



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS DEPARTMENT OF
MANAGEMENT**

**ASSESSMENT OF THE INFLUENCE OF EMPLOYEE
TRAINING ON THE ORGANIZATION PERFORMANCE: IN
CASE OF ETHIOPIAN SHIPPING AND LOGISTICS, ADDIS
ABABA**

**A Thesis Submitted to the School of Graduate Studies of
Addis Ababa University, College of Business and Economics
For the Partial Fulfillment of the Requirement Degree of M.Sc.
In International Business**

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**June/2024
Addis Ababa, Ethiopia**

Declaration

Declaration

This is to declare that the thesis entitled "ASSESSMENT OF THE INFLUENCE OF EMPLOYEE TRAINING ON THE ORGANIZATION PERFORMANCE: IN CASE OF ETHIOPIAN SHIPPING AND LOGISTICS, ETHIOPIA" submitted to Addis Ababa University College of Business and Economics for the award of the Degree in International Business (MSC.) and research work carried out by Myself, under the supervision of Tewodros Wuhib (Assistant Professor). Therefor I hereby declare that no part of this thesis is has been submitted for any other University or institutions for the award of any degree. I also confirm that all sources of information used in this thesis have been properly mentioned and credited.

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CERTIFICATE

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This is to certify that the thesis prepared by MARESHET SHEMELES, “ASSESSMENT OF THE INFLUENCE OF EMPLOYEE TRAINING ON THE ORGANIZATION PERFORMANCE: IN CASE OF ETHIOPIAN SHIPPING AND LOGISTICS, ETHIOPIA” and submitted in partial fulfillment of the requirement for the Degree of Master of Science in International Business complies with the regulations of the university and meets the accepted standard with respect to originality and quality.

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ACKNOWLEDGEMENT

First and foremost, I would like to thank the Almighty God with his mother Virgin Marry for helping and providing me with the strength to complete this thesis work successfully. My second thanks go to Tewodros Wuhib (Assistant Professor), my advisor. This thesis work would not have been possible without his support and guidance. Following that, I'd like to thank Zelalem G/Tsadik (Assistant Professor) for his effort to finalize our thesis paper on time. And I would like to extend my gratitude to staff of Ethiopian Shipping and Logistics who cooperated with me in data collection of this study.

The last but not the least, thanks to my family, especially my mom w/ro Kelemua for her love, prayers, and caring, and for preparing me for my future.

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ACRONYMS

HRM	Human Resource Management
HRD	Human Resource Development
HR	Human Resource
ESLs	Ethiopian Shipping and Logistics
OJT	on the Job Training
SMART	specific, measurable, achievable, relevant, and time-bound
TNA	Training Need Assessment
SPSS	Statistical Package for Social Sciences

ABSTRACT

The aim of this research was to explore the assessment of the influence of employee training on the organization's performance at the Ethiopian Shipping and Logistics. The investigator assessed the impact of training factors on the organization performance: training need assessment, training program design, and training methods. For this analysis, 86 questionnaires were distributed to 86 Addis Ababa main office staff members. A Stratified random sampling techniques was used, and 72 questionnaires could collect for analysis; the rest of 14 questionnaires couldn't collect from the respondent. The data had been analyzed using Version 21 SPSS. The researcher used descriptive and inferential method for analysis. This study could show that the significant relationship between the variables training and development and organization performance. The Enterprise should give an opportunity for their workers to attend with the activities of HRM in the training needs assessment and training program design. Training feedback should be collected after the training.

Key words: *Training needs assessment, Training program design, Training methods, Organization Performance*

CHAPTER ONE

1. Introduction

In today's contemporary and competitive business world, companies are encountering new difficulties when it comes to recruiting and efficiently utilizing their workforce. Moreover, organizations are also experiencing more rivalry as a result of globalization, advancements in technology, and shifts in political and economic conditions. (Evans, Pucik & Barsoux, 2002).

To address these difficulties, there has been a recognized necessity for effective human resource management practices aimed at leveraging an organization's workforce for long-term competitive success. Thus, one method of motivating these companies is by providing thorough training to employees to improve their job performance. (Aboyassin & Sultan, 2017).

1.1 Back ground of the study

Training and development are key mechanisms used to optimize employee performance and drive growth in terms of efficiency, productivity, job satisfaction, motivation and innovation within an organization. Identifying the right training opportunities for your employees is essential for organizations to gain a competitive advantage in today's global marketplace. Employee performance has a significant impact on the company's financial results. As a result, the leader of the organization needs to understand the effectiveness of employees and the impact of training and development for evaluation.(Dr. A. S. Arulsamy, Dr. Indira Singh, M. Senthil Kumar, Dr. Jetal J. Panchal, Mr. K. K. Bajaj, 2023)

Employees are the most valuable assets among each company, as they can create, violate, or adversely affect profitability. Employees are often in charge of most of the necessary tasks. This is responsible for customer satisfaction and quality of products and events. Without proper training, new and existing employees won't have the information and skills they need to perform to their full potential. Employees who receive the right training tend to stay on their jobs longer than those who don't.(Dr . Amir Elnaga, Amen Imran, 2013)

Training and development are ongoing efforts to increase workers' competence and organizational performance with the objective of increasing employees' capacity and performance. (Engetou, 2017).

In order to carry out the activities effectively and efficiently, all organizations need a trained staff. The development of skills, knowledge and abilities is a continuous process within an organization. Appropriate training and development is required to improve the performance of staff. The performance of its employees is a key factor in the success of an organization. Training is vital for competent and stimulating businesses at this time of globalization.

In human organizations, there is an opportunity to reach a higher position to increase wealth, so it is necessary to have quality human resources and high loyalty to increase the productivity of the company. This can be achieved through an employee training program. The training process is a company's attempt to improve the knowledge and skills of its employees. Therefore, it must be properly planned. Continuing employee training is very important because it can reduce the amount of training time required for an employee to reach a given level or standard for a particular job. (Agatha Rinta Suhardi , Sari Dewi Oktari , Andi Budiawan,2023)

In today's changing corporate climate, understanding the influence of staff training and development on organizational performance is essential for accomplishing strategic goals and establishing a competitive edge.. (Dr. Tanuja Fegade, Punit Sharma, 2023)

Worker preparing is one of the crucial instruments that offer assistance to upgrade viable organizational execution and at the same time makes a difference to advance the steadiness list of the organization. The organization ought to apply additional endeavors and contribute much in employee training in case it wants to realize its goals within the most prudent way. (Mohsin Rajabali Habib Ali, Dr. Thomas Ngui, 2019)

To advance research and practice of employee development practices, one need to understand what types of activities are considered to be development, how development activities should be measured and what individual and organizational characteristics influence the amount and type of development activities that employees participate in (Ford, 2016).

According to Anlesinya, Bukari & Eshun (2014), human resource remains to be the most vital factor in the performance of an organization. In line with this, positive future-oriented employee workforce development practices are essential for the efficiency and effectiveness of an organization. The process of employee growth within an organization focuses on the methods employed to assist employees in preparing a strategy for honing the abilities they require to perform various duties associated with their present or anticipated functional duties.

1.2 Statement of the problem

Organizations that fail to plan for human capital will face challenges in providing high-quality services attracting and retaining the necessary workforce and developing and training exceptionally talented employees. Examples of training that is planned or intended to develop knowledge or expertise increased confidence and a higher degree of performance include in-service training and training on the job. The main goal of training is to give individuals the knowledge necessary to be considered for a specific job or to increase their effectiveness and skills in the role they currently occupy. On the other side staff development entails expansion and the gaining of broad experience for future organizational strategies (Happiness Ozioma Obi-Anike , Michael Chidiebere Ekwe, 2014).

Ineffective training techniques can have a negative impact on an organization's success. When ineffective training techniques are applied, workers do not gain the abilities and information required to perform their jobs well, which results in subpar output, which in turn affects the organization's overall performance and productivity. Furthermore, because there is no financial return on the training investment, the company suffers financial losses when improper training methods are used. Since the training exercises' intended outcome is to improve organizational performance, all of the resources-including time, money, and energy-used during them are wasted. (SUZANNE WACHINGA MW AI, 2011).

The main objective of training is to provide people with the knowledge they need to qualify for a particular position or to improve their skills and performance in the position they already occupy. HRD, on the other hand, involves growth and gaining a wide range of experience towards the future strategy of the organization. Training is therefore a key factor in improving organizational effectiveness. It improves the level of individual and organizational skills, which

helps to bridge the gap between what should happen and what actually happens, between desired goals or standards and the actual level of job performance. (Happiness Ozioma Obi-Anike , Michael Chidiebere Ekwe, 2014)

They add that educating and developing staff is intended to boost corporate performance. Training and development are linked to organizational performance according to theories of human resource management. (Raza, 2014).

Ethiopian Shipping and Logistics is one of such for a lengthy period, the organization has been actively involved in training and developing its sailors. The researcher aims to examine these training programs and how they impact the performance of the organization. The Information shows that the Babogaya Maritime Academy offers training facilities for Ethiopian nationals who are or will be working in the maritime industry. Moreover, the institute provides training for ESL crew members below officer rank on various fundamental courses to help them carry out their responsibilities in line with the regulations established by the International Maritime Organization (IMO). The Bishoftu Maritime Training Institute gives trainees the necessary guidance and education to become skilled, competent, and safe sailors. It is believed that the training provided will give trainees a strong knowledge base needed for their future careers. However, other staff members who are not mariners also played a role in the success of the logistics. Therefore, the main motivation behind the researcher's decision to conduct this study was to investigate how employee training influence on the organization performance in ESL. The study concentrated on the main objectives outlined in the objectives of the study section.

1.3 Research Questions

- How does the training need assessments conducted by the ESL?
- Do the training program is designed by the ESL?
- Does the training method is selected based up the jobs requirement?

1.4 Objective of the study

1.4.1 General Objective

To examine the assessment of influence of employee training on the organization's performance at headquarters of Ethiopian Shipping and Logistics.

1.4.2 Specific Objectives

- To explore training need assessments practices of Ethiopian Shipping and Logistics based on employees knowledge gap.
- To investigate the training program designed by the Ethiopian Shipping and Logistics.
- To investigate the training methods adopted by the Ethiopian Shipping and Logistics.

1.5 Significance of the study

The study will not only complement previous research in this field, but it will also spark additional investigation into how management and staff members are trained and developed, and how this affects the organization's goal of providing shipping and logistics services in Ethiopia. It would help the ESL in its endeavors to educate and grow its workforce. The study offers specific details regarding the connection between HRD and organizational performance.

Several beneficiary perspectives can be used to discuss the advantages of this research.

- The significance of this study will support the enterprise human resource development division or department and motivate managers to prioritize HRM and create various protocols to assess and enhance employees' competency to boost the performance of the company.
- Other organizations that share similarities with the study organization will be able to make decisions based on the findings, which will be used as guidance by the study areas to address issues and enhance their comprehension of HRD practices.
- Lastly, it will help the researcher gain knowledge and skills and act as a reference for future researchers who are interested in this field.

