

**ADDIS ABABA UNIVERSITY**  
**SCHOOL OF COMMERCE**  
**DISTANCE GRADUATE PROGRAM**



**THE TRAINING AND DEVELOPMENT PRACTICE OF PLASTIC  
INDUSTRIYAND ITS EFFECT ON EMPLOYEES PERFORMANCE. (THE  
CASE OF GEOSYNTHETICS INDUSTRIAL WORKS PLC)**

**By: DeresseTsegaye**

**A Research Thesis submitted to the School of Graduate Studies of  
Addis Ababa University School of Commerce in Partial Fulfillment of  
the Requirement for the Degree of Masters of Arts in Human  
Resource Management.**

**Advisor: WubshetBekalu (PHD)**

**June, 2017**

**ADDIS ABABA UNIVERSITY**  
**COLLEGE OF BUSINESS AND ECONOMICS**  
**SCHOOL OF COMMERCE**  
**MA PROGRAM**

**THE TRAINING AND DEVELOPMENT PRACTICE OF PLASTIC  
INDUSTRIY AND ITS EFFECT ON EMPLOYEES PERFORMANCE (THE  
CASE OF GEOSYNTHETICS INDUSTRIAL WORKS PLC)**

**BY**

**DeresseTsegaye**

**Approval of Board Committee**

**Advisor**

**Signature**

**WubshetBekalu (PHD)**

\_\_\_\_\_

**External Examiner**

**Signature**

\_\_\_\_\_

\_\_\_\_\_

**Internal Examiner**

**Signature**

\_\_\_\_\_

\_\_\_\_\_

## **DECLARATION**

I declare that the project entitled “The Training and development Practice at plastic industry. (The case of Geosynthetics Industrial Works plc.)” is my original work and has not been presented in Addis Ababa University or any other University, and that all sources of material used for the project have been duly acknowledged.

Deresse Tsegaye (The Researcher)

---

## CERTIFICATE

This is to certify that DeresseTsegaye has carried out his research work on the topic entitled, “The training and development practice of plastic industry and its effect on employees’ performance at Geosynthetics Industrial works plc.” for the partial fulfillment of Masters of Art in Human Resources Management at Addis Ababa University-School of Commerce. This study is an original work and not submitted earlier for any degree either at this university or any other University and is suitable for submission of Maters Degree in Human Resource Management.

Advisor: Dr. WubshetBekalu

---

## **Acknowledgement**

I wish to acknowledge those people whose greatest assistance and supports were important for the success of this research. First and foremost, I am greatly grateful to my advisor, Dr. Wubshet Bekalu, who has been very patient and supportive of my work. I am very much indebted to his professional and technical advice, and constructive comments for this study.

I would also like to extend my thanks and deepest gratitude to, Ato Eshetu Lemma and, Ato Assefa Asrat for their support.

I am also very much indebted to my wife Tsedale Birhane who helped me in taking full responsibility to care our children, and become in my sides throughout this thesis work.

## Contents

DECLARATION .....	ii
CERTIFICATE .....	iii
Acknowledgement .....	iv
List of Tables.....	vii
ACRONYMS.....	ix
Abstract.....	x
CHAPTER ONE.....	1
Introduction .....	1
1.1 Background of the study.....	1
1.2 Statement of the problem.....	2
1.3 Research question .....	4
1.4 Research Objectives.....	4
1.6Significances of the Study.....	5
1.7 Scope of the study .....	5
1.8 limitation of the study.....	6
1.9Definition of terms .....	6
1.10 Organization of the study.....	7
CHAPTER TWO .....	8
REVIEW OF RELATED LITERATURE .....	8
2.1 Scope of Literature Review.....	8
2.2 Definition and Concepts of Training and Development .....	8
2.3 Distinction between Training and Development.....	9
2.4 Benefits of Training and Development.....	10
2.5.1Analyzing Training and Development Needs.....	12
2.5.2 Designing Training and Development Program.....	15
2.5.3 Developing Training and Development Program.....	16
2.5.4 Implementing Training and Development Program.....	16
2.5.5Evaluating the Effectiveness of Training and Development Program .....	17

2.6	Methods of Training and Development Programs .....	18
2.6.1	On-The-Job Training .....	18
2.6.2	off-The-Job Training.....	19
2.7	Types of Training and Development Programs .....	19
2.8	Empirical literature .....	20
2.9	Conceptual Framework for Training and Development Practice.....	21
CHAPTER THREE .....		22
3.	RESEARCH METHODOLOGY AND DESIGN.....	22
3.1	Research design .....	22
3.2	Population and sample .....	22
3.2.1	Target Population.....	22
3.2.2	Sample Size.....	23
3.3	Data Source and type.....	23
3.4	Data collection instrument.....	23
3.5	Data collection procedures .....	24
3.6	Ethical considerations.....	24
3.7	Data analysis.....	24
CHAPTER FOUR.....		25
RESEARCH FINDINGS AND DISCUSSION.....		25
4.	INTRODUCTION.....	25
4.1.	DATA ANALYSIS.....	25
4.1.1	Demographic analysis .....	25
4.1.2	Assessment of training and development practice.....	29
4.1.3	Correlation and regression Analysis .....	38
CHAPTER FIVE .....		47
CONCLUSION AND RECOMMENDATIONS.....		47
5.1	Conclusion .....	47
5.2	Recommendations .....	47
REFERENCES .....		49
APPENDIX A.....		54

## List of Tables

Table 4.1: Respondents group age-----	29
Table 4.2 Education level of respondents-----	30
Table 4.3 Respondents Work experience-----	31
Table 4.4 Access and frequency of training-----	32
Table 4.5 Methods used for training need assessment-----	33
Table 4.6 Information on training needs assessment-----	34
Table 4.7: Information on how Training and Development design is conducted----- -----	35
Table 4.8: Information on implementation of training and development program-----	36
Table 4.9: Information on Training and Development Evaluation-----	37
Table 4.10: Information on Types of Training and Development Programs-----	38
Table 4.11.1: Information on employee’s perception on the training-----	39
Table 4.11.2 Summary of training and development program and employee`s performance....	10
Table 4.12 Correlations-----	41
Table 4.13 Coefficients-----	43
Table 4.14 Regression analysis of independent variables over employee`s performance-----	44
Table 4.15a Regression analysis on Training Need Assessment (TNA) and employee`s performance-----	45
Table 4.15 b Regression analysis on Training Need Assessment (TNA) and employee`s performance-----	45
Table 4.16 Regression analysis on Training Design (TD) and employee`s performance-----	46

Table 4.17 Regression analysis on Training Design (TD) and employee`s Performance-----	46
Table 4.18 Regression analysis on Training Implementation (TI) and employee`s performance.....-----	47
Table 4.19 Regression analysis on Training Implementation (TI) and employee`s performance--- -----	47
Table 4.20Regression analysis on Training evaluation (TE) and employee`s performance-----	48
Table4.21Regression analysis on Training evaluation (TE) and employee`s performance-----	48

## ACRONYMS

GIW-----Geosynthetic Industrial works

T&D-----Training and development

NISC-----National Industry Skills Committee

MSC-----Manpower Services Commission

HR-----Human resource manager

TNA-----Training Need Assessment

TD-----Training Design

TI-----Training Implementation

TE-----Training evaluation

## **Abstract**

*Human resource is being the most important resource from other resources, training and development is very crucial for the success of an organization because it motivates and increases the skill of employees and upgrades the ability of managers to perform their task. The research was conducted at Geosynthetics Industrial Works plc. And the main objective of this study was to assess training and development practice and its effect on employee's performance. Descriptive research design methodology was used. A total of 95 employees were included in this study using simple random sampling technique. Data entered, encode, clean and analyzed using SPSS version20.*

*Eighty employees responded that training and development need assessment was conducted properly and half of them revealed that performance appraisal was used to determine the training and development needs in the organization. The training evaluation significantly associated with employees' performance. Training evaluation has to consider as main training component in order to increase employee performance. Employee performance explained significantly by training evaluation, training need assessment, training design and training implementation. Training practice accepted to enhance employee performance and create standardize job performance. An organization has to allocate enough resource in order to deliver varieties of training and development program.*

*Key Words: Training and development, Employee performance, Human resource management, Geosynthetics industrial works plc.*

# **CHAPTER ONE**

## **Introduction**

In this chapter, the introduction part including background of the organization, background of the study, statement of the problem, research question, objectives of the study, significance of the study, scope of the study, limitation of the study, definition of terms, and organization of the study were treated.

