



**EFFECT OF TRAINING AND DEVELOPMENT PRACTICES ON
ORGANIZATIONAL SUSTAINABILITY IN THE CASE OF ZAK
ETHIOPIA MANUFACTURING AND TRADING P.L.C.**

BY BLEN WOSSENE

A THESIS SUBMITTED TO THE COLLEGE OF BUSINESS AND
ECONOMICS, ADDIS ABABA UNIVERSITY, IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR MASTER OF ARTS (MA) DEGREE IN
HUMAN RESOURCES MANAGEMENT

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APPROVED BY BOARD OF EXAMINERS

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DECLARATION

I, Blen Wossene, declare that this thesis, which is titled “EFFECT OF TRAINING AND DEVELOPMENT PRACTICES ON ORGANIZATIONAL SUSTAINABILITY IN THE CASE OF ZAK ETHIOPIA MANUFACTURING AND TRADING P.L.C.”, has been carried out by me for the partial fulfillment of the requirement for the degree of Master of Arts in Human Resources Management from Addis Ababa university under the guidance of my advisor.

This thesis is an original work and has not been submitted for the award of any degree or diploma in any other university or institution.

BLÉN WOSSENE

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Date: _____

CERTIFICATION

This is to certify that the thesis entitled “EFFECT OF TRAINING AND DEVELOPMENT PRACTICES ON ORGANIZATIONAL SUSTAINABILITY IN THE CASE OF ZAK ETHIOPIA MANUFACTURING AND TRADING P.L.C.” submitted to Addis Ababa University, College of Business and Economics, for the award of the Degree of Master of Arts in Human Resources Management is a bona-fide work that has been carried out by Blen Wossene under my guidance and supervision.

Advisor: Dr. Wubeshet Bekalu

Signature: _____

Date: _____

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Acronyms and Abbreviations

ANOVA	Analysis of Variance
CEO	Chief Executive Officer
DVD	Digital Video Disc
FMCG	Fast Moving Consumer Goods
HR	Human Resources
HRD	Human Resources Development
IQ	Intelligence Quotient
ILO	International Labor Organization
KPI	Key Performance Indicators
OFJT	Off the Job Training
ONJT	On the Job Training
OS	Organizational Sustainability
PLC	Private Limited Company
RBV	Resource Based View
ROI	Return on Investment
SOP	Standard Operating Procedures
SPSS	Statistical Package for Social Science
TDD	Training and Development Design
TDE	Training and Development Evaluation

Abstract

Training has long been seen as an integral aspect of human development, while the ideas of sustainable development are the foundation of the notion of sustainability. Training and development are essential for organizational sustainability as it is an integral essence of development meeting the needs of the present while also looking ahead and preparing for the future. With this regard, the study aimed to investigate the effects of training and development on the sustainability at Zak Ethiopia Manufacturing and Trading P.L.C, one of the large manufacturing companies in Ethiopia. The study aimed at assessing the effect of training and development Need Assessment, Training and Development Design/ Plan, On-the-Job Training, Off-the-Job Training, and Training and Development Evaluation on organizational sustainability. An explanatory research design and a quantitative research methodology were used in this study. Using a simple random sampling approach, 159 individuals in total were selected as the sample population for this study based on the distribution of questionnaires. Furthermore, while both primary and secondary sources were consulted, the primary data was gathered through employee surveys and management interviews. Furthermore, descriptive and inferential statistics were employed in the analysis and presentation of the data in order to evaluate the effect of training and development on organizational sustainability. Regards the results of the study, concerning the descriptive statistics of the study, it showed that employees had moderate to positive views towards the questions put forward to them concerning the constructs of training and development, as well as organizational sustainability. When it comes to inferential statistics, the results also showed that all five constructs of training and development had a positive effect on organizational sustainability. However, when conducting regression analysis, only the constructs of off-the-job training and training and development evaluation were seen to have a statistically significant result, while training and development needs assessment, training and development design, and on-the-job training were seen to have statistically insignificant results. Hence, seeing these results, it is imperative that the company under study and other manufacturing companies as a whole should give greater emphasis to training and development constructs, while considering the sustainability of the firm in various ways.

Key Words: *Training and Development, Organizational Sustainability, Manufacturing companies*

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

While emphasizing the value of labor and programs in businesses, no business has the right to choose whether or not to train its representatives because all new hires, regardless of their experience or prior education, must be given an orientation to the workplace and taught specific tasks to perform. Thus, one of the most important aspects of an organization's human resources for managers and employees alike is training and development (Obi-Anike and Ekwe, 2014).

Training and development are two of the most crucial aspects of human capital that all types of organizations must consider. Enhancing workers' productivity and maintaining consistent performance is the aim of both training and development programs. In specifically, training is a program that the business selects and sets up with the intention of improving workers' capacity for theoretical and critical thought in order to boost output. However, development is a deliberate process that involves a series of self-assessment activities meant to help employees of the organization grow, learn, and improve their aptitude, understanding, and competence. Enhancing an employee's character and productivity is the aim of development so that they are better prepared to face problems down the road. It's not only limited to one particular activity (Irene, 2014).

Labor training and development is the key to opening the channels via which institutions attain their ideal goals, even if researchers have long recognized it as a crucial stage in the achievement of many organizational and personal goals. Through the tangible advancement of the company's mission, vision, and objectives, training and development play a critical positioning role. Therefore, it is always vital to provide staff training and development (Obi-Anike and Ekwe, 2014).

Human resource management has been essential to the development of the majority of industrialized nations, including the United States, Japan, and the United Kingdom. Emerging nations like Ethiopia can achieve similar financial success if they dedicate enough resources to the education and training of the vast labor force that works for several employers (Alebachew, 2020).

A skilled staff is essential to an organization's capacity to operate, regardless of its size. The procedures involved in hiring a new employee do not adequately impart the knowledge, skills, abilities, or aptitudes needed in the workplace. To remain adaptable and productive at work, employees need to grow their knowledge and skill sets. In order for a new representative to become an integral part of the team and acquire specific abilities, they must get the appropriate training. A critical component of training and development is developing workers' skills to the point where the organization can raise the viability and efficacy of HR, which is a viewpoint that all businesses must consider (Nadler, 2001).

In any case, many businesses start by segmenting their training requirements, then plan and carry out standard training procedures, and then evaluate the training's outcomes. A few foundations handle their training needs in an erratic and spontaneous manner; training at these establishments is essentially unplanned and non-systematic (Shodeinde, 2015).

Assessments of persons and hierarchies are often carried out to determine the needs that need to be met before creating training or development plans. After the phases of planning and development, an assessment is conducted to ascertain the program's viability in light of the specified needs. It is important to remember that the objective of organization development is the professional development of the organization's designers. It seeks to realize the principle that an organization cannot succeed and function effectively unless its members have and use the requisite knowledge and abilities (Shodeinde, 2015).

Training has long been seen as an integral aspect of human development. The process of increasing people's decision-making capability is known as human development. In any event, regardless of one's degree of development, the three fundamental ones are for people to live long and healthy lives, to learn via education, and to have access to the resources needed for a respectable way of life.

The ideas of sustainable development are the foundation of the notion of sustainability. According to the World Commission for Environment and Development (1987 in McIntosh and Arora (2001), the Bruntland report (1987) defined organizational sustainability as "development which meets the needs of the present without compromising the ability of future generation to meet their own needs." According to McIntosh and Arora (2001), they defined organizational sustainability as the

ability to continue into the long term, also known as survival. The following elements of sustainability were presented by Opuku and Fortune (2011), McIntosh and Arora (2001), and Achkar (2005), as referenced in Fiol and Lavenderos (2010): environmental, social, economic, and political sustainability. The four aspects - environmental, social, economic, and political - interact with one another, according to Fiol and Lavenderos' theory. Regrettably, companies appear to have focused more of their efforts on attaining the economic aspect of sustainability and function within the political system, pushing aside the environmental and social aspects.

1.2 Background of the Organization

In March 2014, 54 FMCG entered the Laundry Soap market through the acquisition of Gullele, one of the oldest soap manufacturers in Ethiopia. With intensive investment in facility, quality improvement and marketing, the company was restored to its previous status, and the ZAK facility was inaugurated in 2020. The company has 116 female and 145 male employees, which gives a sum total of 265 employees. Zak Ethiopia Manufacturing and Trading P.L.C. has been in operation since 2014, while it is located in Kality area, Addis Ababa, Ethiopia.

1.3 Statement of the Problem

Most companies properly plan for their interest in capital and tangible assets, and these plans are carefully audited; yet, on occasion, a significant number of companies pay almost no attention to their interest in building their human capital. Moreover, most businesses think it's hard to schedule training and development sessions, which might result in low output, a high staff turnover rate, and increasing challenges reaching the objectives of the company (Alebachew, 2020).

Many businesses now, without a doubt, believe that training is the main factor contributing to higher production. Identifying the need for training and development and providing the necessary resources and quality time can, in any case, lead to reducing the staff efficiency gap.

Therefore, achieving the sustainability objective depends on providing training and development to the workforce in order to provide them with the skills they need. However, the training of many essential industrial and trade skills does not seem to be getting the attention it needs when it is

associated with organizational sustainability, despite the fact that human resources constitute the cornerstone of every system.

In this context, a review of the literature on the importance of staff training and development for organizational sustainability was provided by Fada and Sabo (2017). It was discovered that employee productivity rises as a result of training and development, and that training and development has an effect on the sustainability of organizations. A further study conducted in 2019 by Ogar et al. also demonstrated the importance of manpower development and training inside a business and the indispensability of human resources as a driving factor behind the creation of an efficient and successful enterprise. Ismael et al. (2021) provided more evidence for this, demonstrating a clear correlation between development programs and organizational success as well as a link between training and development and sustainability. Regarding this, while several research like these and others conducted in different nations demonstrate the significance of training and development for organizational sustainability, there aren't many comparable studies conducted in Ethiopia that unambiguously demonstrate this connection.

Elsewhere, when observing Ethiopia's manufacturing industry, training and development has been recognized as a key factor in the country's economic expansion, employment creation, and technical improvement. But, the industry has a lot of obstacles in the way of realizing its potential to make a meaningful contribution to the sustainable growth of the nation. Lack of a workforce that is sufficiently developed and trained is one of the main problems, since this is necessary to improve productivity, innovation, and competitiveness in the global market (World Bank, 2020).

Organizations must prioritize training and development if they are to adjust to the quickly evolving economic landscape. This is especially true in the manufacturing sector, where productivity gains and technical innovations are critical. In spite of this, a large number of Ethiopian manufacturing firms underfund their initiatives for staff training and development. The long-term viability of these firms may be threatened by a number of problems brought on by this carelessness, such as decreasing staff morale, worse product quality, and decreased operational efficiency (Gebreyesus & Mohnen, 2013).

The issue is made worse by Ethiopian industrial companies' frequent financial difficulties, which prevent them from putting in place extensive training initiatives. Furthermore, there is a dearth of

knowledge and comprehension of the possible advantages that training and development might have on the sustainability of a company. This knowledge and practice gap emphasizes the need for a thorough investigation of the potential effects of successful training and development programs on the long-term viability of Ethiopian manufacturing enterprises (ILO, 2018).

With this regard, although researchers such as Alebachew (2020), Mola (2019) and Zewdu (2021) gave light to information pertaining effect of training and development on various aspects of the organization, such as organizational performance, and employee performance, it can be considered as Ethiopia is home to a very small number of studies (if any) on the effects of training and development on organizational sustainability, which can be considered scarce to almost none; most of these studies are carried out in Europe, Asia, and Australia.

Therefore, this study aims to investigate the effects of training and development on the sustainability at Zak Ethiopia Manufacturing and Trading P.L.C, one of the large manufacturing companies in Ethiopia. By doing so, the research seeks to provide actionable insights and recommendations for policy makers and business leaders by critically investigating the impact of training and development on organizational sustainability.

1.4 Research Questions

- What is the relationship between employee training and organizational sustainability?
- What is the relationship between Training and Development Need Assessment and organizational sustainability?
- What is the relationship between Training and Development Design/ Plan and organizational sustainability?
- What is the relationship between On-the-Job Training and organizational sustainability?
- What is the relationship between Off-the-Job Training and organizational sustainability?
- What is the relationship between Training and Development Evaluation and organizational sustainability?
- What are different employee training and development strategies in effect in Zak Ethiopia Manufacturing and Trading P.L.C?
- What are the challenges regarding effective employee training and development programs in attaining organizational sustainability?

1.5 Research Objectives

1.5.1 Main Objective

- To assess the effect of training and development on organizational sustainability Zak Ethiopia Manufacturing and Trading P.L.C.

1.5.2 Specific Objectives

- To assess the relationship between Training and Development Need Assessment and organizational sustainability.
- To assess the relationship between Training and Development Design/ Plan and organizational sustainability.
- To assess the relationship between On-the-Job Training and organizational sustainability.
- To assess the relationship between Off-the-Job Training and organizational sustainability.
- To assess the relationship between Training and Development Evaluation and organizational sustainability.
- To assess the different employee training and development strategies in effect in Zak Ethiopia Manufacturing and Trading P.L.C.
- To assess the challenges regarding effective employee training and development programs in attaining organizational sustainability.

1.6 Significance of the study

The chosen manufacturing organization will benefit greatly from this study's findings regarding its present training and development procedures and how they affect the firm's long-term viability. In this sense, it will assist the business in better comprehending the various training and development techniques involved and how they relate to organizational sustainability, enabling them to create and enhance business policies and strategies that will have a favorable effect on the management of their human resources.

Furthermore, in terms of academicians, researchers, and other stakeholders, this study can serve as a reference and information source for them to use when conducting further research on the subject, in the future. Furthermore, by addressing the apparent gap in the theoretical and practical

elements of training and development methods and their relationship to organizational sustainability, the study will contribute to the body of knowledge already in existence.