1.6 Scope of the Study

The researcher feels the study should have a broader focus. However, the researcher is restricted to Ethiopian Shipping and Logistics' (ESL) central office. The research focuses solely on the enterprise's training efforts, which have a significant impact on the achievement of the institution's objectives. Similarly, the study attempted to evaluate training design and development techniques in connection to organizational performance.

1.7 Limitation of the Study

Most of the time, it is impossible for a piece of work like this study to be realized without challenges or limitations.

The researcher is expected to be constrained by the research materials i.e. related academic journals, research papers, internet source and etc. The unwillingness of the respondent to provide a genuine answer and return it on time.

1.8 Definition of Terms

- **Development of Human Resources**

Human resource development, or HRD, is the organization's strategy for assisting staff members in advancing their knowledge, skills, and abilities. As a result, this procedure increases the effectiveness of the company.

- **Training:**

According to Smriti Chand, training focuses on equipping workers with the knowledge and abilities needed to perform particular tasks, while development encompasses the overall development of employees.

- **Organization performance**

The amount of daily tasks and goals that an organization successfully completes, as well as its overall performance, are referred to as organizational performance.

- **Training Design**

The process of developing a blueprint for the creation of instruction is known as training design or instructional design.

- **On-the Job Training/In-the-field instruction**

One type of training that is offered at work is called "on-the-job" training.

- **Off-the Job Training/Non-work-related training**

Employees who receive off-the-job training can learn more about their line of work or the most recent developments in their industry at a location other than their place of employment.

- **Vestibule training**

Employees receive vestibule training whenever new or sophisticated tools or equipment are brought into the company to be used for a specific task.

- **Simulation**

Of all the techniques for job training, the simulation method is the most well-known and fundamental. The specially made machinery or equipment that appears to be actually used in the field or job will be used to train trainees in the simulation training method.

- **Programmed Instructions**

There are two key components to this: (a) a progressive sequence of learning objectives that build upon each other, and (b) a system for delivering the sequence and assessing the trainee's comprehension.

- **Role Playing**

A common technique for off-the-job training is role-playing, which entails mimicking real-life scenarios in which employees

- **Case Research**

A case study examines a specific issue or circumstance in-depth, typically within a real-world context. It enables staff members to gain knowledge of intricate issues and formulate strategies by examining pertinent data.

1.9 Organization of the Paper

There are five chapters in this research paper. The study's introduction is covered in the first chapter. It also includes the study's background, problem statement, research objective, questions, limitations, significance, and scope, as well as the paper's organization and terminology definitions. The review of relevant literature and the study's empirical review are included in the second chapter. The research technique is covered in the third chapter. The data analysis and presentation are covered in the fourth chapter. The study's summary, conclusion, and recommendations are covered in the fifth chapter.

CHAPTER TWO

LITERATURE REVIEW

2. Review of the Literature

2.1 Introduction

This chapter will focus on the following section: Human Resource Development and Organization Performance. It covers learning theories, the stages involved in creating a training program, training methods, and the definitions of training, development, and objectives. It also discusses the significance of training and development on organizational performance as well as the role of human resource management in it.

2.2 Human Resource Development and organizational performance

Recognizing that people are what drive an organization's performance, human resource management (HRM) practices have become increasingly important to attaining success. But because of cost, anxiety, or a lack of knowledge about HRM practices' importance and value, many businesses have not fully adopted HRM practices, including training and development. HRM's main goal is to guarantee organizational success by having a workforce that is competent, competitive, and self-motivated. Strict HRM procedures, especially those related to training and development, are essential to reaching this goal. (Nissar Ahmad Paul¹, DR Parvaiz Ahmad Shah, 2023)

For optimum performance, the majority of organizations work hard to maintain strong human resources. An organization needs to train and develop its people resources in order to thrive. This is because people resources are essential to an organization's survival, prosperity, and future economic and social development. An organization's ability to succeed also depends on how well-motivated its available human resources are. This is due to the fact that the organization will gain when a person is sufficiently motivated. (P.V.C. Okoye and Raymond A. Ezejiofor, 2013)

Human resource development has an impact on organizational goals, which can include increased profitability, cost savings, productivity, improved image, and happier customers and stakeholders when viewed as organizational dimensions. As such, HRD initiatives do not

increase quantity, quality, or lower costs. (Uddin, Md. Bashir, Naher, Kamrun, Bulbul, Afroza, Ahmad, Naser Amin, Rahman, Mohammad Mizanur, 2016)

Human resource development, or HRD, is a strategic approach that maximizes employees' performance and propels organizational growth by fostering their potential, skills, and knowledge. (Bibi Aysha, 2023)

2.3 Training

Training involves imparting knowledge, skills, and competencies to individual employees or departments within a company. The main objective of training is to bring employees to a certain level of proficiency to enable them to perform their duties efficiently. It typically follows a structured and organized format and significantly contributes to the overall performance and success of the organization.

Workers are undergoing training in different positions to gain a better understanding of their coworkers' duties and to adopt a more comprehensive approach to the company. Alternatively, they are receiving training to transition into new positions, with the aim of being prepared for additional responsibilities in case they are required in the future. (Vivianna Saldanha)

Training is essential to guarantee that there are enough staff members who possess the technical and social skills necessary for career advancement into specialized departments or managerial roles. As a result, there is an ongoing requirement for staff development, with training playing a vital role in this process. (Happiness Ozioma Obi-Anike , Michael Chidiebere Ekwe, 2014)

2.4 Training Process

- 1) **Assessing training needs:** is the first step in developing a training program. The organization's strategic, human resources or individual growth plans may already include training requirements for employees. Training needs assessments are necessary if you're starting from scratch with no predetermined goals for the training program.
- 2) **Establishing Organizational Training Goals:** Assessing training needs (organizational, task, and individual) will reveal any deficiencies in current training efforts and employee skills. These gaps should carefully review, ranked in order of

priority, and transformed into the organization's training goals. The main objective is to close the disparity between current and desired performance by creating a training scheme. At the individual level, training should address the areas for improvement highlighted in 360-degree evaluations.

- 3) **Develop a Training Action Plan:** The following step involves creating a thorough action plan that covers learning theories, instructional design, content, materials, and other training components. Additionally, resources and methods for training delivery should be outlined. It is important to take into account the training level and learning styles of participants while designing the program. It is common for companies to test their initiatives and seek feedback in order to make necessary modifications before implementing the program on a larger scale.
- 4) **Training Initiatives Implementation:** During the implementation phase, the training program is put into action. Organizations must choose whether to deliver the training internally or through external coordination. This phase also involves scheduling training activities and organizing necessary resources like facilities and equipment. Once the training program is ready, it is officially launched, promoted, and carried out. Progress of participants should be monitored during training to ensure its effectiveness.
- 5) **Assess and Modify Training:** As previously indicated, the training program must be consistently monitored. Ultimately, a comprehensive evaluation of the entire program should be conducted to assess its success in meeting training goals. Feedback from all parties involved should be collected to gauge the effectiveness of the program and instructors, as well as the acquisition of knowledge and skills. Examining this feedback will help pinpoint any shortcomings in the program. Adjustments can be made to the training program or action plan if goals or standards are not being achieved.
- 6) **Carry out Training Initiatives:** The execution stage is when the training program is put into action. Companies must determine if the training will be done internally or outsourced. Program execution entails setting up training sessions and organizing any necessary resources (such as facilities and equipment). The training program is then

officially introduced, marketed, and carried out. Progress of participants should be tracked during training to ensure the program's effectiveness.

- 7) **Assess and Modify Training:** As previously discussed, it is important to consistently monitor the training program. Ultimately, a thorough evaluation should be conducted to assess its success in meeting the training goals. Feedback from all parties involved should be gathered to evaluate the effectiveness of both the program and the instructors, as well as the acquisition of knowledge or skills. By analyzing this feedback, any weaknesses in the program can be identified. If the objectives or expectations are not being met, adjustments can be made to the training program or action plan.

2.5 Goals of Training

A training goal is a clear, measurable, attainable, relevant, and time-bound (SMART) statement that outlines what learners should accomplish by the conclusion of a training program. It specifically defines the knowledge, skills, and behaviors that learners should obtain throughout the training.

The primary goals of training include

Employee retention, as modern employees often switch jobs due to a lack of career growth opportunities. Other objectives include preparing for the future and improving employee performance.

2.6 Importance of Training and development

Employee training and development programs should always be a key focus for businesses as they help organizations in the following ways:

- **Identifying and addressing performance gaps**

Individual employees often face challenges in certain aspects of their job performance. Conducting training and development programs can effectively target and resolve these weaknesses, leading to an overall improvement in performance. By pinpointing specific

areas that require enhancement, organizations can customize training sessions to meet each employee's unique needs, resulting in a more skilled and competent workforce.

- **Enhancing workforce potential**

Regular training and development initiatives enable employees to improve their weaker areas and acquire new skills and knowledge. This ultimately optimizes their overall performance, benefiting both the employees and the organization. Skill enhancement not only boosts individual capabilities but also elevates the collective expertise of the entire workforce, resulting in enhanced productivity and efficiency.

- **Ensuring Employee Satisfaction**

Investing strategically in employee development and training can lead to increased satisfaction among employees. When employees believe that their organization is dedicated to their growth and professional advancement, they are more likely to be engaged and motivated in their roles. However, in order for the program to be effective, it should be customized to meet the specific needs of employees, ensuring that the knowledge gained can be directly applied in the workplace.

- **Boosting Organizational Productivity**

In today's fast-paced business environment, an organization's productivity is closely tied to the skills of its workforce. Training and development initiatives help employees stay current and acquire new skills, which in turn can have a positive impact on the organization's productivity. By equipping employees with the necessary tools and information, companies can improve their ability to respond to changing market conditions and challenges, giving them a competitive edge.

- **Encouraging Employees to be Self-Motivated**

Engaging in thorough training and development programs enables employees to tackle work-related obstacles on their own, diminishing the need for continual supervision and direction. This instilled sense of self-motivation from training improves both individual and team productivity, leading to a more effective and independent staff. Additionally, self-motivated

employees typically display a proactive attitude towards their responsibilities, actively pursuing ways to enhance their performance and taking steps to positively impact the organization's objectives.

2.7 The Advantages of Employee Training

Creating training programs for employees provides employers with numerous benefits, especially when these programs are implemented consistently and diligently. An organization can experience various advantages from regularly conducting training programs (Srikant Chellappa, 2023).

1. Improve efficiency and effectiveness

Regular training for employees not only improves their job skills and knowledge but also increases their confidence in utilizing their talents. This leads to enhanced performance, allowing them to work more effectively and productively. The ongoing learning process creates a skilled and motivated workforce, ultimately benefiting the organization's overall success.

2. Established procedures

Training for employees in a workplace helps standardize work processes, enabling workers to implement what they have learned during the training session. Standardized work processes promote a harmonious and productive work environment, resulting in enhanced collaboration and better overall results for the organization.