### **1.1 Background of the study**

Most Plastic manufacturing industries in Ethiopia has started production one decade ago and has a big role in producing products used for inputs for agriculture and construction sector. So as its importance is increasing, it has the major responsibility to deliver quality products and being productive. So, in the current scenarios, employee training and development (T&D) has outmost importance for the sake of improving the productivity, which moves towards gaining competitive edge (Quartey, 2012).

Both training and development are relatively important for employees to gain confidence and produce positive results in achieving their goals. Employee training is considered as the planned step towards facilitating employees to seek job- related knowledge including behaviors and skills (Dennis & Griffin, 2005). In human resource development the theories and empirical evident supports Training and Development (T&D) as strategic positioning which have a direct relationship with development and achieving goals mainly. The training and

development (T&D) of the employees has direct contributions in the higher achievements of organization which shows improved performance.

Training has increased the organizational performance which is predicted by many researches (Peteraf, 1993; Niazi, 2011). An organization's performance is defined as how effective and efficient managers use organizational resources which are Human, financial, Intellectual resources to satisfy customers and achieve organizational goals and objectives. Normally if the employees are more trained and satisfied with their organizational environment and working conditions the more they will be productive in achieving their personal and professional goals. Thus by considering the above importance of training and development it is crucial to give effective training to those who work in plastic industries because they have been becoming back bone in producing input products for construction and agriculture sector. Therefore the purpose of this study is to investigate the training and development practice and its effect on employee's performance in Geyosentetics Industrial works Plc. and to provide suggestions on how to get best benefits out of training and development program by improving their training and development practice.

## **1.2 Statement of the problem**

Human resource is being the most important resource from other resources, training and development is very crucial for the success of an organization because it motivates and increases the skill of employees and upgrades the ability of managers to perform their task. In most cases, there may be gap between employee's knowledge

and skills and what the job demands. Thus, organizations provide training and development programs for their employees to fill this gap. Training and development serves as a bridge and interface to the gap between employees' knowledge and skills and what the job requires to perform effectively (Dessler, 1994:238-240). In many parts of the world, either in private or public sector, the interest of providing training to their employees is increasing in unprecedented rate (Laird, 1983:7). This is mainly because organizations are concerned for improving quality, increasing productivity and reducing turn over and cost; besides the overall achievement of organizational goal. Additionally the ever growing new technology, the social turbulence and the uncertainty about the future are some of the factors that push organizations to train their workforce. That is why now a day's training is considered as "a drug prescribed to organizations to overcome their problems" (Swist, 2001). Even though training and development is given in most organizations in Ethiopia, its effectiveness is questionable due to lack of systematic training process, inappropriate allocation of training costs, no sufficient considerations or emphasis on training and development. Hence, the study intends to deeply investigate the training and development practices of plastic industry and its ultimate effects on the employee performance. Thus, the study tries to seek answers to the basic research questions indicated below.

### **1.3 Research question**

1. How is training need assessment conducted in plastic industry?
2. How is training designed in plastic industry?
3. How is training and development implemented in plastic industry?
4. How is training and development evaluated in plastic industry?
  
5. What is the effect of training and development practice on employee's performance in plastic industry?

### **1.4 Research Objectives**

#### General Objective

The general objective of this study is to assess training and development practice of GIW and its effect on employee's performance.

#### **Specific Objectives**

Specifically the research seeks:

1. To assess how the training needs assessment is conducted in plastic industry.
2. To assess how training is designed in plastic industry.
3. To examine how training and development implemented in plastic industry.
4. To examine the existing trend on evaluation of training and development in plastic industry.
5. To assess the effect of training and development practice on employees performance.

## **1.6 Significances of the Study**

The information which was obtained from this study could primarily be beneficial for plastic manufacturing companies to improve their performance through delivering training and development programs for their employees which is supported by systematic training and development process. Management of the organizations can use the result of this study as an input when setting training and development policy. This study could also be a good stepping stone for future studies to be carried out on plastic industries on the extent of implementation of human resource practices in general or training and development in particular.

## **1.7 Scope of the study**

All organization for profit or not profit government or non-government need effective training and development practices to update their employees skill and experience which contributes to their productivity and profitability. For the sake of quality, specialization and to cope with the available time and resource constraints, this study focuses only on management and non-management staffs of Geosynthetics Industrial works plc., Although assessment of the study is equally important for all employees and processes of the Geosynthetics Industrial works plc as well as for other organizations particularly organizations in the Plastic industry. Due to time and financial resources constraints this study is limited to assessment of training and development practices only in Geosynthetics Industrial works plc.

## 1.8 limitation of the study

Due to cost and operation difficulty, the study was limited to one plastic manufacturing organization in the sector. The other limitations of the study were subjective use of measurement scale that leads to biasness. Cross sectional study may not be qualified for this kind of study.

## 1.9 Definition of terms

**Training** refers to a planned effort by a company to facilitate employees learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance. The goal of training is for employees to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities (Raymond ANoe, 2010)

**Development** is concerned with ensuring that a person's ability and potential are grown and realized through the provision of learning experiences or through self-directed (self-managed) learning. It is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required (Armstrong, 2009).

**Performance of the organization** is the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed.

## **1.10 Organization of the study**

This study is structured into five chapters; Chapter One gives a brief introduction to the subject of the study. It starts by presenting the background of the organization and the study. It continues by providing the statement of the problem of the study, highlights the objectives of the study and a brief definition of the key concepts is also included in this chapter. Chapter two includes the review of related literature, which is related to subject matters studies, chapter three includes research design methodology, and chapter four includes data presentation, analysis and interpretation. Chapter five will reveal conclusion of the researcher's findings and recommendations. The references and appendix will be presented at the end of the paper, respectively.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Scope of Literature Review**

This section would deal with a review of relevant literature on the following topics: Definition and Concepts of Training and Development, Distinction between Training and Development, Benefits of Training and Development, analyzing Training and Development Needs, Designing Training and Development Program, Implementing Training and Development Program, Evaluating the Effectiveness of Training and Development Program, Methods and Types of Training and Development Programs.

#### **2.2 Definition and Concepts of Training and Development**

According to Manpower Services Commission's (1981), training is defined as a planned process to modify attitude, knowledge, or skill behavior through learning experience to achieve effective performance in activity or activities. Its purpose, in the work situation, is to develop the abilities of the individual and to satisfy the current and future needs of the organization. Training can be defined as the systematic development of the attitude, knowledge, and skill and behavior pattern required by an individual to perform adequately given task or job (Subha, 2011:78) Isiaka (2011) sees the word development in relation to the process of helping managerial employees who perform non routine jobs to improve their management, administrative and decision-making abilities and competence. It is needed for both present and future jobs. Development is not primarily skill oriented. Instead it

provides the general knowledge and attitudes, which will be helpful to employees in higher positions. Development provides knowledge about business environment, management principles and techniques, human relations, specific industry analysis and the like, is useful for better management of a company (Subha, 2011:78). Moreover, training normally has an immediate application and is generally completed in a shorter time scale than education (Van, Cayer and Cark, 1993). Development programs usually include element of planned study and experience and are frequently supported by a coaching or counseling facility (MSC, 1981). According to Bernatek (2003), training and development help to ensure that organizational members have the knowledge and skills needed to perform jobs effectively, take on new responsibilities, and adapt to changing conditions. For Fitzgerald (1992), training focuses primarily on teaching employees how to perform their current jobs and helping them acquire the knowledge and skills they need to be effective performers, whereas development focuses on building the knowledge and skills of organizational members so they are prepared to take on new responsibilities and challenges. Training tends to be practiced more frequently at lower levels.