1.7 Scope/ Delimitation of the study

1.7.1 Conceptual Scope

Since the primary goal of this study was to assess how training and development practices affect the organizational sustainability of the Company in the instance of Zak Ethiopia Manufacturing and Trading P.L.C., the conceptual scope of this study was delimited to the particular focus areas related to training and development, which are a subset of human resources management as a whole.

1.7.2 Methodological scope

This study's methodological scope was restricted to utilizing an approach of quantitative research methods inside the framework of an explanatory research design. Inferential statistics were used for data analysis and presentation, while both primary and secondary data were used in the study.

1.7.3 Geographic scope

Since the study was conducted in the company's main offices, its geographical scope was restricted to the head office of Zak Ethiopia Manufacturing and Trading P.L.C., which was situated in the Bole neighborhood of Addis Ababa, Ethiopia. For this reason, the scope was limited to this one organization alone.

1.8 Operational Definition of Key terms

Training and Development: are defined as fundamental human resource management activities aimed at improving the performance of individuals and groups in organizational settings. Training refers to the methods used to give new or present employees the skills they need to perform their jobs, while development refers to efforts oriented more towards broadening an individual's skills for future responsibilities (Dessler, 2020).

Organizational Sustainability: is defined as the ability of an organization to manage its financial, social, and environmental risks, obligations, and opportunities in a balanced manner to ensure long-term success and longevity (Kamprath, M., & Henike, B., 2020).

1.9 Organization of the study

This study has been structured into five chapters, each of which will be further divided into smaller pieces. Chapter One contains an overview of the entire study project, the problem statement, and an introduction. Chapter Two presents the conceptual framework of the investigation, as well as the theoretical foundations and relevant empirical reviews. Chapter Three presents the research methods used in the study. This chapter covers data types and sources, sample strategies, data collection instruments, and data analysis methods. In addition, Chapter Four discusses the analysis of the data collected from primary and secondary sources, and Chapter Five presents a summary of the findings, conclusions, and suggestions for the research based on the data collected and outcomes attained.

CHAPTER TWO

LITERATURE REVIEW

2.1 Theoretical Review

2.1.1 Resource Based View Theory

Resource Based View (RBV) was defined by Wernerfelt (1984), where the idea states that hierarchical assets and talents that are important, uncommon, non-replaceable, and imperfectly imitable are responsible for a company's prolonged advantage. RBV states that a business may demonstrate that it has a supported advantage by encouraging the development of abilities that are implicitly authoritative, create complex social connections, are embedded in its history and culture, and are firm explicit (Odhong, et al., 2018). This idea states that the most crucial, non-replaceable, and somewhat imitable resource a company may utilize to attain authoritative profitability and intensity is labor. The human capital hypothesis and the resource-based hypothesis are similar since they both highlight the advantages of investing in employees for the organization (Baron and Armstrong, 2007).

2.1.2 Human Capital Theory

Human capital theory was proposed by financial analyst Elliot (2005). He is more concerned with the quality of employment than the number when it comes to human capital. As suggested by the theory, Schultz (2001) thought that in the modern economy, human capital was one of the key variables affecting national finances (Dae-bong, 2017). The theory states that a person's formal education determines their capacity for information acquisition. The competitive advantage of a business stems from the essential competencies, proficiencies, expertise, and talents of its workforce, as per the human capital hypothesis. Its main points of emphasis are resource allocation, incentive systems and processes, and human resource development. According to Human Capital Theory, it is only a theory even if it is considered to have the potential to provide both societal and private advantages. Human capital specialists recognize the connection between learning and acquisition force, which implies that learning is a means to an end and that the talents, knowledge, and skills acquired via education may be applied to tasks to the extent that they yield financial benefit. Dae-bong (2018).

The human capital theory by Schultz (2001) and resource-based theory of competitive advantage by Barney (1991) are both relevant to this research. However, the latter encompasses equipment, materials, money, procedures, and men, while the former focuses only with employee training and education (human resource) (all organizational resources). In this sense, the former is more appropriate for this research.

The human capital theory states that an individual's knowledge, abilities, and health are all worth money. An individual or business must forgo present profits in order to increase possible future revenues when investing in education and training to grow human capital (McNabb, 1994). The theory of human capital is used to analyze how human capital affects income and productivity at the macro and microeconomic levels. Human capital theory holds that worker productivity—which is enhanced by knowledge, skills, and good health on a microeconomic level—influences economic activity and social well-being. This concept is crucial because it clarifies how employee training fosters skill development, which then results in the acquisition of relevant abilities (human capital) that enhance performance and ultimately contribute to the sustainability of the business as a whole.

This study is therefore focused on Human Capital Theory when it comes to the theory that will be applied. Human capital theory is chosen as the main theoretical perspective because it is based on the fundamental premise that an organization's competitive advantage comes from the vital skills, abilities, knowledge, and capacities of its staff. It centers on the development of human resources in addition to incentive programs and procedures.

2.2 Conceptual Review

2.2.1 Employee Training and development

Through organized training programs, organizations develop and enhance the caliber of both new and existing personnel. Training is viewed as a rigorous approach to learning and growth that improves the individual, group, and organization, according to Khawaja & Nadeem (2002). As a result, the organization's series of actions leads to the acquisition of knowledge or skills for purposes of development. Improving as a result the efficiency and welfare of human resources, the company, and society at large. According to Manju & Suresh (2011), training serves as an

intervention to improve the quality of an organization's goods and services without restricting competition by increasing employees' technical skill levels.

Developmental activities are those that lead to the learning of new knowledge or skills necessary for advancement. Companies provide employees development programs in an attempt to enhance their abilities. Employee development is becoming an increasingly important and strategic requirement for businesses in the current economic environment (Abdul Hameed, 2011). Because of this, businesses who want to keep their personnel and their business need to continuously engage in employee development (Khawaja & Nadeem 2013).

Zalman and Smith, as cited in Rao (2010) and Nwibere et al (2009), asserted that the following training types are commonly utilized in contemporary organizations: orientation training, skills training, team training, refresher training, cross-functional training, literacy training, diversity training, and creativity training. This is despite the fact that there are many different approaches to training. However, the ones that are mentioned below are crucial for businesses (FRCN Training School, 2014).

- I. Orientation Training: During orientation, new hires receive firsthand knowledge about the organization's principles, the workings of the workplace, and how to get along with coworkers.
- II. Skills Training: The primary environments for this type of training are organizations. Teaching basic skills such as reading, writing, computer, technical, speaking, listening, problem solving, presenting, production, studio management, technical, journalism, marketing, self-management, accounting, and learning capacity is part of it.
- III. Refresher Training: This is required due to the rapid progress of technology. These are usually short-term courses that companies occasionally give to keep their employees informed about the latest developments and impending challenges.

The process of developing and improving execution-related aptitudes is called training. Effective training programs may lead to higher profitability, lower staff turnover, and more noteworthy supervisor satisfaction, claim Blum and Naylor (2016). Abiodun (2015) defines training as the intentional development of the attitudes, knowledge, and abilities required for workers to function well on a particular project or task. Workers who did not receive adequate training before being

given assignments do not have the fundamental confidence required to complete the activity. For a representative to take on greater responsibility, they need to have specialized training and development.

Nwachukwu (2018) defines training as a structured endeavor intended to support an individual in obtaining the fundamental skills required for the competent execution of the responsibilities for which he was engaged or otherwise employed. He does see improvement, though, in the way the exercises attempted to provide an individual with the opportunity to assume more responsibility and foresee key roles in the chain of command. While training as it is seen exposes representatives to skills necessary for effective occupation execution, development goes above and beyond to provide workers the information necessary to carry out extra duty to a specific assignment quicker and better than anyone could have anticipated. A representative's development may entail exposing them to more difficult assignments.

According to Cole (2012), training is any organized learning activity aimed at gaining specific information and abilities for a career or project. He contends that in training, the work or assignment is what counts most. Either way, he sees growth as any learning activity that puts career above execution speed and is focused on future needs rather than immediate ones. He continues by saying that the primary drivers of expansion will often be an organization's future labor needs as well as employee expectations at work.

By concentrating on temporal fluctuations, Lament and Byars (2013) advanced our knowledge of the relevance of training. According to their definition, training is the process of gaining knowledge, abilities, and/or an attitude that will improve performance now and in the future. Ahmed (2018) goes on to say that training gives staff members the opportunity to learn about the ideas, customs, and practices that will improve their appropriateness and competency.

In a similar vein, Sikula (2017) defines preparation as a quick learning process that uses a methodical and exact approach to assist non-administrative professionals in gaining specific knowledge and abilities for a certain objective. Odiorne (2013) restated the idea that behavior change should follow preparation. If not, it implies that the prepared person is not intelligent enough (IQ) to comprehend the preparation behavior, that his manager disapproves of the

suggested behavior, or that he has friends or subordinates who attest to the fact that the suggested behavior is either unrealistic or even unfit for the planet.

Onah (2018) defines training as the deliberate and structured acquisition of the information, abilities, and attitudes required of a person to carry out a certain activity in an authoritative context or perform perfectly in a given circumstance. Obiajulu and Obi (2014) state that when the determination procedure is over, the new representatives need some sort of training to help them become used to the authoritative methods and frameworks. It is assumed that operational or specialized representatives would learn via training how to carry out the responsibilities for which they were employed.

After analyzing the aforementioned criteria, it is feasible to draw the conclusion that an individual's adjustment is the product of both development and training. There are some similarities between the two ideas because both development and training strive to positively impact the individual. To ascertain the degree to which positive behavioral change has improved the performance of the profession, the bounds of development are further specified (Obiajulu and Obi, 2014).

In this sense, employee development and training support one another in an organization's effort to promote skilled labor. Even if they have different ideas, they might nevertheless be considered jointly because of their relationship and shared effects on the staff.

2.2.2 Training needs assessment

According to McConnell (2003), there is a training gap that has to be closed between anticipated performance and actual performance, or between current skills and job requirements. Needs assessment is the process used to determine whether training is necessary (Ayalew, 2017). Group and individual needs assessments are the two stages of the process. It is obvious that someone needs training when their performance falls short of what is expected of them or when they exhibit a performance deficit. Many problems, such as a lack of experience or understanding, might lead to subpar performance. Performance issues resulting from insufficient knowledge or skills can be addressed by training. Inadequate work design, poor selection, improved supervision, or termination will address the problem (Garg, 2009).

Determining the requirement for organizational training is part of the diagnostic step of a training plan. This examination considers organizational and personnel performance challenges to determine if training would be beneficial. A needs assessment compares the abilities of an individual, group, or organization to what is required. It's critical to identify what is happening and what ought to be happening before deciding if and what kind of training would be beneficial (Jackson and Mathis, 2011).

Determining the needs for training typically requires formulating answers to a number of inquiries. The first step in identifying training needs is to analyze the kind of training that would be necessary. A training needs analysis is a rigorous process that involves investigating and consolidating training needs to form the basis of the training program (Itika, 2011). In needs assessments, task, person, and organizational analysis are commonly covered.

- a) Organizational analysis is a technique used to determine whether training is necessary for a particular company. Analysis of organizations takes the training environment into account. To put it another way, organizational analysis comprises determining if training is appropriate for the business given the company's training resources, business strategy, and support from peers and management for training programs (Ayalew, 2017). Training needs may be identified via organizational outcomes analysis and future requirements analysis. Organizational analysis derives from several operational parameters of an organization's success. Departments or sectors with poor performance, high absenteeism, grievance rates, customer complaints, excessive turnover, and other issues can be identified. When these problems are recognized, training objectives may be established if training is the answer. During organizational analysis, managers can be gathered in focus groups to evaluate performance and make any required training modifications (Mathis and Jackson, 2011).
- b) Task/job analysis is the process of identifying which tasks are essential and the knowledge, skills, and attitudes that employees need to be reinforced throughout training in order to carry out their duties (Ayalew, 2017).
 - Person analysis is the process used to determine if employees need training or are ready for it. Competencies of current employees may also be assessed to see if they are suitable for their roles. Among the tasks in person analysis are:

- Determining if a training problem (lack of knowledge, skills, or aptitude) or a motivational or design error is the cause of performance issues
- Ascertain which employees need training, or whether they are ready for it.

Overall, it is ideal to leave doing a training requirements analysis to an experienced trainer, but doing so also necessitates having a firm understanding of management viewpoints and workplace dynamics (Itika, 2011).

Once training requirements have been established using needs assessments, training objectives and priorities may be established using a "gap analysis," which illustrates the difference between an organization's existing personnel capabilities and where it needs to be (Mathis and Jackson, 2011).

As soon as it is determined that training is necessary, training objectives must be established. It's critical that management communicates exactly what results it anticipates from every worker. Simply stating that we want to see improvements in employee knowledge, skills, attitudes, or behavior is not enough; we must be more explicit about the changes we hope to see and in what proportion. These goals ought to be concrete, timely, verifiable, and quantitative. They should be understandable to both the supervisor and the employee (Decenzo and Robbins, 2010).

Since various firms have distinct training needs and training is rarely a budget-unlimited expense, prioritization is necessary. Ideally, management should take organizational transformation projects and strategic plans into account when determining the necessary training. Then, based on organizational objectives, the training requirements may be rated (Mathis and Jackson, 2011).

2.2.3 Training design

After the various studies have been done to determine the training needs, training objectives and priorities need to be established. All of the gathered data is used to generate a gap analysis, which calculates the difference between an organization's existing workforce capabilities and where it needs to be. Training design is the process of developing an instructional approach for each training program that is given in order to meet training objectives (Ford and Goldstein, 2007).