3. Expansion of the organization

An efficiently structured training program not only supports structured and methodical learning for staff, but also promotes a proactive and confident attitude towards gaining new skills and knowledge, which helps to cultivate a culture of ongoing enhancement within the company.

4. Understanding of policies

A comprehensive training program helps employees understand and embrace the values, ethics, policies, visions, and missions of their company. This alignment fosters a sense of purpose and

dedication among employees, ultimately resulting in higher engagement and loyalty towards the organization.

5. Enhanced Customer Satisfaction

Regular training for employees in an organization can lead to improved job abilities, resulting in more professional and effective performance. This enhanced service quality will be noticeable to customers, ultimately influencing their perception of the company in a positive way. Consequently, higher customer satisfaction and positive word-of-mouth recommendations can ultimately boost customer loyalty and strengthen the organization's position in the market. Through ongoing training that helps employees develop their skills and expertise, the company can gain a competitive advantage and drive further growth and success in the marketplace.

Embracing Cutting-Edge Technologies

In today's fast-paced world of technological progress in every industry, it is beneficial for employees to be introduced to new advanced technology practices as this can enhance an organization's efficiency and productivity. This exposure helps the organization to better navigate contemporary challenges, outshine competitors, and cultivate an environment of creativity, ultimately promoting sustained growth and stability.

6. Advantage in competition

In today's rapidly evolving corporate environment, staying ahead of the competition requires a deep understanding of the importance of providing ongoing employee training. This is due to the constant changes brought about by technological advancements, industry trends, and innovation. Effective employee development and training programs help employees better adapt to changes, giving your organization a crucial competitive advantage.

7. Cultivating the Next Generation of Leaders

"Developing effective leadership skills can start with either recruiting new talent or promoting current employees to leadership positions. By implementing leadership training programs,

companies can cultivate their own leaders from within the organization without having to search externally for candidates."

8. Employee Retention

Employers face ongoing difficulties in attracting and keeping skilled workers; however, one effective strategy for retaining employees is to offer a professional development initiative. These programs help employees feel valued, promoting loyalty and ultimately improving retention rates. Therefore, investing in the professional development of your employees is crucial for ensuring their retention.

9. Progress in one's career.

A company can reap numerous advantages from implementing a training and development program. Training employees can enable certain individuals to take on more significant duties, potentially leading to promotions for those candidates. This approach is cost-effective as it avoids the expense of hiring new personnel. Moreover, current employees already understand the organization's procedures and work environment, making them well-suited for advanced positions.

10. Enhanced involvement of employees.

Engaging in consistent developmental activities can help keep employees motivated, and regularly conducting training programs ensures that employees' skills and performance are continually assessed. Managers can strategically create targeted development initiatives to address any potential skill gaps by evaluating the current skills and abilities of their team members.

11. Accountability and Trust

Training programs can support individuals as they progress in their careers and take on more duties at a company. These programs can help them acquire the essential skills needed to excel in their new roles.

According to Cole (2011) The advantages of training and development include: Boosted morale, reduced production costs, decreased turnover, effective change management, enhanced staff

availability and quality, acknowledgment of employees' efforts, increased job responsibilities, and potential for higher pay and advancement.

Encouraging employees to think creatively and challenge conventional thinking can result in the generation of new ideas, ultimately boosting organizational innovativeness and ensuring the organization's survival, growth, and productivity. This process can also improve the quality of goods and services through enhanced performance. (Kum, Cowden and Karodia, 2014).

2.8 Learning theories

Theories of learning outline the conditions and methods by which learning takes place, offering educators frameworks to create instructional sessions that result in improved learning outcomes. These theories elucidate the steps individuals take to comprehend information and how they incorporate it into their existing mental frameworks to form new knowledge. Additionally, learning theories explore the factors that drive individuals to learn and the situations that either facilitate or impede learning.

Some individuals may question the need to grasp theoretical concepts, assuming these theories are not applicable in real-life scenarios; however, learning theories possess broad relevance. The principles and processes they delineate typically transcend various demographics and environments, serving as guidelines for designing activities, tasks, and teaching plans that cater to the diverse learning styles of students. Furthermore, learning theories can be thought-provoking, piquing the interest of educators who derive satisfaction from teaching and who derive excitement from recognizing the links between theory and the learning experiences they observe in their classrooms.

2.8.1 Classical

The Classical Theory is a traditional approach that prioritizes the organization over its individual employees. In this theory, organizations are viewed as machines and employees are seen as components of that machine.

"Associative learning": In many cases, the primary role of the human brain is to form representations of various elements (things we observe, understand, feel, and recall) and establish connections between these representations. These connections are formed based on

individuals' experiences. When two elements are encountered simultaneously, their representations become interconnected in the brain's neural network. With frequent occurrence, this connection grows stronger. As a result, triggering one representation automatically triggers the other. For instance, upon seeing the color red, thoughts of blood may also arise spontaneously as these concepts are closely associated."

This process is similar to associative learning, which is also known as classical conditioning, as demonstrated by Pavlov's dogs who learned to link food with the sound of a metronome, causing them to salivate at the sound of the metronome, even without food present. Media has the ability to influence users through associative learning by repeatedly presenting certain things together, which leads users to make associations. This is important in advertising, as advertisers often aim to connect a specific product with a well-liked person, a positive feeling, or a desired result in order to make the product more appealing.

2.8.2 Cognitive

Audrey Jarre, (2020) the practical application of Cognitive Learning Theory involves leveraging our understanding of how thoughts influence learning to enhance knowledge acquisition. By adjusting both internal and external factors that influence our thinking, we can enhance learning outcomes for ourselves and others.

"In a conventional educational setting, educators utilize Cognitive Learning Theory by promoting self-assessment and elucidating their thought processes. Implementing Cognitive Learning Theory in a professional environment necessitates a comparable approach, albeit with varied implementation strategies."

Cognitive learning is a dynamic method of learning that aims to enhance your brain's capabilities to the fullest. By facilitating the connection of new information with existing knowledge, cognitive learning enhances memory and retention capacity. Cognition refers to the brain's capacity to absorb and retain information through various cognitive processes such as experience, senses, and thoughts. Companies should ensure employees receive training in cognitive learning as organizations with employees possessing strong cognitive skills tend to be more successful.

Employees who are well-trained and fully committed have the ability to learn rapidly and be highly efficient in managing multiple intricate tasks without the need for direct supervision. A new field of psychology, known as cognitive psychology, focuses on the study of internal mental processes, including thinking, attention, learning, problem-solving, perception, and more.

2.8.3 Instrumental

"Instrumental learning," also referred to as "operant conditioning" or "instrumental conditioning," pertains to an individual understanding whether a specific action will result in favorable or unfavorable consequences. Basically, actions that lead to rewards and positive outcomes are more likely to be repeated, while actions that result in punishments or negative outcomes are less likely to be repeated. Therefore, a significant aspect of media influence lies in how viewers perceive or experience something depicted in the media as rewarding.

2.9 Developing a training program

Developing training and development courses or lessons for employees is known as the process of designing training programs. This can help identify areas where employees may be lacking skills and in need of improvement to enhance their performance.

2.9.1 Aims & Objectives of the training program

Throughout this training course, you will gain knowledge about the effectiveness of experiential learning, in addition to:

- A novel and potent approach to harness yourself as an agent of influence and transformation; a method to enhance your presence and self-assurance as an individual
- Ways to gain knowledge, expertise, and strategies to effectively engage in human interactions as a consultant, coach, or employee
- fostering an understanding of power dynamics and relational challenges within groups and organizations
- utilizing processes to intervene in systems, grasping the complexities of various levels within hierarchical structures
- cultivating confidence and improving conflict resolution abilities through innovative and clear approaches

- enhancing intervention and collaboration skills to enhance leadership capabilities
- promoting consciousness of organizational change and learning processes

2.9.2 Contents of Training

There are various types of training materials available to improve the quality of your training. It can be challenging to choose the right one that suits your content. Depending on the topic, level of difficulty, and other variables, you can include different types of training content in your courses.

2.9.3 Training Methods

- **On the Job Training**

On-the-job training (OJT) involves gaining new skills and competencies necessary for a job within an actual or simulated work setting.

It is commonly utilized to practice the use of specific tools or equipment in a real-world setting, simulated environment, or during training.

"According to Khan, Khan, & Khan (2011), both training programs and on-the-job training play a crucial role in enhancing organizational performance. In order to enhance employees' knowledge and skills, it is important for them to build their self-efficacy and confidence in carrying out their job responsibilities."

Organizations continue to experience drastic changes which makes these institutions to modify, their processes to improve their value regarding production, services offered and upgrade the skills of their human resources in the process of restructuring. The development of employees is usually meant to enable them to achieve new technology, knowledge and build the organizational culture (Ndunguru, 2015).

1. Demonstration & Example

The trainer in the demonstration method explains and shows how to do something by performing the task themselves and providing a detailed explanation of each step. Demonstrations are considered highly effective in teaching as it is easier to visually demonstrate a task rather than

solely relying on written instructions. Demonstrations are often combined with lectures, visuals, text, and discussions to enhance learning.

Demonstrations are effective in teaching mechanical operations and interpersonal relationships within job duties and responsibilities for informal group standards and supervisory expectations. While demonstrations are great for skill acquisition training, they may not be as useful for training management personnel. Demonstrations focus on knowing how the principles and theory of a job should be taught using other methods.

2. Learning

A skill through hands-on training. Apprenticeships provide a valuable opportunity to acquire professional skills and hands-on experience within a specific field. Engaging in apprenticeship programs allows individuals to receive specialized training in various trades, including but not limited to manufacturing, construction, and personal services.

3. Vehicle

Becoming a truck driver necessitates undergoing several weeks or months of training and orientation. Some companies enroll new drivers in a paid orientation program in a classroom setting prior to beginning on-the-job training with a training engineer or mentor. Drivers typically receive payment for their time during training and are then transitioned to mileage pay after completing training. Training is vital for new drivers to enhance their driving abilities and understand how to deliver cargo without damage, on schedule, and in accordance with regulations.

4. Modeling and simulation

Simulation training is a type of hands-on learning that duplicates real-life situations for the purpose of practice, learning, or evaluation. It is utilized to provide individuals with the opportunity to practice particular tasks in scenarios that mirror real-life situations. Simulation training has evolved greatly in recent years due to advancements in technology. Technologies like computer-based simulations, virtual reality, and augmented reality have played a key role in enhancing the effectiveness of simulation training. These technologies create immersive learning

experiences that closely replicate real-life work settings, helping organizations achieve specific learning goals such as developing practical skills, decision-making capabilities, and teamwork to enhance the overall learning experience.

- **Off- the Job Training/Off-site training**

Off-the-job training involves conducting training sessions outside of the workplace, providing study materials, focusing solely on learning rather than on tasks, and allowing participants to freely express themselves (Geer, 2003).

Different types of off-site training may include the following:

- 1. Lecture/Presentation**

Presentations are a valuable form of off-site training that introduces employees to new concepts, theories, and ideas.