### **2.3 Distinction between Training and Development**

Even if most literatures use training and development interchangeably, it has its own difference in concept (Armstrong, 2006). These differences are stated below. For Fitzgerald (1992), training focuses primarily on teaching employees how to perform their current jobs and helping them acquire the knowledge and skills they need to

be effective performers, whereas development focuses on building the knowledge and skills of organizational members so they are prepared to take on new responsibilities and challenges. Training tends to be practiced more frequently at lower levels of an organization; development tends to be used more frequently with professionals and managers (Jones and George, 2011). Both training and development can play a critical role in attracting and retaining workforce (Wilson, 1999). Training can be an essential tool for maintaining and improving the productivity of employees there by upgrading their skills that are relevant to meet specific business, customer needs and ever changing industry standards while development Opportunities motivate employees by providing them with skill and knowledge enrichment (NISC, 2008).

## **2.4 Benefits of Training and Development**

Organizations find it difficult to stay competitive in recent dynamic global economy and hence are giving emphasis on the importance of employee training & development program to get competitive advantage over their competitors. Success or failure of the organization relay on the performance of employees.

Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required if there is a change in technology, working conditions, inadequate performance, and shortage of staff. Training has many benefits for both employees and employers because it is expected to provide a pool of skilled human resources, improvement of existing skills, and

increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Itika, 2011) The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. (Nassazi, 2013) There are so many benefits associated with training. (Cole, 2002) Summarize these benefits as below:

- High Moral-employees who receive training have increased confidence and motivations;
- Low cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- Lower turnover–training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provide the skills and abilities needed to adjust to new situations;
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- Help to improve the availability and quality of staff.

Training also helps for the overall performance of the organizations. According to Barzegar and Shahroz (2011), the most important impact of training on employees and organization performance is improve the quality and quantity of organization's output, increase in the organization's profitability, safeguarding the organization stability, minimizing the risk, decrease the organization cost and expenses, improving the management of the organization and establishing the organization as national and international entities.

### **2.5.1 Analyzing Training and Development Needs**

Effective training practices involve the use of a training design process. The design process begins with a needs assessment. Need assessment is the first step in any training and development practice that deals with conducting a proper diagnosis of what needs to be trained, for whom, and within what type of organizational system (Salas et al., 2012). It is based on accurate and relevant information on organization's present performance, problems and future plans (Tannenbaum & Yukl, 1992). Training and development needs emanate from the deviation of actual performance from desired performance (McClelland, 2002 in Tannenbaum & Yukl, 1992).

Needs assessment typically involves organizational analysis, person analysis, and task analysis (Raymond A. Noe, 2010).

#### **Organizational Analysis**

Organizational analysis involves identifying whether training supports the company's strategic direction; whether managers, peers, and employees support

training activity; and what training resources are available (Raymond A. Noe, 2010). The purpose of this analysis is to provide information as to where and when training is needed in an organization (McGhee & Thadyer, 1961 cited in Latham, 2014). In doing so organizational analysis provides a theme to link training and organizational strategy. Two themes underlie in this area. First, training needs must be linked to corporate strategy. That is, training courses should support the strategic direction of the organization, and training objectives should be aligned with organizational goals. Second, organizations have an ethical responsibility for developing training programs that minimize the technical obsolescence of their employees (Sonnenfeld and Peiperl, 1988).

### **Task Analysis**

Task analysis results in a description of work activities, including tasks performed by the employee and the knowledge, skills, and abilities required to complete the tasks (Raymond A. Noe, 2010). Task analysis identifies the nature of the tasks to be performed on the job and the knowledge, skills, and abilities (KSAs) needed to perform these tasks. Increasingly rapid technological changes can modify task requirements, which in turn can influence knowledge, skill, and ability requirements. Rapid changes in job requirements increase the importance of cross job retraining (Latham, 2014).

### **Person Analysis**

Person analysis helps to identify employees who need training, that is, whether employees' current performance or expected performance indicates a need for

training. The need for training may result from the pressure points such as performance problems, changes in the job, or use of new technology. Person analysis also helps determining employees' readiness for training (Raymond A. Noe, 2010). In addition to determining who needs training, person analysis can be used to assess whether employees have the prerequisite attitude, knowledge, and motivation to benefit from training (Feldman, 2000).

Individuals who lack basic skills or motivation prior to training are less likely to succeed and may require remedial preparation prior to entering a specific training program (Tannenbaum&Yukl, 1992).

## **2.5 Training and development process**

### **2.5.1 Common Training and development need analysis methods**

The common methods to analyze training and development needs according to Leat (1997) include the following:

- Questionnaires:
- Focus groups:
- Structured interviews:
- Performance interviews/appraisals:
- Observation:
- Assessment centers:
- Critical incident analysis:
- The Delphi method:

## 2.5.2 Designing Training and Development Program

It is an enabling factor which covers the planning and creation of training and development programs by taking in to account learning objectives, trainee characteristics, current knowledge about learning processes, and practical considerations such as constraints and costs in relation to benefits. As cited in Salas et al. (2012), empirical studies on all forms of employee training consistently show that when training is designed systematically and based on the science of learning and training, it yields positive results. Trainees are more likely to transfer the training content to the work context when they perceive that the training program was designed and delivered in such a way that maximizes the trainees' ability to transfer the training to the job (Holton, 2005 in Velada, Caetano, Michael, & Lyons, 2007). Tannenbaum and Yukl (1992:43) provided the following guidelines for design of training that would contribute significantly to training effectiveness

1. The instructional events that comprise the training method should be consistent with the cognitive, physical, or psychomotor processes that lead to mastery
2. The learner should be induced to produce the capability actively
3. All available sources of relevant feedback should be used, and feedback should be accurate, credible, timely, and constructive

4. The instructional processes should enhance trainee self-efficacy and expectations that the training will be successful and will lead to valued outcomes
5. Training methods should be adapted to differences in trainee aptitudes and prior knowledge

### **2.5.3 Developing Training and Development Program**

During the Development stage, the trainer organizes the knowledge and performance objectives, instructional materials, course design, and model. With combining effort of development and design stage can achieve learning objectives easily. During this stage, existing materials will be reviewed lesson plans will be selected and new ones will be produced. In the review process, critical input is essential to ensure that the training materials are clear, concise, and effective in addressing objectives. The objective will describe how the trainer and employees will perform during training to achieve the learning objectives (Noe, Hollenbeck, Gerhart, and Wright, 2006).

### **2.5.4 Implementing Training and Development Program**

Implement the training package, including delivering the training, support group feedback, clarifying training materials, administering tests and conducting the final evaluation. This phase can include administrative activities, such as copying, scheduling facilities, taking attendance data, billing learners, etc.

## **2.5.5 Evaluating the Effectiveness of Training and Development Program**

The basic aim of evaluation is to determine the extent to which the training activities have met the stated training objective. Evaluation involves collecting information on the results obtained in order to analyze and evaluate them and facilitate the optimization of training in the future (Pineda, 2010). Effective evaluation enables to make adjustments, decide to continue or not (Salas et al., 2012). It ultimately focuses on determining the extent to which training has responded to the needs of the organization and its translation in terms of impact and profitability (Pineda, 2010). Lingham, Richley, & Rezani (2006) suggest that effectiveness of training should be based on the extent to which trainees are able to apply the knowledge, skills and attitudes they obtained in the training suggesting the importance of applicability of training programs. There are several model of training evaluation that organize the process, provide guidelines for the content and outline the phases of its implementation. According to Raymond A Noe (2010), the most commonly used is the Kirkpatrick model which has five hierarchical levels:

1. Reaction: - refer to trainees' perceptions of the program, including the facilities, trainers, and content. This information is typically collected at the program's conclusion. Reactions are useful for identifying what trainees thought was successful or what inhibited learning. Reaction outcomes are level 1 (reaction) criteria in Kirkpatrick's framework. Reaction outcomes are typically collected via a questionnaire completed by trainees. A reaction measure should include questions

related to the trainee's satisfaction with the instructor, training materials, and training administration as well as the clarity of course objectives and usefulness of the training content.

2. Learning or cognitive- are used to determine the degree to which trainees are familiar with principles, facts, techniques, procedures or processes emphasized in the training program. It measures what knowledge trainees learned in the program.

3. Behavior and Skill-Based Outcomes:-are used to assess the level of technical or motor skills and behaviors. Skill-based outcomes include acquisition or learning of skills (skill learning) and use of skills on the job (skill transfer)

4. Results -are used to determine the training program's payoff for the company. Examples of results outcomes include increased production and reduced costs related to employee turnover, accidents, and equipment downtime as well as improvements in product quality or customer service.

