities and post-training support. On-the-Job Training methods like job rotation and apprenticeship had some positive influence, but coaching and feedback mechanisms were notably weak. Similarly, Off-Job Training methods had mixed outcomes good in participation, but limited in long-term engagement and skill application.

Thirdly, analyzing the relationship between training participation and skill enhancement revealed strong, statistically significant correlations. On-the-Job Training showed a positive correlation ( $r = 0.605$ ), and Off-Job Training had an even stronger one ( $r = 0.813$ ) with skill enhancement. These results confirm that effective training especially structured, off-job learning has a meaningful impact on employee development. Moreover, the positive correlation between the two training types ( $r = 0.565$ ) suggests that they work best in tandem, emphasizing the value of a blended training model that incorporates both theoretical and experiential learning.

Fourthly, in determining the predictive power of training strategies on skill enhancement, regression analysis showed that 69.2% of the variance in employee skill improvement could be explained by training practices. Off-Job Training emerged as the stronger predictor (Beta = 0.693),

followed by On-the-Job Training (Beta = 0.213). These findings underscore the critical role of structured learning environments such as workshops and seminars in fostering employee capabilities. The statistical reliability of the model affirms the need to invest in both types of training, with a particular focus on enhancing the quality and delivery of Off-Job methods.

Fifthly, in identifying the challenges hindering employee skill development, the study highlighted several systemic obstacles. These include inadequate training resources (tools, materials, trainers), poor scheduling, irrelevant content, and weak post-training application. A sizable proportion of employees reported dissatisfaction with coaching and feedback, and many lacked opportunities to practice or apply new skills. These issues point to the necessity for organizational commitment toward addressing these foundational barriers through better planning, customization, and follow-up mechanisms.

In summary, the research clearly demonstrates that effective training and development strategies significantly enhance employee skills at Cosmar East Africa Cosmetic and Plastic Factory, but only when those strategies are well-aligned, adequately resourced, and practically integrated. While Off-Job Training has a higher statistical impact, both it and On-the-Job methods are essential in building a competent and competitive workforce. To realize the full potential of training programs, the organization must address identified gaps improving relevance, increasing support for skill application, and removing logistical barriers. A more strategic and integrated approach to employee development will not only elevate individual performance but also strengthen the company's long-term operational success and innovation capacity.

### **5.3.Recommendations**

Based on the findings from the questionnaires and interview data, it is evident that training and development programs in Cosmar East Africa Cosmetic and Plastic Factory have contributed to employee skill enhancement to a moderate extent. The following strategic recommendations are presented in paragraph form to enhance training effectiveness and drive meaningful employee skill development:

- 1) **Revise and Integrate Training Strategies:** Cosmar should fundamentally redesign its training approach by implementing blended learning models that systematically combine hands-on, practical on-the-job methods (like structured apprenticeships and job rotations)

with formal off-the-job training (such as workshops and seminars). This integration capitalizes on the identified synergy between both methods and leverages the particularly strong impact of off-job training on overall skill development. Crucially, training content must be significantly enhanced for relevance and personalization through rigorous, role-specific Training Needs Analysis (TNA) and the creation of individualized learning paths aligned with both organizational goals and personal career aspirations. Furthermore, accessibility must be improved by introducing flexible scheduling options (e.g., modular sessions, varied timings), providing workload adjustments during training periods, and exploring blended or fully online delivery modes to overcome persistent scheduling conflicts and workload barriers.

- 2) **Strengthen Off-the-Job Training Design and Delivery:** Given its high predictive power for skill enhancement, off-the-job training requires focused improvement. Programs must be redesigned for immediate applicability, moving beyond theory to incorporate practical simulations, company-specific case studies, and clear action plans that enable employees to directly use learned skills in their daily roles. Investment in trainer capability is essential, through dedicated 'Trainer-the-Trainer' programs to enhance facilitation skills, promote interactive methodologies (discussions, group work), and eliminate uninspiring lecture formats. Additionally, Cosmar should actively leverage technology by integrating user-friendly multimedia tools, developing accessible e-learning modules, and potentially implementing a Learning Management System (LMS) to diversify delivery, increase accessibility, cater to different learning styles, and modernize the learning experience.
- 3) **Formalize and Standardize On-the-Job Training:** To maximize the impact of on-the-job training and address inconsistencies, Cosmar needs to formalize mentorship and coaching. This involves assigning qualified mentors, setting clear learning objectives, scheduling dedicated coaching time, and integrating regular, structured feedback – especially critical for reinforcing soft skills. Ensuring consistent resource availability across all departments and shifts is paramount; standardized, high-quality learning materials (manuals, digital tools, equipment) must be guaranteed for every employee undergoing training. Moreover, every on-the-job training component must be explicitly linked to real, immediate job

tasks and challenges faced by employees, ensuring the learning is perceived as directly relevant and applicable from day one.