During this approach, a trainer shares information with a large group of employees in a classroom or conference environment. Renowned experts from educational institutions can deliver these presentations.

During lecture training, the instructor usually presents information through slides, handouts, or whiteboards, while the participants listen and make notes.

- 2. Role Playing/Acting out different roles**

Role playing is typically associated with customer service jobs, where trainees pretend to be in certain roles and act out various scenarios to improve their comprehension of the learning material. During the exercise, trainees imagine themselves in a specific situation without any guidance or practice beforehand. They must react promptly to the constantly changing scenario and respond as they would in real life. This training method, which occurs off-site, emphasizes authentic behavior in a simulated setting. For instance, trainees might practice scenarios such as interviewing, addressing a work-related issue, or pitching a product to a potential customer.

- 3. Case Study**

Trainees are given a case study related to their field, which outlines a real-life situation or problem. They are required to analyze the case study and present their conclusions in writing.

Instructors then evaluate the strengths and weaknesses of each decision to aid trainees in enhancing their decision-making abilities.

4. Instruction for the program.

The programmed instructions approach consists of a set of steps that include small pieces of information and a system for delivering the steps and assessing the learner's understanding. Trainees are given questions one by one and are given feedback when they respond correctly. Instructors can utilize manuals or textbooks for conducting this type of off-site training. This method is frequently employed to instruct individuals on topics such as mathematics or physics.

5. Conference

Employees participate in conferences to gain knowledge and network with other professionals in their industry. Furthermore, conferences provide opportunities for employees to acquire new skills and expand their knowledge in their respective fields. They also offer chances to connect with other experts in the industry. These occasions can include seminars, workshops, conferences, and other events where employees can gather knowledge about the latest advancements and trends in their respective fields.

2.9.4 Execution

Training is the bridge between strategy and Execution. Training gives all level of employees a clear understanding of their responsibilities, the knowledge and skills they need to do their job and prepare them for the future roles.

To improve execution capacity of an organization, training and development programs:

- Convey at a minimum job-related knowledge to your staff
- Advance soft and hard skills systematically
- Improve the employee experience and engagement, which in turn improves retention and loyalty
- Improve productivity and performance
- Prepare the workforce that can achieve the strategic objectives and carries the organization into the future vision

Like everything else training also gets its share of change and requirement for quick and relevant adaptation. And the main challenge is to retain the learning and apply to the day-to-day work for an employee.

2.9.5 Evaluation

The evaluation of training is a methodical procedure for examining the impact of a training program and determining its success. It is also utilized to receive input on ways to enhance a training program. Additionally, it gauges if a training program achieves its intended objectives.

The results of a training evaluation should provide management with comprehensive information on the effectiveness of the training, identifying successes, areas for improvement, and guidance for future endeavors. Additionally, the evaluation should offer insights into whether the investment in the training program yielded the desired outcomes. (Erik van Vulpen)

2.10 Organizational Performance

Performance measures are a metrics along which organizations can be gauged. Most executives, investor and stakeholders watch and examine measures such as profits, stock price, and sales in an attempt to better understand how well their organizations are competing in the market, as well as future predicted results. But these measures provide just a glimpse of organizational performance.

Organizational performance is accomplished when personnel are committed to obtaining the necessary information to achieve goals with the least amount of work and resources, in accordance with the organization's standards. Long-term tactics that support healthy workplace behaviors, as well as collaboration between managers and employees, are critical components of organizational success.. (Nur Shafini Mohd Said, Nuron Wahida Abd Halim , Suhaily Maizan Abdul Manaf , Nur Dalila Adenan, 2022)

Most businesses employ several measuring criteria to assess their success. They frequently utilize both financial and nonfinancial indicators (Monday et al., 2015). Profits, return on assets, return on investment, and sales are examples of financial measurements, but non-financial indicators might include intangibles such as customer satisfaction and referral rates, delivery

time, waiting time, and staff turnover. Combining these two measures (financial and non-financial) allows owners or managers to gain a broader perspective on measuring and comparing their corporate performance, in particular the extent of effectiveness and efficiency in utilizing resources, competitiveness, and readiness to face the growing external pressure. (Chong, 2008).

In today's competitive environment, it is essential for employees and management to have a competitive advantage. To achieve this, it is necessary to ensure that employees remain committed and satisfied, which can be achieved through continuous training and professional development. (White & Bryson, 2013) Research shows that there is a direct correlation between employee satisfaction, commitment, and turnover intentions. (Malik, Nawab, Naeem, & Danish, 2010).

2.11 Relationships between Employee Training and Organization Performance

According to Ivancevich, Training is a structured process aimed at changing employees' behavior in alignment with the objectives of the organization. The main goal of training is to equip employees with the necessary skills and knowledge for effective job performance. The ultimate aim of training is to enhance organizational performance and accomplish organizational goals. Certain organizations provide employee training to decrease the occurrence of workplace accidents. According to Chuck (2000), it is crucial to conduct a needs assessment before commencing any training program. In some cases, training may not be necessary, and a needs assessment helps in identifying and prioritizing the learning requirements of employees.

2.12 Organization Training and Development Philosophy

Philosophy is where wisdom begins. Any organization lacking a training philosophy is likely to fail as it shows a lack of dedication to training. It may indicate that the organization only superficially values training. Without a training philosophy, an organization demonstrates a lack of belief in training. This lack of belief also suggests a lack of initiative within the organization to promote training.

2.13 Empirical Literature Review

Joseph Emwatok Ejakait (2016), on his study entitled, “Effects of Training Needs Assessment on Employee Performance in the postal Corporation of Kenya, Bungoma County” he found that before developing a training program and selecting employees for training, the organization failed to conduct training needs assessment. He recommends that the organization should prioritize conducting a needs assessment before initiating training activities.

Wesonga Lynah Ateya, Chrispen Maende, (2018), on their studies entitled, “Employee Training and Performance of Programme for Agriculture and Livelihoods in Busia County, Kenya” The Findings revealed that training need assessment, training delivery approaches and training evaluation had significant influence on employee performance. It was recommended that Programme for Agriculture and Livelihoods in Western Communities (PALWECO) should also improve their employee training program in line with the present educational and technological changes in order to offer employee training through relevant approach akin to employee characteristics.

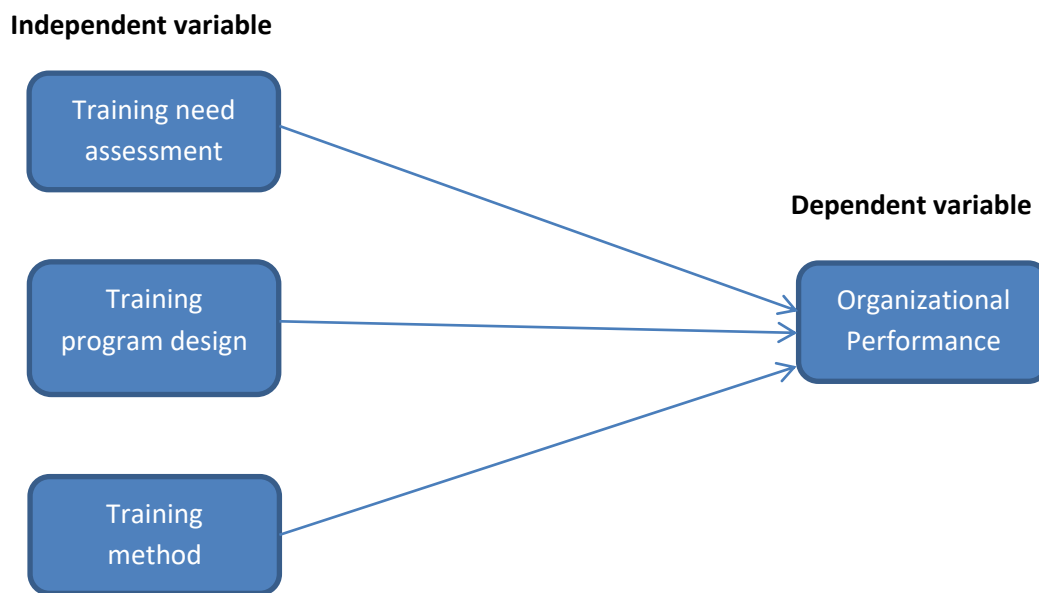
Mdhlalose, D. (2020), on his studies entitled, “An Evaluation of the Impact of Training and Development on Organizational Performance” his findings are Training and Development has a positive impact on the performance of the employees in the department. The department provides Training and Development programmes that are not relevant to the tasks of employees. Training evaluation is the most ignored step in the training process and the department does not have a tool to measure the impact of training and development. The study proposed that the department should adopt Kirkpatrick’s model for evaluating training programmes and skills and knowledge learned from training should be considered.

Mohammed Hassen Yimam (2022) on his study entitled “The impact of training on employees performance: A case study of Bahir Dar University, Ethiopia” he found that employees' performance is significantly improved by training design, training needs assessment, training delivery style, and training evaluation. In order to improve the performance of administrative staff, he suggested that human resource management to boost the caliber and scope of the training program and correctly implement the four stages of the systematic training processes of Bahir Dar University, especially the technology institutions.

2.14 Conceptual framework

A conceptual framework consists of important ideas, variables, connections, and beliefs that direct scholarly investigation. It sets up the theoretical foundations and offers a perspective through which researchers can scrutinize and explain information. A conceptual framework relies on current theories, models, or established pools of knowledge to offer a framework for comprehending the research issue. It outlines the extent of research, recognizes pertinent variables, establishes research inquiries, and directs the choice of suitable methods and data analysis approaches.

Figure 2.17: Conceptual framework



Source: own source, 2024

CHAPTER THREE

RESEARCH METHODOLOGY

3. Research Methodology

The researcher plans to use a quantitative approach to collect pertinent data on the correlation between training and development in order to evaluate the effects on organizational performance. At the Head Quarters of Ethiopia Shipping and Logistics in Addis Ababa.

3.1 Research Design

The researcher intends to utilize a quantitative method to gather relevant information regarding the link between training and assess the impact on organizational performance. (Shona McCombes, 2023) and used to Descriptive statistics will be applied to demographic inquiries such as age, income, gender, etc. On the other hand, inferential statistics is characterized by an inductive approach and technique, enabling researchers to extrapolate the results obtained from a sample to the entire population.

3.2 Sources of Data

The researcher employed a combination of primary and secondary sources of data in order to collect the pertinent information needed to finalize the research. .

3.2.1 Primary Data Source

Primary data refers to original information that is collected first-hand, such as raw data or records created by participants or witnesses of the event being studied. To gather primary data for the research, a structured questionnaire will be utilized.

3.2.2 Secondary Data Sources

Secondary data is data that is collected and typically interpreted by individuals other than the researchers themselves and then documented in various forms such as articles, journals, published and unpublished theoretical literatures, internet website, and empirical studies.

3.3 Instrument Design/Measurement

Data collection method

The researcher plans to utilize a structured questionnaire to gather information from either individuals or groups.