5. Return on Investment (ROI):- refers to comparing the training's monetary benefits with the cost of the training. ROI is often referred to as level 5 evaluations.

## **2.6 Methods of Training and Development Programs**

The most commonly used workplace training and development methods can take two major forms (Craig, 1987): On-the-job and off-the-job trainings.

### **2.6.1 On-The-Job Training**

On-the-job training refers to the instructions which may be theoretical or practical depending on the job requirement, which takes place when an individual joins an

organizations or a new assignment before a person begins a job or task (Maurya&Kaushik, 2013). It is the most commonly used and least expensive methods of training and development (Craig, 1987). However, on-the-job training becomes much effective when it is employed in a structured manner (Salas et al., 2012). Structured on-the-job training assumes that new employees lack certain skills and the goal of on-the-job training program is to instill these skills using several steps (Maurya&Kaushik, 2013).According to Bernatek (2003), the most commonly used on-the-job training take the following forms: Coaching, Job rotation, Apprenticeships, and Internships.

### **2.6.2 off-The-Job Training**

Off-the-job training is a method in which workers are required to undergo training for a specific period away from the work place (Bernatek, 2003). The method is concerned with both knowledge and skills in doing certain jobs, and can be conducted in several forms (Craig, 1987). The most commonly used off-the-job training methods are special lectures and discussions, conference and seminar, case study, role playing, and management games.

## **2.7 Types of Training and Development Programs**

Different types of training and development programs could be applied to ensure the skills needed for employees at various positions are delivered. According to Goldstein (1989), companies gear training and development programs towards both specific and general skills, including technical training, communications training, organizational development, career development, supervisory and

management development. The goal of all these programs is for trainees to acquire new knowledge or skills.

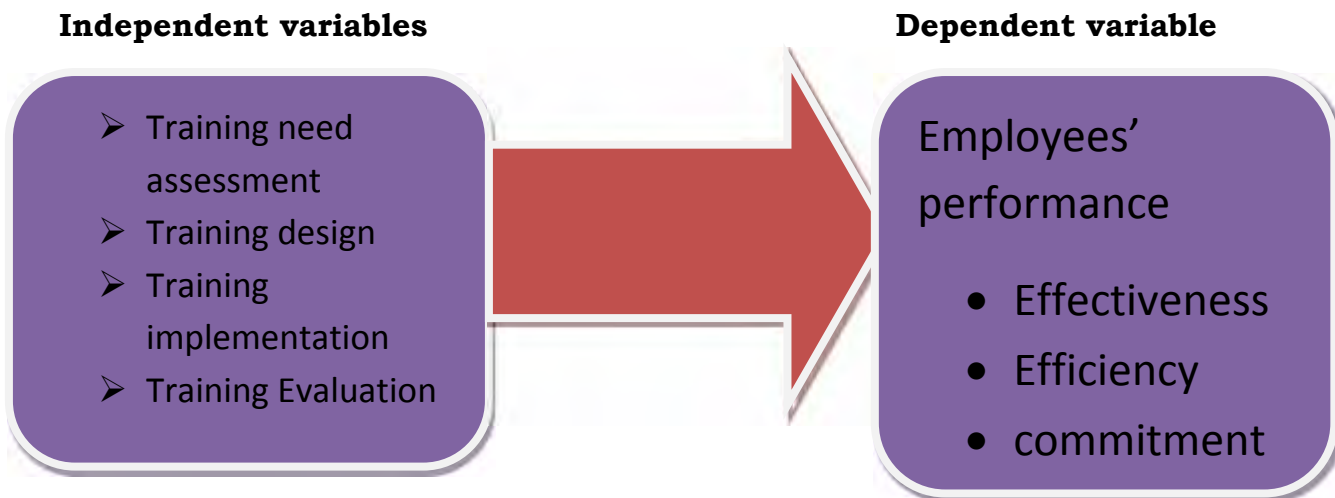
## **2.8 Empirical literature**

Empirical findings are one of the important components of the literature review in the research study. This type of literature contribute a lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher under take the study which helps the researcher by providing insight about what and how assume the investigation he/she stand for. In general organization should manage their work force effectively and efficiently and they should give greater attention for training and development of employees to meet goal of the organization and to achieve the best result which are directly related to the investigation. (Tazebachew,2011) was conducted a study to determine the impact of training on work performance in public sector organization using federal democratic republic of Ethiopia ministry health .The objective of this study was to investigate the actual training practice and its effect in improving the performance of employee by collecting data through interview and questionnaire augmented by different literature found in organization. The researcher key finding indicated that employees training positively and significantly correlated and influence employees work effectiveness, efficiency and commitment collectively employee performance. Khanetal (2011) conducted a research study on similar issue impact of training and development on organization performance. The back bone of this study is data comprised

of comprehensive literature review results show the training and development on the job training, training design and development style have significant effect of organization performance and all these have positively affect the organizational performance i.e. is increases the overall organizational performance.

## 2.9 Conceptual Framework for Training and Development Practice

The conceptual framework that is developed here to study the practice of training and development is based on the review of the literature. As cited in the review literature, the most critical steps in training and development process was considered as independent and effectiveness of training and development practices on employee performance as dependent variables.



**Source: Developed based on the objectives and literatures reviewed**

## **CHAPTER THREE**

### **3. RESEARCH METHODOLOGY AND DESIGN**

Here the research methodology that was employed for data gathering and the relevant statistical analytical tool used for analyzing the survey results were presented.

#### **3.1 Research design**

The researcher has adopted descriptive approach to assess the training and development practices and its effect in employees' work performance working in plastic industry and to fulfill the other study objectives. Survey sampling has been used to collect relevant data and responses. This study has applied quantitative data in order to study the effect of training and development on employee's perceived performance. Purposive sampling technique was used.

#### **3.2 Population and sample**

##### **3.2.1 Target Population**

Since the aim of the research was to assess the training and development practice of plastic industries and its effect on employees' performance, the total population of the research was all the employees working in the Geoyentetics Industrial works plc. But, because of the economical constraint and operation difficulty in contacting all employees in the organization, the researcher has decided to take sample of the population for the study.

### **3.2.2 Sample Size**

As the researcher confirmed from human resource manager of the organization, the total employees were 250 in number as of November, 2016. Since the researcher has tried to understand the importance of training and development for all employees in his preliminary survey through interviewing the HR manager of the organization, simple random sampling technique was used and a total of 95 employees were included for this study.

### **3.3 Data Source and type**

According to William, et al., (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and are fresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as data that has been previously collected for some purpose other than the one at hand. In order to get relevant information for the study the researcher uses primary sources. The primary data was gathered from various employees, line managers and human resource managers in the organization. The primary sources of data were collected through questionnaires.

### **3.4 Data collection instrument**

Data collection instrument for this research study was questionnaire. Questionnaires were administered through the department managers of the selected organization; the close-ended questionnaire used in this study was developed through the adaptation and modification of a questionnaire from previous study. The questionnaires were adopted and modified from (Haymanot, 2016) and piloted to

check the feasibility of it and to gather information about training and development practice from employees.

### **3.5 Data collection procedures**

Questionnaires which were best fit for the study was prepared and then distributed to respondents using line manager representatives. After the questioners were carefully filled by the respondents, the researcher personally collected and arranged the completed questionnaires for further data analysis and discussion.

### **3.6 Ethical considerations**

While conducting the study, ethical issues were primarily considered. Before conducting the data collection all the necessary information about the study was provided to the sample respondents. Information that consists of who is conducting the study, purpose of the study, and the like has helped the respondents whether or not to participate in the study. They were also notified that they are not harmed as a result of their participation or non-participation in the study. They were also aware that anonymity and confidentiality of their response are guaranteed.

### **3.7 Data analysis**

Data analysis is an application of reasoning to understand, clear and interpret the data or information that have been collected through the questioner(Zikmund,2003). In this study data obtained through the questionnaires were analyzed descriptively in terms of basic statistical tools such as frequencies and percentile values with the help of the software package for the social science (SPSS) version 20. Correlation and regression analysis were also used for the study.