"Training design process" refers to a structured approach to developing training materials. It should be possible for the systematic training design approach to adapt to evolving business needs (Noe

et al., 2008). Whether the training is more broad or job-specific, it must be designed with the exact goals in mind. Reducing the discrepancy is the training's main objective. The predefined goals must be taken into consideration while assessing the efficacy of the training. Measurable objectives are helpful. This objective determines if the person has successfully internationalized or actually learned the subject. Training objectives can be formulated based on any one of the following four factors: training's impact on quality, quantity, timeliness, and cost (Sishan, 2014).

Effective training designs take into account the characteristics of the learner, instructional strategies, and the most efficient means of transferring the training from the classroom to the workplace in order to foster learning (Jackson and Mathis, 2011).

2.2.4 Training types and methods

The two primary types of training that are provided to businesses are on-the-job and off-the-job ways. Which strategy to choose relies on the "who," "what," and "why" of a training program in addition to the particular conditions. Armstrong (2006).

2.2.4.1 On-the-job training methods

The most popular method by which an employer might invest in human capital required for strategic advantage is on-the-job training. One way to make such investments is to design a job such that workers learn on the job (Greer, 2003).

On-the-job training is organized, structured instruction that mostly occurs at the trainee's regular workspace (Beardwell et al., 2004). Despite the common misconception that training only takes place in classrooms, a lot of learning happens while workers are doing their duties. When a person with professional experience and competence helps trainees in practicing job skills at work, this type of training is known as "on the job training." (Noe and associates, 2011) According to Beardwell et al. (2004), there are many different types of on-the-job training, from highly planned courses integrated into workshop or office practice to very simple "observe and copy" techniques. It is an easy and affordable training technique. Since learners learn by doing and receive rapid feedback on their performance, it is comparatively affordable for them to learn while creating. Additionally, costly off-site learning facilitation is not necessary.

Under these techniques, inexperienced or new workers pick up skills by watching supervisors or peers do their jobs and attempting to emulate their actions, according to Greer (2003). Some of the commonly used methods are:

1. **Coaching:** Coaching is one-on-one education. It helps quickly identify the weak parts and makes an effort to focus on them. It also has the benefit of enabling the actual application of theoretical information. The biggest problem is that it upholds modern conventions and styles (Dessler & Varkkey, 2010).
2. **Mentoring:** The primary objective of this program is attitude improvement. Employees in management make use of it. Mentoring is always provided by a senior insider. Similar to coaching, it also entails one-on-one communication (Dessler and Varkkey, 2010).
3. **Work rotation** is the procedure by which employees alternate between occupations on a planned basis in order to put their talents to the test and get a more comprehensive understanding of all facets of the organization (Dessler and Varkkey, 2010).
4. **Apprenticeship:** According to Dessler & Varkkey (2010), the process of becoming a competent worker through apprenticeship sometimes combines formal schooling with substantial on-the-job training.
5. **Internships:** As a component of their education, students in higher education might apply the skills and knowledge they have acquired in a chosen field to an internship. According to Decenzo and Robbins (2010), internships can be either highly organized or highly unstructured, and they can even result in college credit.

2.2.4.2 Off-the-job training methods

Off-the-job training, or off-the-job training techniques, are those that take place outside of the real workplace. It is typically used to new hires. Workshops, seminars, conferences, and other similar events are examples of off-the-job training techniques. These approaches are expensive and useful mainly in situations when a large number of employees need to be trained quickly (Noe et al., 2008).

Off-the-job training techniques are carried out away from the workplace, study materials are provided, learning is the primary focus rather than performance, and expression is allowed (Geer, 2003). Important methods include:

1. Classroom lectures and seminars: The main components of traditional teaching approaches are formal lecture courses and seminars. These support the evolution of one's conceptual and analytical abilities as well as information gathering. Many companies supply them in-house, via outside vendors, or from both (Decenzo and Robbins, 2010).
2. Through the use of actual or simulated equipment, trainees can obtain off-the-job training in a practice known as "simulated training." Employee on-the-job training is mandated when it would be too costly or dangerous to provide otherwise (Dessler and Varkkey, 2010).
3. Multimedia learning: This kind of training can demonstrate technical skills that are hard to explain in other contexts. DVDs and movies that are accessible online may fall under this category (Decenzo and Robbins, 2010).
4. Case Study Technique: Using a case study technique, an issue inside an organization is explained in writing to a trainee. Following that, the person evaluates the situation, ascertains the problem, and, in a conversation with the other trainees, presents the findings and suggestions (Onyango and Wanyoike, 2014).
5. Role-Playing: Through role-playing, players assume the parts (roles) of various characters in a realistic situation that has been developed (Varkkey and Dessler, 2010).

2.2.5 Training evaluation

The evaluation phase is crucial. Its primary goal is to evaluate the extent to which the training met the designers' objectives. Regardless of whether other businesses have profited from the program or whether others have shown interest in similar initiatives, a company must evaluate a training program once it is implemented (Garg, 2009).

The purpose of a training assessment is to monitor the quality of instruction, provide feedback, evaluate the overall return on investment in the training, encourage the development of creative teaching methods, and assist the individual in evaluating their own educational path.

The purpose of assessment is to compile information (feedback) on the effects of training efforts and assess the value of the training in light of the available facts. We answer the following question: How well has the training achieved its goals? This is not a straightforward task; it requires time, resources, and skill to separate the effects of training on job performance from other potential contextual factors (Itika, 2011).

2.2.6 Importance of Training and Development to an Organization

The advantages of efficient worker development and training cannot be overstated for any company. The growing financial development is proof that an organization's commitment to employee development and training is correlated with longer-term gains.

Omodia (2018) asserts that in order to achieve both individual and hierarchical goals in this age of mechanical development and change, faculty members—both new and experienced—must be prepared to replace their knowledge with new skills and collaborate with the most recent developments in the procedures and systems they use to perform their jobs. Therefore, the first move for every business trying to outperform rivals should be workforce training.

Training and development may have a significant positive impact on both the employee and the employer. It has benefits from several aspects in addition to just higher output. Nwachukwu (2010) distinguished four key training preferences: enhancing the representative's spirit; reducing the incidence of employee turnover; cultivating a feeling of community among staff members; and offering the information required for success inside the organization.

The following advantages of training and growth are enumerated by Cole (2011): better staff accessibility and nature, reduced production costs, lower employee turnover, board changes, enhanced confidence, recognition programs, more responsibility, and the potential for higher remuneration and professional growth for representatives.

The acquisition of new skills, knowledge, abilities, and talents by an organization's personnel is undoubtedly ensured by adequate and effective training and development programs, which in turn guarantee the organization's competitive advantage. It also pushes representatives to think creatively and beyond the box by extending their ideas. In doing so, it ensures the organization's longevity and financial success by promoting innovation and fresh concepts that boost hierarchical creativity. Taylor (2017a).

Furthermore, by teaching workers about the significance of their work and giving them the fundamental information required to thrive in those disciplines, training and development are crucial not only for boosting and kindling employees' enthusiasm but also for enhancing

productivity (Banjoko, 2017). Strong labor training and development initiatives should contribute to the achievement of hierarchical goals in the following ways:

1. reducing the expense of handling work force exercises that are triggered by complaints, objections, injuries, and non-attendance
2. reducing overhead and labor costs by figuring out how to shorten the time required to complete tasks associated with the production of goods and businesses, and
3. enhancing each representative's physical, emotional, and mental requirements in order to accomplish authoritative aims while lowering regulatory expenses (Rao & Kishan, 2015).

Iyayi (2017) lists several broad advantages of labor training, such as improvements in technology, a reduction in the requirement for supervision, a rise in job satisfaction, and the preservation of knowledge and abilities.

2.2.7 Organizational Sustainability

Organizational sustainability is the ability of a company to manage the triple bottom line, which is the way in which businesses handle their financial, social, and environmental risks, obligations, and opportunities. The objective is to achieve sustained commercial prosperity while contributing positively to environmental sustainability, social and economic progress, and societal stability.

Organizational sustainability has been more of a priority in business strategy in recent years (Ashrafi et al., 2019). The concept's basis is the idea of sustainability, which has been shaped by public opinion, political discourse, and scientific research (Linnenluecke & Griffiths, 2010). Organizational sustainability is essentially a voluntary endeavor that aims to satisfy the long-term needs of current direct and indirect stakeholders without endangering the capacity of future generations to do the same (Dyllick & Hockerts, 2002). Organizational sustainability holds that economic success should be paired with social and environmental performance to create long-term value for stakeholders (Dyllick & Hockerts, 2002).

Establishing clear, measurable goals and demonstrating corporate commitment are essential to the successful execution of a sustainability strategy. It is largely predicated on a triple bottom line approach, which aims to maximize revenues while minimizing adverse environmental consequences and leaving a positive social legacy. It is not only about charity or green initiatives;

it is about the core business processes that result in financial success, social contribution, and environmental stewardship. Organizations usually include their employees in sustainability projects and foster a sustainable culture through education programs. Employees are equipped with the knowledge and resources needed to align their work with sustainable goals. Their involvement might lead to more innovative ideas and solutions for sustainability, assurance of compliance, and a stronger business identity (Leskar, 2009).

One of the largest challenges is integrating sustainability programs into all aspects of business operations, which sometimes calls for a radical change in the organization's culture. Additionally, it could be challenging for companies to find and work with ethical suppliers. Effective strategies include establishing or designating leadership roles that prioritize sustainability, maintaining open channels of communication, and developing strong alliances for sustainable management (Leskar, 2009).

Sustainability in business is a long-term, enforced habit rather than a fad. Customers are starting to favor sustainable businesses more and more, which gives them a competitive edge. A sustainable business model future-proofs a company by strengthening its adaptability and resilience in a dynamic global context.

In this context, organizational sustainability refers to a group of people's capacity to adapt and innovate in the face of cultural challenges while still delivering targeted goods (Leskar, 2009). Organizational sustainability was described by Dyllick and Hockerts (2002), as referenced by Munck, Dias, and Borim-de-Souza (2012), as the ability of businesses to use their economic, social, and environmental capital to support sustainable development in the political sphere. According to Silva and Quilhas (2006) in Muncketal (2012), organizational sustainability may also be defined as the pursuit of equilibrium between what is economically feasible, socially desirable, and ecologically sustainable. According to McIntosh & Aurora (2001), Opuku & Fortune (2011), and Achkar (2005), referenced in Fiol & Lavenderos (2010), companies must focus on the economic, social, and environmental domains in order to promote the sustainability agenda.

- I. Concerns of economics include income generation, cost reduction, economic expansion, and research and development.

- II. Social concerns take into account things like equal opportunity, community, education, and level of living.
- III. Political: react to laws, rules, decision-making processes, public goods management frameworks, and democratic elements.

In order to meet its economic goals and social concerns while staying within the bounds of the law and regulations, an organization must be committed to maintaining safe and healthy environmental practices for the benefit of all stakeholders, both now and in the foreseeable future. This is known as organizational sustainability.

The challenging challenge of organizational sustainability calls for careful consideration, strategic planning, and a strong commitment. Numerous advantages are concurrently provided by it, including long-term company viability, cost savings, brand distinctiveness, and stronger stakeholder relationships. Thus, it is evident that sustainability is not only healthy for the environment but also, at its core, profitable.

Connection between Competencies Education and Long-Term Sustainability of Organizations Skills are the capacities to carry out tasks efficiently, i.e., to use one's own aptitudes, attitudes, and knowledge in professional settings. Thus, when participants consistently employ a new behavioral style, skills can be gradually enhanced throughout training sessions (International Service for National Agricultural Research, 2001).

The corporate culture is better understood as a result of training. Organizational learning, or training, is required for the implementation of sustainability in a company. In order to successfully execute sustainable development in companies, it is a crucial component (Siebenhuner and Anold, 2007 in Opuku and Fortune, 2011). Industry-specific language is used to characterize sustainable business practices, and sector-specific challenges impact the relative importance of economic, environmental, social, and political considerations (Stratton, 2012).

From the outset, sustainability initiatives must take into account the costs to the environment as well as the health and safety of consumers and employees (McDonough and Braungant, 1998 in Ashford, 2012). An environment that is safer, cleaner, and uses less resources is only one of many elements that make up a sustainable civilization. A stable and socially cohesive economy must

have stable employment that gives workers a sufficient amount of buying power (Ashford 2012). Technology-based training programs give businesses an efficient approach to deliver ongoing skill development even in the face of budget and resource constraints. Pre- and post-training initiatives, however, are crucial tools for pursuing sustained and significant achievement (Pochanajun, 2011).

Employees are an organization's main source of income. An organization has a better chance of surviving if its personnel is knowledgeable and well-respected in their industry (Hauser and Huberman, 2008).

Organizations must reconsider if survival is not their main priority (Gross, 1968as referenced in Adewale, Abolaji and Kolade, 2011). While organizations should make an effort to preserve the current situation, the majority of their efforts should be focused on survival (Mindy, 1998s quoted in Adewale et al, 2011).

2.2.8 Impact of Training and Development on Organizational Sustainability

There are several reasons that lead to the greater availability of labor force. To develop employee work commitment, the organization must properly administer its training programs (Armstrong 2010). According to Flynn et al. (2011), Kaynak (2013), and others, staff training and development is essential to preserving organizational sustainability in this setting in a variety of ways.

- **Employee Performance and Skills Are Improved:** Training and development programs give employees the skills and knowledge they need to do their jobs successfully. Improved worker performance leads to increased productivity, efficacy, and quality of work, all of which are essential to the company's long-term survival and success.
- **Adaptability and Innovation:** Workers who get continuous training and development may stay abreast of the latest advancements in their industry, encompassing best practices and technological advancements. This helps businesses adapt to changes in the business environment more quickly and fosters an innovative culture, both of which are essential for long-term competitiveness and relevance.
- **Employee Engagement and Retention:** Investing in your employees' personal and professional growth demonstrates your concern for their well-being and ability to succeed in their careers. As a result, employee happiness, engagement, and loyalty all increase.