- 4) **Bridge the Gap Between Learning and Application:** Addressing the critical disconnect where skills are learned but not consistently applied requires proactive strategies. Structured application phases should be built into all training programs, where employees are assigned specific projects or tasks requiring them to utilize new skills soon after training, supported by managers. Systematic reinforcement is vital, particularly for soft skills; this includes implementing follow-up coaching sessions, organizing refresher workshops, and establishing peer learning groups to solidify knowledge and encourage long-term retention. Crucially, managers must be empowered and trained to actively support skill transfer by providing opportunities for application, offering constructive feedback on new skill usage, and recognizing employees who successfully implement their learning.
- 5) **Systematically Address Foundational Challenges:** Overcoming the identified systemic barriers demands a multi-faceted approach. Cosmar must invest in modern training infrastructure, allocating sufficient budget for updated facilities, technology, and high-quality learning materials. Developing internal trainer expertise through comprehensive development programs will reduce reliance on potentially inadequate external providers and build sustainable capacity. A rigorous content alignment process, involving line managers and subject matter experts, must be established to ensure all training directly addresses current and future job requirements and technical skill gaps. Implementing a robust multi-level evaluation system (measuring reaction, learning, application, and business results) is essential to move beyond satisfaction surveys and drive continuous improvement. Furthermore, strategies to reduce high turnover, foster a culture of continuous learning (through leadership endorsement and recognition), and address language/literacy barriers (e.g., multilingual materials, foundational skills support) are fundamental to creating an environment conducive to effective skill development.
- 6) **Enhance Strategic Oversight and Investment:** Securing visible leadership commitment is non-negotiable; senior management must champion training as a core strategic investment linked to business outcomes, not merely an HR function, and provide sustained, adequate

funding. Developing a formal, documented Learning and Development (L&D) Strategy aligned with the factory's overarching business goals and workforce planning is essential for focused and coherent efforts. Finally, Cosmar must develop mechanisms to quantify the Return on Investment (ROI) of training by linking demonstrated skill enhancement to tangible performance outcomes such as increased productivity, improved product quality, reduced errors, and enhanced project delivery timelines. This data is crucial for justifying ongoing investment and refining future programs.

By implementing these recommendations, Cosmar East Africa Cosmetic and Plastic Factory can transform its training efforts into a strategic tool for sustainable employee development and organizational competitiveness.

#### **5.4. Future Research Direction**

future research should aim to deepen understanding of training effectiveness through longitudinal and comparative studies explore innovative delivery methods address organizational and cultural factors and evaluate policy and investment implications. These efforts will not only enhance organizational competitiveness but also support Ethiopia's broader socio-economic development agenda.

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## Appendix

### Appendix I. Questionnaires

#### The Effects of Training and Development Strategies on Skill Enhancement at Cosmar East Africa Cosmetic and Plastic Factory

##### Instructions for Respondents:

Dear Respondent,

I appreciate your participation in this study. The purpose of this survey is to learn more about how Cosmar East Africa Cosmetic and Plastic Factory employees' skill development is impacted by training and development initiatives. Your answers was kept private and used only for scholarly research.

Please carefully read each question and answer as accurately as possible. When answering multiple-choice questions, select the option (✓) that most accurately represents your response.

Your honest feedback is greatly valued and will greatly advance this study.