## **CHAPTER FOUR**

### **RESEARCH FINDINGS AND DISCUSSION**

#### **4. INTRODUCTION**

In this chapter, the collected data were presented in the table form, analyzed, the conclusion was drawn from the findings of the study and finally the recommendations were forwarded. The analysis divided in to three parts to see the effect of training on performance and to address the specific objectives of the study. The three parts are respondent demographic analysis, training components, and performance. Results were presented in respect of the effect of employee training on employee's perceived performance within the context of GIW.

#### **4.1. DATA ANALYSIS**

##### **4.1.1 Demographic analysis**

The demographic data for sex showed that out of the 95 respondents 39 (41.1%) were female and the rest was male 58.9% (56/95).

**Table 4.1: Respondents group age**

Age	Frequency	Percent	Valid Percent	Cumulative Percent
20-25	4	4.2	4.2	4.2
26-30	29	30.5	30.5	34.7
31-40	34	35.8	35.8	70.5
41-45	13	13.7	13.7	84.2
Above 46 years	15	15.8	15.8	100.0
Total	95	100.0	100.0	

Source: Own survey

As depicted in table 4.1, the majorities of the respondents were age group of 31-40years (35.8%) and followed by age group 26-30(30.5 %). So from this we can conclude that the majority groups of respondents are less than 40 years of age and this implies that majority of the employees' of the organization are young and adolescent.

**Table 4.2 Education level of respondents**

	Frequency	Percent	Valid Percent	Cumulative Percent
PhD	0	0	0	0
Masters	15	15.8	15.8	15.8
1 <sup>st</sup> degree	60	63.2	63.2	78.9
Diploma	12	12.6	12.6	91.6
Below Diploma	8	8.4	8.4	100.0
Total	95	100.0	100.0	

Source: Own survey

As it is shown in the above table 4.2, majority of the respondents 63.2 %( 60/95) were first degree holders. While the remaining 15.8 %( 15 in number) and 12.6 %( 12 in number) of them were masters and diploma holders, respectively. This implied that the firm has fairly educated employees.

Table 4.3 Respondents Work experience

Service year	Frequency	Percent	Valid Percent	Cumulative Percent
Less than one				
1 to 4	10	10.5	10.5	10.5
5 to 8	39	41.1	41.1	51.6
9 to 12	16	16.8	16.8	68.4
13 to 16	8	8.4	8.4	76.8
Above 16 years	22	23.2	23.2	100.0
Total	95	100.0	100.0	

Source: Own survey

As it is depicted in the table 4.3 above the service year of the respondents varies from a minimum of 1 and a maximum of above 16 years. The majority of respondents 41.1 % (39/95) had 5 to 8 years over all experience. 23.2 % (22/95) respondents have experience more than 16 years. And the remaining 16.8% (16/95), 10.5 % (10/95), and 8.4% (8/95) respondents had 9 to 12 years, 1 to 4 years and 13 to 16 years of experience respectively. This indicates that training has to be given to refresh the

more experienced employees and to motivate those employees who have medium experience in order to become effective and increase their performance.

#### 4.1.2 Assessment of training and development practice

Table 4.4 Access and frequency of training

		Frequency	Percent
Does your current organization provide you training and development program	No	8	8.4
	Yes	87	91.6
How often do you attend training program since you have joined the organization?	Only once	41	43.2
	Twice	35	36.8
	Several times	11	11.6

Source: Own survey

As it is depicted in the above table 4.4, out of 87 employees, who had taken training and development program in the organization, 43.2% (41/87) employees has taken training and development program only once, 36.8% (35/87) employees two times and 11.6%(11/87) employees several times during their stay in the organization.

**Table 4.5 Methods used for training need assessment**

		Frequency	Percent
Does your organization conduct training and development need assessment Properly?	No	15	15.8
	Yes	80	84.2
Which of the following methods are used to determine the training and development need in your organization?	Questionnaires'	7	7.4
	Performance appraisal	63	66.3
	Observation	10	10.5
	Total	80	84.2

Source: Own survey

As the above table indicates, among the respondents who are agreed that there is a proper training need assessment in the organization 66.3% (63/80) of them revealed that performance appraisal was used to determine the training and development needs in the organization. 10.5 % ( 10/80) of the respondents said that the organization used observation in order to identify the training and development needs of employees. Whereas 7.4 % ( 7/80) respondents witnessed that the organization used Questionnaires for identification of employees training needs. As it is shown respondents more emphasized performance appraisal was used as a method for conducting employees training needs assessment.

**Table 4.6 Information on training needs assessment**

NO	Items	N (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The organization reviews its strategies and its objectives to reveal valuable information for training	3 (3.2)	7(7.4)	18(18.9)	23(24.2)	44(46.3)
2.	The training need analysis methods used by my organization produce relevant findings on performance gaps	8(8.4)	7(7.4)	13(13.7)	20(21.1)	47(49.5)
3.	The training need assessment conducted in my organization is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities	5(5.3)	7(7.4)	16(16.8)	20(21.1)	47(49.5)

As it is depicted in the table 4.6, majority of the respondents 46.3 %( 44 employees) strongly agreed that the organization reviews its strategies and its objectives to get valuable information for training and development program. Forty seven employees 49.5% strongly agreed that the training need assessment conducted in the organization has enabled them to differentiate causes of performance problems.

**Table 4.7: Information on how Training and Development design is conducted**

No	Items	N (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The organization sets measurable training objectives	3(3.2)	9(9.5)	6(6.3)	67(70.5)	10(10.5)
2.	The organization has clear Training and development objectives in its training programs	5(5.3)	6(6.3)	9(9.5)	65(68.4)	10(10.5)
3.	The contents of training that I have taken are relevant with my current work.	3(3.2)	6(6.3)	7(7.4)	55(57.9)	24(25.3)
4.	The training objectives are Compatible with organizational strategic objectives	3(3.2)	7(7.4)	14(14.7)	51(53.7)	20(21.7)

Source: Own survey

As it is depicted in the above table 70.5 % of (67/95) respondents agreed that the organization seated measurable training objectives while designing its training and development Program. Fifty five respondents 57.9% agreed that the contents of the training and development programs they have taken were relevant with their current work. Whereas, 7.4% (7/95) were neutral, 6.3 %( 6/95) disagree and very few of them 3.2% (3/95) strongly disagree on this idea.

**Table 4.8: Information on implementation of training and development program**

No	Items	N (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The delivery method the organization used has enabled me to get the necessary knowledge and skill.	3(3.2)	6(6.3)	10(10.5)	40(42.1)	36(37.9)
2.	The organization gives both on-job and off-job training	3(3.2)	10(10.5)	4(4.2)	37(38.9)	41(43.2)
3.	Proper facilities or equipment's are provided in the training program.	3 (3.2)	10(10.5)	6(6.3)	40(42.1)	36(37.9)
4.	The training environment is conducive to conduct training	3(3.2)	8(8.4)	10(10.5)	35(36.8)	39(41.1)
5.	Trainers were capable and knowledgeable about the subject matter.	3(3.2)	6(6.3)	10(10.5)	37(38.9)	37(38.9)

Source: Own survey

On the above table 4.8, it is revealed that large number of employees (42.1%) showed their agreement that the delivery method the organization used has enabled them to get the necessary knowledge and skill. 38.9% of the respondents agreed and 43.2% strongly agreed the organization used both on-the job and off-the job training method in its training program on provision of training material and equipment, 42.1% agreed and 37.9% strongly agreed about the adequacy of the training materials provided. Some respondents (3.2%), however, are strongly disagreed on the adequacy and appropriateness of T&D implementation materials. It is also shown in the table

above, 41.1% and 36.8% of the respondents were strongly agreed and agreed regarding the existence of conducive training environment.