Engaged employees have greater rates of employee retention, which reduces turnover costs and preserves company continuity.

- **Planning for succession and managing talent:** Effective training and development initiatives set up employees for potential leadership roles within the organization. By spotting and nurturing internal talent for key roles, organizations may reduce the risk of leadership shortages and guarantee business continuity. This may be accomplished by cultivating a pool of competent workers.
- **Efficiency and Cost Savings:** Well-trained employees save money on rework, waste, and training expenses since they are less likely to make mistakes or require constant monitoring. Additionally, productive employees encourage improved resource management and operational performance, two elements that underpin organizational sustainability.
- **Improved Image and Organizational Culture:** Investing in the professional development of employees fosters a positive company culture that is characterized by learning, development, and continuous improvement. An effective corporate culture fosters loyalty and trust among stakeholders, enhances employer branding, and brings in top talent—all of which contribute to long-term viability.
- **Compliance and Risk Management:** Training programs can reduce the likelihood of legal issues, financial fines, or reputational damage resulting from non-compliance by ensuring that staff members are aware on relevant laws, rules, and compliance standards. Additionally, training might help employees develop critical skills like risk assessment and mitigation, which would improve organizational resilience all around.

In conclusion, staff development and training improves productivity, fosters creativity and adaptability, raises employee engagement and retention, helps with succession planning, reduces costs, enhances organizational reputation and culture, and guarantees compliance and risk management—all of which are critical to an organization's sustainability. Companies that prioritize continuous training and development will have an advantage in the ever-changing commercial landscape.

2.3 Empirical Review

In a study published in 2005, Ubeda Garcia examined 78 Spanish businesses with more than 100 employees. This study found that four types of organizational-level benefits—workforce productivity, owner/shareholder satisfaction, employee satisfaction, and customer satisfaction (measured by sales per employee)—were associated with an organization's training policies (e.g., functions assumed by the training unit, goals of the training unit, nature of training, and how training is evaluated). The results showed that training programs centered on human capital development (i.e., sales per employee) were positively connected with employee, customer, and owner/shareholder satisfaction as well as an objective measure of company performance.

Guerrero & Barraud- Didier (2004) distributed a questionnaire to 1530 human resource directors working for major French organizations, and then collected financial data from the firms' finance directors or through databases. Five survey questions centered on the frequency with which the company employed training protocols. Questions about social and organizational performance were included in the survey. These included questions about things like work atmosphere, employee attendance, quality of goods and services, and worker productivity. The results showed that, through the mediating effect of social and organizational performance, training explained 4.6% of the variance in financial success.

A research conducted in 2005 by Mabey & Ramirez included 179 companies from Denmark, Norway, Spain, France, Germany, and the UK. The counterparts of line managers and human resource managers completed a survey on training methods. Financial data was gathered using the Amadeus database, and a two-factor measure of financial performance was created using operating revenue per employee and employee cost as a percentage of operating revenue. The manner management development was implemented, the data showed, explained the large disparity in the financial performance measure. Specifically, in organizations where line managers expressed gratitude for management development initiatives, there was a stronger chance of a positive association between management development and financial performance.

In a study published in 2021, Zewdu evaluated the effect of training and development on organizational performance using employee commitment as a mediating variable. The study's objective was to narrow the knowledge gap about the forms of training and development that the

Addis Ababa Trade Bureau and Revenue Authority should emphasize in order to promote high performance and commitment from their employees. A convenient nonprobability sampling technique was used together with a quantitative approach and descriptive research design to collect data. Both emotional and normative commitments might operate as partial mediators between training and development and organizational performance, according to the statistically significant direct and indirect consequences of the study.

In a further study, Alebachew (2020) tried to examine the effect of HRD on organizational performance in Ethiopia Telecom's southwest regional office. The researcher looked at four training and development aspects that impact organizational performance: training needs assessment, training design methodologies, training implementations, and training evaluation. Out of the 510 employees at the Ethiopian Telecom Southwestern Regional Offices, 146 employees were selected at random to receive 146 questionnaires. Both descriptive and inferential techniques of data analysis were used in the analysis, which was conducted using the Statistic Package for Social Sciences (SPSS). The study's findings demonstrated a robust relationship between organizational performance and elements related to training and development. The results of the multiple regression analysis showed that the independent variable—training and development implementations and evaluations—significantly predicts organizational performance. In closing, the researcher recommended that companies let employees participate in the development and design of organizational training.

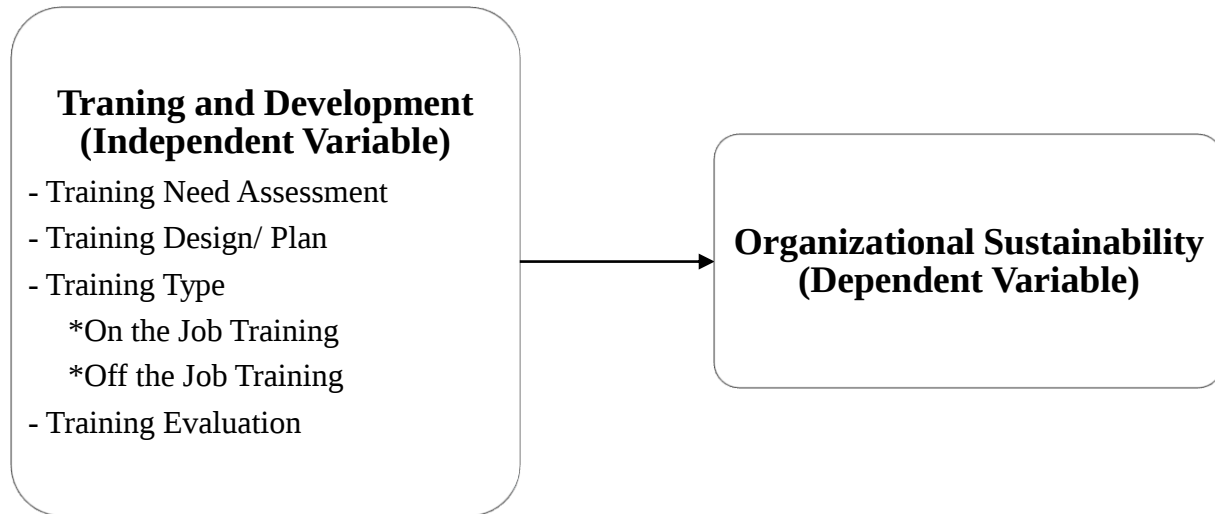
2.3.1 Summary of Literature and Research Gaps

As the review of the literatures done on this topic make clear, rather than concentrating on other facets of organizational well-being like organizational sustainability, the majority of studies carried out in this field typically evaluate training and development practices and their effects on the performance of the organizations under study. The literature assessment reveals a deficiency in the existing body of research about the impact of the independent variable on the organizational sustainability of organizations. Therefore, in an effort to address these problems, this study will evaluate how training and development strategies affect organizational sustainability within the framework of the chosen manufacturing firms.

2.4 Conceptual Framework of the study

By being based on previous similar studies, the study adopted the following conceptual framework, which shows the set-up of the study including the independent variables, which are components of training development, as well as the dependent variable, organizational sustainability.

Figure 2-1: Conceptual Framework of the study



Source: (Author, (2024); Alebachew, (2020))

CHAPTER THREE

METHODOLOGY

3.1 Research Design

This study's research design was explanatory. Explanatory research is useful when the study topic has already been well documented, as it mainly explains the cause-and-effect correlations among variables. (Zikmund, 2003). The causal relationship between the dependent and independent variables was examined using the explanatory research design. Kothari (2004) states that explanatory research aims to explain the causal relationship between the independent and dependent variables as well as events and the characteristics of the population under study.

3.2 Research Approach

A quantitative research approach was used in this work. This indicates that the study made use of quantitative techniques to capitalize on the advantages built within the research methodology. Numerically quantifiable variables were examined to look for correlations between the study's variables using a range of statistical and graphical techniques (Creswell, 2014). Data from a subset of respondents was gathered using the research technique to provide insight into their viewpoints on the subject of the study. By using a quantitative research approach, one may gain a deeper understanding of the subject matter and mitigate any potential drawbacks that may arise from using alternative methodologies (Dawadi et al., 2021).

3.3 Target Population

The term population refers to the complete group of people or other things to which study results are to be extrapolated (Schutt, 2011). Concerning this study, employees of Zak Ethiopia Manufacturing and Trading P.L.C., were the study target group. The various departments of the organization include Finance, Marketing, Human Resources, Procurement, Production, Quality Assurance, and Store. With this regard, there were 265 total employees in Zak Ethiopia Manufacturing and Trading P.L.C., which comprised of 22 managers and 243 non-managerial level employees, and which, henceforth, were taken as the target population of the study.

3.4 Sampling and Sampling Techniques

3.4.1 Sampling Techniques

The number of items chosen to represent the entire population is known as a sample (Kothari, 2004). Probability sampling, namely the simple random sampling approach, was used for this study's purposes. According to (Kothari, 2004), Simple random sampling is a type of probability sampling, where each and every item in the population has an equal chance of inclusion in the sample and each one of the possible samples, in case of finite universe, has the same probability of being selected. Hence, this technique gives each target item an equal probability of being selected. Also, even in cases of infinite populations, the selection of each item in a random sample is controlled by the same probability.

As different people, with knowledge and awareness of the various training and development activities carried out within the organization, are needed to gather the information needed for the study, a simple random sampling technique, whereby each target population had an equal chance of being selected, was used to ensure that there was an appropriate representation of individuals from each relevant department. With this regard, simple random sampling technique was used to calculate the sample size for this study as per the number of target population.

3.4.2 Sample Size

To attain the sample to be included in this study, the total sample size was determined using Taro Yamane's (1964) formula given below. The formula is given as:

$$n = N / (1 + N*(e)^2)$$

Where: n= the required sample size

N= the target population

e= the constant value

Hence, the calculation was done as:

$$n = 265 / (1 + 265*(0.05)^2) = 159.40, \text{ which was approximated to } 159 \text{ people.}$$

Hence, as a whole, the total sample population for this study was 159 participants. With this regard, this number was divided to each department as per the target population number in each department.

3.5 Sources and Instruments of Data Collection

3.5.1 Sources of Data

In order to gather reliable information, both primary and secondary sources were used. The primary data was collected primarily from firsthand sources through questionnaires distributed to the employees and through interviews conducted with the managers from the company selected for this study.

The secondary data was mainly collected from books, journals, internet sources, research findings of various scholars on the topic under investigation, and other publications, as well as various documents from the company.

3.5.2 Data Collection Methods

In this study, having understood the need to triangulate and complement the collected data, questionnaires were employed as instrument for primary data collection, while interviews were also conducted with managers of the company to attain their views on the topic. The main reason for use of both primary and secondary data sources at the same time was to have a more thorough understanding of the top being studied, while also minimizing any potential limitations (Dawadi et al., 2021).

Hence, to collect the primary data, the researcher developed and employed a five-point Likert scale self-administered questionnaire, which was disseminated for the selected sample individuals, and filled by the respondents. Moreover, as mentioned above, an open-question type interview was conducted with the managers working in the company to complement the data that was obtained through questionnaires.

3.6 Methods of Data Analysis

For this study, the views of the selected participants of the study, chosen from Zak Ethiopia Manufacturing and Trading P.L.C. employees, collected through the use of questionnaires was analyzed and presented using different statistical terms including descriptive statistics (frequency, mean, and standard deviations) and inferential statistics (Pearson product moment correlation, and regression), which was used to analyze and assess the effect of training and development practices on organizational sustainability.

Concerning regression analysis, the following model specification for linear regression was used to determine the relationship between variables:

$$OS = \beta_0 + \beta_1*TDNA + \beta_2*TDD + \beta_3*ONJTD + \beta_4*OFJTD + \beta_5*TDE + \epsilon_0$$

Where:

- OS is Organizational Sustainability, the dependent variable of the study
- TDNA is Training and Development Need Assessment
- TDD is Training and Development Design/ Plan
- ONJT is On the Job Training
- OFJT is Off the Job Training
- TDE is Training and Development Evaluation
- β_0 is the constant term,
- $\beta_1 - \beta_5$ are the regression coefficients of each of the independent variables respectively,
- ϵ_0 is a marginal error.

With this regard, when it comes to regression analysis, to ensure all the assumptions of the classical linear regression model are met, diagnostic tests were conducted before the regression analysis proceeded.

3.7 Reliability and Validity

3.7.1 Reliability test

Before the analysis of the primary data, which was collected through close ended questionnaires, analysis of the variables' reliability and validity of the constructs was verified. Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. For this study, internal consistence reliability was determined by Cronbach's alpha. It is useful in assessing the consistency of the results across items within a test. It represents the number between 0 and 1. According to Zikmund (2003) scales with coefficient alpha between 0.6 - 0.7 indicate fair reliability and higher are considered adequate to determine reliability.

3.7.2 Validity test

Validity is the degree to which a test measures what it purports to measure (Creswell, 2009). The validity of the research was concerned with the measurement of the data collection process implemented regarding the quality of the study. To ensure the validity of this study, each question in the questionnaire and interviews were designed to represent the concepts that are used in the study, while ensuring the use of research instruments that have been employed in a standard manner.

3.8 Ethical Consideration

All the research participants who participated in this study were appropriately informed about the purpose of the research and their willingness and consent was secured before the commencement of distributing questionnaire. Concerning the right to privacy of the respondents, the study has maintained the secrecy of the identity of each participant.

