



Addis Ababa University

School of Commerce

**The Effect of Training and Development on Enhancing
Employee Performance**

A case study of National Alcohol and Liquor Factory

Addis Ababa

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**The Effect of Training and Development on Enhancing
Employee Performance**

(A case study of National Alcohol and Liquor Factory -Addis Ababa)

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I, the undersigned, hereby declare that this research entitled "The Effect of Training and Development on Enhancing Employee Performance: A Case Study of National Alcohol and Liquor Factory" is my original work and that all the resources of materials used for the study have been duly acknowledged. This research has not been presented or submitted for any degree in this university or any other University. It is offered in partial fulfillment of the requirement for the award of Master of Arts Degree in Human Resource Management.

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Acronyms

ANOVA	Analysis of Variables
EMS	Environmental Management System
HR	Human Resource
HRM	Human Resource Management
ISO	International Standard Organization
KSAs	Knowledge, skill and Abilities
NALF	National Alcohol and Liquor Factory
R & D	Research and Development
T & D	Training and Development

ABSTRACT

The quality of Human Resource is an asset to any organization and as a result training has become really an issue that has to be faced by every organization today. The effectiveness and success of an organization lies on the people who perform their job within the organization. This study, therefore, was conducted to determine the effect of training and development on enhancing employee performance: A case study of National Alcohol and Liquor Factor- Addis Ababa. In this study, the researcher used both primary data and secondary data sources. Primary data were collected through questionnaires and interview and secondary data were collected by referring relevant reports and documents of the organization. The researcher used regression and correlation tools to analyze the data. The correlation analysis result indicated that all relationship between the independent and dependent variables were positively and significantly correlated. In addition, it was found that training and development programs have higher and positive impact on employee performance

KEY WORDS: TRAINING AND DEVELOPMENT ON EMPLOYEE PERFORMANCE IN NATIONAL ALCOHOL AND LIQUOR FACTORY

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Training and development is one of the key factors in improving employee performance in most organizations today and employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. The implementation of training and development are one of the major steps that most firms need to enhance employee performance. With the organization having better trained and developed employees organizations are of course able to have better and improved performance. Improved capabilities, knowledge and skills of the talented workforce proved to be a major source of competitive advantage in a global market (McKinsey, 2006). To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also effect employee motivation and commitment (Meyer and Allen, 1991).

In order to prepare their workers to do their job as desired, organizations provides training as to optimize their employee's potential. Most of the firms, by applying long term planning, invest in the building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus, improving the employee performance through superior level of motivation and commitment. When employees recognize their organization interest in them through offering training and development programs, they in turn apply their best efforts to achieve organizational goals, and show high performance on job.

Human resource is the lynchpin of any organization; either non-profit or profit oriented. Without people, an organization cannot exist. Attention on the people and the meeting of their needs is important to achieve corporate objectives. According to Yahaya (2007), training and development is a very important component of human resource administration and management, knowledge and skills. According to Maund (2001), if employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs.

Training is therefore holds the key to unlock the potential growth and development opportunities to achieve a competitive edge. In this context, organizations train and develop their employees to the fullest advantage in order to enhance their effectiveness (Devi & Shaik, 2012).

Effective training programs help employees to get acquaintance with the desired new technological advancement also gaining full command on the competencies and skills required to perform at a particular job and to void on the job errors and mistakes (Robert, 2006). Amongst the important function of human resource management, one of the crucial function is employee development through proper training and development programs. Employee development refers to the capacity and capability building on an employee, and thus as of whole organization, to meet the standard performance level (Elena P. 2000). More the developed employees, more they are satisfied with their job, hence increasing the firm productivity and profitability. (Champathes, 2006).

Although training aims at increasing employee's efficiency by fostering positive change in their knowledge, skills, capabilities and or attitude, is not the solution for all performance related problems to be faced by an organization. Yet, to make best out of training interventions organizations should exert concrete efforts to assess the effect of training and development practice in terms of enhancing employee performance. Training is a key element for improved organizational effectiveness; it increases the level of individual and organizational competences

Therefore, the main purpose of this study is to investigate and understand this phenomenon through the relevant literature, by focusing into the practices and challenges of the training and development programs and effectiveness on enhancing employees performance by taking the case of National Alcohol and Liquor Factory (NALF) along with conclusions and recommendation so as to give directions for future research by applying different level of analysis on exploring the training and development programs on employee performance.

1.2 Statement of the Problem

Training is a key element for improved organizational effectiveness; it increases the level of individual and organizational competences and helps to reconcile the gap between what should happen and what is happening between desired targets or standards and actual levels of work performance. The performance gaps must be filled through proper training programs by training employees so as to ensure that they know what to do the job, and how to do it.

Therefore, the research took in to consideration the problems and analyzed the situations so as to minimize and close the gap by investigating and understanding the phenomenon through the relevant literature and focused into the practices and challenges of the training and development programs and effectiveness on enhancing employees performance initiated in National Alcohol and Liquor Factory (NALF).

1.3 Research Hypotheses

The following hypotheses were taken for this study:

Null hypothesis (Ho): There is no direct relationship between training and development program practices and enhancement of employee performance.

Alternative

Hypothesis (Ha): There is a direct relationship between training and development program practices and enhancement of employee performance.

1.4 Research Questions

The main intention of this study was to examine the effect of training and development programs in National Alcohol and Liquor Factory. Specifically the research tried to investigate the outputs and outcomes of training schemes implemented and human resource development programs planned and also to study the factors that affect the relationship between training and development and performance of employees and understand the benefits entertained by National Alcohol and Liquor Factory in upgrading its employee's skills, knowhow, and capabilities.

More specifically, the research dealt with the following basic research questions.

1. What are the major objectives of the training and development programs for employees introduced in NALF and how did the level of performance and the training practice look like?
2. Are training and development programs offered by the factory enough to impart the competencies, knowledge, and skills of employees necessary to adequately perform their job.
3. What was the relationship between training and employees performance and how committed the top management in supporting and implementing training and development programs?
4. How much the organization is effective from training program and what are the desired outcomes of the training in terms of the objectives set?

1.5 Objectives of the Study

1.5.1 General Objective

The general objective of the research was to examine and understand the effect of training and development programs on enhancing employees performance in National Alcohol and Liquor Factory-Addis Ababa.

1.5.2 Specific Objectives

Based on the above research questions, the study addressed the following specific objectives:

1. Point out the training practices and methods of the organization in relation to the level of employee performance in National Alcohol and Liquor Factory.
2. Find out whether training and development schemes have positive effect on the performances of employees.
3. Identify the impact of current training practice of in relation to the level of employee performance in National Alcohol and Liquor Factory.
4. Evaluate the effectiveness of training in terms of the objectives intended to achieve and make necessary suggestions based on findings of the study.

1.5.3 Significance of the Study

Training and development becomes inevitable the moment an organization realizes the need for improvement and expansion in the job. The purpose of the research was to conduct a descriptive study and examines the effect of training and development on enhancing employee performance in NALF. Most of the times, organizations embark on job enlargement and enrichment to promote employees' morale, desire, motivation and satisfaction when in the fact the real problem with work performance lies in capacity building and development. The study becomes necessary because many organizations in this contemporary world are striving to gain competitive edge and there is of course no way this can be achieved and get success without increasing employees' competencies, capabilities, knowledge, skills, etc. through adequate training and designs.

The study would have a substantial significance in understanding training and development programs and schemes provided in business or production companies and industries relation with companies'

profitability and productivity. Particularly, the research would help a lot to understand the impacts of training and development programs delivered within National Alcohol and Liquor Factory since the research has drawn some conclusions, recommendations as to the contribution of the training and development programs in filling employee's performance gap.

Moreover, the study would be of paramount importance for National Alcohol and Liquor Factory to understand how employees' development in their knowledge, skill and abilities is directly related to improvement of their products and market shares. It will be significant to the management of NALF in planning for the development and implementation of effective and efficient training and development

requirements and decision making for human resource policy implementation that will lead to increased performance of the factory's employees and also serves as a source of reference and a stepping stone for those who want to conduct further study on the topic under consideration.

1.6 Scope of the study

The scope of the study was delimited in investigating training and development programs and schemes implemented in National Alcohol and Liquor Factory. For this reason, the main focus of the study underlined in studying training and development schemes implemented and the outputs or impacts exerted in the overall performance of National Alcohol and Liquor Factory. Therefore, the scope was limited only understanding the impacts of training and development on employee performance. Hence, it was not the main interest of the study to investigate other core functions and systems impacts which could have a significant contribution for National Alcohol and Liquor Factory profitability and increase in market shares. Thus, the scope of the study focused mainly on training and development programs and schemes implemented in National Alcohol and Liquor Factory and the results obtained and goals achieved out of the training and development schemes.

1.7 Limitation of the Study

The study was limited on the data which were obtained from National Alcohol and Liquor Factory in investigating and understanding only the effects of training and development programs launched in the organization. Mainly, the study investigated the objectives and goals of training and development programs provided in the organization and the outcomes of training and development schemes in improving factory's employees performance.

As the researcher progressed through this research project, the major limitations have arisen that included some of the following:

Getting all the respondents at a particular time during visits by the researcher; this was time factor as a constraint. Poor cooperation of respondents in filling questionnaires that has seriously limited the outcome of the research and lack of access to get the secondary data adequately in the organization and the geographical locations of the branch factories of the organization.

1.8 Organization of the Study

The study was a case study which is inspired to understand company employees training and development schemes objectives and outcomes. Thus, to approach the study rationally the study is organized in five Chapters. **Chapter one** deals with presenting the very fundamental research questions and statement of the research problems and objectives. **Chapter two** presents fundamental theoretical and conceptual frameworks related to introduction and implementation of training and development programs in line with factory employees performances. **Chapter Three** presents the methodological approaches adhered to address the case study. Methods of data collection techniques and approaches used in the research described briefly in this chapter. **Chapter four** is data presentation and analysis. Information and data gathered both primary and secondary data's collected, applying questionnaires and interviews were statistically summarized and analyzed in the form of statistical tables using scientific statistical models and approaches selected. **Chapter five** is summary, conclusion and recommendation.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Definition of Concepts

2.1.1 The Concept of Training and Development

Human resource is a key to determining organizational success (Abdul – Aziz et al, 2011). The overall purpose of HRM (or people management) is to ensure that the organization is able to achieve success through people and it aims to increase organizational effectiveness and capability to achieve its goals by making the best use of the resources available to it (Armstrong, 2010). Training and development are indispensable strategic tools for effective individual and organization performance. They are interlinked and interdependent, rather than sequential and hierarchical. Training and development is very crucial to the employees, the organization and their effectiveness (Devi & Shaik, 2012).

An organization survives if it is performing well in the environment by being profitable but if it fails to do so the organization may not survive. And worse is the decay of both human and physical structures (Manguennandongo, 2006). The rationale of training and development is not only on the ordinary employees but as well as to their executives, to develop skills required in the diversification and competitiveness by making organization successful. The benefits fall entirely for the employees and for the private companies.

Training and developing human capital is very important in the effective management and maintenance of a skilled workforce (Alipour et al, 2009). The target of the program being implemented in the companies is ultimately expected to contribute in the achievement of the objectives of the employee (ADB, 2008). Intentionally, training and development are provided for the employees with best of the career opportunities in different industry and encourages their individual growth and achievement (Kruger, 2008). Training and development increases employees' efficiency, innovation, invention, and capacity to accept new technologies and techniques and ensures that randomness is reduced and learning or behavioral change takes place in structured format which improves employees performance on their current jobs and future assignments. Thus, Training and development activities are important elements of the human resource management function of an organization.