**Table 4.9: Information on Training and Development Evaluation**

No	Reaction	N (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I am satisfied with the training condition including the material and facility of the training that the organization provides.	5(5.3)	8(8.4)	13(13.7)	33(34.7)	36(37.9)
2.	The delivery method that the organization used is convenient to get the necessary knowledge and skills.	5(5.3)	3(3.2)	18(18.9)	33(34.7)	36(37.9)
3.	The training I received is a great help in my job.	5(5.3)	3(3.2)	11(11.6)	44(46.3)	32(33.7)
	<b>Learning or cognitive</b>					
4.	The training I received has increased my knowledge on the topic.	3(3.2)	3(3.2)	6(6.3)	51(53.7)	32(33.7)
5.	Because of the knowledge, skills and attitudes I received from the training I can accomplish activities more efficiently.	3(3.2)	3(3.2)	8(8.4)	46(48.4)	35(36.8)
6.	The training I received offered me the opportunity to identify the potential I have for further development.	3(3.2)	2(2.1)	16(16.8)	39(41.1)	35(36.8)
	<b>Behavior</b>					
7.	I have noticed some changes in my behavior and knowledge as a result of the training I have taken in the organization	3(3.2)	0(0.0)	23(24.2)	32(33.7)	37(38.9)
8.	The training increases my motivation to the job I do.	3(3.2)	0(0.0)	18(19.9)	42(44.2)	32(33.7)
	<b>Result</b>					
9.	I accomplished my job without error since I have taken training that is my productivity has increased.	3(3.2)	3(3.2)	19(20.0)	38(40.0)	32(33.7)
10.	I perform my work to the standard after I have taken training in the organization.	3(3.2)	3(3.2)	10(10.5)	40(42.1)	39(41.1)
11.	The quality of my work has increased after I have taken training in the organization	3(3.2)	5(5.3)	10(10.3)	39(41.1)	38(40.0)

Source: Own survey

As depicted on above table 4.9, from total of 95 respondents, 46.3% (44/95) of them agreed that training received helped for their daily job performance. And 53.7% (51/95) of them agreed that training they received increased their knowledge on the specific topics. Likewise, 44.2% (42/95) of them agreed that training increased their motivation to the jobs.

**Table 4.10: Information on Types of Training and Development Programs**

No	Items	N (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	The organization gives technical training more frequently.	11(11.6)	19(20.0)	4(4.2)	20(21.1)	41(43.2)
2.	The organization gives communications training more frequently.	5(5.3)	19(20.0)	15(15.8)	15(15.8)	42(43.2)
3.	The organization gives career development training more frequently	5(5.3)	25(26.3)	6(6.3)	18(18.9)	41(43.2)
4.	The organization gives Supervisory and management development training more frequently.	5(5.3)	9(9.5)	15(15.8)	23(24.2)	43(45.3)

Source: Own survey

As it is depicted in the above table 4.10, majority of the respondents strongly agreed that all types of training and development programs i.e. technical training, communications training, career development training and Supervisory and management development training were practiced most frequently.

**Table4.11.1: Information on employee’s perception on the training**

No	Items	N (%)				
		Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1.	I fell training enable me to perform my work with greater accuracy and precisely.	3(3.2)	3(3.2)	7(7.4)	41(43.2)	41(43.2)
2.	The training provided by the organization helped me to perform my work quickly and efficiently.	3(3.2)	5(5.3)	8(8.4)	41(43.2)	38(40.0)
3.	Because of the knowledge, skills and attitudes that I received from the training I can accomplish activities without waste.	3(3.2)	3(3.2)	9(9.5)	42(44.2)	38(40.0)
4.	After training I fell that I am committed to the organization and my work	3(3.2)	3(3.2)	9(9.5)	42(44.2)	38(40.0)

Source: Own survey

Majority of the respondents, 43.2% both strongly agreed and agreed that the training and development program they have taken enabled them to work with greater accuracy and precision. And 7.4 % ( 7/95) of the total were neutrals. It was also depicted in the same table above about the efficiency of employees after the training has been delivered. In this regard 40% of the respondents strongly agreed and 43.2% agreed that they could perform their work quickly and efficiently. 40% of the respondents strongly agreed their commitment has increased after the training they had taken in the organization. 44.2% also agreed on this idea, whereas 3.2% of the total was neutrals.

**Table4.11.2 Summary of training and development program and employee`s performance**

Items	Employee Performance		Training need assessment		Training design		Training implementation		Training Evaluation	
	N	%	N	%	N	%	N	%	N	%
Strongly Disagree	24	25.3	32	33.7	34	35.8	27	28.4	43	45.3
Strongly Agree	71	74.7	63	66.3	61	64.2	68	71.6	52	54.7
Total	95	100.0	95	100.0	95	100.0	95	100.0	95	100.0

As indicated on above table, 74.7% (71/95) of employee strongly agreed that effectiveness, efficiency and commitment were important for employee performance. Likewise, 71.6%, 66.3%, 64.2 and 54.7% of employees strongly agreed that training implementation, training need assessment, training design and training evaluation were crucial for training and development program respectively.

### 4.1.3 Correlation and regression Analysis

Pearson correlation test was conducted to know the degree of relationship between the independent variable i.e. training need assessment, training design, training implementation and training evaluation and the dependent variable i.e. employee performance. The result using the correlation rule that explain if the correlation coefficient is 1 variables are perfectly positively correlated and -1 perfectly negatively correlated, if it is between (1, 0.3] the correlation is positive, (-1, -0.3] negatively correlated, and (-0.3, 0.3) no correlation between variables.

**Table 4.12 Correlations**

		EP	TNA	TD	TI	TE
EP	Pearson Correlation	1	.611**	.476**	.439**	.639**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	95	95	95	95	95
TNA	Pearson Correlation	.611**	1	.722**	.489**	.784**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	95	95	95	95	95
TD	Pearson Correlation	.476**	.722**	1	.698**	.821**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	95	95	95	95	95
TI	Pearson Correlation	.439**	.489**	.698**	1	.693**
	Sig. (2-tailed)	.000	.000	.000		.000
	N	95	95	95	95	95
TE	Pearson Correlation	.639**	.784**	.821**	.693**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	95	95	95	95	95

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

Key: Employee's Performance (EP), Training Need Assessment (TNA), Training Design (TD), Training Implementation (TI), Training Evaluation (TE).

The results of the correlation analysis between the independent variable and dependent variable are shown in table above; as it is indicated there was significant and positive correlation between independent variables and employees' performance. The training evaluation is highly and significantly related with employee's performance i.e. ( $r= 0.639$ , with  $p < 0.01$ ). The next high and significant relationship is existed with training need assessment ( $r= 0.611$ , with  $p < 0.01$ ) and Training Design significantly related with employee's performance ( $r= 0.476$ , with  $p < 0.01$ ).

### **Linear regression**

Analysis was conducted on regression analysis to know by how much the independent variable explains the dependent variable. It is also used to understand by how much the independent variable (training need assessment, training design, training implementation, training evaluation) directly influence the dependent variables of employee`s. The beta value is a measure of how strongly independent variable influences the dependent variable. The higher the beta value the greater the impact of the independent variable on the dependent variable. The results of regression analysis of independent variable against employee`s performance i.e. Effectiveness, Efficiency and Commitment can be seen in tables presented below.

**Table 4.13 Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.376	.072		5.223	.000
Training Need Assessment (TNA)	.326	.120	.354	2.714	.008*
Training Design (TD)	-.250	.135	-.276	-1.859	.066
Training Implementation (TI)	.095	.111	.098	.850	.398
Training Evaluation (TE)	.454	.144	.520	3.145	.002**

a. Dependent Variable: Employee's Performance (EP)

The coefficient (Beta, B) value indicated that a change of one standard deviation in the independent variable resulted in a change of standard deviations in the dependent variable. Thus, a change of one standard deviation in training evaluation had 52.0% ( $p < 0.01$ ) change of standard deviations on employee's performance. Since the higher the beta value the greater the effect of the predictor variable on the criterion variable. Therefore, a change of one standard deviation in training evaluation had 52.0% ( $p < 0.01$ ) change of standard deviations on employee's performance. Likewise, a 1 standard deviation change on training need assessment results a 35.4% ( $p < 0.01$ ) change on employee's performance.

**Table 4.14 Regression analysis of independent variables over employee`s performance**

**Overall Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.679 <sup>a</sup>	.461	.437	.32778	.461	19.237	4	90	.000	2.136

a. Predictors: (Constant), Indep4, Indep3, Indep1, Indep2

b. Dependent Variable: Employee`s performance

According to the table above (Overall Model Summary) of R is 0. 679, which was a measure of the regression between the predictor’s value and dependent (employee performance). Whereas R Square (R<sup>2</sup>) was 0.461 measured the regression and indicates the percentage of the variance of employee performance with the existence of independent variables. Hence, R Square = 0.461 (P<0.01) implied that 46.1% of employee`s performance was described by four independent variables i.e. Employee’s Performance (EP), Training Need Assessment (TNA), Training Design (TD), Training Implementation (TI) and Training Evaluation (TE).