CHAPTER FOUR

RESULTS AND DISCUSSION

This chapter represents the study results and discussion section, where the results obtained from the analysis of data, and interpretations of the study findings were delved upon. In this section, aiming at uncovering deeper insights into the data collected, the outcomes of the study were explored. The demographic statistics of the respondents, as well as the descriptive statistics, correlation and regression analyses are presented in this section. Tests were also conducted to determine reliability and validity of the results, and the findings are also presented.

4.1 Response Rate

As mentioned in the previous chapter, a total of 159 individuals were selected as the sample size of this study. Hence, a total of 159 questionnaires were distributed to these individuals, and a total of 159 questionnaires were successfully completed and returned to be used in this study. Consequently, as all of the distributed questionnaires were successfully returned, the response rate of the study was seen to be 100%.

4.2 Demographic Statistics of the study respondents

For this study, gender, age, and educational background were used to assess the demographic background of the participants of this study. With this regard, the frequency and percentage for each demographic statistic is given in the table below, and description of these statistics is also conducted.

According to the table given below, when it comes to the gender of the respondents, it is indicated in the table that 107 (67.3%) of the respondents were males. In addition, it was also seen that 52 (32.7%) of the respondents were females. This shows that the majority of the respondents that participated in this study are males.

Table 4-1: Demographic Characteristics of the respondents of the study

No.	Demographic Characteristic	Category	Frequency	Percent
1	Gender	Female	52	32.7
		Male	107	67.3
		Total	159	100.0
2	Age	18-27	16	10.1
		28-37	70	44.0
		38-47	47	29.6
		48-57	24	15.1
		58 and above	2	1.3
		Total	159	100.0
3	Educational Background	Second Degree	14	8.8
		First Degree	70	44.0
		Diploma	60	37.7
		Certificate	15	9.4
		Total	159	100.0

Source: (Author, 2024)

Looking at the age of the respondents in the company, the results showed that 16 (10.1%) of the respondents were in the age range of 18-27 years old, while 70 (44%) of the respondents were seen to be in the age range of 28-37 years old. Moreover, 47 (29.6%) of the study participants were in the age range of 38-47 years old. In addition, 24 (15.1%) respondents were in the age range of 38-47 years old, and 2 (1.3%) individuals were in the 58 years old and above category. The results showed that the majority of the respondents were in the 38-47 years old age category.

Moreover, as per the results of the study, when it comes to the educational background of the study participants, the majority of the respondents of the study, consisting of 70 (44%) of the participants, had first degrees, Meanwhile, 14 (8.8%) had obtained second degrees, and 15 (9.4%) of the employees had certificate level of education. In addition, 60 (37.7%) of the employees had a diploma background.

4.3 Reliability and Validity test results of the study

When it comes to reliability and validity tests, which are undertaken to ensure the accuracy and dependability of the research tools of this study, Cronbach's alpha test was conducted to assess the reliability of the data collection tool used in this study, while content validity was also assessed to determine the validity of the study parameters. With this regard, the table below shows the results of the Cronbach's alpha test conducted, which explains that the result obtained for each assessed variable is higher than the minimum required level, which confirms the reliability of the data collected through the questionnaire used in this study.

Table 4-2: Cronbach's Alpha test results (Reliability test results)

Variable	No of Items	Cronbach's Alpha
Training and development needs assessment	5	.852
Training and development design	5	.839
on the job training	10	.880
off the job training	5	.783
Training and Development evaluation	5	.834
Organizational sustainability	10	.830

Source: Author's Computation (2024)

Meanwhile, with regards to content validity to ensure the validity of the study apparatuses and parameters, the questionnaires and interview questions were developed through use of pertinent literature, whereby all the items being developed encompassed the different constructs being measured.

4.4 Descriptive Statistics of the study

Regarding the descriptive statistics of this study, means and standard deviations were utilized for the purpose of describing respondents' responses regarding the independent variables of this study, which include training and development needs assessment, training and development design, on the job training, off the job training, and Training and Development evaluation. Moreover, these statistics were also used to describe the dependent variables of the study which was organizational sustainability.

4.4.1 Training and Development Needs Assessment

The study's aggregate (total overall) mean for the training and development needs assessment construct was 3.6717, which was viewed as a mostly neutral to favorable outcome in terms of the evaluation of training and development needs. According to the respondents, the organization's training requirements were identified in a somewhat positive manner, as indicated by the mean score, which shows that employees generally thought the company's needs assessment for training and development was preferably good. The standard deviation value of 0.74572, on the other hand, shows comparatively little response variation and points to a widespread consensus among staff members on the efficacy of the needs assessment procedures of the company.

Table 4-3: Descriptive Statistics of training and development needs assessment

Training and Development Needs Assessment Questions	Mean	Std. Deviation
My organization has conducted human resource and development needs assessment.	3.6352	0.82999
The human resource department identifies the training and development needs of individuals and the office.	3.6289	0.91093
Training and development needs assessment had been identified through analysis of the plan and objectives of the organization	3.6415	0.96969
Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees.	3.7484	0.97415
The trainee's capability and level of motivation was considered in prioritizing needs	3.7044	1.00978
Total overall (Aggregate) Mean and Standard Deviation	3.6717	0.74572

Source: Author's Computation (2024)

Going into each specific questions for this construct, the results showed that the respondents were of mixed views and had somewhat neutral to positive views concerning the variable as seen in the individual mean values ranging from 3.6289 to 3.7044 for the five questions used to measure training and development needs assessment statistics. Moreover, the results also showed that the standard variation for five questions measuring this particular variable ranged from 0.82999 to 1.00978. The standard variation values of the variable which are near to 1 showed that the answers

of the respondents were relatively moderately scattered around the respective mean values for each of the questions which were used to measure training and development needs assessment.

4.4.2 Training and Development Design/ Plan

Concerning the Total overall (Aggregate) Mean for training and development design construct, the results showed that it had an average value of 3.7031. This mean score suggests that employees found the design of the training and development programs in the organization to be fairly normal to positive, though there is room for improvement. Regarding the standard deviation, a value of 0.68357 suggests there is low variability in responses, suggesting few to little differences in opinion about the training designs done in the organization.

Table 4-4: Descriptive Statistics of training and development design

Training and Development Design Questions	Mean	Std. Deviation
My office prepared training and development program plans for its employees and managers	3.6478	0.90804
The training and development objectives had been set before preparing and implementing the program	3.6730	0.85312
The objectives of the training and development programs were clearly and precisely indicated the expected outcomes.	3.7484	0.85661
The focus of the training program was to introduce new methods, procedures, etc., to employees and officials.	3.7610	0.90329
Training program was developed to improve performance deficiency of employees and officials.	3.6855	0.85786
Total overall (Aggregate) Mean and Standard Deviation	3.7031	0.68357

Source: Author's Computation (2024)

When it comes to each detailed question for this construct, the respondents had neutral answers regarding the five questions used to measure this variable. The results showed that the employees had neutral to mildly positive views concerning the questions used to measure training and development design, as seen in the mean values which range from 3.6478 to 3.7610 for the five questions employed. In addition, the results also showed that the standard deviation for the five questions lies in the range of 0.85312 to 0.90804, which explains that the answers of the

respondents were relatively moderately scattered around the respective mean values for each of the questions.

4.4.3 On the Job Training

When it comes to the training and development construct, on-the-job training, the aggregate mean score of 3.7925 was seen to be fairly positive, indicating that employees found on-the-job training to be somewhat positively perceived amongst themselves, meaning having generally favorable attitudes towards it. Moreover, the standard deviation result of shows the aggregate responses of the respondents towards the construct was on average a score of 0.62628 away from the mean, which shows that there is low variability in responses, implying strong consensus among employees regarding the value of on-the-job training.

Table 4-5: Descriptive Statistics for on-the-job training variable

On the job training Questions	Mean	Std. Deviation
The organization has a planned induction program for new employees.	3.8742	0.85493
Induction training provides an excellent opportunity for newcomers to learn fast about the organizational norm and culture.	3.8616	0.92420
The induction training is conducted timely.	3.7484	0.89985
Induction training has sufficient duration.	3.7358	0.93763
My supervisors and seniors give me an opportunity to express my views, feelings concerning the objectives and standards of work.	3.8428	0.87536
My supervisors and seniors and I regularly review the objective of sharing knowledge for improvement.	3.8113	0.87994
I receive enough support and guidance that I need from my peers and seniors to fulfill my potential.	3.6981	0.86240
Employees' job rotation within the organization helps me to do variety of tasks and increasing my overall performance.	3.7862	0.90962
Job rotation program of the organization is an excellent system to acquire new methods of work	3.7987	0.93308
Through job rotation I have got an opportunity to do a variety of tasks.	3.7673	0.94932
Total overall (Aggregate) Mean and Standard Deviation	3.7925	0.62628

Source: Author's Computation (2024)

Regarding the responses for each of the questions of one of the independent variables of this study, on the job training, which was assessed using ten different measuring questions, the results of these ten questions showed that the employees had neutral to positive views concerning this variable as explained in the mean values ranging from 3.6981 to 3.8742. The standard deviation results for these questions also showed that the values lie in the range of 0.85493-0.94932, which shows that the answers of the respondents were relatively moderately scattered around the respective mean values for each of the questions which were used to measure on the job training.

4.4.4 Off the Job Training

Concerning the independent variable, off the job training, the aggregate (overall total) mean score of 3.7748 reflects a generally neutral to positive view of off-the-job training programs, indicating they are seen as normal or neutral. Meanwhile, the standard deviation result of 0.69710 suggests a little to average variability in responses compared when compared to other constructs of training and development, indicating a slightly positive experiences and opinions among employees about off-the-job training.

Table 4-6: Descriptive Statistics for off-the-job training variable

Off the job training Questions	Mean	Std. Deviation
The seminars provided by the organization help me to learn different issues in my field.	3.8553	0.87754
Training and development teams support me in the use of techniques and skills learned that I bring back to my job	3.7736	0.98678
The Seminar method of delivery mode is designed at the level of abilities of participants	3.7107	0.96355
The lecture training programs are designed at level of abilities and education of employees.	3.7421	0.97574
Supervisors support the use of techniques learned in seminar and lecture training that employees bring back to their jobs.	3.7925	0.95517
Total overall (Aggregate) Mean and Standard Deviation	3.7748	0.69710

Source: Author's Computation (2024)

Concerning each individual question for this construct, the results of this study showed that the respondents were more or less in neutral to positive views with the questions forwarded to measure

off the job training. The results showed that the mean scores for the five questions used to measure off the job training ranged from 3.7107 to 3.8553, while the standard deviation results (ranging from 0.87754 to 0.98678) showed that the respective answers given by each respondent were moderately wide-ranging within the Likert scale questions used in the study to assess the off the job training variable.

4.4.5 Training and Development Evaluation

With regards to training and development evaluation, similar to results of the other independent variables, the mean score of 3.7887 suggests that employees believe the evaluation of training and development programs is reasonably effective but could be enhanced for better results. The overall aggregate standard deviation of 0.72609 of this construct indicates moderate variability in responses. This suggests that while some employees find the evaluation processes effective, others see significant room for improvement.

Table 4-7: Descriptive Statistics for training and development evaluation

Training and Development evaluation Questions	Mean	Std. Deviation
My organization kept records of all training and development programs	3.8050	0.89639
My organization evaluated the training and development program at every steps of the program	3.7233	0.96070
In my organization training and development program evaluated in terms of changes in work behavior	3.8050	0.97745
In my office training and development program evaluated to improve achievement of learning objectives	3.7799	0.93218
The office had a scheme by which the outcomes or the effects of training and development program is evaluated	3.8302	0.91546
Total overall (Aggregate) Mean and Standard Deviation	3.7887	0.72609

Source: Author's Computation (2024)

When assessing the responses to each of the individual questions of this construct, the results of the study showed that participants of the study had generally neutral to positive points of view regarding the questions pertaining to training and development evaluation. As per the results, the mean scores for the five questions employed to assess training and development evaluation were

in the range of 3.7233-3.8302. When it comes to the standard deviations for these questions, the results were computed to be in the range of 0.89639-0.97745, which shows that the answers of the study respondents were relatively moderately scattered around the respective mean values for each of the questions

4.4.6 Organizational Sustainability

When it comes to the dependent variable, organizational sustainability, the mean score of 3.8258 reflects a generally positive but slightly lower perception of the organization's sustainability. This suggests that while the company is sustainable, there is room for improvement. Standard Deviation: The standard deviation of 0.57349 indicates small variability in responses. This suggests close opinions and experiences among employees regarding the organization's sustainability.

Table 4-8: Descriptive Statistics for organizational sustainability

On the job training Questions	Mean	Std. Deviation
My organization has a sustainability policy	3.8365	0.89212
My organization set specific sustainability goals and objectives	3.8113	0.92893
My organization has incorporated sustainability considerations into its decision-making processes	3.7547	0.90510
There is a budget or dedicated funds for sustainability initiatives within my organization	3.9308	0.87958
My organization ensures that training programs align with its sustainability goals and vision	3.9182	0.87850
My organization provides regular sustainability-focused training for all staff levels	3.8050	0.99032
Managers are given training regarding how to foster sustainable development and practices	3.7987	0.91941
The trainings provided for employees enhance the effectiveness and usefulness of the organizational sustainability practices of the organization	3.7421	0.90157
The training programs are tailored to the specific needs and roles of different departments with regards to sustainability	3.8931	0.88297
Employees' contributions to sustainability initiatives recognized and rewarded within the organization.	3.7673	0.93589
Total overall (Aggregate) Mean and Standard Deviation	3.8258	0.57349

Source: Author's Computation (2024)

the results of the descriptive statistics analysis showed that the mean values of the questions used to assess organizational sustainability were found to be in the range of 3.7421-3.9308, showing, yet again, that the participants of this study had more or less, moderate to positive views on this variable. Moreover, when it comes to the standard deviation of the observed instances for this variable, the standard deviation values were seen to range between 0.87850 to 0.99032. This means any of each data points or individual observations of the variable vary from the mean value by an average value of 1.267594, for the ten questions under this variable.