2.1.2 Nature of Training and Development

Training and development refers to the practice of providing training, workshops, coaching, mentoring, or other learning opportunities to employees to inspire, challenge, and motivate them in order to perform the functions of their position to the best of their ability and within standards set by local, state,

and licensing organization. A formal training program is an effort by the employer to provide opportunities for employee to acquire job – related skills, attitudes and knowledge (McGhee et al, 1965:55). Training makes employees feel that they are part of the organization's family. Training creates the sense of belonging in all employees. It creates the professional development and enhances the employee's skills. It also makes knowledge workforce with fewer mistakes(Adams,2002).

2.1.3 Definition of Training

Training is defined by many scholars. Training is a systematic development of knowledge, skills and attitudes required by employees to perform adequately on a given task or job (Olaniyan et al, 2008). Training refers to the methods used to give new or present employees the skills that they need to perform their jobs. Additionally, the focus of training is performance improvement, which is directed towards maintaining and improving current job performance. Hence training is the important function that directly contributes to the development of human resources Lepak (1992:82). Training is an essential part of the organization since technology develops continuously at a faster rate. Systems and practices get outdated soon due to new discoveries in technology. These include technical, managerial and behavioral aspects. Organizations, which do not develop a system, to catch up with uses the growing technology become stale. However, developing individuals in the organization can contribute towards effectiveness of the organization”(Johnson2004:16).

Training is defined as “ the planned and systematic modification of behavior through learning events, programs and instruction which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively” (Armstrong 2006). A good training sub-system would greatly help in monitoring the directions in which employees should develop in the best interests of the organization. Training is the process of providing employees with specific skills or helping correct deficiencies in their performance. Its focus is solely on the current job and its scope is on individual employee.

Training is the planned and systematic modification of behavior through learning events, activities and programs which results in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively (Gordon 1992:235). Pheesey (1971:130) defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals. This means for any organization to succeed in achieving the objectives of its training and development program, the design and implementation must be planned and systematic, tailored towards enhancing employees performance and productivity at the end of the day.

“A good training system also ensures that employees develop in directions congruent with their career plans”. Training refers to instruction that promote knowledge, skills and attitude of employees in order to carry out their duties more effectively (Farahbakhsh, 2010). Training can provide employees with knowledge and skills to perform more effectively, preparing them to meet the inevitable changes that occur in their jobs. However, training is only an “opportunity” Lepak (1992:32) for learning. What is learnt depends on many factors such as the design and implementation of training, the motivation and learning style of trainees, and the learning climate of the organization?

Today Evidence shows that companies investing more in training will show higher net sales per employee, grossprofitsper employee and ratio of market to book value (Huselid, 1995:82). Training is an important process because employees need to learn new knowledge and skills. “Action learning is a powerful form of training for organizational change because it develops management skills while discovering ways to improve the organization” (Ibid). “Subsequently, some of the most often mentioned reasons for adults engaging in new learning are problems on the job, job/occupational changes, home and personal responsibilities, and competency at some hobby or recreational activity” (Johnson 2004:46).

2.2 Training Process

I. Need Assessment

According to Dessler (2008), the training process starts with determining what training is required. Analyzing training needs depends on whether you are training new or current employees. The main task in analyzing new employees’ training needs is to determine what the job entails and to break it down into subtasks, each of which you then teach to the new employee. Analyzing current employees’ training needs can be done through taskanalysis and performance analysis. Determining training needs is done at three levels; organizational needs analysis, job need analysis and employee level need analysis. Job relatedtraining needs analysis involves examining jobs through job analysis. For existing jobs, information on the tasks to be performed, the skills necessary to perform those tasks and the minimum acceptable standards are gathered. Person (employee level) needs analysis identifies gaps between a person’s current capabilities and those identified as necessary or desirable (Dessler, 2008).

The goal of needs assessment from a strategic perspective is to link training initiatives with the overall goals of the organization. Needs assessment is critical because it helps evaluate whether training is a viable option for the organization based on its resources and strategy. This determines the type of training that should be provided, and identifies the outcomes or metrics for subsequent evaluation.

Lepak (1992:12) and Snell (2002:13) have focused on the adoption of the following employment modes with occupational groups, which vary in strategic value and uniqueness.

II. Designing training program (Training plan)

Designing a training program involves setting training objectives and choosing the training methods. Training methods can be divided into on-the-job training and off-the-job training methods. On the job training methods include coaching, mentoring, job rotation. Off-the-job methods include formal courses, lecture, discussion, role playing and case study (Armstrong, 2006).

The training design process refers to a systematic approach for developing training programs; the 7-step model is adopted from an online literature titled Introduction to Employee Training and Development.

Step 1 is to conduct a needs assessment, which is necessary to identify if training is needed.

Step 2 is to ensure that employees have the motivation and basic skills necessary to master training content.

Step 3 is to create a learning environment that has the features necessary in order for learning to occur.

Step 4 is to ensure that trainees apply the training content to their jobs.

Step 5 involves having the trainee understand how to manage skill improvement as well as getting co-worker and manager support.

Step 6 is to choose the training method based on the learning objectives and learning environment.

This step may include a traditional training method of face-to-face interaction with a trainer, or eLearning using a CD-ROM or web-based training.

Step 7 is to evaluate the program and make changes in it or revisit any of the earlier steps in the

Process to improve the program so that learning, behavior change, and the other learning objectives are obtained.

III. Implementing Training

Actual implementation of the training should be done. It is important to increase learning during training. This can be done by providing for active participation; increasing self-efficacy; matching training techniques to trainees' self-efficacy; providing opportunities for enactive mastery; ensuring specific, timely, diagnostic, and practical feedback; and providing opportunities for trainees to practice new behaviors (Jackson & Schuler, 2000).

IV. Evaluating Training

The credibility of training is greatly enhanced when it can be shown that the organization has benefited tangibly from such programs. Training should be evaluated to check on its effectiveness. Training

programs can be evaluated at four stages as suggested by Kirk Patrick in Desimone, Werner and Harris (2002):

i) Reaction (level 1)

Did the trainees like the program and feel it was useful? At this level, the focus is on the trainees' perceptions about the program and its effectiveness. This is useful information. Positive reactions to a training program may make it easier to encourage employees to attend future programs. But if trainees did not like the program or think they didn't learn anything (even if they did), they may be reluctant to use the skills or knowledge obtained in the program. Its limitation is that this information cannot indicate whether the program met its objectives beyond ensuring participant satisfaction.

ii) Learning (level 2)

Did the trainees learn what the training objectives said they should learn? This is an important criterion that many in the organization would expect an effective training program to satisfy. Measuring whether someone has learned something in training may involve a question or test, clearly a different method from assessing the participants' reaction to the program.

iii) Job behavior (level 3)

Does the trainee use what was learned in training back on the job? This is also a critical measure of training success. We all know coworkers who have learned how to do something but choose not to do. If learning does not transfer to the job, the training effort cannot have an impact on the employee's or organization's effectiveness. Measuring whether training has transferred to the job requires observation of the trainee's on-the-job behavior or viewing organizational records (e.g., reduced customer complaints, a reduction in scrap rate etc.).

iv) Results (level 4)

Has the training effort improved the organization's effectiveness? Is the organization more efficient, more profitable, or better able to serve its customers as a result of the training program? Meeting this criterion is considered to be the bottom line as far as most managers are concerned. It is also the most challenging level to assess, given that many things beyond employee performance can affect organizational performance.

2.3 Types of Training

a) Pre-service Training:

In these types of training, the trainee gets training before he or she starts the actual job employed before. It includes all types of training individual gets at schools, college or university.

b) In-service Training:

In-service training is a type of training given to already hire workers. It is a program to provide instruction for continued professional development of employees during working years and it is offered most of the time on part-time bases. In-service training is a pre-planned training program (learning opportunity) given to employees of organization for purpose of technical and professional development.

c) On-the-job training

On the job training occurs when workers pick up skills whilst working alongside experienced workers at their place of work. New workers may simply “shadow” or observe colleague employees to begin with and are often given instruction manuals or interactive training programmers to work through. Such kind of training by which employees obtain the opportunity of training and at the same time employee’s may work for the organization to accomplish the common goal. (Armstrong; 2000:149)

d) Off-the-job training:It is a type of training occurs when workers are taken away from their place of work to be trained. This may take place at training agency or Local College, although many larger firms also have their own training centers.

Accordingly on- the-job and off-the-job training are not similar in their functions as well as with regards to the delivery method. Thus both will require the trainee to devote the entire time of work to training andthe training place will be in the organization or outside the organization.

2.4 Steps of Training

Gary Dessler (2009:39) is of the opinion that training consists of the five steps:

1. Training Needs Analysis (TNA): Identifies the specific job performance skills needed, assesses the prospective trainees’ skills, and develops specific measurable knowledge and performance objectives based on any deficiencies.
2. Training Instructional Design (TID) is to decide, compile and produce training program content, including workbooks, exercises, and activities and some techniques like computer and on the job training technique.
3. Training Validation: The bugs are worked out of the training program by presenting it to a small representative audience.
4. Implementation: Actually training the targeted employee group.
5. Evaluation: Management assesses the program’s success or failures.

2.5 Training Resources

Some of the methods suggested by Garry Dessler (2011:40)are:

1. on the job training: A person learns a job by actually doing it.
2. Apprenticeship training: Is a structured process by which people become skilled workers through a combination of class room instruction and on the job training.
3. Informal learning: Performing their jobs on a daily basis in collaboration with their colleges.
4. Job instruction training (JIT): The logical sequence of steps in the jobs are taught step by step.
5. Lectures: Through class room or on the spot lectures.
6. Programmed learning: Step by step self-learning method.
7. Literacy training techniques: Diversity training program.
8. Audio visual based training: Films, power point, video conferencing, audio-tapes, and video- tapes are effectively and widely used.
9. Simulated training: Otherwise called vestibule training, where trainees learn on the actual or simulated equipment which they use on the job, but are actually trained off the job.
10. Computer based training: Trainee uses computer based / or DVD systems to interactively increase his or her knowledge or skills.
11. Electronic performance supportive system (EPSS) : Sets of computerized tools and displays that automate training, documentation and phone support integrate this automation into applications and provide support that is better, cheaper and more effective than traditional methods.
12. Distance and Internet Based Training: Include traditional paper and pencil correspondence courses, as well as tele-training, video conferencing and internet based classes

2.6 Training Needs

The need is identified from the calculation of required performance minus that of the actual performance. “The first decade of the twenty first century will see the value of products and services determined more by the knowledge of the workforce and less by physical labor besides the demographic shifts that are also to be seen. They are, aging of the population, lower birth rates, and significant fluctuations in general educational achievement, increased diversity of ethnic and cultural makeup, and revising values of newer generations of employees. High quality products and services are necessary just to stay in business in today’s competitive business market. Training the employees to

suit the organization requirements will make the organization to withstand the challenges. However, the training needs can be determined using the following procedures.

1. Performance appraisal
2. Analysis of job requirements
3. Organizational analysis
4. Employee survey
5. Individual himself requesting for training
6. Management services surveys

2.7 Purpose of Training

The effectiveness of an organization is to a degree dependent upon the effectiveness of its training program, which should have two purposes (Gordon P.Rabey:2012:12) i.e. effectiveness and efficiency and staff development.

1. The production of work to required standards of quality, quantity, cost and time as this is the reason why the organization is in business.
2. The development of staff, by skill and knowledge so as to meet the fore- seeable needs of the organization and thereby seek to realize the potential of each individual in these areas. The purposes explain the main concern such as higher productivity, increased effectiveness of operations and a safe and harmonious working environment. These things can be achieved only by teaching new skill or new knowledge to selected people, reducing time required to learn a new job, by reducing the costs.