**Table 4.15a Regression analysis on Training Need Assessment (TNA) and employee`s performance**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. Change	
1	.611 <sup>a</sup>	.373	.366	.34774	.373	55.330	1	93	.000	1.744

a. Predictors: (Constant), training need assessment

b. Dependent Variable: Employee`s performance

**Table 4.15 b Regression analysis on Training Need Assessment (TNA) and employee`s performance**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.375	.061		6.100	.000
	Indep1	.562	.075	.611	7.438	.000

a. Dependent Variable: Employee`s performance

The table above of R is 0. 611, which was a measure of the correlation between the predictor's value and dependent (employee performance). Whereas R Square (R<sup>2</sup>) was 0.373 measured the correlation and indicates the percentage of the variance of employee performance with the existence of training need assessment. Hence, R

Square = 0.373 (P<0.01) implied that 37.3% of employee`s performance was described Training Need Assessment (TNA).

**Table 4.16 Regression analysis on Training Design (TD) and employee`s performance**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.476 <sup>a</sup>	.226	.218	.38633	.226	27.178	1	93	.000	1.627

a. Predictors: (Constant), Training design (TD).

b. Dependent Variable: Employee`s performance

**Table 4.17 Regression analysis on Training Design (TD) and employee`s performance: Model Summary**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	
	B	Std. Error	Beta			
1	(Constant)	.471	.066		7.103	.000
	Indep2	.431	.083	.476	5.213	.000

a. Dependent Variable: Employee`s performance

As depicted above Table of R is 0. 476, which was a measure of the correlation between the predictor`s value and dependent (employee performance). Whereas R Square (R<sup>2</sup>) was 0.226 measured the correlation and indicates the percentage of the

variance of employee performance with the existence of training design. Hence, R Square = 0.226 (P<0.01) implied that 22.6% of employee`s performance was described Training design (TD).

**Table 4.18 Regression analysis on Training Implementation (TI) and employee`s performance Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.439 <sup>a</sup>	.193	.184	.39453	.193	22.238	1	93	.000	2.061

a. Predictors: (Constant), Training Implementation (TI)

b. Dependent Variable: Employee`s performance

**Table 4.19 Regression analysis on Training Implementation (TI) and employee`s performance**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
1	(Constant)	.444	.076	5.854	.000
	Indep3	.423	.090	.439	.000

a. Dependent Variable: Employee`s performance

Table above showed that R is 0.439, which was a measure of the correlation between the predictor's value and dependent (employee performance). Whereas R Square (R<sup>2</sup>) was 0.193 measured the correlation and indicates the percentage of the variance of employee performance with the existence of training design. Hence, R Square = 0.193 (P<0.01) implied that 19.3% of employee's performance was described training implementation (TI).

**Table 4.20 Regression analysis on Training evaluation (TE) and employee's performance**

**Model Summary<sup>b</sup>**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.639 <sup>a</sup>	.409	.402	.33768	.409	64.301	1	93	.000	2.039

a. Predictors: (Constant), training evaluation

b. Dependent Variable: Employee's performance

**Table 4.21 Regression analysis on Training evaluation (TE) and employee's performance**

**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.442	.051		8.581	.000
	Indep4	.558	.070	.639	8.019	.000

a. Dependent Variable: Employee's performance

Table above showed that R is 0. 639 was a measure of the correlation between the predictor's value and dependent (employee performance). Whereas R Square (R<sup>2</sup>) was 0.409 measured the correlation and indicates the percentage of the variance of employee performance with the existence of training evaluation. Hence, R Square = 0.409 (P<0.01) implied that 40.9% of employee`s performance was described training evaluation (TE).

## **CHAPTER FIVE**

### **CONCLUSION AND RECOMMENDATIONS**

#### **5.1 Conclusion**

Regarding the practice of training and the frequency of training provided, majority of the respondents respond that they took training either for one or two times. Regarding the methods used for training needs assessment of respondents confirmed that the company mostly used performance appraisal. Most respondents' response showed that measurable training objectives were placed in the organizations and the content of the trainings were also relevant to their current work.

The training evaluation was highly and significantly related with employee's performance. The training need assessment and Training Design were significantly related with employee's performance next to training evaluation.

#### **5.2 Recommendations**

Training practices are important to enhance employee's performance and create standardized job performance throughout the organization. The researcher forward recommendations which help to improve the training and development programs in effect on employee's performance.

- An organization has to allocate enough resources in order to deliver trainings and development programs to its employees.

- Performance appraisal should be used in determining training and development need assessment.
- The study should be further enhanced to explore that how training practices can be strategically designed and aligned with organizational goals to meet the desired performance.
- Training evaluation have to design very well in order to increase the employee`s performance.
- Frequent training and development programs have to design and implement in the organization.

## REFERENCES

Armstrong, M. (2006). A hand book of human resource management, 10th ed, kogan page limited.

Barzegar N &shhro Z .F (2011), a study on the impact of on the job training courses on the staff performance A (case study) social and behavioral sciences 29 (2211):1942  
1999

Craig, R. L., (1987). Training and Development Handbook: A Guide to Human Resources Development, 3rd ed. (New York: McGraw-Hill.

Creswell, J. (2003). Research Design Qualitative, Quantitative and Mixed.2<sup>nd</sup> edition. USA: Sage Publications.

Dennis, A.S., and Griffin, R.W. (2005), "Human Resource Management," Boston, NY, Houghton Mifflin Company

Feldman, D. (2000, May). The Dilbert syndrome: How employee cynicism about ineffective management is changing the nature of careers in organizations. American Behavioral Scientist, 43, 1286-1301.

Fitzgerald, W., (1992). Training versus development, training and development, 46(5).81-84

Gray Dessler, 1994, Human Resource Management (6Th edition.)

Goldstein, I. L., (1989). Training and development in organization, 2nd ed. (San Francisco: Jossey-Bass)

Haymanot Lemma. (2016). Assessment of Training and development Practices in Commercial Bank of Ethiopia. Unpublished MBA Thesis.AAU.

Isiaka, B. (2011). Motives for Training and Management Development in the Nigerian Banking Industry.AsianSocial Science, University of Ilorin, Vol. 7, No. 3.

Jones, G.R & George, J. M, (2011) Contemporary management, 7<sup>th</sup> ed. (NY, USA: McGraw-Hill Irwin)

Khan et.al. (2011), "Impact of Training and Development on Organizational Performance"Global Journal of Management and Business Research Volume 11 Issue 7 Version 1.0 July 2011 (USA).

Kothari, C.R (2004).Research methodology; Methods and Techniques (second revised edition). New Delhi: New Age International Publishers

Latham, G. P., (2014) Human resource training and development, annual review of psychology, 39, 545-582

Laird, Dugan (1983).Approachesof Training and Development. Massachusetts: Addison-Wesley Publishing Company.

Leat, MJ & Lovell, MJ 1997, 'Training needs analysis: weaknesses in the conventional approach', Journalof European Industrial Training, vol. 21, no. 4, pp. 143 – 53.

Manpower Services Commission, (1981).Glossary of training terms, 3rd ed. (London: HMSO)

Maurya, V .N.,&Kaushik, A. P., (2013) On the job training: A step towards job satisfaction- A case study of public sector organization in Indian Scenario, International journal of mathematical modeling and applied computing, 1(2): 11-17

Michel Armstrong (2009). Armstrong's Hand book of Human Resource Management Practice (11<sup>th</sup> edition).

National Industry Skills Committee,(2008). Good Practice Workforce Strategies: Case Studies in Netherlands Corporations.

Noe, R. A., Hollenbeck, J. R., Gerhart, B. and Wright, P. M. (2006). Human resource management: gaining a competitive advantage, 6<sup>th</sup>ed. (Boston, MA: McGraw-Hill Irwin)

Niazi, A.S. (2011), "Training and Development Strategy and Its Role in Organizational Performance," Journal of Public Administration and Governance, 1(2), 42-57.