4.5 Correlation Analysis

In this study, a correlation analysis was used to assess the relationship between the variables of major variables included in this study. The correlation analysis was done using Pearson's coefficient of correlation. According to Kothari (2004), the ranges of the values of Pearson's product-moment correlation coefficient are between -1 and 1. A value of zero shows that the variables being analyzed have no association, while a value between 0 and 1 means shows a positive relationship, and a value between -1 and 0 shows a negative relationship. Concerning the strength of the correlation, a 'rule of thumb' can be correlation coefficient classification system used by Verbyla and Oliveira (2020), was used to classify the values based on their strength. The classification ranges show that values of 0 indicate no correlation; values of 0 to 0.4 (or -0.4 to 0) show weak correlation; values of $0.4 \leq 0.7$ (or $-0.7 \leq -0.4$) show moderate correlation; values of $0.7 \leq 1.0$ (or $-1.0 \leq -0.7$) show strong correlation; and a value of 1 (or -1) shows perfect correlation. Hence, taking all the above points into consideration, a correlation analysis (bivariate, two-tailed) was used to analyze the relationship between the major variables used in this study.

Table 4-9: Correlation coefficient matrix of the study

Correlations						
	TDNA	TDD	ONJT	OFFJT	TDE	OS
Training and development needs assessment (TDNA)	1					
Training and development design (TDD)	.628**	1				
on the job training (ONJT)	.629**	.592**	1			
off the job training (OFFJT)	.481**	.660**	.596**	1		
Training and Development evaluation (TDE)	.540**	.519**	.688**	.610**	1	
Organizational sustainability (OS)	.453**	.543**	.574**	.695**	.611**	1
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Author's Computation (2024)

With regards to the correlation analysis results of this study, the results obtained showed that all the independent variables included in this study had a statistically significant correlation with the dependent variable of the study. Moreover, as per the classification given above, the results of the correlation analysis showed that all the independent variables had a moderate level correlation or association with the dependent variable.

According to the table above, the results of the correlation analysis between Training and development needs assessment and organizational sustainability showed that they were moderate, positively and significantly ($p=0.453$) correlated at 95% confidence level (Sig. <0.01). The results also showed that on the job training and organizational sustainability had a moderate positive ($p=0.574$) statistically significant correlation (Sig <0.01).

Moreover, the results also showed that the independent variable, off the job training, had a moderate positive ($p=0.695$) and statistically significant correlation with organizational sustainability (Sig. <0.01). The same can also be said about the independent variable training development design/plan, which had a moderate positive ($p=0.543$) and statistically significant relationship with the dependent variable, organizational sustainability (Sig. <0.01).

Last but not least, similar to the others, the results of the correlation analysis showed that training and development evaluation had a positive, moderate ($p=0.611$), and statistically significant correlation with organizational sustainability.

4.6 Regression Analysis

4.6.1 Linear Regression Assumptions Testing

When it comes to this study, multiple Linear regression analysis was conducted to model the relationships between the dependent variable (Organizational Sustainability) and independent variables (Training and development practices) of this study. With this regard, the validity of this analysis relies on several critical assumptions. In this section, we explore these assumptions and the corresponding tests to ensure the robustness of our regression results. These linear regression assumptions tests, which were conducted for this study and are discussed below include: normality tests, linearity tests, autocorrelation test, multi-collinearity tests, and heteroskedasticity tests.

4.6.1.1 Normality Test

Normality refers to the shape of a normal distribution variable. Normal distribution is one of the most important concepts in statistics since nearly all statistical tests for multiple regressions require that the independent variables in the analysis to be normally distributed (Wooldrige 2003). With this regard, the Shapiro-wilks test was used to check for normality of the data.

Table 4-10: Normality test results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	Df	Sig.
Studentized Residual	.037	159	.200*	.995	159	.912
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

Source: Author's Computation (2024)

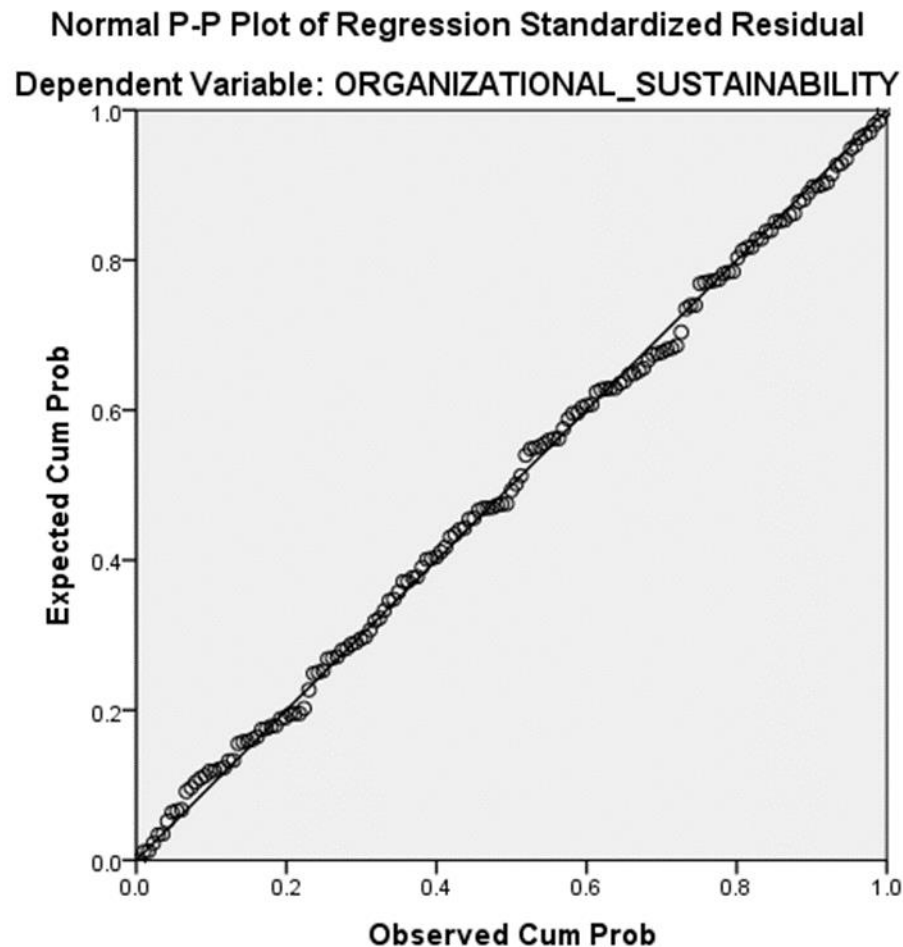
In this study, the Shapiro-Wilk test was conducted to assess the normality of the research variables. The results obtained from the Shapiro Wilk test show that the variables of this study had gotten a p-value greater than 0.05. Since the p-value is above the significance level of 0.05, we fail to reject the null hypothesis that the variables follow a normal distribution. Therefore, it was concluded that the distribution of residual values of the variables follow a normal distribution, and as a result, the assumption of normality for the variables has been fulfilled.

4.6.1.2 Linearity Test

Multiple regressions assume a linear relationship between the independent and dependent variables. With this regard, the normal probability plot of the predicted value against residuals can help us infer whether the dataset of the study is normally distributed and there isn't a problem of non-linearity between the predictor values and the residuals. To ensure the linearity assumption, the data are plotted against a theoretical normal distribution in a way that the points should form an approximate straight line. Hence conducting visual inspection of the plot, the plot displayed a nearly linear relationship between the expected values and the observed residuals. This alignment

suggests that the residuals follow a normal distribution, which is an acceptable outcome. Hence, the linearity assumption for the regression model of this study is met.

Figure 4-1: Normal P-P Plot of the regression standardized residuals for the regression model



Source: Author's Computation (2024)

4.6.1.3 Autocorrelation Test

Autocorrelation problem occurs when there is a correlation between residuals and the independent variables. To assess this, The Durbin-Watson test is conducted to detect whether autocorrelation problem is present or not in this regression analysis. With this regard, while the values of this statistic range from 0-4, a Durbin-Watson value close to 2.0 suggests no significant autocorrelation, while values ranging from 1.5-2.5 are in the acceptable range. Hence, our observed value of 2.080

falls within an acceptable range and is close 2.0, indicating that there is no relationship between the residual variable and the independent variable, meaning the assumption of independent residuals is reasonably met.

4.6.1.4 Multicollinearity Test

One of the assumptions of linear regression is that there is no strong correlation between the study's predictor (independent) variables. Hence, before running regression analysis, the problem of Multicollinearity has to be checked for, which is present if there is high correlation between some of the independent variables. The study checks this with the Variance Inflation Factor (VIF), which calculates the influence of correlation among the independent variables on the precision of regression estimates.

Table 4-11: Results of test of multicollinearity

Variables	Collinearity Statistics	
	Tolerance	VIF
Training and Development Needs Assessment	0.493	2.027
Training and Development Design	0.431	2.319
On the job training	0.402	2.491
Off the job training	0.455	2.198
Organizational Sustainability	0.455	2.196

Source: Author's Computation (2024)

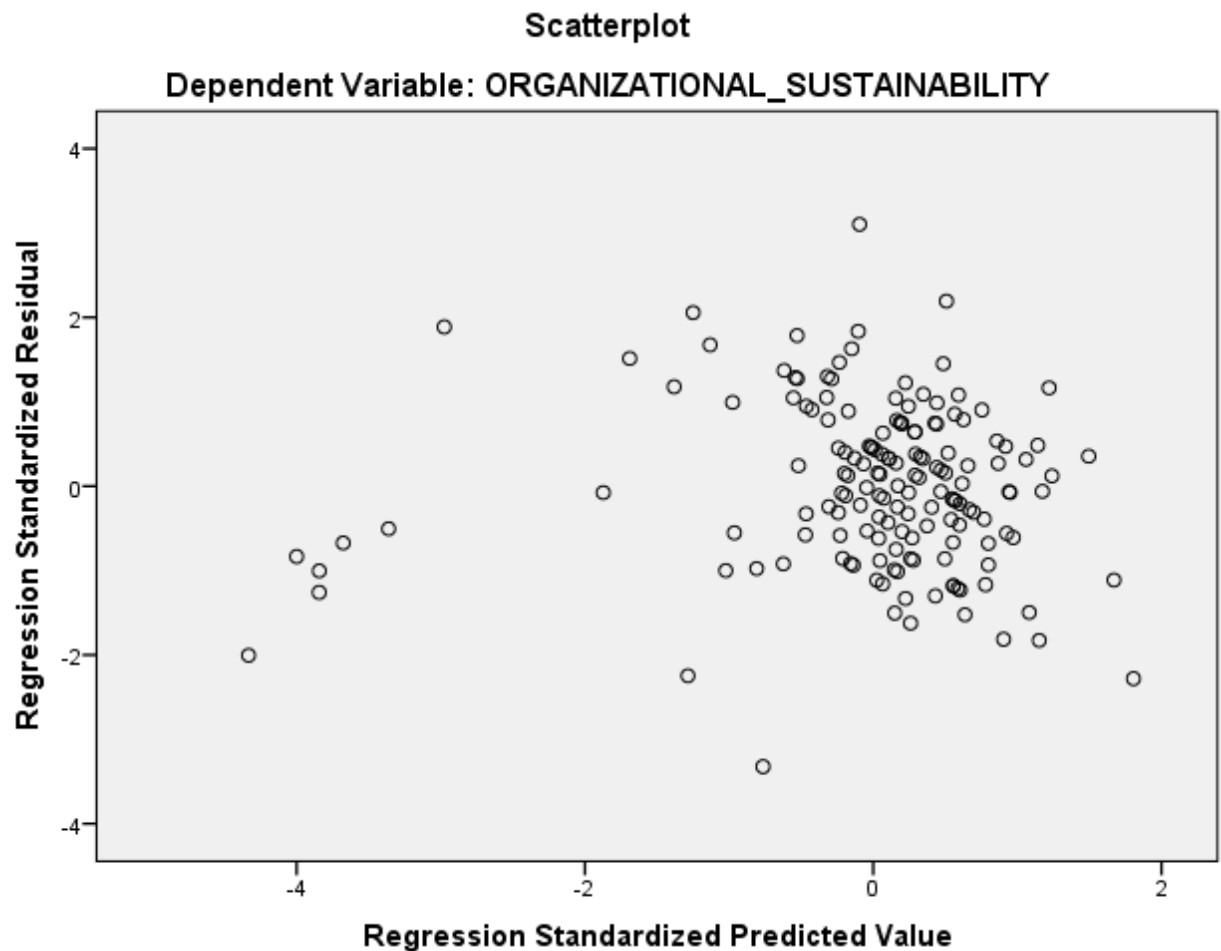
Taking the above points into consideration, the results of Multicollinearity test show that, the tolerance level of all independent variables is greater than 0.1 and the VIF value of all the independent variables is also less than 10. This result shows the linear regression assumption of no multicollinearity between the independent (predictor) variables is reasonably met, and there isn't a problem of multicollinearity in this study.

4.6.1.5 Heteroscedasticity Test

As there is no Bresusch-Pagan test available on SPSS to test for any heteroscedasticity problem in the data, a manual method where the scatter plot of the regression standardized predicted value is

plotted against the regression standardized residual for the variables of this study was visually assessed to search for patterns which might indicate problems of heteroskedasticity.

Figure 4-2: Scatter plot for heteroscedasticity test



Source: Author's Computation (2024)

Hence, based on the scatter plot output above, it can be seen that the spots are scattered randomly and do not form a clear specific pattern, which shows that the assumption of homoskedasticity is met, and the study doesn't suffer from a problem of heteroskedasticity.