3.4 Sample Design

3.4.1 Target Population

(Eboh, 2009), the population is defined as all items within a particular field of study or investigation. This means that the population refers to any group that the researcher has specifically focused on and selected as the approved subject of their study. The target population for ESL, headquarters permanent employees is 110 individuals.

3.4.2 Sampling Size

The research participants will be employees working at the main office of Ethiopian Shipping and Logistics in Addis Ababa. These participants will be chosen through a simple random sampling method. The study will focus on 110 employees from various departments at the main office. From this target population, a random sample of 86 individuals will be selected. .

The confidence interval (CI) provides a range of possible values surrounding the estimated population value with a specific level of certainty. This level of certainty is known as the confidence level of the CI. If a higher confidence level is chosen, the interval will be wider, indicating lower precision. The typical confidence level used is 95%, although 99% or 90% may be used in some cases.

The level of precision or acceptable margin of error is typically set at 0.05. The formula for calculating the confidence interval is:

This is shown below by using Taro Yamane's formula.

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

where n = Sample size

$$\begin{aligned}
N &= \text{Population of the study} \\
e &= \text{\% level of significance the margin error} \\
n &= \frac{N}{1+N(e)^2} \\
n &= \frac{110}{1+110(.05)^2} \\
n &= \frac{110}{1+110(0.05)^2} = \\
&\quad \underline{\underline{86 \text{ staff}}}
\end{aligned}$$

Based on the findings presented above, it can be observed that the sample size is 86 out of a total target population of 110, indicating a relatively low number of responses from the participants in order to ensure a 95% confidence level.

3.4.3 Sampling Technique

According to (C.R.Kothari, 2004) the group of people from which a sample will be chosen is not uniform; the stratified sampling method is typically used to ensure the sample is representative. The strata for sampling will be chosen from various departments of ESL's workforce.

3.5 Interpretation of Data

The researcher employed descriptive techniques in the study. Analysis of data relied on individual descriptive measures like frequency distributions and percentages. The tables included in the research demonstrate the comparison and summary of different data sets. Data was encoded and analyzed using the statistical software SPSS V21. Inferential methods were applied to analyze the data obtained from the questionnaires.

3.6 Ethical Consideration

(Pritha Bhandari, 2023), Scientists and researchers are required to follow specific ethical guidelines when gathering data from individuals. Human research aims to comprehend actual events, explore successful therapies, analyze behaviors, and enhance overall well-being. The selection of research subjects and the methodology used are crucial ethical aspects to consider. These considerations contribute to maintaining the integrity and credibility of the research.

- Ensure the rights of individuals participating in research are safeguarded
- Improve the accuracy and legitimacy of research
- Uphold the integrity of scientific or academic work

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter delves into the examination and explanation of the gathered data provided, divided into two sections. The initial segment outlines the demographic details of the participants. The subsequent portion encompasses the primary focus of the research, which involves the examination and demonstration of the data extracted from the survey. The survey was completed by employees from various departments of Ethiopian Shipping and Logistics. A total of 86 surveys were distributed, with 72 returned and properly completed, and 14 not returned by employees. Therefore, the summary of the data from my survey is as follows:

4.1 Demographic Characteristics of the Respondents

The demographic information collected from participants encompassed their gender, age, relationship status, department, level of education, and tenure at the Enterprise.

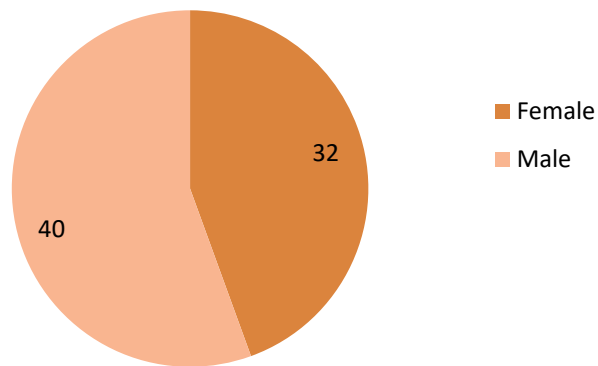
Table 4. 1: Demographic characteristics of the respondents

Variables	Category	Frequency	Percent
Sex	Female	32	44.4
	Male	40	55.6
	Total	72	100.0
Age	18-27	4	5.6
	28-37	42	58.3
	38-47	19	26.4
	48-57	6	8.3
	>58	1	1.4
	Total	72	100.0
Marital Status	Single	21	29.2
	Married	50	69.4
	Divorced	1	1.4
	Total	72	100.0
Department	HRM	24	33.3
	Procurement	14	19.4
	Technical	20	27.8

	Internal Audit	6	8.3
	Finance and Accounting	7	9.7
	CEO	1	1.4
	Total	72	100.0
Educational background	PhD	1	1.4
	Second Degree	42	58.3
	First Degree	28	38.9
	Diploma	1	1.4
	Total	72	100.0
Years of service	0-5 years	8	11.1
	5-10 years	29	40.3
	10-15 years	27	37.5
	15-20 years	6	8.3
	20 years and above	2	2.8
	Total	72	100.0

Source; Own survey, 2024

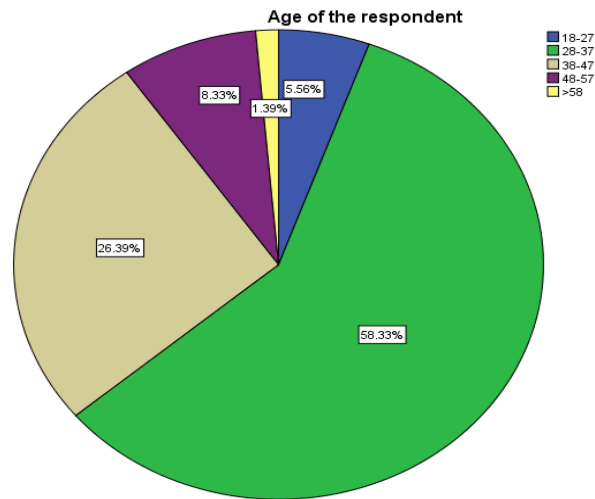
Figure 4. 1: Sex of the respondent



Source; own survey, 2024

Figure 4.1: The initial demographic factor examined was sex. It revealed that 40 (56%) of the participants identified as male, while 32 (44.4%) identified as female. Therefore, it can be concluded that the majority of the respondents were male.

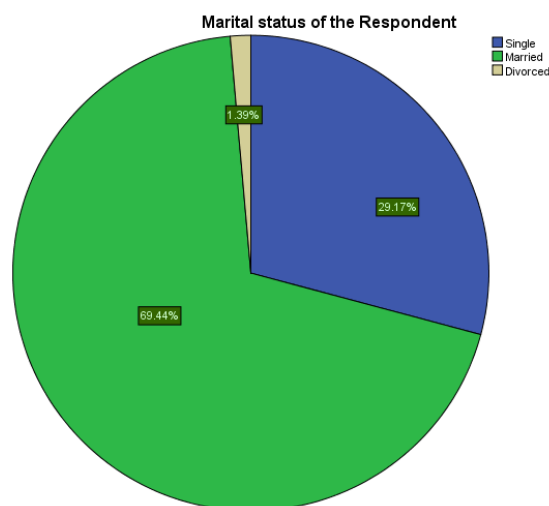
Figure 4. 2: Age of the respondent



Source; own survey, 2024

Figure 4.2: The age distribution of the respondents was the second demographic characteristic analyzed. Out of the total respondents, 4 (5.6%) were between the ages of 18-27, 42 (58.3) were aged 28-37, 19 (26.4%) were aged 38-47, 6 (8.3%) were aged 48-57, and 1 (1.4%) were above 58 years old. The data reveals a significant variation in the age groups of the respondents. Therefore, it can be concluded that a majority of the employees belonged to the younger age group of 28-37 years old.

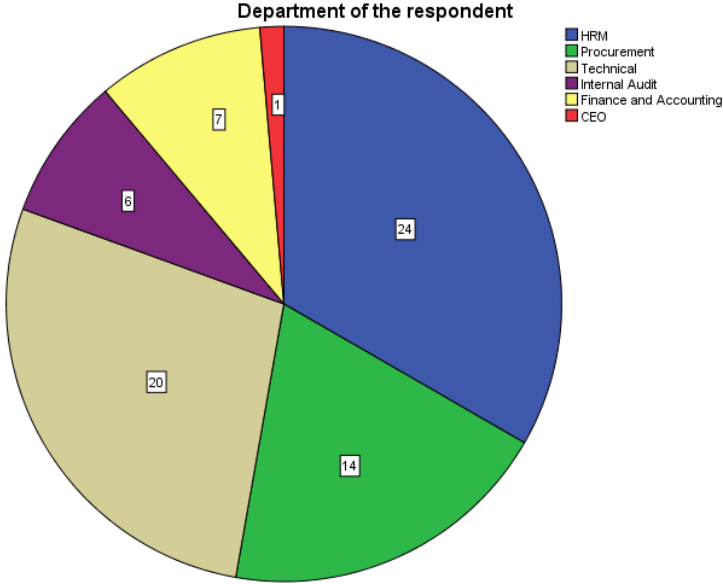
Figure 4. 3: Marital status of the respondents



Source; own survey, 2024

Figure 4.3: The study revealed that the third demographic trait of participants was their marital status. It was found that 21 individuals (29.2%) were single, 50 individuals (69.4%) were married, and 1 individual (1.4%) was divorced. Based on this data, there was a significant gap in marital status among the respondents, indicating that the majority fell into the married category.

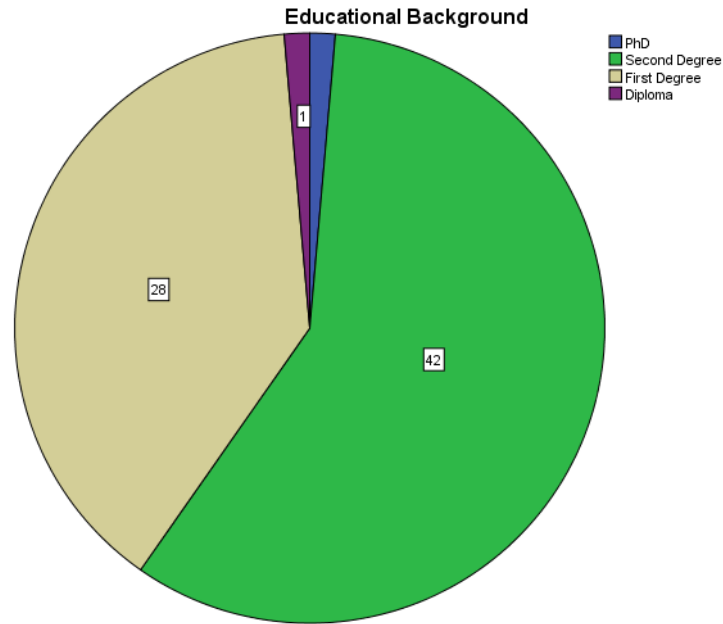
Figure 4. 4: Department of the respondent



Source; own survey, 2024

Figure 4.4, The study showed the department or unit where the employees were based. It was found that 24 (33.3%) of the participants worked in human resource management, 14 (19.4%) worked in procurement, 20 (27.8%) worked in technical roles, 6 (8.3%) worked in internal audit, 7 (9.7%) worked in finance and accounting, and 1 (1.4%) worked in the CEO’s office. Based on the data provided, it is evident that the employees are spread across various departments.