Standardization of current methods is to enable the new workers to reach average earnings, as soon as possible. In this case, the quality standards can be achieved, maintained and improved. To change the attitudes regarding particular situations and ensure better operating or care of the machines, spoilage and wastages can be reduced to a considerable level besides improving safety on the job.

Therefore, 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.

2.8 Benefits of Training

2.8.1 Traditional Vs Contemporary Training

Historical analysis of Training programs initiated in Businesses and Industries reveals that the need, objectives, and methods of Trainings undertaken were not governed by scientific methods and

objectivities. Before the Industrial revolutions the goals and objectives of trainings were not aimed to introduce new ways of production or service systems. Mainly, the purposes of training applied in were not planned to enhance the capacities and skills of employees. But, the training were aimed to ensure how to attach laborers to daily works without interruptions of the labor.

However, Contemporary Training schemes and programs are strategic and directly associated to the reasoned or survivals of Companies and Industries. Therefore, any training programs of businesses and Industries are not implemented randomly. However, Companies develop their human resource development plans. Development and Training plans are mainly derivations of companies' goals and objectives. Moreover, in the contemporary era profitability or survivals of companies is determined by the skill, knowhow, expertise or knowledge of their employees. Therefore, in the contemporary sense training is centered on building the skills and knowhow of employees, which is taken for granted as building Institutional capacities and capabilities.

Training is transferring information to organization's members to positively improve the effectiveness and productivity of organizations (Leard, 2010). Training enables organizations to act more effectively because of having valued employees. There are many benefits to both organization and individuals to accomplish training activities (McNamara, 2010). To highlight some of the benefits of training and development programs in the organization, it increase efficiencies in processes, resulting in financial terms, increase in job satisfaction and morale among employees and reduce employees turnover and of course enhance organizational image. It also helps eliminate fear in attempting new tasks (NOUN, 2013).

Training makes employees feel that they are part of the organization's family and creates the sense of belonging to all employees. There is saying that "Every organization pays for training whether it has a program or not." An organization can recognize the value of training by providing a systematic training , delivery , there by reaping its benefit or it can choose to ignore trainings and" pay" for training as its customer receive poor service, poor products ,or poor quality, and eventually to go elsewhere. (Training and Development in Hospitality Industry: pp.37)

According to Armstrong (2006) effective training can minimize learning costs; improve individual, team and corporate level performance in terms of output, quality, speed and overall productivity; improve operational flexibility by extending the range of skills possessed by employees(for multi-tasking); attract high quality employees by offering them learning and development opportunities, increasing their levels of competence and enhancing their skills, thus enabling them to obtain more job satisfaction to gain higher rewards and to progress within the organization; help to manage change by

increasing understanding of the reasons for change and providing people with the knowledge and skills they need to adjust to new situations; help to develop a positive culture in the organization, one that is oriented towards performance improvement; provide higher levels of service to customers.

2.9 Factors Affecting Training Program

The major factors that affect training program are emerging on the first steps of the training processes in selecting trainers, establishment of training goals: Selecting trainees: Sadler, (1995:89) explains this matters as “employees failures in the training program itself or on-the-job after training present not only in the personal failure and frustration but wasted organizational resource as well .To the extent that, carefully selection makes the program more successful.” Establishment of training goals: Sadler explains training goals as: “it is very important that the training goals be fully integrated with the organization’s human resource training needs.” It is assumed that when these goals are met, the training needs will be met. (Sadler.T; 1995:89) usually the factor of training may vary and wider as Sadler explanation specifies carefully concentration must give on the selection and establishment of goal. It may minimize unwarranted impact of other factors that determine the effectiveness of training. Selection and establishment of goals are the major factors that may intertwine our intended training to the intended purpose. Accordingly, the training programmer or planner must consider the two consecutive initial parts seriously.

2.10 Performance

Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. In an employment contract, performance is deemed to be the accomplishment of a commitment in such a manner that releases the performer from all liabilities laid down under the contract. It is the quality and amount of work an employee does. It is the accomplishment of a task in accordance with a set standard of completeness and accuracy. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity and training is a way of increasing individual’s performance (Cooke, 2000). Kenny et al., (1992) stated that employee’s performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization, there are some exceptions from the employees with respect to their performance and when they perform up to the set standards and meet organizational expectations, they are believed good performers. Functioning and presentation of employees is also termed as employee performance. This

means that effective administration and presentation of employees' tasks which reflect the quality desired by the organization can also be termed as performance.

2.10.1 Employee Performance

This is the measure of output vis-à-vis the input. It shows effectiveness and efficiency that make a payment to organizational goals and may depend upon many factors like performance appraisals, employee motivation, employee satisfaction, compensation, job security, organizational structure and others (Saeed&Asghar, 2012). Employee's performance refers to how well employees perform on the job and when the jobs assigned to them measured against the generally accepted measure of performance standards set by their organization. Employees can be said to have performed when they have met the expectations and performed up to standard. Employee performance can also be defined as the functioning and presentation of employees. This means, how employees are able to effectively administer their task and assignments and also how they present their assignment to reflect the quality and good service desired by their companies.

According to MacDuffie (1995), there are basically three types of employee performance data available. This include: qualitative (customer complaints, number of errors) or quantitative (customers served, units produced), measures of time (absence, lost working time, lateness, and failure to meet deadlines), and financial indicators that consists of a large array of possibilities. Researchers should be aware of the range of types of data that might be collected to indicate performance, including “the hard measures, followed by behavior, followed by reports or ratings” (Altarawmneh& Al-Kilani, 2010). Researches should be aware of the range of types of data that might be collected to indicate performance, including “ the hard measures, followed by behavior, followed by reports or ratings” (Altarawmneh& Al-Kilani, 2010).

2.10.2 Improving Employee Performance

Improving performance at the employee level means increasing the amount and quality of work an employee shall do. All organizations want to improve employee performance as much as possible. As mentioned before training is one of the human resources management practices to improve employee performance but training alone can't improve performance. Put differently, training is important but not sufficient condition to guarantee good performance.

Organizations can improve employee performance by properly implement the human resources management system in their organization as a whole. Some human resources management practice

can improve employee performance at organization level, some at unit level and some at individual employee level. Thus, the impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano, 2007).

2.11 Development

The emphasis provided for training and development (T&D) has changed since businesses began to recognize the value of human capital and started placing more emphasis on employee training. Development however refers to management of business or production companies which consists of well informed and skillful professionals and employees. Development is somehow associated with companies' vibrant needs to repose to the ever changing needs of production and business services. Particularly, the era of globalization has brought fierce competition for markets where products and goods produced in one corner of the world easily and timely delivered or sold in the other corner of the world. These have forced Companies to produced quality products or rendered the best services in their localities and ensure their survivals. Hence, among other things companies have started to plan strategically in developing their human capitals. Employee development programs are designed to meet specific objectives, which contribute to both employee and organizational effectiveness.

As a result, development has become a burning issue for businesses and Industries. Development thus, refers to the human resource, management and information system, production, service or marketing systems improvements. Among these, however, employees' development has become the primary concern of businesses and Industries. Development of employees is thus part of a strategic plan of businesses and industries. Business forecasting future needs and demands, analyzing modern technological changes in producing goods and delivering services, or understanding new marketing and information technologies formulate development plans. Training on the other hand is a method or a tool used in materializing development plans (Huselid, 1995:22)

For example, development plans set out by Companies in upgrading the information technologies or integrating new Information system technologies require employees trained in such technologies. Therefore, Organization facilitates short or continuous Information technology trainings for their employees. Hence, development of employees is more or less associated with capacity building of Industries or Businesses. Whereas, Training programs are tools used to assert strategic plans and meet company or industry objectives and goals (Huselid, 1995:24).

2.12 Human resources practices that influence performance at employee level

If not properly handled, some tasks like performance review, discipline, and complaints and grievance can immediately affect performance at an individual employee level performance.

Performance Review (Performance evaluation or appraisals)

It is a formal procedure occurring at regular intervals that recognize an employee's strengths and weaknesses, and determine a program for improvement. If properly done it benefits the employee to identify strength, area in which they can improve employee contribution to team effort and develop ongoing training program and career plan.

Discipline

Discipline is an action needed to help employee follow rules established by the organization. Disciplining employees is one of the hardest jobs to practice, but if properly done it helps employee to be the more successful worker. It allows employees to work together safely, encourage employee to follow rules of the organization so that organization goal can be achieved and set up a working atmosphere of mutual respect and job satisfaction.

Compliant and Grievance

Organization with union or no union should established proper procedure and process to handle employee's complain and grievances because constant complain kill employees moral and affect employee performance and the performance of the work team as a whole.

2.12.1 Improving performance at unit and organizational level

The unit of analysis of this research is employee level. Improving performance at unit and organizational level is very wide concepts. It is out of the scope of this research unit of analysis. Examples includes: performance management, performance improving tools and models etc. These are some of non-human resources management related factors that determine performance at employee, unit or organizational levels.

Performance management

This is new concepts in the field of management. It comprises: Performance planning, performance measurement, setting performance standards, monitoring performance and taking appropriate actions. Its Objective is to ensure that the organization and all of its subsystem are working together in an optimum fashion to achieve the result desired by organization.

Performance Improvement Tools

There are many approaches and tools. The Majority performance management tools that are in common use to derive organizational performance through the most appropriate performance information use is: Continuous process improvement, quality function deployment, balanced score cards, business process reengineering.

2.13 Training and Employee's Performance Relationship

Training is necessary for the employees to perform particular jobs because job requires particular skills and knowledge. Qureshi et al (2007) concluded that training has a very positive impact on the performance of the employees as there is highly positive correlation is found in the study. Danviladel Valle et al (2009), states that training provides employees with the skills, abilities and knowledge required by the post. This effect can be explained in a way that the organization is interested in investing in training for the employees and giving them confidence and intends to count on them in future, they will make more effort and give their best at their work in an effective way(Jayawarna et al, (2007).

2.14 NALF's Training and development

National Alcohol and Liquor Factory has structured its training bureau at a team level named as Organization and human resource development team and has formally written training and development objectives, training rules /procedures/ and guide line documents. The team in coordination with other functional departments and branch case teams of the organization conduct in house trainings mostly in its head office and also outsources different types of trainings to training giving institutes like Ethiopian management institutes, Ethiopian Airlines, Ethiopian Chamber of Commerce and Production improvement center, Addis Ababa etc. NALF has also written training feedback and training/trainer evaluation forms and procedures that shows the way how the training process has to be conducted in the organization.

NALF Training Outcome Evaluation

NALF has a policy to evaluate its training process effectiveness including the trainers. There are also written documents that NALF has designed to collect feedback from trainees after various trainings being conducted so as to evaluate the impact of the training on performance of the employee, and help measure the effectiveness of the trainings and take appropriate corrective actions when necessary.

2.15 Conceptual frame work of the study

Being the intellectual property of the firm, employees proves to be a good source of gaining competitive advantage (Houger, 2006), and training is the only way of developing organizational intellectual property through building employees competencies and those employees who receive Periodical effective training sessions are more able to perform well on the job by increasing the quality of work, hence achieving organizational goals and gaining competitive advantage. Fanibuyan (2001), defines training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase organizational goals and development as program generally aimed at educating supervisory employees above and beyond the immediate technical requirement of the job and have a main objective of the improvement of the effective performance of all managers.