4.6.2 Multiple Linear Regression Analysis Results

In this research, multiple linear regressions were conducted in order to identify by how much the independent variables, namely Training and development needs assessment, Training and development design, on the job training, off the job training, and Training and Development evaluation, explain the dependent variable of the study, which is organizational sustainability. R-squared value was used to measure the percentage of variance in the dependent variable explained by the independent variables.

Table 4-12: Model Summary for the regression analysis

Model Summary					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.741 ^a	.549	.534	.39146	2.080
a. Predictors: (Constant), Training and development needs assessment, Training and development design, on the job training, off the job training, Training and Development evaluation					
b. Dependent Variable: Organizational Sustainability					

Source: Author, 2024

As R-squared is a goodness-of-fit measure that quantifies how well the independent variables in a regression model explain the variation in the dependent variable, the model summary in Table above shows an R-squared value of 0.549, which shows that the explanatory power of the independent variable over the dependent variables was around 54.9%. Moreover, as per the adjusted R-squared value of 0.534, this result shows that 53.4% of the changes in the dependent variable (organizational sustainability) can be explained by the changes in the independent variables included in this study, which are training and development needs assessment, training and development design, on the job training, off the job training, and training and development evaluation. Hence, the result shows that factors beyond the scope of the regression model used in this study were responsible for 46.6% of the changes in the dependent variable.

Next, to test the hypothesis of no linear relationship between the predictor and dependent variables, Analysis of Variance (ANOVA) test was used. We conducted this test to measure the overall

significance of the model fit. According to Robert (2006), if the f-statistics is high and the significance level less than 0.05 then the hypothesis of no linear relationship between the independent and dependent variable is rejected. As it can be seen in the results, the F-statistic was seen to be high, while the significance value was less than 0.05, so the null hypothesis was rejected, which reflects a linear relationship between the independent and dependent variables.

Table 4-13: Analysis of Variance (ANOVA) test results

ANOVA^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	28.519	5	5.704	37.221	.000 ^b
	Residual	23.446	153	.153		
	Total	51.964	158			
a. Dependent Variable: ORGANIZATIONAL_SUSTAINABILITY						
b. Predictors: (Constant), Training and development needs assessment, Training and development design, on the job training, off the job training, Training and Development evaluation						

Source: Author's Computation (2024)

When it comes to the detailed values of the coefficients of the independent variables, the larger the beta coefficient an independent variable has, brings the most support to the independent variable as the more important determinant in predicting the dependent variable. In other words, keeping the other variables as constant, a one-unit increase in the independent variables will bring in the amount of beta coefficient corresponding unit increase/ decrease (based on the beta-value of each corresponding independent variable). With this regard, the results of the regression analysis show that all the independent variables had a positive effect on the dependent variable, while only two of the independent variables were seen to have a statistically significant effect on the dependent variable.

Table 4-14: Regression Model Coefficients Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.164	.210		5.555	.000
	Training and development needs assessment	.006	.059	.008	.109	.913
	Training and development design	.049	.069	.059	.711	.478
	On the job training	.103	.078	.113	1.316	.190
	Off the job training	.368	.066	.448	5.559	.000
	Training and Development evaluation	.178	.064	.225	2.796	.006

Source: Author's Computation (2024)

The results of the regression analysis showed that, the unstandardized beta coefficients for the independent variables included in the study were 0.006, 0.049, 0.103, 0.368, and 0.178 for Training and development needs assessment, Training and development design, On the job training, Off the job training, and Training and Development evaluation respectively. Hence, taking these results and the value of the slope of the regression equation (which was found to be 1.164) into account, the predicted regression model looks like:

$$OS = 1.164 + 0.368*OFJT + 0.178*TDE + \epsilon_0$$

(The values of Training and development needs assessment, Training and development design, and On the job training were excluded as they were seen to be statistically insignificant.)

All in all, when looking deep into the results of the regression model coefficients, as the variable with the highest beta coefficient value contributes the most to explaining the variance of the dependent variable, Off the job training was the independent variable seen to have the highest beta value of 0.368, at a significance level of 0.00, meaning it had the largest positive and statistically significant effect on the dependent variable, organizational sustainability. This result explains that, when there is a change in the independent variable, off the job training, by 1 value, organizational sustainability will increase by 0.368. In addition to this, training and development evaluation was seen to be the independent variable with the second highest beta coefficient, having a beta value

of 0.178, while it was seen to be statistically significant ($\text{sig}=0.006$). Hence, it can be concluded that training and development evaluation had a positive and statistically significant effect on organizational sustainability.

When it comes to the other three independent variables, all three were seen to have statistically insignificant results. On the job training had the highest beta value of the three, and third-highest overall, with a beta value of 0.103, at a significance value of 0.190. This shows that on the job training had a positive and statistically insignificant effect on organizational sustainability. Next, training and development design had a beta value of 0.049, while having a significance value of 0.478, which shows training and development design had a positive and statistically insignificant effect on organizational sustainability. Finally, it was seen from the results that Training and development needs assessment had the smallest P-value of all the independent variables, with a beta value of 0.006, while registering a significance value of 0.913. This shows that training and development needs assessment had a positive and statistically insignificant effect on organizational sustainability.

4.7 Discussion of results of interviews conducted with managers

The following discussion outlines a series of results of interview questions designed to elicit insightful responses from the managers of the company who are directly involved in and manage the various training and development programs of the company. These interview questions were developed to provide a comprehensive understanding of the perceived attitudes of the respondents towards training and development efforts within organizations, thereby contributing to a deeper understanding of their role in promoting sustainable practices. As the major aim of conducting of these interview questions was to supplement the data collected and analyzed through questionnaires, the interview questions were conducted in an open and non-structured manner, to elicit honest and concise responses from the managers. Hence, the results of these interviews are given below.

First, as per the various department managers overseeing each respective departments and the general manager of the company, they gave their opinions on how they would evaluate a training program's effectiveness in helping the company achieve its goals and objectives, mentioning the various steps they would follow. They stated they would first assess the alignment of the training

and development programs with Business Goals, and they would set clear objectives of these training programs, as well as taking note of the training needs assessed before the training was given.

Next, they conduct a Pre-training Assessment, where they Evaluate existing knowledge and skills to establish a baseline. After the training, they review performance data as per each of their departments, and also Assess Business Impact of the training. They also observe and see the application of the training on the day-to-day activities of employees. Furthermore, they assess training participants on a reaction level, learning level, behavior level and results level. Post training, they gather the feedback from participants, and assess each of the KPIs set forth before the training was conducted. Moreover, in conjunction with the KPIs, the long-term and short-term ROI of the training will be assessed.

Finally, after these methods have been analyzed and the results of the training have been established, areas for improvement will be identified and appropriate actions will be taken to improve the effectiveness of the training.

When it comes to Training and development and the crucial role it plays in helping departments and teams to adjust to significant shifts or difficulties in the workplace, there are several ways it has been essential in assisting various departments in Zak Ethiopia Manufacturing P.L.C. As per the responses of the managers interviewed, training and development has been essential in introduction of new technology, implementation of quality management systems, shift to lean manufacturing principles, and even in integrating diversity in the workplace.

For example, when talking about the introduction of new technologies to the company, there was a scenario where the company decided to implement new automated machinery in the production line to improve efficiency and quality. But, the introduction of this new technology posed a significant challenge for the production team, as they were unfamiliar with the operation of the advanced equipment.

Hence, to offset this problem, training and development interventions were undertaken. These included Organizing comprehensive training sessions conducted by the equipment manufacturer's experts, implementing hands-on training programs where production staff could familiarize

themselves with the new machinery in a controlled environment, and providing training manuals, instructional videos, and job aids to supplement the training sessions. The results of these interventions were seen in the increased confidence and competence among production staff in operating the new machinery, reduced downtime and errors associated with the transition to the new technology, improved productivity and output due to the efficient utilization of the advanced equipment.

Ensuring that workers effectively incorporate the knowledge and skills gained from training into their regular tasks is crucial for the training program's success and overall productivity improvement. With this regard, the interviewed managers explained several ways by which they facilitate this process. One of these ways is reinforcement of training through regular follow-up sessions and refresher courses. The managers also integrate the key points taken from these training courses into daily routines through Standard Operating Procedures (SOPs), and job checklists. There is also on-the-job coaching and support through mentorship programs in some cases, and also on-the-job training. Regular performance monitoring and feedback is conducted through performance reviews, and audits, while a learning culture is encouraged and opportunities where the employees can practically apply the skills trained are provided. Moreover, feedback is sought from the participants of various training and improvement meetings are conducted when necessary. Accountability is created through setting clear expectations, while the management will be providing hands-on support to employees.

Coming to the next point, when asked about whether continuous staff development is critical to the long-term viability of the company, the interviewed managers unequivocally responded that it ensures that the workforce remains skilled, motivated, and capable of adapting to changes in technology and market demands. An example which was given by one of them, a scenario where continuous staff development can support long-term viability, involves Adaptability to Implementation of Automation Technologies described in the previous paragraphs. During this process of implementation of new technologies, as manufacturing increasingly relies on automation and advanced technologies, continuous staff development was needed to ensure that employees were proficient in using these new tools. And the impact of these training courses was seen in adaptability to these technologies, and increased productivity, reduced downtime, and lower operational costs in the long run, contributing to the company's competitive edge.

Another similar example can be given, where training was given on improved quality and efficiency of the product. Continuous development programs that focus on quality improvement methodologies, which equip employees with the skills to identify inefficiencies and implement solutions were given to employees. The long-term positive effects of these programs were seen in higher product quality, less waste, and more efficient use of resources, ultimately boosting profitability and customer satisfaction.

Moving on to the next point, according to the responses of the interviewed managers of the company, determining and ranking the most important training needs for each department involves approaches that align with the company's long-term goals and objectives.

These processes involve identifying key objectives and challenges, assessing and understanding organizational goals and each respective departments' role, conducting a skills gap analysis which can be done through performance reviews, employee self-assessments, and managerial assessments, and identifying key training needs. After that comes prioritizing training needs based on impact factors such as criticality to operations, cost management and efficiency, technological adaptation, strategic contribution, contribution to employee productivity and retention, impact on revenue growth, strengthening brand and market position, and other factors. According to the respondents, next to these activities, a training plan is developed based on the prioritized training needs, which outlines training objective, training methods, resources required, and timeline. After that, these training programs will be implemented and monitored, and continuous review and adjustment is done to ensure the level of priority for the next batch of training programs and trainees.

Moreover, as per the responses of the interviewees, for any company, be it manufacturing or any other type of company, training and development are integral parts of succession planning and talent management strategies. According to them, training and development contribute to preparing staff members for future positions and ensuring they are sufficiently trained for their potential roles. This is ensured through processes and strategies undertaken such as, identifying future leadership needs, developing individual development plans, providing relevant training and development opportunities for different talents, conducting cross-training when needed and assigning rotational assignments, rotational assignments, and conducting performance evaluation

and collecting continuous feedback. With this regard, progress is monitored and tracked, and a learning culture is nurtured in the organization to ensure a successful succession plan.

As managers of the company, the respondents of this study explained that monitoring and assessing training programs for their impact on the long-term viability of the organization was crucial in their line of work. With this regard, when pooling their answers into a common theme, they stated that Aligning Training Objectives with Organizational Goals before training is given is an integral part of ensuring the long-term viability of a training program, and Pre- and Post-Training Assessments were the first things they do when assessing the long-term viability impact of trainings undertaken in their departments. In addition to that, Quantitative performance metrics are assessed in each of the departments where training has taken place to assess the efficacy of the trainings. Return on investment of these training courses are also calculated, as well as feedback are sought from the training participants and stakeholders. Moreover, continuous training efficacy improvement efforts are conducted to ensure the long-term viability and applicability of the training and development programs.

With this regard, some of the KPIs employed in the company include, productivity improvement rate, cost savings percentage, revenue growth rate, employee satisfaction score, promotion rate among trainees, lead generation growth rate, customer satisfaction index, website traffic growth rate, social media engagement rate, and cost per employee trained.

When it comes to problems encountered when implementing and maintaining successful training and development programs, the managers of the company which were participants of this study explained that they faced some common challenges which handicapped them in providing exceptional training and development programs in some cases. These obstacles include, but are not limited to, budget constraints, time constraints, resistance to change, lack of engagement, limited access to resources, and lack of overall top management support (the level of CEO).

Regarding these problems, the most common answers on how they solved these problems are: prioritizing training needs, seeking cost-effective solutions, leveraging internal resources for budget constraints, while employing the flexible training schedules and conducting on-the-job training for time constraints. Resistance to change by the training participants and other employees of the company were resolved through communicating the importance of the training program,

and providing a supportive environment, and addressing concerns which were raised. Meanwhile lack of engagement from training participants was addressed through the use of interactive training methods, while participation was recognized and rewarded. The managers tried to resolve problems of limited resources through investment in said resources and sharing these resources across departments.

Moving to another point, as per the managers of the firm, fostering a culture of ongoing learning and improvement within the company is essential for driving innovation, enhancing productivity, and ensuring long-term success. They answered that they would ensure this happens through leading by example, establishing clear expectations, providing access to resources, encouraging collaboration and knowledge sharing, recognizing and rewarding learning, implementing regular feedback mechanisms, measuring and tracking progress, emphasizing continuous process improvement, and creating a learning culture throughout the company.

When coming to employee evaluations and comments, respondents of the study, which are the managers of the different departments of the company, stated it plays a crucial role in shaping how training programs are created and delivered in a manufacturing company. Employee evaluations play an important role affect training programs through influencing the identification training needs, customization of training content, enhancement of training delivery, improvement of training effectiveness, and the fostering of a culture of continuous improvement.