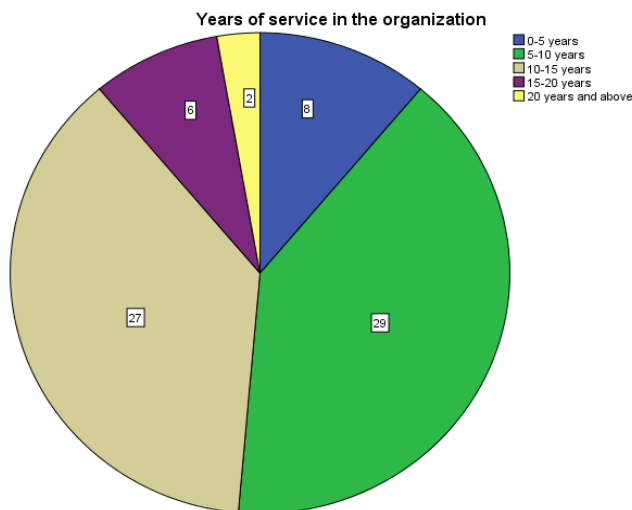
Figure 4. 5: Educational background of the respondents



Source; own survey 2024

Figure 4.5: The fifth demographic characteristic revealed by the study was the educational level of the participants. Out of the respondents, 1 (1.4%) held a PhD, 42 (58.3%) had a second-degree education, 28 (38.9%) had a first-degree education, and 1 (1.4%) had a diploma. This indicates that the majority of respondents had a higher level of education.

Figure 4. 6: Year of services of the respondent



Source; own survey, 2024

Figure 4.6: The six demographic characteristics of the participants was their level of experience. Out of the respondents, 8 (11.1%) had less than 5 years of experience, 29 (40.3%) had between 5-10 years, 27 (37.5%) had between 10-15 years, 6 (8.3%) had above 15-20 years, and 2 (2.8%) had above 20 years of experience. Based on this data, it can be concluded that the majority of the respondents were more experienced.

4.2 Training Need assessment Response Data

The information gathered from my own survey can be described as follows:

Table 4. 2: Training needs assessment

	Statement	SD=1		D=2		N=3		A=4		SA=5		Mean	SD
1	The human resource department assesses the training needs of an organization.	1	1.4	4	5.6	7	9.7	37	51.4	23	31.9	4.07	.877
2	The training need assessment is determined to meet the overall objective of the training	1	1.4	6	8.3	13	18.1	38	52.8	14	19.4	3.81	.898
3	The Training need assessment is considered the task and performance deficit of an employee	2	2.8	10	13.9	14	19.4	37	51.4	9	12.5	3.57	.976
4	The training need assessments are conducted transparently and free of bias	-	-	11	15.3	15	20.8	32	44.4	14	19.4	3.68	.962
5	The selection of trainee is based up on proper need assessment.	-	-	14	19.4	17	23.6	32	44.4	9	12.5	3.50	.949
6	The trainee’s knowledge deficit is considered in training need assessment	-	-	13	18.1	10	13.9	36	50.0	13	18.1	3.68	.976
7	The training need assessment is organized based on the department gap analysis and alignment with the organization objective	2	2.8	9	12.5	15	20.8	33	45.8	13	18.1	3.64	1.011

Source; own survey, 2024

In table 4.2 above shows the replies provided by participants to the training needs assessment at Ethiopian Shipping and Logistics. The initial statement focused on how the human resources department evaluates an organization's training requirements. As per this statement, 1(1.4%) strongly disagreed, 4 individuals (5.6%) disagreed, 7 individuals (9.7%) were neutral, 37 individuals (51.4%) agreed, and 23 individuals (31.9%) strongly agreed. Based on this data, it can be inferred that the human resources department effectively assesses the training needs of the organization.

The second statement addressed the training need assessment is determined to meet the overall objective of the training. Out of the respondents, 1 (1.4%) strongly disagreed, 6 (8.3%) disagreed 13 (18.1%) were neutral, 38 (52.8%) agreed, and 14 (19.4%) strongly agreed. These results indicate that the respondents generally agreed that the training need assessment met the objective of the training.

The third assertion indicated that the training need assessment is considered the task and performance deficit of an employee. Among the respondents, 2 (2.8%) strongly disagreed, 10 (13.9%) disagreed, 14 (19.4%) were neutral, 37 (51.4%) agreed, and 9 (12.5%) strongly agreed with this statement. Based on these agreed responses, it can be inferred that the organization has a positive experiences with the task performance deficit of an employee

The fourth point highlighted the importance of conducting training needs assessments in a transparent and unbiased manner. Out of the respondents, 11(15.3%) disagreed, 15 (20.8%) remained neutral, 32 (44.4%) agreed, and 14 (19.4%) strongly agreed with this statement. This data indicates that a majority of the respondents recognize the significance of transparent and unbiased training needs assessments.

The fifth point mentioned was that the selection of trainee is based up on proper need assessment. Out of the respondents, 14 (19.4%) disagreed, 17 (23.6%) remained neutral, whereas 32 (44.4%) agreed, and 9 (12.5%) strongly agreed, it can be inferred from this data that the majority of respondents agree on the importance of conducting a proper need assessment

before selecting trainees.

The sixth point highlighted the importance of considering the trainee’s knowledge gap when doing training need assessment. Out of the respondents, 13 (18.1%) disagreed, 10 (13.9%) were neutral, while 36 (50%) agreed and 13 (18.1%) strongly agreed with this statement, Based on these responses, it can be inferred that a majority of respondents believe that the trainee’s knowledge deficit is taken into account in the training need assessment.

The seventh point mentioned that the training need assessment is structured according to the department’s gap analysis and in line with the organization’s goals. Out of the respondents, 2 (2.8%) strongly disagreed, 9 (12.5%) disagreed, 15 (20.8%) were neutral, 33 (45.8%) agreed, and 13 (18.1%) strongly agreed. Based on this data, it can be inferred that a majority of the respondents believe that the training need assessment is planned according to the department’s gap analysis and aligns with the organization’s objectives.

4.3 Training Program Design Response Data

The information gathered from own survey can be outlined as follows.

Table 4. 3: Training program design

	Statement	SD=1		D=2		N=3		A=4		SA=5		Mean	SD
1.	An organization training program designed to improve the employees skill	2	2.8	5	6.9	4	5.6	45	62.5	16	22.2	3.94	.902
2.	The training program is designed to accommodate employees and managers requirement	-	-	8	11.1	15	20.8	36	50.0	13	18.1	3.75	.884
3.	The training objectives is set before preparing and implementing the program	-	-	4	5.6	20	27.8	37	51.4	11	15.3	3.78	.778
4.	The objectives of the training and development programs is clearly and precisely indicated the expected outcomes	1	1.4	5	6.9	16	22.2	44	61.1	6	8.3	3.68	.784
5.	The main focus of the training program is to introduce new methods, procedures, etc., to	1	1.4	12	16.7	23	31.9	27	37.5	9	12.5	3.43	9.62

	employees and officials												
6.	The training program is developed in order to improve the performance deficiency of employees and officials	1	1.4	10	13.9	9	12.5	47	65.3	5	6.9	3.63	.863
7.	The training program designed is aligned with the company's strategy and goals	-	-	8	11.1	14	19.4	42	58.3	8	11.1	3.69	.816
8.	The training program designed is aligned with the industry best practice	1	1.4	8	11.1	19	26.4	39	54.2	5	6.9	3.54	.838

Source; own survey, 2024

Table 4.3: The term “training program design” refers to the answers provided by the participants regarding the design of a training program. The initial statement indicated that the training program of an organization was created with the intention of enhancing the skills of the employees. In response to this statement, 2 (2.8%) of the participants strongly disagreed, 5 (6.9%) disagreed, 4 (5.6%) remained neutral, while 45 (62.5%) agreed, and 16 (22.2%) strongly agreed. Based on this data, it can be inferred that an organization demonstrates effective practices in designing training programs to enhance the skills of the employees.

The second statement focused on the training program being tailored to meet the needs of both employees and managers. In relation to this, 8 (11.1%) of the participants disagreed, 15 (20.8%) remained neutral, 36 (50%) agreed, and 13 (18.1%) strongly agreed. Based on these responses, it can be concluded that a majority of participants believe that the training program is indeed designed to meet the requirements of employees and managers.

The third statement emphasized the importance of setting training objectives before preparing and implementing the program. According to the survey results, 4 (5.6%) disagreed, 20 (27.8%) were neutral, 37 (51.4%) agreed, and 11 (15.3%) strongly agreed with this statement. These findings suggest the critical nature of establishing training objectives prior to program preparation and implementation for the success of the enterprise.

The fourth point made was that the goals of the training and development initiatives clearly outline the anticipated results. In relation to this, 1 (1.4%) of the participants strongly disagreed,

5 (6.9%) disagreed, 16 (22.2%) were neutral, while 44 (61.1%) agreed, and 6 (8.3%) strongly agreed. Based on these findings, it can be concluded that the majority of participants agree that the objectives of the training and development programs in organizations clearly indicate the expected outcomes.

The fifth point emphasized that the primary goal of the training program is to familiarize employees and officials with new methods and procedures. Small percentages 1(1.4%) strongly disagree with this statement, while 12 (16.7%) disagreed, 23 (31.9%) were neutral, 27 (37.5%) agreed, and 9 (12.5%) strongly agreed. Despite the majority being neutral, a significant number of respondents agreed that the main focus of the training program is indeed to introduce new methods, procedures, etc., to employees and officials.

The six statements indicated that the training program was created to address the performance issues to employees and officials. Only 1 (1.4%) respondents strongly disagreed with this, while 10 (13.9%) disagree. However, 9 (12.5%) remained neutral, 47 (65.3%) respondents agree with this statement, and 5 (6.9%) strongly agreed. It can be inferred from these responses that a majority of the participants believe that the training program was designed to enhance the performance of employees and officials.

The seventh point made was about the training program being in line with the company's strategy and objectives. 8 (11.1%) of the respondents disagreed, 14 (19.4%) were neutral, 42 (58.3%) agreed, and 8 (11.1%) strongly agreed with this statement. The data suggests that the training program is well-aligned with the company's strategy and goals.

The eighth statement highlighted that the training program was created in accordance with the best practices of the industry. Out of the respondents, 1 (1.4%) strongly disagreed, 8 (11.1%) disagreed, 19 (26.4%) were neutral, 39 (54.2%) agreed, and 5 (6.9%) strongly agreed with this statement. Based on this data, it can be inferred that the training program is well-aligned with the company's strategy and objectives.

4.4 Training Methods Response data

The information collected during the field study can be summarized as follows.