Development involves preparing employees for higher better and higher responsibilities in future. Development according to Ezeuwa (2009), can be seen the use of human resources to quantitatively change man's physical and biological environments to his benefits or ever seen as involving the introduction of new ideas into the social structure and causing alterations on the patterns of the organizational and social structures.

Thus, based on the literature review, the effect of "training and development" and "employee performance" are conceptualized, with "training and development" being the independent variable and "employee performance" being the dependent variable. Through training and development, employee performance can be modified as per the desire and need of the employer. The Independent variable, training and development significantly elucidate its aspect that enhances the effectiveness of employee pert.



FIG.1 CONCEPTUAL FRAMEWORK

(Relations between Training and development and Employee Performance)

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Descriptions of the study area

The study area of the researcher was the effect of training and development on enhancing employee performance in National Alcohol and Liquor Factory Addis Ababa which its head office is located at the heart of Mexico square along the artery motor way stretched to Merkato behind Addis Ababa Technology College the former “Tegbared”.

3.2. Research Approach

In conducting the research an inductive approach is adopted in terms of the relationship between the theory and observed research so as to follow the rationale of progressing from observed research to a theoretical result. Because when we take adopting inductive reasoning there is the systematic process of establishing a general proposition on the basis of observation or particular fact though it is also possible to combine both deductive and inductive approaches to research and this can be beneficial in a number of ways, depending on topic chosen for research, Saunders et al. (2009).

3.3 Research Design

For this study, descriptive research design was chosen and utilized in relation to the research questions of the case study which employed both qualitative and quantitative research methods. Because, this method enabled the researcher to describe suggest unanticipated hypothesis, understand and investigate the study problems and research questions i.e. the performances and outputs of training and development programs implemented in National Alcohol and Liquor Factory and to rule out alternative explanations and especially deduce causations.

The study also adopted universally accepted scientific data collection methods and approaches. Moreover, the study employed a scientific data presentation and analysis approaches and models to analyze data's collected from primary and secondary sources such as, interviews and questionnaires, programs, plans, reports etc. Thus, it was aimed at gaining in depth understanding of the effect that training and development has on individual employee performance and to describe the nature of a situation that exists at the time of the study in the organization.

3.4 Types and source of data

3.4.1 Primary and Secondary Data

The study applied both primary and secondary data mainly obtained from Literatures, Reports, Programs, Questionnaires, and Interviews and etc. which were used as instruments to gather information for the research.

3.4.2 Primary Data

The research employed two main primary data collection methods as stated below in order to retrieve the most important information that helped to address the research questions and problems. The data obtained from employees through survey which consisted a questionnaire that contained open and closed ended questions so as to provide a proper means of assessing information about the population and are considered flexible where statistics used to analyze the data.

3.4.3. Questionnaire

The researcher has developed a questionnaire that had a significant importance to get data about the type of trainings and development programs provided for employees, the objectives and goals of company employee development programs schemes and obtained results. More significantly, the questions developed in the questionnaires along with “Five Point Likert’s Scale” form helped to get information’s about employees’ feelings, reflections and opinions about the trainings and the level of satisfaction that National Alcohol and Liquor Factory developed and introduced. The questionnaires developed were believed representing functional units, departments and branches of the organization.

3.4.4. Interview

Interviews were employed to collect important primarily information and opinions about trainings and employees development programs implemented in National Alcohol and Liquor Factory. The information obtained by interview was from the human resource manager, a person who performs the human resource activities of the organization. In order to test the validity and reliability of the questionnaire, the interview was managed in face to face communications and both open ended and closed ended question were applied to obtain reflection, opinions and satisfaction levels of the overall training and employee development programs implemented and delivered in National Alcohol and Liquor Factory. Information collected both through questionnaires and interview were presented and analyzed analytically and mathematically in chapter four.

3.4.5 Secondary Data

Secondary data’s such as theoretical literatures and approaches widely accepted in studying the relationships between introducing training and development programs and factory profitability and productivity were applied to provide a theoretical foundation for the study. Moreover, information’s found from policy documents, training and development program manuals and guidelines, research documents, reference books,

websites, articles and reports of National Alcohol and Liquor Factory were useful secondary sources for the study.

3.5 Target Population

All Permanent employees' of the National Alcohol and Liquor Factory found at different job titles and positions were the target population. Therefore, the focus was on employees of various departments at the head office and branch case teams of NALF with a total number of five hundred (500) employees

3.6 Sample Design

The research study used a stratified random sampling technique to collect primary data's by using questionnaires and interview so as to reduce the degree of biased in sample selection process. Therefore, representative samples were selected using a stratified random sampling technique which were employed to identify the allotted number of employees who were representing a specific department among the main seven (7) functional departments and two (2) branch case teams of National Alcohol and Liquor Factory. As a result the research has found it viable and sound to employ such technique that provided his opinion or reflections about training and development programs practiced in National Alcohol and Liquor Factory.

3.7 Data collection methods

3.7.1 Qualitative and Quantitative Methods

For the realization of the objectives of the study, both qualitative and quantitative approaches were used and the data gathered by scientific data collection methods addressed the basic problems and questions of the case study. Qualitative method such as information's obtained from both primary and secondary sources such as reflections forwarded in interviews, qualitative data's gathered from company programs, policy and strategy documents, information's obtained from employees, reports were presented triangulated and analyzed analytically which enabled and helped the researcher answer the research questions adequately.

Since qualitative method is concerned with qualitative phenomena, and related or involved quality services, it enables the researcher to textually describe the findings. It is used by preparing open-ended interviews as well observations to identify employee performance.

Quantitative method on the other hand such as information's obtained from both primary and secondary sources such as reports, plans and programs about training and developments provided in National Alcohol and Liquor Factory were mathematically analyzed. Moreover, information's obtained from employees responses for question provided in questionnaires with close-ended are computed quantitatively. It was applicable to phenomena that can be expressed in terms of quantity (numbers, percentages, one sample t-test, etc.) so as to enable the researcher measure the validity and reliability of the questionnaire in the study.

3.7.2 Sample Size

The research took and applied the required sample size to get adequate and representative opinions. It was impossible to collect data on the whole population, considering the size, as well as the time, available to the researcher. Thus, to avert such constraint the researcher forced to draw sample from the whole population. According to Field (2005), whenever it is possible to access the entire population, it is possible to collect data from sample and use the behavior within the sample to infer things about the behavior of the population. Field also states that the bigger the sample size, the likely it reflect the whole population. Considering the financial and time constraints in to account the total sample size were some 44% of the factory employees which 222 , i.e.(44% of 500).Accordingly, in this study to make the sample more representatives, the sample size of the study will be determined using the formula adopted from **kreijcie and Morgan’s (1970)**.

Thus, the formula was used to calculate the sample size as follows.

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

Where N= is the total population

n= is the sample from the population

e= is the error term, which is 5% (i.e. at 95% confidence interval)

Using the above formula the simple size of the study is determined as:

$$n = 500 / (1 + 500(0.05)^2) = 222$$

Therefore, based on the above formula, the sample size taken from each stratum was depicted in table below, which is 17 respondents from Planning, Internal Audit Svc, IT, Quality Management and Property and Purchasing departments, 11 respondents from HRM department, 26 respondents from marketing department, 67 respondents from Mekanissa branch case team and the remaining 101 respondents from Sebeta branch case team.

Thus, the total sample size of the study was 222, i.e. 44% of the total population (222/500 = .44)

Table One - Stratified Random Sampling Design form

No	Types of the Strata (departments and case teams)	Total Population size	Sample Size (44% of the population)
1	3, 4, 5 ,5 and 20 (Planning, Internal audit svc, IT, Quality management and Property and Purchasing departments =37	37	17
2	23 (HRM department)	23	11
3	60 (Marketing department)	60	26
4	151 (Mekanissa branch case team)	151	67
5	229 (Sebeta branch case team)	229	101
	TOTAL	500	222

(Source: NALF manning 2016/17 budget year)

In addition, the human resource manager, a person who performs the human resource management aspect of the organization has forwarded his reflections via interviews. He was selected according to the role and in relations he has to the factory training and employee development schemes.

3.8 Data analysis

After collecting the data through various techniques, the researcher has organized and prepared the data as per the sources of information of the respondents. In addition, in order to ensure logical competence and consistency of responses, data editing was carried out by the researcher. The quantitative data analysis was done by the use of version 20 - SPSS software. The techniques for quantitative data analysis were the frequency distribution and percentages besides regression and correlation which used to determine the proportion of respondents choosing the various responses and see the relationship between training and development and employee performance. Tables and charts were also used to ensure easily understand the analysis which was used to determine the proportion of respondents chose the particular responses.

3.9 Instrument validity and reliability tests

Validity and reliability are factors that determine whether the research will stand up to external scrutiny and the meaning of these factors will be affected by the philosophical viewpoint adopted by the research. Validity test refers to the extent of accuracy of the results of the study. Validity of the results can either be internal or external. Internal validity refers to the analysis of the accuracy of the results obtained. External validity refers to the analysis of the findings with regards to whether they can be generalized (Ghauri&Grønhaug 2005,65). In this study, validity was taken into consideration. Thorough literature review, the study area was conducted carefully as much as possible before taking on the research. This enabled theories and the questions in the questionnaire to be identified and theories and themes were also supported by the findings.

In the other hand, reliability refers to the stability of the measure used to study the relationships between variables (Ghauri&Grønhaug 2005, 81). The reliability of measuring instruments is the extent to which the instrument yields consistent results when characteristics being measured does not change (Paul D.Leady, 2010 page,93). Thus, questions in the questionnaire were designed taking into consideration the issues related to the statement of the problem and goals of the study and theories on the subject. It is therefore believed that the responses and results from this study assured reliability and validity of the study.

Therefore, to test the validity of the questionnaire sample questionnaires were distributed for pilot sample population and able to determine the reliability of the questionnaire. Thus, Cronbach's alpha is a coefficient of reliability. It is commonly used as a measure of the internal consistency or reliability of a psychometric

test score for a sample of examinees issued based on the questionnaire the reliability is 90% as shown in the table below.

Table 1 - Reliability Test

Cronbach's Alpha Test	No. of Items
.900	31

3.10 Ethical consideration

According to Flynn et al., (1995) defined that several ethical issues must be concerned while gathering data which includes confidentiality of data gained, the objective of the research, respect of the participant in all aspects, and ignorance of enforcing the respondents in case he or she takes time to respond. The truthfulness and honesty of the researchers is the most important aspect that needs to be focused ethically. (Carlos a. Primo Braga, 1995) explored that “various unethical problems in research, which need to be ignored include violating nondisclosure agreements, misrepresenting results, breaking respondent confidentiality deceiving people, and ignoring legal liability, invoicing irregularities.

During the study strict compliance was ensured with regard to the guidelines stressing the need to define the objective of study and the advantage expected from participants, the rights of participants and how these were protected and kept confidential and getting the informed consent of participant during the process of interview. In the study, in order to be sure that the basic and necessary aspects of ethical consideration was complied and respondents were also ensured of full confidentiality of their identity (organizational and personal and) and the information provided.

The following points were concerned with ethical issues of this research.

- a) Fairness
- b) Openness of intent
- c) Disclosure of methods
- d) Respect or the integrity of the individuals
- e) Informed willingness on the part of the subjects to participate voluntarily in the research activity.