An Example Scenario for this would be when Employees are evaluated and provided feedback after training to improve their understanding of new equipment recently introduced in the manufacturing process. Based on this feedback, managers design the next training based on the results obtained from the previous one. The training sessions will be tailored to address specific challenges identified by employees as per the evaluations of each trainee, and it will include practical exercises and troubleshooting scenarios.

As managers of the company, the respondents of the interview questions stated that several key elements determine the success or failure of training and development programs in terms of their impact on the sustainability of the organization. The main elements that the majority of the managers stated are alignment with organizational goals, relevance to employee roles and responsibilities, engagement and participation, ongoing support and follow-up, measurement and

evaluation, and integration with talent management and succession planning. Through addressing these key elements, organizations can maximize the effectiveness and value of their training initiatives, driving long-term success and sustainability.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary of Findings

The results of the study are in alignment with the theoretical constructs that were explained in the study and were similar to other research that were done on similar concepts of organizational well-being such as organizational performances. The results explained that training and development practices were related to organizational sustainability as presented in the results and discussion section of this study. The collected data was tested for reliability using Cronbach's alpha and its results showed that the data collected was reliable and acceptable.

After collection of the data, and through the analysis of the collected data, it was shown that the employees of Zak-Ethiopia Manufacturing P.L.C. responded that they had moderate to positive views regarding the five independent variables and one dependent variable used in this study. The research result also showed that constructs of training and development practices were moderately correlated with the independent variables, organizational sustainability. The results also showed that these correlations were also statistically significant.

When it comes to the regression analysis conducted in this study, all the linear regression assumptions were met before conducting of the regression analysis, and the regression analysis results showed that all five training and development variables had a positive effect on organizational sustainability, albeit with only two of them being statistically significant and the other three being statistically insignificant.

All in all, the results of the study that came from the analysis of the collected data showed that the results obtained were similar to most research which found that the dimensions of training and development practices were positively related to organizational sustainability.

5.2 Conclusions

In conclusion, this research has shed light on the effects of training and development on organizational sustainability in the context of a Zak Ethiopia Manufacturing and Trading P.L.C.,

a company established and operating in Ethiopia. Through an in-depth analysis of the various dimensions of training and development and their impact on organizational sustainability, several key findings have emerged. Using regression analysis, it was examined how various Training and development constructs such as training and development needs assessment, training and development design, on-the-job training, off-the-job training, and training and development evaluation affect organizational sustainability.

The results of the regression analysis indicated that all five training and development constructs positively affect organizational sustainability. This suggests that comprehensive training and development initiatives are instrumental in promoting sustainable practices within the organization. However, the significance of these effects varied among the constructs. The construct, Off-the-Job Training, had a statistically significant positive effect on organizational sustainability. This is similar to Training and Development Evaluation, which also demonstrated a statistically significant positive impact on organizational sustainability. On the other side, despite the overall positive influence of training and development, three constructs - training and development needs assessment, training and development design, and on-the-job training - did not show statistically significant results:

These results suggest that structured training programs conducted outside the regular work environment and rigorous evaluation processes are critical components that substantially contribute to the sustainable practices of the firm. On the other hand, the results also show training and development needs assessment, training and development design, and on-the-job training are beneficial, while their direct influence on sustainability may require additional supporting factors to manifest significantly.

For Zak Ethiopia Manufacturing and Trading P.L.C., prioritizing off-the-job training and rigorous evaluation methods is critical for enhancing organizational sustainability, as per the results of the study. Moreover, as needs assessment, training design, and on-the-job training are important components of a comprehensive training and development strategy, these elements provide employees with valuable internal and external insights and ensure that training efforts are effectively contributing to sustainable practices.

Furthermore, along with the results of the interviews with managers of the company, which was described in the previous chapter, it can be said that, for the company, that aligning training and development programs with the strategic goals and objectives of the company is crucial for enhancing organizational sustainability. By focusing on the specific needs and priorities of the organization, training initiatives can be tailored to address critical skill gaps, improve operational efficiency, and drive long-term growth and competitiveness. Moreover, the research findings underscore the importance of ensuring the relevance of training programs to the roles and responsibilities of both managers and employees within the company. By providing training that is closely aligned with the job requirements of employees, the organization can enhance job performance, productivity, and job satisfaction, fostering a culture of excellence and innovation, which ultimately will lead to organizational sustainability.

In addition, the critical role of active engagement and participation of employees in training activities for driving organizational sustainability is also highlighted. By fostering a culture of learning and professional growth, the company can create a motivated and high-performing workforce that is committed to continuous improvement and innovation, with a focus on nurturing the sustainability of the organization. Moreover, the research findings emphasize the importance of providing ongoing support and follow-up after training sessions to ensure the sustainability of training and development efforts. By offering guidance, coaching, and feedback to employees, the organization can reinforce learning, enhance knowledge retention, and facilitate the application of new skills in the workplace.

Additionally, the research findings underscore the importance of effective measurement and evaluation of training programs for assessing their impact on organizational sustainability. By collecting and analyzing relevant data, such as performance metrics, employee feedback, and business outcomes, the company can evaluate the effectiveness of its training initiatives in enhancing organizational sustainability.

All in all, this research has demonstrated that training and development play a crucial role in enhancing organizational sustainability. By aligning training programs with strategic goals, ensuring relevance to employee roles, fostering engagement and participation, providing ongoing support, measuring effectiveness, and integrating with talent management strategies, the

organization can create a culture of continuous learning and improvement that drives long-term success and competitiveness.

5.3 Recommendations

Based on the findings of this study on the effects of training and development on organizational sustainability, the following recommendations are proposed:

- **Enhance both on-the-job and off-the-Job Training Programs:** It is recommended that the firm invests more in both training and development programs conducted in the workplace, and structured training programs conducted outside the regular work environment. This could include partnerships with educational institutions, industry conferences, and specialized training courses and could also include encouraging employee participation in external workshops and seminars that focus on sustainability practices, and innovation.
- **Strengthen Training and Development Evaluation:** As per the results of this study, it can be recommended that, implementation of robust evaluation mechanisms to continuously assess the effectiveness of training and development programs such as pre and post training assessments, feedback surveys, and performance metrics should be given more emphasis in the organization. Moreover, the insights gained from evaluations can be used to refine and improve training and development programs, ensuring they are aligned with the firm's sustainability goals.
- **Integrate Sustainability with training and development needs Assessment:** It is recommended to further integrate sustainability considerations into the needs assessment process to ensure that identified training needs are aligned with the organization's long-term sustainability objectives.
- **Innovate in Training and Development Design:** It is recommended to design training and development programs with a focus on sustainability. This could include incorporating sustainability modules into existing training programs and developing new training that emphasizes sustainable practices and technologies. This includes a blended learning approach that combines on-the-job training with off-the-job elements, that supports immediate application and long-term development.

- **Foster a Culture of Continuous Learning and Development:** It is recommended to Cultivate an organizational culture that values continuous learning and development, particularly in areas related to sustainability.

5.4 Directions for future research

The findings of this study provide a valuable foundation for understanding the impact of training and development on organizational sustainability. However, several avenues for future research can further enrich this understanding such as incorporating a broader Industry Scope where Comparing results across different sectors and industries could reveal industry-specific training and development practices that most effectively promote organizational sustainability. Here, not just broadening the industry scope, but also expanding the sample size and including firms of varying sizes and geographic locations within Ethiopia or other regions can enhance the generalizability of the findings.

In addition, longitudinal Studies can be conducted where it would allow for the examination of the long-term effects of training and development on organizational sustainability, and where the way in which sustained investments in various training and development constructs influence sustainability outcomes over time is studied.

Moreover, incorporating additional variables and constructs that may influence the relationship between training and development, and organizational sustainability could provide a more comprehensive understanding of the topic at hand.

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Annex

Appendix 1 : Questionnaire

Addis Ababa University

College of Business and Economics

Master of Arts (MA) Degree in Human Resources Management Program

Questionnaire to be filled by Zak Ethiopia Manufacturing and Trading P.L.C. employees and managers

Dear Respondent,

This questionnaire is intended to gather primary data on “**EFFECT OF TRAINING AND DEVELOPMENT PRACTICES ON ORGANIZATIONAL SUSTAINABILITY IN THE CASE OF ZAK ETHIOPIA MANUFACTURING AND TRADING P.L.C.**” The purpose of the study is to gather data on your attitudes and perceptions of training and development, and organizational sustainability to fulfill a thesis requirement for the partial fulfillment of **Master of Arts (MA) Degree in Human Resources Management** at College of Business and Economics, Addis Ababa University. Your genuine responses for the questions are very important for the success of completing this study. All information collected through the questionnaire will be used only for the purpose of the study and will be kept confidential. And thus, I would like to thank you in advance for your kind cooperation.

Thank you for your support!!

If you have any question regarding this questionnaire, please feel free to contact the author of the study, Blen Wossene.

Part One: Demographic Data Related Questions

Circle the number in the box provided against your choice

1. Gender:

Female ☐ Male ☐

2. Age:

18-27 ☐ 28-37 ☐ 38-47 ☐ 48-57 ☐ ≥ 58 ☐

3. Educational background:

Second degree ☐ First-degree ☐ Diploma ☐ Certificate ☐ other (specify) _____

Part Two: Questionnaire

The rating for every test has to be done based on a scale from 5 to 1 as given below:

Agreement scale

1. Strongly disagree
2. Disagree
3. Neither/Neutral
4. Agree
5. Strongly agree

S. No.	Questions	Scale				
Training and development Need assessment		1	2	3	4	5
1.	My organization has conducted human resource and development needs Assessment.					
2.	The human resource department identifies the training and development needs of individuals and the office.					
3.	Training and development needs assessment had been identified through analysis of the plan and objectives of the organization					
4.	Training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees.					
5.	The trainee's capability and level of motivation was considered in prioritizing needs					

Training and development design		1	2	3	4	5
1.	My office prepared training and development program plans for its employees and managers					
2.	The training and development objectives had been set before preparing and implementing the program					
3.	The objectives of the training and development programs were clearly and precisely indicated the expected outcomes.					
4.	The focus of the training program was to introduce new methods, procedures, etc., to employees and officials.					
5.	Training program was developed to improve performance deficiency of employees and officials.					
Training Type						
On the Job Training		1	2	3	4	5
1.	- Induction training The organization has a planned induction program for new employees.					
2.	Induction training provides an excellent opportunity for newcomers to learn fast about the organizational norm and culture.					
3.	The induction training is conducted timely.					
4.	Induction training has sufficient duration.					
5.	- Employee Mentoring My supervisors and seniors give me an opportunity to express my views, feelings concerning the objectives and standards of work.					
6.	My supervisors and seniors and I regularly review the objective of sharing knowledge for improvement.					
7.	I receive enough support and guidance that I need from my peers and seniors to fulfill my potential.					
8.	- Job rotation Employees' job rotation within the organization helps me to do variety of tasks and increasing my overall performance.					

9.	Job rotation program of the organization is an excellent system to acquire new methods of work					
10.	Through job rotation I have got an opportunity to do a variety of tasks.					
Off the Job Training		1	2	3	4	5
1.	The seminars provided by the organization help me to learn different issues in my field.					
2.	Training and development teams support me in the use of techniques and skills learned that I bring back to my job					
3.	The Seminar method of delivery mode is designed at the level of abilities of participants					
4.	The lecture training programs are designed at level of abilities and education of employees.					
5.	Supervisors support the use of techniques learned in seminar and lecture training that employees bring back to their jobs.					
Training & development Evaluation		1	2	3	4	5
1.	My organization kept records of all training and development programs					
2.	My organization evaluated the training and development program at every steps of the program					
3.	In my organization training and development program evaluated in terms of changes in work behavior					
4.	In my office training and development program evaluated to improve achievement of learning objectives					
5.	The office had a scheme by which the outcomes or the effects of training and development program is evaluated					
Organizational Sustainability		1	2	3	4	5
1.	My organization has a sustainability policy					
2.	My organization set specific sustainability goals and objectives					
3.	My organization has incorporated sustainability considerations into its decision-making processes					

4.	There is a budget or dedicated funds for sustainability initiatives within my organization					
5.	My organization ensures that training programs align with its sustainability goals and vision					
6.	My organization provides regular sustainability-focused training for all staff levels					
7.	Managers are given training regarding how to foster sustainable development and practices					
8.	The trainings provided for employees enhance the effectiveness and usefulness of the organizational sustainability practices of the organization					
9.	The training programs are tailored to the specific needs and roles of different departments with regards to sustainability					
10.	Employees' contributions to sustainability initiatives recognized and rewarded within the organization.					

Appendix 2 : Interview Questions

1. How do you assess a training program's efficacy in terms of how well it helps the company achieve its goals and objectives?
2. Has training been essential in assisting your department or team in adjusting to a big shift or difficulty in the workplace? What were the results?
3. How can you make sure that workers incorporate the knowledge and abilities they have received via training into their regular tasks? Could you offer any tactics or recommended procedures?
4. How, in your view, can continuous staff development support our organization's long-term viability? Could you give some examples to support this?
5. How do you determine which training needs in your department or team are most important, and how do you rank them according to how they might affect the long-term viability of your company?
6. Could you elaborate on the part that training and development play in your team's or department's succession planning and talent management? How do you make sure staff members are sufficiently trained for positions they may hold in the future?
7. How do you monitor and assess training programs for their impact on the long-term viability of the organization? Could you describe the metrics or key performance indicators (KPIs) you employ for this?
8. What obstacles did you have when putting in place or keeping up successful training and development programs for your team or department, and how did you resolve them?
9. How do you encourage a culture of ongoing learning and improvement in your department or team?
10. Could you elaborate on how employee evaluations and comments influence how training programs are created and delivered?
11. What are the main elements, in your opinion, that determine whether training and development programs are successful or unsuccessful in terms of how they affect the sustainability of an organization?