Peteraf, M. A. (1993), "The Corner stones of Competitive Advantage: A Resource-Based View," Strategic Management Journal, 14(3), 179–192.

Pineda, P., (2010). Evaluation of training in organizations: a proposal for an integrated model, journal of European industrial training, 34(7), 673 – 693.

Quartey, S. H. (2012), Effect of Employee Training on the Perceived Organizational Performance: A Case Study of the Print-Media Industry in Ghana, European Journal of Business and Management, 4(15), pp, 77-

Raymond A. Noe, (2010). Employee Training and Development (5<sup>th</sup> edition).

Salas, E., Tannenbaum, S.I., Kraiger, K., & Smith-Jentsch, K.A.,(2012).The science of training and development in organizations: What Matters in Practice, Psychological Science in the Public Interest, 13(2), 74 – 101

Sonnenfeld, J.A. &Peiperl, M. A. (1988).Staffing policy as a strategic response: A Typology of Career Systems, Academic Management Review, 13: 588 – 600.

Subha, S.(2011). Employees Attitude Towards the Training Program: Adithya Institute of Technology, New Delehi. ,78.Available at: [http://www.scribd.com/gsankar\\_12/d/59031461- Subha-PDF](http://www.scribd.com/gsankar_12/d/59031461-Subha-PDF).

Swist, Jeannette (2001). Conducting a Training Needs Assessment.WWW.amxi.com.

Tannenbaum, Scott I. &Yukl, Gary, (1992). Training and Development in Work Organizations, Annual Review Psychology, 43, 399 – 441. True love, S. (2000). Hand book of Training & Development. New Delhi: Efficient Off set Printers.

TazebachewAchenef. (2011). The Impact of Training on Worker Performance in Public Sector Organizations: A case study of Ethiopian Ministry of Health. Unpublished MBA Thesis.AAU.

Velada, R., Caetano, A., Michael, J.W., & Lyons, B.D., (2007) The effects of training design, individual characteristics and work environment in transfer of training, international journal of training and development, 11(4): 282-294

Van W. M., Cayer& Cark S., (1993). Handbook of training and development for the public Sector, (San Francisco, CA: Jossey-Boss)

Wilson, J. P., (1999). Human Resources Development: Learning for Individuals and Organizations, 2nd ed. (UK: Kogan Page Ltd.)

William, G. Z, Barry, J. B, Carr, J. C., & Griffin, M. (2010). Business Research Method. Brace College Publishers.

Zikmund W.G (2013), Business Research method, South Western publisher.

# APPENDIX A

## Research Questionnaire

My name is DeresseTsegaye; I am student of Master's degree in Human Resource Management at Addis Ababa University School of Commerce. The purpose of this questionnaire is to collect data in order to study the training and development practice of plastic industries and its effect on employees' performance.

## Instruction

1. Please read all the instructions throughout the questionnaire and respond to every item. There is no 'right' or 'wrong' answer: It is your own personal opinion I am interested in.
2. The data collected using this questionnaire is purely for academic requirement and I assure you that your response is strictly confidential and your anonymity is guaranteed and respected.

Note:

- No need of writing your name.
- Please fill the answer by putting "√" mark.
- Kindly provide your response attentively and return the completed questionnaire as soon as possible.
- If you need further explanation, you can contact me through the address indicated below:  
DeresseTsegaye

**0911685849**

Thank you very much for your cooperation in advance.

**Part one**

**Section one: Back ground information**

1. Gender: Male  Female
2. Age: 20-25 year  26-30 years  31-40 years  41-45years   
Above 46 years
3. Educational qualification: PhD  Masters  1<sup>st</sup> degree   
Diploma  Below diploma
4. Work experience (Overall): Less than one year  1 to 4 years   
5 to 8 years  9 to 12 years  13 to 16 years   
Above 16 years

**Section Two: General information on training and development**

5. Does your current organization provide you training and development program since you joined the organization?
- Yes  No
6. If your answer for question no. 5 is 'yes' how often do you attend training program?
- Only once  twice  several times

**Part Two:**

**Section one: Information on training needs assessment.**

1. Does your organization conduct training and development need assessment Properly? Yes  No
2. If your answer for question no. 1 is 'yes', which of the following methods are used to determine the training and development need in your organization? Please tick (√) in the box that best reflects your answer.
- Questionnaires  Performance appraisals   
Focus groups   
Personnel face to face interviews with employees  Observation

N.B The following questions are presented on a five point Likert-Scales. If the item strongly matches with your response choose 5 (Strongly Agree), if you moderately agree on the idea choose 4 (Agree), if you don't have any idea or information on the point choose 3 (Neutral), if you moderately disagree with the point choose 2 (Disagree) and if you completely disagree with the point choose 1 (Strongly Disagree). In each statement please indicate your personal choose by a tick [✓] mark in the appropriate box.

1. Strongly Disagree    2. Disagree    3. Neutral    4. Strongly Agree

NO	Items	N (%)				
		1	2	3	4	5
1.	The organization reviews its strategies and its objectives to reveal valuable information for training					
2.	The training need analysis methods used by my organization produce relevant findings on performance gaps					
3.	The training need assessment conducted in my organization is able to differentiate performance problems caused by employees' lack of skills, knowledge and abilities					

**Section two: Information on Designing Training and Development Program**

- 1= Strongly Disagree    2 = Disagree    3 = Neutral    4 =Agree    5 =Strongly Agree

No	Items	1	2	3	4	5
1.	The organization sets measurable training objectives					
2.	The organization has clear Training and development objectives in its training programs					
3.	The contents of training that I have taken are relevant with my current work.					
4.	The training objectives are Compatible with organizational strategic objectives					

**Section three: Information on implementation of training and development program.**

To what extent Training and development implementation hold the following possible factors? Please tick (✓) in the box that best reflects your answer.

N.B 1 = Strongly Disagree 2 = Disagree 3 = Neutral 4= Agree5 = Strongly Agree

No	Items	1	2	3	4	5
1.	The delivery method the organization used has enabled me to get the necessary knowledge and skill.					
2.	The organization gives both on-job and off-job training					
3.	Proper facilities or equipment's are provided in the training program.					
4.	The training environment is conducive to conduct training					
5.	Trainers were capable and knowledgeable about the subject matter.					

**Section four: Information on Training and Development Evaluation**

1. Do your organization conduct evaluation before and after the training and development program? (Use (√) to answer this item.)

Yes  No

N.B 1= Strongly Disagree 2 = Disagree 3 = Neutral 4= Agree5 = Strongly Agree

No	Reaction	1	2	3	4	5
1.	I am satisfied with the training condition including the material and facility of the training that the organization provides.					
2.	The delivery method that the organization used is convenient to get the necessary knowledge and skills.					
3.	The training I received is a great help in my job.					
	<b>Learning or cognitive</b>					
4.	The training I received has increased my knowledge on the topic.					
5.	Because of the knowledge, skills and attitudes I received from the training I can accomplish activities more efficiently.					
6.	The training I received offered me the opportunity to identify the potential I have for further development.					
	<b>Behavior</b>					
7.	I have noticed some changes in my behavior and knowledge as a result of the training I have taken in the organization					
8.	The training increases my motivation to the job I do.					
	<b>Result</b>					
9.	I accomplished my job without error since I have taken training that is my productivity has increased.					
10	I perform my work to the standard after I have taken training in the organization.					
11.	The quality of my work has increased after I have taken training in the organization					

**Section five: Information on Types of Training and Development Programs**

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 = Agree 5 =Strongly Agree

No		1	2	3	4	5
1.	The organization gives technical training more frequently.					
2.	The organization gives communications training more frequently.					
3.	The organization gives career development training more frequently					
4.	The organization gives Supervisory and management development training more frequently.					

**Section six:** Information on the effect of Training and Development Programs on employees' performance.

1 = Strongly Disagree 2 = Disagree 3 = Neutral 4 =Agree 5 =Strongly Agree

No		1	2	3	4	5
1.	I fell training enable me to perform my work with greater accuracy and precisely.					
2.	The training provided by the organization helped me to perform my work quickly and efficiently.					
3.	Because of the knowledge, skills and attitudes that I received from the training I can accomplish activities without waste.					
4.	After training I fell that I am committed to the organization and my work					

❖ If you have any additional comment, please write.

---



---