CHAPTER FOUR

4. DATA PRESENTATION, ANALYSIS AND DISCUSSION OF FINDINGS

This chapter presents the analysis and discussion of the findings to the study. The primary focus of this study was to examine the effect of training and development on enhancing employee performance based on the data obtained from employees of National Alcohol and Liquor Factory through different instruments for data collection; such as questionnaire, interview, and review of secondary data by the researcher. And the data were described, analyzed and synthesized in tables, percentage, frequency distribution, and ANOVA with the help of SPSS (Version 20) and where data could not be quantified, it was explained. The research was a case study in which data was collected across a population through stratified random sampling technique. Seven (7) functional units and two (2) branch case teams were used for the study. The participants were workers and managers which are employed under National Alcohol and Liquor Factory. Two hundred twenty two (222) employees were selected by using stratified random sampling technique to which questionnaires were distributed and administered among the departments selected and one hundred seventy four (174) were completed and returned while 48 were not returned. Here, the response rate was 78.38%.

The research was qualitative method with quantitative information and procedures. Interview was also conducted to gather information on the subject from the management of the organizations to ascertain management view on how National Alcohol and Liquor factory has dealt and reviewed with issues of training and development programs. This helped the researcher to ascertain whether NALF has training policies and practice, and also to check the processes of training and development programs are being fully followed.

4.1 Demographic Information of the Respondents

The first part of the questionnaire consists of the general information of the respondents. This part of the questionnaire requested a limited amount of information related to personal and professional characteristics of respondents. Accordingly, the following variables on the respondents were summarized and described in tables below. The variables include: age, sex, educational level, years of service in the organization.

4.1.1 Respondents Background

Table 4.1.1. – Gender composition of Respondents

Respondents of gender

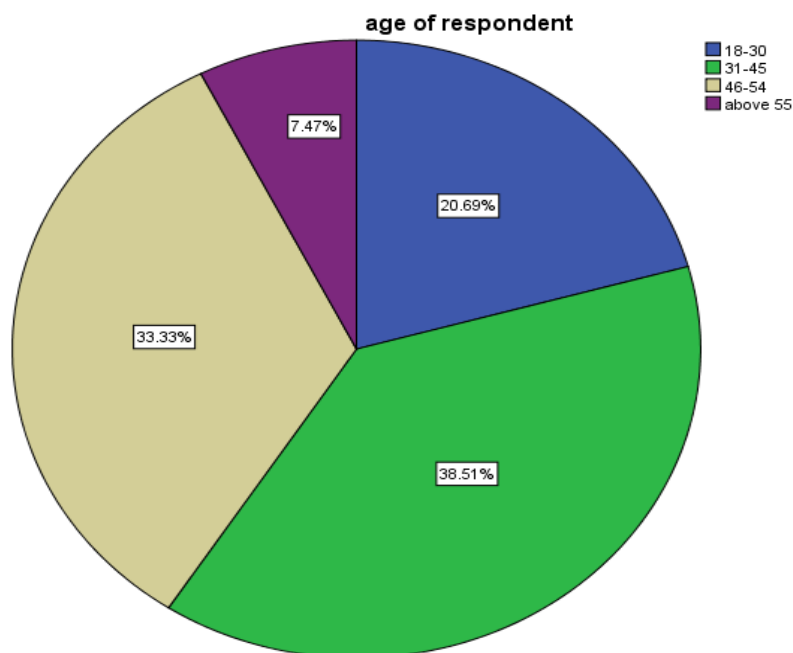
Sex	Frequency	Percent	Valid Percent	Cumulative Percent
Male	130	74.7	74.7	74.7
Valid Female	44	25.3	25.3	100.0
Total	174	100.0	100.0	

Table 4.1.1 above presents data on gender of respondents. The table shows that the male respondents formed majority of the target population with a total of 130 representing 74.7%, while 44 that respondents were female representing 25.3%. This implied that male respondents were dominants. So, the organization should do more to proportionate number of male and female employees and be fair.

Table 4.1.2 Age Distribution of Respondents

Age category of Respondents

Age	Frequency	Percent	Valid Percent	Cumulative Percent
18-30	36	20.7	20.7	20.7
31-45	67	38.5	38.5	59.2
Valid 46-54	58	33.3	33.3	92.5
above 55	13	7.5	7.5	100.0
Total	174	100.0	100.0	



Analyzing the data obtained from the questionnaire, table 4.1.2 depicts that 67 respondents were between 31- 45 years representing 38.5% formed the majority. The next largest respondents were between the age of 46 –54 representing 33.3% and they were 58 in number. The third group of respondents were fallen under the age category of 18-30 that represents 20.7% or 36 employees from the total respondents. The rest 13 respondents, representing 7.5% were above the age of 55. This implied and can be understood the young employees are expected to do a lot for the organization by exploiting rich work experience knowledge from the senior workers and supervisors.

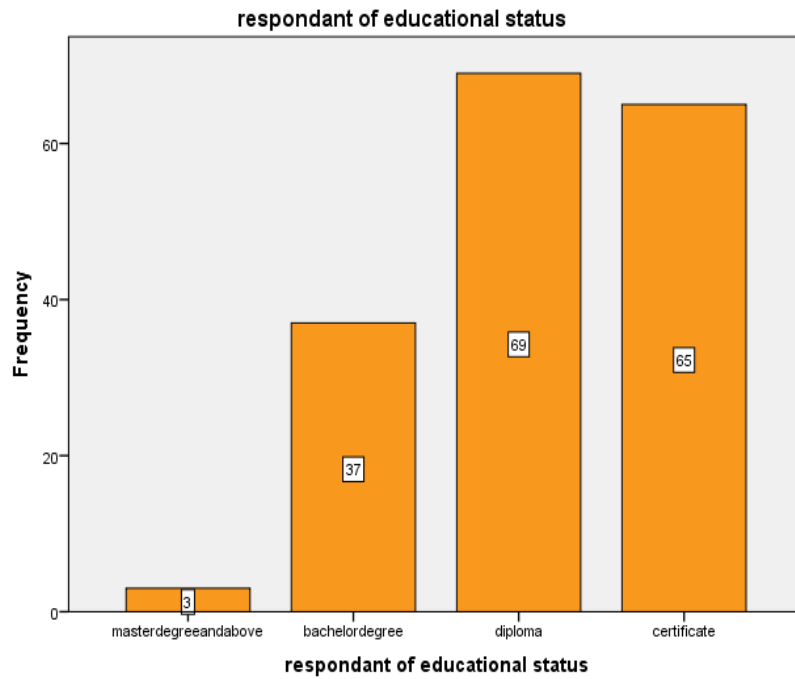
4.1.3 Educational background

It was also necessary in the study to know the educational level of the respondents so as to determine and plan what kind of training may be most appropriate. The Table below presents the data of educational background of respondents:

Table 4.1.3 Educational background of respondents

Respondent of Educational Status

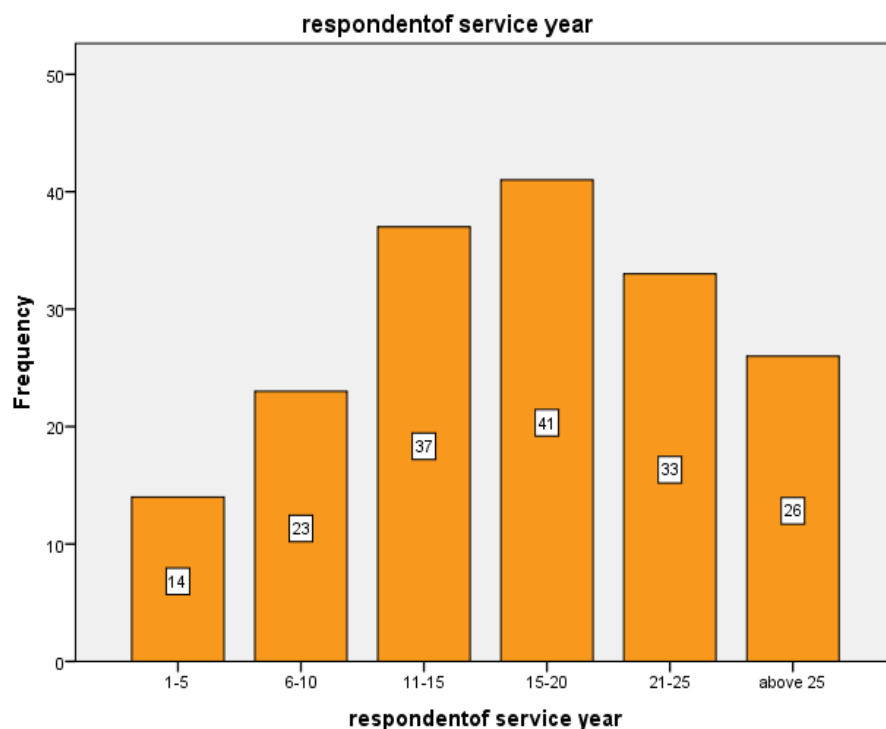
Educational Level	Frequency	Percent	Valid Percent	Cumulative Percent
Master degree and above	3	1.7	1.7	1.7
Bachelor Degree	37	21.3	21.3	23.0
Valid Diploma	69	39.7	39.7	62.6
Certificate	65	37.4	37.4	100.0
Total	174	100.0	100.0	



Regarding to the educational level of the participants, the largest group 69(39.7%) were diploma holders and the next group of respondents 65(37.4%) were certificate, and 37(21.3%) were bachelor degree holders. The remaining group of participants 3(1.7%) percent were master degree and above. So, the organization should encourage and assist those employees which are found at the lower status to upgrade their level of education and make them perform better in their work place.

Table 4.1.4 Distribution of Respondents by service year

Service Year	Frequency	Percent	Valid Percent	Cumulative Percent
1-5	14	8.0	8.0	8.0
6-10	23	13.2	13.2	21.3
11-15	37	21.3	21.3	42.5
Valid 16-20	41	23.6	23.6	66.1
21-25	33	19.0	19.0	85.1
above 25	26	14.9	14.9	100.0
Total	174	100.0	100.0	



Here, the largest group of respondents 41(23.6%) indicated that they have been working in the organization 16 up to 20 years. The next larger group of respondents 37(21.3%) and 33(19.0%), their years of service in the organization reported 11 up to 15 and 21 up to 25 respectively. The rest groups of respondents 26(14.9%), 23(13.2%), and 14(8.0%) have been working in the organization above 25 years, 21 up to 25 years, 6 up to 10 and 1 up to 5 years respectively.

Table 4.1.5 Period of time that the respondents have assumed their current position in NALF

Periods	Frequency	Percent	Valid Percent	Cumulative Percent
Valid This year (2009 E.C.)	6	3.5	3.5	3.5
Last Year (2008 E.C.)	11	6.3	6.3	9.8
Before 2008 E .C.	157	90.2	90.2	100.0
Total	174	100.0	100.0	

The largest group of respondents 157(90.2%) indicated that they have assumed their current position before 2008 E.C due to the fact the organization has implemented a new organizational structure in 2007 E.C and new positions, assignments and salary scale have been practiced. The next group 11 (6.3%) and 6(3.5%) have assumed their current job in 2008 and 2009 E.C respectively. This implied that employees job positions are mostly one of the issue to be taken in to account at the time of implementing a new organizational structure in an organization.

4.2 Description of analysis of data obtained from Employees on NALF training information

Table 4.2.1 Number of employees who have taken pre - service training since they have joined the organization

Responds	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	21	12.1	12.1	12.1
Valid No	153	87.9	87.9	100.0
Total	174	100.0	100.0	

As the table shows 21(12. 1%) of the respondents have taken pre - service training while the rest 153(87.9%) not, since they have joined the organization.

Table 4.2.2 Place of pre – service training given for employees in the organization

	Frequency	Percent	Valid Percent	Cumulative Percent
In NALF (In-house)	21	12.1	12.1	12.1
Valid Abroad (out of NALF)	153	87.9	87.9	100.0
Total	174	100.0	100.0	

Here the table describes that 21(12.1%) and 153(87.9 %) of the respondents were responded that they have taken the last pre - service training in NALF (In – house) and out of NALF respectively.