Table 4. 4: Training methods Respondents data

	Statement	SD=1		D=2		N=3		A=4		SA=5		Mean	SD
1	The training method selected is based on the skill gap of trainee	5	6.9	15	20.8	9	12.5	33	45.8	10	13.9	3.39	1.170
2	The method of the training used motivates employees to discharge their job productively	4	5.6	13	18.1	10	13.9	40	55.6	5	6.9	3.40	1.044
3	The training methods employed improves the skill, knowledge, attitude and productivity of an employee	1	1.4	12	16.7	9	12.5	39	54.2	11	15.3	3.65	.981
4	The method of training adopted by the organization is more effective in meeting the trainees needs	3	4.2	14	19.4	19	26.4	31	43.1	5	6.9	3.29	.999
5	The delivery method engaged in the training is adequate enough to transform the worker's ability to properly do their job.	-	-	13	18.1	16	22.2	35	48.6	8	11.1	3.53	.919
6	The employee job satisfaction level enhanced with the method adopted for training	2	2.8	20	27.8	14	19.4	30	41.7	6	8.3	3.25	1.045
7	The method of training adopted contribute towards enhancing the team performance	2	2.8	14	19.4	14	19.4	32	44.4	10	13.9	3.47	1.048
8	The evaluation method adopted by an organization help employees in spotting their gap	2	2.8	10	13.9	13	18.1	42	58.3	5	6.9	3.53	.919
9.	The evaluation method used is effective and provide positive feedback to employees	1	1.4	14	19.4	15	20.8	40	55.6	2	2.8	3.39	.881
10	The evaluation mechanism adopted help the management to develop an effective training	-	-	15	20.8	15	20.8	40	55.6	2	2.8	3.40	.850

Source; own survey, 2024

Table 4.4: Discussed were various training methods. The initial point made was regarding the importance of selecting a training method based on the skill gap of the trainee. As per the data, 5(6.9%) respondents strongly disagreed, 15 (20.8%) disagreed, 9 (12.5%) were neutral, 33 (45.8%) agreed, and 10 (13.9%) strongly agreed with this statement. This data indicates that employees recognize the significance of choosing training methods tailored to the skills gaps of trainees for both individual and organizational performance in the future.

The second point made was that the training method employed encourages employees to perform their tasks efficiently. As per the survey results, 4 individuals (5.6%) strongly disagreed, 13 individuals (18.1%) disagreed, 10 individuals (13.9%) were neutral, 40 individuals (55.6%) agreed, and 5 individuals (6.9%) strongly agreed. Based on these findings, it can be concluded that the training method utilized effectively motivates employees to enhance their job performance.

The third point mentioned was about how the training techniques used enhance an employee's skill, knowledge, attitude, and productivity. In relation to this, 1 respondent (1.4%) strongly disagreed, 12 respondents (16.7%) disagreed, 9 respondents (12.5%) were neutral, 39 respondents (54.2%) agreed, and 11 respondents (15.3%) strongly agreed. Based on these responses, it can be concluded that the training techniques implemented do indeed enhance an employee's skill, knowledge, attitude, and productivity more effectively.

The fourth point mentioned that the organization's training methods are more efficient in addressing the trainee's requirements. Out of the respondents, 3 (4.2%) strongly disagreed, 14 (19.4%) disagreed, 19 (26.4%) were neutral, 31 (43.1%) agreed, and 5 (6.9%) strongly agreed. Based on this data, a higher number of respondents agreed on the effectiveness of the organization's training methods in meeting the trainee's needs.

The fifth point made was that the method of delivery used in the training is effective in improving the workers' performance on the job. Out of the respondents, 13 (18.1%) disagreed, 16 (22.2%) were neutral, 35 (48.6%) agreed, and 8 (11.1%) strongly agreed. Based on this data, it can be concluded that the delivery method utilized in the training is sufficient in enhancing the workers' ability to perform their job effectively.

The six points indicated that the training method adopted increased employee job satisfaction levels. Some respondents strongly disagreed (2, 2.8%), while others simply disagreed (20, 27.8%). A significant number remained neutral (14, 19.4%), but a majority agreed (30, 41.7%) and a few strongly agreed (6, 8.3%). Based on this data, it can be concluded that the training method positively impacted employee job satisfaction levels.

The Seventh point emphasized that the training method used plays a role in improving team performance. Out of the respondents, 2 (2.8%) strongly disagreed, 14 (19.4%) disagreed, 14 (19.4%) were neutral, 32 (44.4%) agreed, and 10 (13.9%) strongly agreed with this statement. Based on this data, it can be concluded that the training method used contributes to improving both present and future team performance in the organization.

The eighth point made was that the assessment technique implemented by a company assists employees in identifying their shortcomings. In relation to this, 2 (2.8%) of the participants strongly opposed, 10 (13.9%) of the participants disagreed, 13 (18.1%) of the participants remained neutral, whereas 42 (58.3%) of the participants agreed, and 5 (6.9%) of the participants strongly agreed. Based on this data, a majority of the participants support the organization's assessment method in helping employees identify their weaknesses.

The ninth point mentioned the effectiveness of the evaluation method in providing positive feedback to employees. Among the respondents, 1(1.4%) strongly disagreed, 14 (19.4%) disagreed, 15 (20.8%) were neutral, 40 (55.6%) agreed, and 2 (2.8%) strongly agreed with this statement. The majority of respondents believe that the evaluation method is effective and supports employees with positive feedback.

The tenth statements indicated that the evaluation process implemented assisted management in creating successful training programs. 15 (20.8%) of the participants disagreed with this notion, while 15 (20.8%) remained neutral, 40 (55.6%) agreed, and 2 (2.8%) strongly agreed. Based on these responses, the majority of participants agree that the evaluation process will be beneficial in developing effective training.

4.5 Organization performance Respondent Response

The information collected from own survey can be outlined as follows.

Table 4. 5: Organization performance

	Statement	SD=1		D=2		N=3		A=4		SA=5		Me an	SD
1.	The employee's satisfaction level has increased	4	5.6	14	19.4	13	18.1	37	51.4	4	5.6	3.32	1.032
2.	The employees' turnover rate has decreased	2	2.8	11	15.3	17	23.6	27	37.5	15	20.8	3.58	1.071
3.	The company's service delivery has increased	-	-	3	4.2	21	29.2	37	51.4	11	15.3	3.78	.755
4.	The company provides the desired quality of services to its customers	-	-	5	6.9	20	27.8	36	50.0	11	15.3	3.74	.805
5	The company's profitability has been improved	-	-	3	4.2	16	22.2	38	52.8	15	20.8	3.90	.772
6.	Overall, the company's productivity has increased	-	-	1	1.4	18	25.0	37	51.4	16	22.2	3.94	.729

Source: own survey, 2024

Table 4.5; the data indicates the performance of the organization. Initially, it was mentioned that there has been an improvement in the satisfaction level of employees. Out of the respondents, 4(5.6%) strongly disagreed, 14(19.4%) disagreed, 13(18.1%) were neutral, 37(51.4%) agreed, and 4(5.6%) strongly agreed with this statement. Based on these results, it can be inferred that there has been an enhancement in employees' satisfaction.

The second statement indicated a decrease in the employee turnover rate. Out of the respondents, 2 (2.8%) strongly disagreed, 11 (15.3%) disagreed, 17 (23.6%) were neutral, 27 (37.5%) agreed, and 15 (20.8%) strongly agreed. Based on the data, it can be concluded that a majority of the respondents believe that the employee turnover rate has indeed decreased.

The third point made was that the company has improved its service delivery. In response to this, 3 (4.2%) of the participants expressed disagreement, 21 (29.2%) were neutral, 37 (51.4%) agreed, and 11 (15.3%) strongly agreed. Based on this data, it can be concluded that an equal number of participants had neutral and positive reactions to the statement.

The fourth point is that the company offers the quality of services that customers want. According to the survey results, 5 (6.9%) disagreed, 20 (27.8%) were neutral, 36 (50%) agreed,

and 11 (15.3%) strongly agreed with this statement. Based on these findings, it can be concluded that the company meets the desired quality of services for its customers.

In the fifth point, it was mentioned that there has been an enhancement in the company's profitability. In relation to this, 3 (4.2%) of the participants expressed disagreement, 16 (22.2%) participants remained neutral, 38 (52.8%) participants agreed, and 15 (20.8%) participants strongly agreed. Based on this data, it can be inferred that a majority of the participants are of the opinion that the company's profitability has indeed increased. .

According to the sixth point, there has been an increase in the overall productivity of the company. Out of the respondents, 1 (1.4%) disagreed, 18 (25%) were neutral, 37 (51.4%) agreed, and 16 (22.2%) strongly agreed with this statement. This data indicates that an equal number of respondents were divided between being neutral and agreeing that the company's productivity has risen.

4.6 Inferential Analysis

Inferential statistics refer to statistical techniques utilized to determine the connections between variables. Ronald A. Fisher, a well-known statistician, laid down the basic principles of significance testing. Fisher argued that statistical findings are considered significant if it can be proven that the probability of being rejected by chance is lower than 5%. This probability, known as the p-value in inferential statistics, is indicated by a significance level (α) of 5%, with the correlation between the p-value and α symbolized by $P \leq 0.05$. The significance level is the maximum risk level that can be tolerated to draw conclusions from a sample to a population.

4.7 Reliability

Cronbach Alpha, developed by Lee Cronbach in 1951, is commonly utilized to evaluate the internal consistency of a test or scale, which is measured on a scale from 0 to 1. Internal reliability reflects the extent to which all test items are consistent with each other and measure the same concept or construct. Different experts have different opinions on the ideal range for Cronbach Alpha, with some sources suggesting values usually fall between 0.70 and 0.95 according to Mohsen Tavakol and Reg Dennick in 2011.

Table 4. 6: Reliability Statistics

Cronbach's Alpha	N of Items
.835	4

No	Variables	Cronbach's Alpha	N of Items
1	Training need assessment	.843	7
2	Training program design	.828	8
3	Training method	.868	10
4	Organizational performance	.786	6

Source: own survey, 2024

Table 4.7 displays data indicating that the average value for all variables is .835, falling within the range of 0.70 and 0.95.

4.8 Correlation analysis

Correlation analysis is a statistical technique used to determine the level of association between two or more variables. Essentially, this method uncovers trends among the numerous variables in a dataset.

If a connection exists between two factors, specifically the outcome variable (organizational performance) and the predictors (evaluation of training needs, design of training programs, and selection of training methods),"

- When the results are close to +1, it indicates a positive correlation, signifying that as Variable 'A' rises, Variable B also rises.
- Outputs nearing -1 indicate a negative correlation, showing that as Variable A increases, Variable B decreases.

Evans (1996) provides various categories for measuring magnitude as well. :

- Correlations ranging from 0.00-0.19 are considered very weak.
- Correlations falling between 0.20-0.39 are categorized as weak.
- Correlations ranging from 0.40-0.59 are labelled as moderate.
- Correlations between 0.60-0.79 are classified as strong.
- Correlations greater than 0.80 are deemed very strong.