##### Section 1: Demographic Information

1. Gender:

Male

Female

2. Age:

under 18 years

18–25 years

26–35 years

36–45 years

46 years and above

3. Educational Level:

No formal education

Diploma and Under diploma

First Degree

- Masters Degree and Above
- Other (please specify): \_\_\_\_\_

4. Employment Status:

- Permanent Employee
- Contract Worker
- Other (please specify): \_\_\_\_\_

5. Department/Job Role:

- Production/Manufacturing
- Human Resources
- Sales and Marketing
- Finance and Accounting
- Research and Development
- Other (please specify): \_\_\_\_\_

6. Years of Service at Cosmar East Africa:

- Less than 1 year
- 1–3 years
- 4–6 years
- 7–10 years
- More than 10 years

**Section 2: Current Training and Development Strategies**

1. Which on-the-job training have you participated in?

- Job Rotation
- Induction

- Apprenticeship
- Coaching

2. Which off-the-job training have you participated in?

- Workshops
- Lectures/Seminars
- Simulations
- Multimedia Learning

3. How frequently are training programs offered?

- Monthly
- Quarterly
- Annually
- Irregularly

4. How relevant are the training programs to your job role?

- Not Relevant
- Slightly Relevant
- Moderately Relevant
- Very Relevant
- Extremely Relevant

5. How would you rate the adequacy of resources (materials, trainers, tools)?

- Poor
- Fair
- Good
- Very Good
- Excellent

6. How effective were the following training methods in improving your skills?

<b>Training Type</b>	<b>Not Effective</b>	<b>Slightly Effective</b>	<b>Moderately Effective</b>	<b>Very Effective</b>	<b>Highly Effective</b>
On-the-job					
Off-the-job					

7. How satisfied are you with the overall quality of training programs?

- Very Dissatisfied
- Dissatisfied
- Moderately Satisfied
- Satisfied
- Very Satisfied)

8. How often do you apply skills learned in training to your daily tasks?

- Rarely
- Occasionally
- Sometimes
- Frequently
- Always

9. How aligned are training programs with your long-term career goals?

- Not Aligned
- Slightly Aligned
- Moderately Aligned
- Mostly Aligned
- Fully Aligned

10. What barriers prevent you from participating in training?

- Lack of time
- Irrelevant content
- Inadequate resources
- Scheduling conflicts
- Managerial support

### Section 3: Independent Variables

#### On-the-Job Related Training

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Job rotation programs are adequately structured to develop diverse skills.					
2	Induction training prepared me effectively for my role.					
3	Apprenticeship programs are relevant to my job requirements.					
4	Coaching sessions are tailored to address my skill gaps.					
5	My supervisor provides constructive feedback during on-the-job training.					
6	I have sufficient opportunities to practice new skills during training.					
7	On-the-job training sessions are conducted frequently enough.					
8	The resources provided (tools, manuals) support my learning during training.					
9	I feel confident applying on-the-job training lessons to real tasks.					
10	I would recommend the current on-the-job training methods to others.					

### Off-Job Related Training

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	Workshops/seminars are relevant to my job responsibilities.					
2	Class lectures are engaging and easy to understand.					
3	Simulations mimic real workplace challenges effectively.					

4	Multimedia learning tools are user-friendly.					
5	Trainers in off-job programs have strong expertise in their fields.					
6	Off-job training sessions encourage active participation and interaction.					
7	The content of off-job training aligns with my skill development needs.					
8	I feel comfortable asking questions during off-job training.					
9	Off-job training programs are scheduled at convenient times.					
10	I would like more opportunities to attend off-job training programs.					

#### Section 4: Skill Enhancement of the Employee

No.	Question	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1	My technical skills have improved significantly.					
2	Training programs enhanced my problem-solving abilities.					
3	I communicate more effectively with colleagues after training.					
4	My ability to work in teams has strengthened due to training.					
5	I manage workplace stress/emotions better after training.					
6	Training has increased my adaptability to new tasks/technologies.					

7	My efficiency in completing tasks has improved post-training.					
8	Training programs boosted my confidence in decision-making.					
9	I can resolve workplace conflicts more effectively now.					
10	My overall job performance has improved due to skill development.					

Thank You for Your Participation!

## **Appendix II. Interview Questions**

The following interview questions are designed to address the key aspects of the study on training and development strategies at Cosmar East Africa Cosmetic and Plastic Factory.

- 1) Can you describe the main types of training and development programs currently offered at Cosmar East Africa?
- 2) How does the organization determine the training needs of employees?
- 3) In your experience, how do these training programs help improve employees' skills and performance?
- 4) What methods does the organization use to encourage employees to actively participate in training programs?
- 5) How does the organization measure the effectiveness of its training programs?
- 6) Can you provide an example of a training program that has led to significant improvements in employee skills or job performance?
- 7) Which types of training do you believe have the most enduring impact on employees' skills, and why?
- 8) Are there any challenges the organization faces in implementing or sustaining its training and development programs?