Table 4.2.3 No. of times that employees have attended training funded by their employer

No. of times	Frequency	Percent	Valid Percent	Cumulative Percent
not at all	10	5.7	5.7	5.7
rarely	72	41.4	41.4	47.1
Valid once in while	53	30.5	30.5	77.6
Often	39	22.4	22.4	100.0
Total	174	100.0	100.0	

The table shows that 72(41.4%), 53(30.5%) and 39 (22.%) of the respondents have taken training rarely, once in a while and often respectively which were funded by the employer while the rest 10(5.7%) responded not at all since they have been employed in the organization.

Table 4.2.4 Responds made on whether employees were received any training in the last 12 months

Responds	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	119	68.4	68.4	68.4
Valid No	55	31.6	31.6	100.0
Total	174	100.0	100.0	

According to the responds made , 119(68.4%) of the respondents received any training in the last 12 months and the rest 55(31.6%) didn't receive in the period mentioned. This showed that the organization had a good practice in this regard.

Table 4.2.5 Information on if employees have received pre – service training in the organization

Responds	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	21	12.1	12.1	12.1
Valid No	153	87.9	87.9	100.0
Total	174	100.0	100.0	

As the above table indicates 21(12.1%) of the respondents have received pre – service training and the rest 153(87.9 %) of the respondents have not taken the pre - service training in the organization.

Table 4.2.6 Duration of the last in service training under NALF training and development program

Periods	Frequency	Percent	Valid Percent	Cumulative Percent
This year (2009 E.C.)	67	38.5	38.5	38.5
Valid Last year (2008 E.C.)	78	44.8	44.8	83.3
Before (2008 E.C.)	29	16.7	16.7	100.0
Total	174	100.0	100.0	

As the above table describes 67(38.5%), 78(44.8%) , and 29(16.7%) of the respondents were responded that they have taken the last in service training in 2009 E.C, in 2008 E.C and before 2008 E.C respectively. This showed that the majority of the respondents took the last in service – training at NALF in 2008 E.C. Therefore, in service training should be practiced in a continuous manner based on employees performance gap..

4.3 Information of respondents on self-training program

Table 4.3.1 Information on if employees have taken training with their own program

Responds	Frequency	Percent	Valid Percent	Cumulative Percent
Yes	41	23.6	23.6	23.6
Valid No	133	76.4	76.4	100.0
Total	174	100.0	100.0	

Here the table showed that 41(23.6%) of the respondents took training with their own program while the rest 133(76.4%) of the respondents didn't take. As the researcher have understood through the study, most of those respondents who attended the self - training believed that such trainings are so relevance to their future carrier development and such opinions should be encouraged.

Table 4.3.2 Responds on how employees were funded the self – training program

Type of Fund	Frequency	Percent	Valid Percent	Cumulative Percent
Fully self-fund	68	39.1	39.1	39.1
Valid Partially refund by NALF	40	23.0	23.0	62.1
Fully refund by NALF	66	37.9	37.9	100.0
Total	174	100.0	100.0	

The table depicts that 68(39.1%), 66(37.9%) and 40(23.0) of the respondents were funded their self – training program through fully self-fund, fully and partially refunded by NALF respectively. Such supports to employees by the employer is really motivates factory employees to enhance their job performance in the organization.

Table 4.3.3 How is the relevance of self – training program with your regular job performance in NALF?

Degree of relevance	Frequency	Percent	Valid Percent	Cumulative Percent
Fully relevance	138	79.3	79.3	79.3
Valid Partially relevance	31	17.8	17.8	97.1
Has no direct relevance	5	2.9	2.9	100.0
Total	174	100.0	100.0	

As it described in the table above most respondents 138(79.3%) have responded that such self – training program had fully relevance with their regular job performance while the rest of the respondents 31(17.8%) and 5(2.9%) responded partially relevance and has no direct relevance with their regular job performance respectively. So, in general there is a relevance in relation to job performance.

Table 4.3.4 Responds on what is the main reason of an employee to take own training program?

Reasons responded by employees	Frequency	Percent	Valid Percent	Cumulative Percent
To fill the skill /knowledge gap in my job performance	115	66.1	66.1	66.1
Valid For my future carrier development	59	33.9	33.9	100.0
Total	174	100.0	100.0	

As per the respond given by employees, 115 (66.1%) and 59 (33.9%) respectively have reasoned out that taking own training is to fill the skill /knowledge gap in their job performance and also useful for their future carrier development which enabled them understood that taking own training program is so essential.

4.4 Employees response on NALF’s Training Effectiveness and employee performance

The employees have responded in accordance with a five – point likert scale ranging from All of the time (5), Most of the time (4), some of the time (3), Little of the time (2) to none of the time = (1) points and Strongly Agree = 5 Agree= 4 Neutral =3 Disagree= 2 and Strongly disagree = 1 based on the following questionnaire.

Table 4.4.1
The trainings given by NALF are based on the job need(performance gap)

	Frequency	Percent	Valid Percent	Cumulative Percent
All of the time	12	6.9	6.9	6.9
Most of the time	59	33.9	33.9	40.8
Valid Some of the time	62	35.6	35.6	76.4
Little of the time	28	16.1	16.1	92.5
None of the time	13	7.5	7.5	100.0
Total	174	100.0	100.0	

Table 4.4.2.**From the training given, I acquired the necessary skills needed to do my job**

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	41	23.6	23.6	23.6
Agree	113	64.9	64.9	88.5
Neutral	4	2.3	2.3	90.8
disagree	11	6.3	6.3	97.1
Strongly disagree	5	2.9	2.9	100.0
Total	174	100.0	100.0	

From the above frequency table of the training given by NALF are based on the job need (performance gap), the majority respondents were responded to some of the time (35.6%) n=62, most of the time (33.9)n=59, little of the time (16.1%)n=28, none of the time(7.5%)n=13 and all of the time (6.9%)n=12. Similarly, for a question from the training given, I acquired the necessary skills needed to do my job the respondents response were agree 64.9%(n=113), strongly agree 23.6%(n=41), disagree 6.3%(n=11), strongly disagree 2.9% (n=5) and 2.3%(n=4) were indifferent respectively. Here, we can understand that trainings are necessary for employees to perform their jobs and fill their performance gap.

Correlation analysis

Correlation refers to synonym for association or the relationship between variables. It measures the degree to which two sets of data are related. Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003)

Table 4.4.3**Correlations between the variables**

		The trainings given by NALF are based on the job need(performance gap)	From the training given, I acquired the necessary skills needed to do my job
The trainings given by NALF are based on the job need(performance gap)	Pearson Correlation	1	.800**
	Sig. (2-tailed)		.000
	N	174	174
From the training given, I acquired the necessary skills needed to do my job	Pearson Correlation	.800**	1
	Sig. (2-tailed)	.000	
	N	174	174

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

- a) Predictors(Constant) - The trainings given by NALF are based on the job need(performance gap
- b) Dependent variable -From the training given, I acquired the necessary skills needed to do my job

Table 4.4.4 The training methods used by NALF are very effective

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	All of the time	10	5.7	5.7
	Most of the time	37	21.3	27.0
	Some of the time	92	52.9	79.9
	Little of the time	21	12.1	92.0
	None of the time	14	8.0	100.0
	Total	174	100.0	100.0

Table 4.4.5 The training developed my ability to understand new jobs and methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly agree	74	42.5	42.5
	Agree	88	50.6	93.1
	Neutral	9	5.2	98.3
	disagree	2	1.1	99.4
	Strongly disagree	1	.6	100.0
	Total	174	100.0	100.0

As it is well known training plays a vital role towards increasing the employees performance and in this regard respondents were asked to respond on whether the training methods used by NALF are very effective and responded to some of the time (52.9%) n=92, most of the time (21.3%)n=37, little of the time (12.1%)n=21, none of the time(8.0%)n=14 and the rest all of the time (5.7%)n=10 respectively.. And in the other hand, the respondents response were agree 50.6%(n=88), strongly agree 42.5(n=74),neutral 5.2%(n=9), disagree 1.1% (n=2) and 0.6%%(n=1) were strongly agree respectively for the question the training developed my ability to understand new jobs and methods. As the majority of the respondents, it was proved that the training methods used by NALF enabled them to develop their ability to understand new jobs and methods.

Table 4.4.6 Correlations between the variables

		The training developed my ability to understand new jobs and methods	The training methods used by NALF are very effective
The training developed my ability to understand new jobs and methods	Pearson Correlation	1	.776**
	Sig. (2-tailed)		.000
	N	174	174
The training methods used by NALF are very effective	Pearson Correlation	.776**	1
	Sig. (2-tailed)	.000	
	N	174	174

**** Correlation is significant at the 0.01 level (2-tailed). Here there is a significant correlation with .776 between the two variables.**

Table 4.4.7 In all training and development programs I clearly understood the objectives of the training?

	Frequency	Percent	Valid Percent	Cumulative Percent
All of the time	19	10.9	10.9	10.9
Most of the time	57	32.8	32.8	43.7
Some of the time	58	33.3	33.3	77.0
Valid Little of the time	24	13.8	13.8	90.8
None of the time	16	9.2	9.2	100.0
Total	174	100.0	100.0	

Table 4.4.8 The training helped me in developing interrelationship with my colleagues

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	73	42.0	42.0	42.0
Agree	79	45.4	45.4	87.4
Valid Neutral	11	6.3	6.3	93.7
disagree	8	4.6	4.6	98.3
Strongly disagree	3	1.7	1.7	100.0
Total	174	100.0	100.0	

To understand and coordinate the overall activities of the training and development program that the organization be effective from the training expenditure, the participants of various trainings should know the objectives of training and how training helped one in developing interrelationship with his/her workmates or colleagues. Within this context, the researcher asked the respondents whether they had understood the objectives, and 33.3%(n=58), 32.8%(n=57), 13.8%(n=24), 10.9%(n=19), and 9.2%(n=16) of the respondents responded as Some of the time, Most of the time, Little of the time, All of the time, and None of the time respectively. For the question the training helped me in developing interrelationship with my colleagues the responds were 45.4%(n=79), 42.0%(n=73), 6.3%(n=11), 4.6%(n=8), and 1.7%(n=3) as agree, strongly agree, neutral, disagree, and strongly disagree respectively. Even though, some of the respondents responded that they didn't know the objectives of the training, the majority of the respondents knew the objectives with all, most and some of the time scale points.

Table 4.4.9 Correlations between the Variables

		The training helped me in developing interrelationship with my colleagues	In all training and development programs I clearly understood the objectives of the training?
The training helped me in developing interrelationship with my colleagues	Pearson Correlation	1	.884**
	Sig. (2-tailed)		.000
	N	174	174
In all training and development programs I clearly understood the objectives of the training?	Pearson Correlation	.884**	1
	Sig. (2-tailed)	.000	
	N	174	174

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

When the correlation is 1 or -1, a perfectly linear positive or negative relationship exists; when the correlation is 0, there is no relationship between the two sets of data. Coetzee (2003) clearly noted that when considering the correlation between the independent variable in our case (training and development) and the dependent variables (employee performance), the larger the magnitude of the correlation, the stronger the linear association. Therefore, the standard correlation coefficient is (Pearson's r) which applies primarily to variables distributed more or less along interval or ratio scales of measurement.

As it is stated above, the two variable are correlated and a spearman's correlation coefficient was used and the result shows that there is significant correlation .884 between the variables.