Table 4. 7: Correlations Analysis

		Correlations			
		Need07	Program08	Method010	Perform006
Need07	Pearson Correlation	1	.733**	.652**	.383**
	Sig. (2-tailed)		.000	.000	.001
	N	72	72	72	72
Program08	Pearson Correlation	.733**	1	.679**	.380**
	Sig. (2-tailed)	.000		.000	.001
	N	72	72	72	72
Method010	Pearson Correlation	.652**	.679**	1	.522**
	Sig. (2-tailed)	.000	.000		.000
	N	72	72	72	72
Perform006	Pearson Correlation	.383**	.380**	.522**	1
	Sig. (2-tailed)	.001	.001	.000	
	N	72	72	72	72

** . Correlation is significant at the 0.01 level (2-tailed).

Source: own survey, 2024

4.8.1 The relationship between variables

The correlation between variables shown in the table above was examined in the following manner:

1. Training needs assessment (TNA) :

- The positive correlation of .383 between organization performance and training needs assessment suggests that conducting training needs assessment can positively impact the organization's performance.

- The training program displays a significant correlation of .733, indicating a strong link with the training needs assessment.
- The training techniques utilized by HRM at ESL show a high positive correlation of .652, suggesting that these techniques greatly influence the evaluation of training requirements.

2. Designing training programs.

- The correlation coefficient of .380 suggests that there is a weak effect on the performance of the organization.
- A correlation coefficient of .733 indicates a significant positive relationship with training needs assessment.
- The correlation coefficient of .679 demonstrates a strong positive relationship with the training method.

3. Methods of training.

- The organization performance is positively correlated at 0.522, indicating a moderate positive influence on organization performance.
- The training need assessment has a strong positive relationship with a correlation of .652.
- The training program design shows a strong positive relationship with a correlation of .679.

4. Performance of the organization:

- There is a weak positive impact on ESL performance linked to training need assessment, as shown by a correlation of .383.
- There is a .380 positive correlation between training program design and organizational performance. This suggests that training program design has a moderately positive impact on organizational performance.
- Training methods have a positive correlation of .522, showing a moderate positive influence on organizational performance.

The correlation coefficients can vary between -1 and 1. A coefficient of 1 indicates a strong positive correlation, while 0 shows no correlation, and a value of -1 represents a strong negative correlation. The significance values (Sig.) show if the correlations are statistically significant. In this instance, the correlations seem to be statistically significant with p - values lower than 0.05. The sample size (N) for all correlations is 72.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

The goal of this survey conducted to indicate the impacts of employee training and development on the organization's performance of ESL, in training need assessment: More, respondents agree with the HR department's assessment of the training needs of an organization 51.4% agree, believe positively determined to meet the overall objectives of training 52.8% agree, considered the task and performance deficit of an employee was also viewed positively 51.4% agree, positively agree Conducted transparently and free of bias 44.4% agree. Related to the selection of trainee built upon proper need assessment 44.4% agree, the trainee's knowledge deficit is well considered in doing training need assessment 50.0% agree, and the respondents accept the training need assessment is organized based on the department gap analysis and aligned with organization objectives 45.8% agree.

Studies shows that 62.5% of the respondent accepts the statement about training programs are designed to improve the employees' skills. Similarly, more respondents 50% believe that the training program design was to accommodate based on employees and managers requirement, However, 51.4% agree responses on training objectives are set following the preparation and implementation of the programme, 61.1% agree the goal of the training and development program is clearly and accurately defined, outlining the anticipated results, however, 37.5% agree on the same statement i.e. the main focus of the training program is to introduce new methods, and procedures, to employees and officials, Moreover 65.3% of respondents agree on training and development program is developed to enhance the organization performance, deficiency on employees and officials, 58.3% respondents accept training program designed aligned with the company's strategy and goals, and 54.2% of the participants concurred that the training program created was in line with industry top standards.

Respondent's opinion on the training methods. The survey shows that 45.8% of respondents accept the training methods selection based on the skill gap of trainee, 55.6% of the respondents believes on the method of the training used to motivate employees to discharge their job productivity, 54.2% the respondents agree on the methods employed improves the skills,

knowledge attitude and productivity of an employee, however, 43.1% agrees the method of training adopted by the organizations are more effective in meeting the trainees needs, 48.6% of respondents believe on the delivery method engaged in the training is adequate enough to transform the worker's ability to properly do their job, 41.7% agree on the employee job satisfaction level enhanced with the method adopted for training, 44.4% of respondents agree on the method of training adopted contribute towards enhancing the team performance, 58.3% of the respondents agree on the method of evaluation adopted by an organization that help employees in spotting their gap, 55.6% the respondents believe on the evaluation method used is effective and provide positive feedback to employees, and 55.6% of the respondents agree on the evaluation mechanism adopted help the management to develop an effective training.

Respondent's view of the organization's performance. The survey shows that 51.4% of respondents accept employee satisfaction level has increased; however, 37.5% believe the employee turnover rate has decreased, 51.4% of the respondent's response is the company's service delivery has increased, 50% of respondents accept the company provides the desired quality of services to its customers, 52.8% of respondents positively agree on the company's profitability has improved, and however, 51.4% accepted the company's overall productivity has increased.

5.2 Conclusions

This research aims to identify the training requirements of the human resources department at ESL. From the insights gathered through the survey, several key takeaways emerge: The respondents generally have a positive perception on the training needs assessment, training program design and training methods as shown on table 4.2, 4.3, 4.4, and 4.5.

Overall, this study demonstrated the significance of human resource development techniques, notably HRD training need assessments, training program design, and training methods, in influencing organizational performance. The study also indicated that HRD practices are essential components associated with organizational effectiveness.

5.3 Recommendations

In light of the discoveries outlined above, the subsequent suggestions are propose:

- Employees should be allowed by the organization to participate in training needs assessment in order to better understand their training needs, leading to improved performance and overall organizational effectiveness.
- The delivery style used by trainers can significantly impact employee performance, therefore trainers need to be mindful of their delivery style and ensure they understand training principles. It is important to utilize different training styles to engage trainees effectively and make proper use of training materials.

Finally, Training has been identified as a key factor in improving organizational performance, therefore human resource development in any organization should focus on enhancing the quality and quantity of training programs to boost employee performance and overall organizational success.

5.4 For The Future Research Direction

The purpose of this study is to investigate assessments of the influence of employee training on the organization's performance within Ethiopian Shipping and Logistics. The field of human resource development can be analysed from various angles. Other researchers are encouraged to explore different variables, such as employee performance evaluation, benefit packages, promotions, work environments, and career development, in their studies. Additionally, it would be beneficial for researchers to compare human resource development initiatives and their effects on employees and organizations in governmental and non-governmental organizations.

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Appendix 1



Addis Ababa University
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Seek Wisdom, Elevate your Intellect and Serve Humanity



ADDIS ABABA UNIVERSTIY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF MANAGEMENT
M.SC. IN INTERNATIONAL BUSINESS

Questionnaire to be filled by

Dear Respondent,

This questionnaire is designed by the final year MSC in International Business student of Addis Ababa University entitled: **“The impact of employee Training & Development on the Organization Performance”** for the partial fulfillment of the course M.SC. in International Business thesis. The information supplied by you will be held strictly confidential and is being used for academic purpose only. You will not be held responsible for anything arising thereof. Your utmost effort in duly fill and return the questionnaire is highly appreciated. For further inquiry, you can reach me with the following address:

Thank you in advance for your kind cooperation.

Name of student: Mareshet SHEMELES

Telephone: +251- 0911- 34 60 31

Email address: shemar.des@gmail.com

Instruction:

- **No need to write your name**
- **Please put a tick (√) for your response**
- **Duly fill and return the questionnaire on due time**

Part I: Background of the Respondents

1. Gender

- a. Female ()
- b. Male ()

1. Age

- a. 18 – 27 years ()
- b. 28 – 37 years ()
- c. 38 – 47 years ()
- d. 48 – 57 years ()
- e. Above 58 years ()

2. Marital status

- a. Single ()
- b. Married ()
- c. Divorced ()
- d. Widowed ()

3. Department:

4. Educational background:

- a. PhD ()
- b. Second degree ()
- c. First-degree ()
- d. Diploma ()
- e. Certificate ()
- Other (specify).....

5. Years of service in the organization?

- a. 0-5 years ()
- b. 5-10 years ()
- c. 10-15 years ()
- d. 15-20 years ()
- e. 20 years and above ()

Part-II: Questions Related to Main Study

The following statements describe your degree of agreement on the “**The impact of employee training and development on the organization performance**” Please respond by indicating the degree to which each of the statements applies to you using the five points Likert’s scale: Where, **1= Strongly disagree, 2=Disagree, 3= Neutral, 4= Agree, and 5 =strongly Agree.** Please use the tick (√) mark under any preference that represents the scale you choose. Remember, there is no right or wrong answer.

S.N.	Questions					
I :Training Need Assessment		1	2	3	4	5
1.	The human resource department assesses the training needs of an organization.					
2.	The training needs assessment aim is to identify the employee's knowledge gap					
3.	The Training need assessment is considered the task and performance deficit of an employee					
4.	The training need assessments are conducted transparently and free of bias					
5.	The selection of trainee is based up on proper need assessment.					
6	The trainee’s knowledge deficit is considered in training need assessment					
7.	The training need assessment is organized based on the department gap analysis and alignment with the organization objective					
II: Training Program Design		1	2	3	4	5
1.	An organization training program designed to improve the employees skill					
2.	The training program is designed to accommodate employees and managers requirement					
3.	The training objectives is set before preparing and implementing the program					
4.	The objectives of the training and development programs is clearly and precisely indicated the expected outcomes					
5.	The main focus of the training program is to introduce new methods, procedures, etc., to employees and officials					
6.	The training program is developed in order to improve the performance deficiency of employees and officials					
7.	The training program designed is aligned with the company’s strategy and goals					
8.	The training program designed is aligned with the industry best practice					
III: Training Methods		1	2	3	4	5
1	The training method selected is based on the skill gap of trainee					
2	The method of the training used motivates employees to discharge their job productively					

S.N.	Questions					
3	The training methods employed improves the skill, knowledge, attitude and productivity of an employee					
4	The method of training adopted by the organization is more effective in meeting the trainees needs					
5	The delivery method engaged in the training is adequate enough to transform the worker's ability to properly do their job.					
6	The employee job satisfaction level enhanced with the method adopted for training					
7	The method of training adopted contribute towards enhancing the team performance					
8	The evaluation method adopted by an organization help employees in spotting their gap					
9	The evaluation method used is effective and provide positive feedback to employees					
10.	The evaluation mechanism adopted help the management to develop an effective training					
Organization performance		1	2	3	4	5
1.	The employee's satisfaction level has increased					
2.	The employees' turnover rate has decreased					
3.	The company's service delivery has increased					
4.	The company provides the desired quality of services to its customers					
5	The company's profitability has been improved					
6.	Overall, the company's productivity has increased					