Table 4.4.10 The training evaluation done after the training program is effective

	Frequency	Percent	Valid Percent	Cumulative Percent
All of the time	7	4.0	4.0	4.0
Most of the time	52	29.9	29.9	33.9
Some of the time	45	25.9	25.9	59.8
Little of the time	56	32.2	32.2	92.0
None of the time	14	8.0	8.0	100.0
Total	174	100.0	100.0	

Table 4.4.11 The training increased my quality of work to deliver customers service

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	69	39.7	39.7	39.7
Agree	87	50.0	50.0	89.7
Neutral	9	5.2	5.2	94.8
disagree	6	3.4	3.4	98.3
Strongly disagree	3	1.7	1.7	100.0
Total	174	100.0	100.0	

With regard to the questions related to whether the training evaluation done after the training program is effective, the respondents were as follows. Little of the time (32.2%)n=56, most of the time (29.9%)n=52, some of the time (25.9%)n=45, none of the time(8.0%)n=14 and all of the time (4.0%)n=7, and for the training increased my quality of work to deliver customers service the respondents ranked agree 50.0%(n=87), strongly agree 39.7%(n=69), neutral 5.2%(n=9) , disagree 3.4%(n=6) and the rest strongly disagree 1.7%(n=3) respectively. Most respondents replied on the effectiveness of the training evaluation done after the training program as per the scale points i.e. from most of the time to little of the time showed where the stage of the training evaluation in the organization is and it is a signal to NALF to check its evaluation process while various trainings are conducted.

Table 4.4.12

Correlations between the Variables

	The training evaluation done after the training program is effective	The training increased my quality of work to deliver customers service
The training evaluation done after the training program is effective	Pearson Correlation Sig. (2-tailed) N	1 .833** 174
The training increased my quality of work to deliver customers service	Pearson Correlation Sig. (2-tailed) N	.833** .000 174

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

Table 4.4.13 The management makes use of the trainees' feedback to improve the effectiveness of training

	Frequency	Percent	Valid Percent	Cumulative Percent
All of the time	8	4.6	4.6	4.6
Most of the time	41	23.6	23.6	28.2
Some of the time	81	46.6	46.6	74.7
Valid Little of the time	39	22.4	22.4	97.1
None of the time	5	2.9	2.9	100.0
Total	174	100.0	100.0	

Table 4.4.14 After the training I have an opportunity to get positive feedback from customers

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	73	42.0	42.0	42.0
Agree	82	47.1	47.1	89.1
Valid Neutral	7	4.0	4.0	93.1
disagree	4	2.3	2.3	95.4
Strongly disagree	8	4.6	4.6	100.0
Total	174	100.0	100.0	

There are researches and documents that trainings have a positive impact on the performance of employees and organizational effectiveness. In order to improve and make training programs effective, organizational management should make use of the trainees' feedback obtained through training evaluation. Therefore training programs should be designed according to the feedback forwarded from the users of the training program. According to the above frequency tables, the respondents responded to the questions that the management makes use of the trainees' feedback to improve the effectiveness of training some of the time (46.6%) n=81, most of the time (23.6%)n=41, little of the time (22.4%)n=39, *all of the time*(4.6%)n=8 and *none of the time* (2.9%)n=5 respectively. In addition, for a question after the training I have an opportunity to get positive feedback from customers the respondents responded as were agree 47.1%(n=82), strongly agree 42%(n=73), strongly disagree 4.6%(n=8), neutral 4.0% (n=7), and 2.3%(n=4) was indifferent respectively. Here, we can understand that the majority respondents agreed that the training helped them to have an opportunity to get positive feedback from customers of the organization.

Table 4.4.15

Correlations of Variables

		After the training I have an opportunity to get positive feedback from customers	The management makes use of the trainees' feedback to improve the effectiveness of training
After the training I have an opportunity to get positive feedback from customers	Pearson Correlation	1	.751**
	Sig. (2-tailed)		.000
	N	174	174
The management makes use of the trainees' feedback to improve the effectiveness of training	Pearson Correlation	.751**	1
	Sig. (2-tailed)	.000	
	N	174	174

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

Table 4.4.16

I feel that training enable me to perform my work with greater accuracy and precisely

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	63	36.2	36.2	36.2
Agree	87	50.0	50.0	86.2
Neutral	11	6.3	6.3	92.5
disagree	6	3.4	3.4	96.0
Strongly disagree	7	4.0	4.0	100.0
Total	174	100.0	100.0	

Table 4.4.17

My organization is providing training program such as classroom trainings, seminars, workshops etc. frequently

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid All of the time	11	6.3	6.3	6.3
Most of the time	67	38.5	38.5	44.8
Some of the time	74	42.5	42.5	87.4
Little of the time	13	7.5	7.5	94.8
None of the time	9	5.2	5.2	100.0
Total	174	100.0	100.0	

The effectiveness and success of an organization really depends on the people who perform their jobs within that organization. In order to make people perform their duties and discharge responsibilities and make meaningful contributions to the attainments of the organizational objectives, they need to acquire relevant skills, knowledge and abilities and trainings are conducted in various methods to make the training effective. So, training is one of a strategic tools of this time that most organizations are implementing it by allocating huge budgets.

The above tables depict the view of employees about their feeling that training enable them to perform their work with greater accuracy and precisely. The responds were agree 50% (n=87), strongly agree 36.2% (n=63), neutral 6.3% (n=11) , strongly disagree 4.0% (n=7), and disagree 3.4% (n=6) respectively while for the question that my organization is providing training program such as classroom trainings, seminars, workshops etc. frequently the employees responded some of the time (42.5%) n=74, most of the time (38.5%) n= 67 , little of the time (7.5%) n=13, all of the time (6.3%) n=11, and none of the time (5.2%) n=9 respectively.

Table 4.4.18

Correlations of Variables

		My organization is providing training program such as classroom trainings, seminars, workshops etc. frequently	I feel that training enable me to perform my work with greater accuracy and precisely
My organization is providing training program such as classroom trainings, seminars, workshops etc. frequently	Pearson Correlation Sig. (2-tailed) N	1 174	.901** 174 .000
I feel that training enable me to perform my work with greater accuracy and precisely	Pearson Correlation Sig. (2-tailed) N	.901** .000 174	1 174

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

Table 4.4.19

In general the current training program of NALF has links with performance

	Frequency	Percent	Valid Percent	Cumulative Percent
All of the time	9	5.2	5.2	5.2
Most of the time	61	35.1	35.1	40.2
Some of the time	67	38.5	38.5	78.7
Valid Little of the time	29	16.7	16.7	95.4
None of the time	8	4.6	4.6	100.0
Total	174	100.0	100.0	

Table 4.4.20

The current training program has an impact on enhancing my performance

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	75	43.1	43.1	43.1
Agree	87	50.0	50.0	93.1
Neutral	6	3.4	3.4	96.6
Valid disagree	3	1.7	1.7	98.3
Strongly disagree	3	1.7	1.7	100.0
Total	174	100.0	100.0	

Current practices in many organizations indicate that employees are viewed as valuable investments (Greer, 2003). Due to these changes, most pioneers and effective organizations and institutions have paid their attention to planning training courses in order to improve human resources more than before. (Farahbakhsh,2010). Therefore, if training programs are well aligned with these statements and practiced properly, they would have a positive impact on enhancing employee performance at so as to meet organizational objectives at the end of the day. In this regard, (38.5 %)n=67, (35.1%)n=61, (16.7%)n=, 29 (5.2%)n= 9,and (4.6%)n=8 of the respondents responded as some of the time, most of the time, little of the time, all of the time and none of the time respectively and for the question related to the current training program has an impact on enhancing my performance, (50.0 %)n=87 (43.1 %)n=75, (3.4%) n=6, (1.7%) n=3, and (1.7%)n=3 of the respondents ranked as agree, strongly agree, neutral, disagree, and strongly disagree respectively.

Table 4.5 Summary of response of Employees' on NALF's Training Effectiveness

Questions		Valid					
		All of the time	Most of the time	Some of the time	Little of the time	None of the time	Total
The training given by NALF are based on the job need(Performance gap)	Frequency	12	59	62	28	13	174
	Percent	6.9	33.9	35.6	16.1	7.5	100.0
The trainee selection process by NALF	Frequency	18	48	66	19	23	174

is fair & transparent	Percent	10.3	27.6	37.9	10.9	13.2	100.0
The training methods used by NALF are very effective	Frequency	10	37	92	21	14	174
	Percent	5.7	21.3	52.9	12.1	8.0	100.0
The training materials ,tools and techniques used by NALF are very effective	Frequency	3	51	62	53	5	174
	Percent	1.7	29.3	35.6	30.5	2.9	100.0
The training period assigned for the trainings are enough	Frequency	11	50	78	28	7	174
	Percent	6.3	28.7	44.8	16.1	4.0	100.0
The trainers have the ability to transfer skills and knowledge.	Frequency	20	61	74	10	9	174
	Percent	11.5	35.1	42.5	5.7	5.2	100.0
In all training and development programs I clearly understood the objectives of the training?	Frequency	19	57	58	24	16	174
	Percent	10.9	32.8	33.3	13.8	9.2	100.0
The training evaluation done after the training program is effective	Frequency	7	52	45	56	14	174
	Percent	4.0	29.9	25.9	32.2	8.0	100.0
The content of training programs given by NALF 's are relevance with my job	Frequency	21	60	53	36	4	174
	Percent	12.1	34.5	30.5	20.7	2.3	100.0
The management makes use of the trainees' feedback to improve the effectiveness of training	Frequency	8	41	81	39	5	174
	Percent	4.6	23.6	46.6	22.4	2.9	100.0
My organization is providing training program such as classroom trainings, seminars, workshops etc. frequently	Frequency	11	67	74	13	9	174
	Percent	6.3	38.5	42.5	7.5	5.2	100.0
In my opinion, training at NALF is planned and systematic	Frequency	13	43	76	32	10	174
	Percent	7.5	24.7	43.7	18.4	5.7	100.0
I am satisfied with the current training program of NALF	Frequency	9	61	67	29	8	174
	Percent	5.2	35.1	38.5	16.7	4.6	100.0

Questions		Valid					
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
From the training given, I acquired the necessary skills needed to do my job	Frequency	41	113	4	11	5	174
	Percent	23.6	64.9	2.3	6.3	2.9	100.0
All the necessary resources to implement my skills are available in my work place at the right time, at the right quality and quantity .	Frequency	14	31	18	51	60	174
	Percent	8.0	17.8	10.3	29.3	34.5	100.0
My immediate supervisors and management support my effort to implement the training	Frequency	61	78	14	17	4	174
	Percent	35.1	44.8	8.0	9.8	2.3	100.0
The training has helped me to improve and developed my job performance	Frequency	76	83	10	3	2	174
	Percent	43.7	47.7	5.7	1.7	1.1	100.0
The training developed my ability to understand new jobs and methods	Frequency	74	88	9	2	1	174
	Percent	42.5	50.6	5.2	1.1	0.6	100.0
The training helped me in achieving my personal need and development	Frequency	68	84	8	11	3	174
	Percent	39.1	48.3	4.6	6.3	1.7	100.0
The training helped me in developing interrelationship with my colleagues	Frequency	73	79	11	8	3	174
	Percent	42.0	45.4	6.3	4.6	1.7	100.0
The training increased my speed of work to deliver customers service	Frequency	71	84	12	3	4	174
	Percent	40.8	48.3	6.9	1.7	2.3	100.0
The training helped me in achieving my personal need and development	Frequency	68	84	8	11	3	174
	Percent	39.7	50	5.2	3.4	1.7	100.0
The training increased my speed of work to deliver customers service	Frequency	71	84	12	3	4	174
	Percent	40.8	48.3	6.9	1.7	2.3	100.0
The training increased my quality of work to deliver customers service	Frequency	69	87	9	6	3	174
	Percent	39.7	50.0	5.2	3.4	1.7	100.0
The training helped me to reduce wastage of resources to perform my job	Frequency	74	81	13	4	2	174
	Percent	42.5	46.6	7.5	2.3	1.1	100.0

(Table 4.6 above is Summary of response of employees' on the impact of Training and Development on Employee Performance)

		Valid					
		Strongly agree	Agree	Neutral	Disagree	Strongly Disagree	Total
The training increased my awareness on safety and health in the work place	Frequency	86	73	8	3	4	174
	Percent	49.4	42.0	4.6	1.7	2.3	100.0
After the training I have an opportunity to get positive feedback from customers .	Frequency	73	82	7	4	8	174
	Percent	42.0	47.1	4.0	2.3	4.6	100.0
The current training and development program has an impact on enhancing my performance	Frequency	75	87	6	3	3	174
	Percent	43.1	50.0	3.4	1.7	1.7	100.0
Because of the good training practices of the organization, I am committed for my work and for the organization	Frequency	76	81	8	4	5	174
	Percent	43.7	46.6	4.6	2.3	2.9	100.0
Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required	Frequency	24	47	28	53	22	174
	Percent	13.8	27.0	16.1	30.5	12.6	100.0
I feel that training enable me to perform my work with greater accuracy and precisely	Frequency	63	87	11	6	7	174
	Percent	36.2	50.0	6.3	3.4	4.0	100.0

(Table 4.6 above is Summary of response of employees’ on the impact of Training and Development on Employee Performance)

4.7 Interpretation of the tables and summary of employees response on NALF’s training effectiveness and the impact of training and development on employee performance

From the results tabulated in Tables here above 13 (Thirteen) questions have been involved with regard to the training effectiveness and 18(Eighteen) questions on the impact of training and development on employees performance and were responded. When looking some main issues based of the responses, the majority of the employees (88.5%) agreed that in the different aspects of the training given by the organization, they have acquired the skills and knowledge needed to do their jobs. They responded also that training has helped them to improve and developed their job performance. This means that they have understood that training has helped them to improve and develop their job performance and increased their satisfaction. In this regard, the researcher has understood that both the employees and the organization are

benefited through training and development program. The respond also showed that with little of the time (32.2%)n=56 , most of the time ,(29.9%)n=52, some of the time,(25.9%)n=45, and none of the time(8.0%)= 14, and all of the time (4.0%)n=7 respectively that the training evaluation done after the training program is effective. However, the effectiveness of the training evaluation done after the training program is not found on the required level and also the training period assigned for the trainings are not enough with the response of some of the time (44.8)n=78, most of the time (28.7)n=50,little of the time (16.1%) n=28, all of the time (6.3%)n=11and none of the time(4.0%)=7 respectively. With regard to whether the trainee selection process by NALF is fair & transparent,(37.9%)n=66,(27.6%)n=48,(13.2%)n=23, (10.9%)n=19, and (10.3%)n= 18 responded as some of the time, most of the time, none of the time, little of the time, and all of the time respectively. This showed that the organization should revise its trainee selection procedures so as to motivate employees in their activities and enhance performance. These responses show that the management should make use of the trainees' feedback to improve the effectiveness of training in order and get competitive advantage.

Any training and development program an organization should took place based on the performance gap or job need of employees. If we see the responses on whether or not the trainings given by NALF are based on the job performance, the respondents indicated as(35.6%)n=62,(33.9 %)n=59,(16.1)n= 28, (7.5%)n=13 and 6.9%)n=12 some of the time, most of the time, some of the time, little of the time, none of the time and all of the time respectively. Here, the organization should give due attentions that trainings should be based on filling the performance gaps of employees at large. The respondents were also asked to respond if the current training and development program of NALF has an impact on enhancing their performance and responded as (50.0%)n=87, (43.1%)n=75 (3.4%)n=6,(1.7%)n=3, and(1.7%)n=3 responded as strongly agree, agree, neutral, disagree, and strongly disagree respectively. This is of course an indication and confirmation that most employees of the organization know that training and development has a positive impact on enhancing performance. Therefore, the organization should do better activities than before to upgrade the skills, knowledge, capabilities and bring attitudinal change in the area where the employees are engaged or assigned and fill their performance gaps on designed programs and make trainings effective towards the attainment of the objectives the organizations in relation to training and development on enhancing employee performance of the organization..

4.8 Employees Response to Open Ended Questions

Employees were asked open ended questions regarding what recommendation would be offered to the management on how best to use training to motivate factory employees and how else employees describe the effect of training and development program in the organization. Most of the respondents responded that the management should be more aware of training and development programs to upgrade employees'

knowledge, skills and attitudes based on the performance gap observed. The process of training needs deep evaluation based on the outcome of each training, i.e. from planning up to the final stage of the assessment and should be organized in such a way that the theoretical and the practical aspect of the training need to be aligned and implemented properly.

The employees in addition responded that if there are equal distribution trainings within the same job carrier, and the selection criteria is fair and transparent, employees will be motivated and self-confident on their job. So, the management should select the trainees properly and should assign the trainer with appropriate position. Furthermore, they forwarded their opinion that whenever the performance evaluation report showed that the employee performed poorly, the employee should be given the appropriate and required training on time so as to enable him/her perform better next time. In addition to this, the organization should allocate sufficient amount of budget for training and development programs of employees like other resources of the organization. Because, the overall purpose of training and development program is to improve employee capabilities and organizational capabilities.

The respondents added that it is well known that training contributes and plays a decisive role in human resource development, productivity and profitability. Enhancing the skills of employees is the aim of training and development. It is therefore in this perspective that the organization should make training and development of its employees as a continuous activity which enables the organization to act more effectively and get competitive advantages at the end of the day because of having valued employees. In addition, the respondents reminded that due attention should be given in selecting and assigning trainers when conducting training. Trainers should be skillful, competent and committed to transfer their knowledge and work experience to others in a proper manner in order fill the performance gap and to add values of the employees of the organization.

Table 4.9 Summary of trainings conducted during last three Year

Year (G.C)	Number of trained Employees and Staffs			The cost of training employed (Birr)		
	Plan	Actual	Percent	Plan	Actual	Percent
2014	189	210	104	481,090	197,242	41
2015	198	357	180	661,923	315,707	48
2016	143	311	217	405,826	310,162	76
Total	530	878	166	1,548,839	823,111	53

Source: Planning, monitoring and evaluation service, NALF

With regard to training, organizations are reallocating training resources towards what they see as their most critical business issues (Blain, 2009). As we can see the table above, the organization has been allocated thousands of 'Birr' every for conducting trainings for employees and staffs, i.e. including the management members.

Some of the types of training given to employees and staffs in NALF were: Operational and new employees' orientation, Conducting performance appraisal, Team building, Computer skill, Supervisory management, Kaizen, Customer service, Store management, Driver mechanic, Cost and financial accounting, Human resource and supervisory management, Managerial and leadership skill, Quality management, Auto mechanic, Training of trainers, Project monitoring and evaluation, Food safety management, Labor relation management, Environmental management, Factory operation, Organizational productivity, Business communication, Industrial Electrical machine and maintenance and others.

Accordingly, a planned budget of Birr 481,090, 661,923, and 405,826 (Total 1,548,839) have been allocated by the organization to train 189, 198, and 143 (Total 530) employees and staffs for the year 2014, 2015, and 2016 respectively. When we see the number of trained employees, staffs and the training expenditures of those consecutive years, 210, 357, and 311 (Total 878) employees and staffs were trained and the cost of training employed in birr was 197,242, 315,707, 310,162 (Total Birr 823,111) respectively.

When comparing the planned budget of number of employees and staffs to be trained during the periods stated against the actual in percent, 104%, 180%, and 217% is performed respectively. In the same manner, the percentage of the actual cost training employed in 2014, 2015, and 2016 was 41%, 48%, and 76% respectively when compared with the planned training cost. Here, I have understood that most of the trainings were in house trainings which most employees of the organization have attended the training in the organizations' hall. Some of the trainings were given by own staffs while the rest by inviting outside training giving institutions like Chamber of Commerce and Productivity Improvement Center with a contractual agreements made with the organization. That is why the training expenditure is looking minimal and not exceeding the cost of the training budget. Of course, the organization have spent a large amount of birr for training every year and it is to be encouraged but it should be known properly how much the organization was effective from such investment even if large amount of employees' training expenditure is not a guarantee organizational effectiveness but it has really an impact on the effectiveness of the organization from such training expenditures.

Well, in this regard, as the human resource manager responded in his interview with the researcher, the organization has given a due attention for training and development program due to the fact that both the factory employees and the organization have benefited in accomplishing organizational objectives being productive and profitable. Therefore, the organization to be effective from the training expenditures, it should design systematically the overall aspect of the training by mutually understanding and keeping the view of

the interest of the organization and employees in order to be effective and get competitive advantage in attaining the objectives of the organization.

4.10 Hypothesis Testing

Ho: There is no significant positive relationship between training and development and performance of employees of National Alcohol and Liquor Factory.

Table 4.10.1 Correlations of Variables

		How significant the current training and development program of NALF ?	Overall, how much training and development program has an impact on enhancing employee performance?
Spearman's rho	How significant the current training and development program of NALF	Correlation Coefficient	1.000
		Sig. (2-tailed)	.000
		N	174
	Overall, how much training and development program has an impact on enhancing employee performance	Correlation Coefficient	.928**
		Sig. (2-tailed)	.000
		N	174

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

As we have seen from the above table, on the basis of statistical test the p value of spearman correlation between training and development and employee performance is 0.928 which is the p value of spearman's correlation is greater than 0.05. Therefore, the null hypothesis is rejected that is HA is confirmed since there is a significant positive relationship significant positive relationship between training and development and performance of employees of National Alcohol and Liquor Factory.

Regression analysis – This is the analysis in a continuation of the correlation where the researcher used a linear regression in which one independent variable, training and development used to predict one dependent variable employee performance and the result is presented in the table below.

Table 4. 10.2 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.934 ^a	.872	.871	.43814

- a. Predictors: (Constant), Training and development
- b. Dependent Variable: Employee performance

Here, the required measure is the R square (model summary) in which it is the measure of the success of the model summary. It showed that how much variance of the dependent variable is realized. Accordingly the R square = 0.871 and this can be interpreted that the weighting combination of training and development is well explained, i.e. nearly 90 percent of the variance in employees performance of the organization.

Table 4. 10.3 ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	225.033	1	225.033	1172.240	.000 ^b
Residual	33.019	172	.192		
Total	258.052	173			

- a. Dependent Variable: Employee performance
- b. Predictors: (Constant), Training and development

The above table revealed the Sig (ANOVA) and it is the significance of the model. That is .000 means we reached significance and can accept hypothesis that there is a significant positive relationship significant between training and development and performance of employees of National Alcohol and Liquor Factory

Table 4. 10.4 Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	.176	.070		2.506	.013
1 How significant the current training and development program of NALF ?	1.041	.030	.934	34.238	.000

- a. Dependent Variable: Employee performance

Beta coefficient is required here and the beta value is positive that means a higher positive effect of training and development associated with employee performance. The result of regression analysis can be presented as training and development program can be significantly predict employee performance in the organization.

4.11 Description & analysis of data obtained through interview with Human Resource Manager

Under this section the data was obtained through interview with the Human Resource Manager, a person who is responsible for human resource management activities of the organization about the training and development program and related issues and responses were analyzed according to the order of questions as follows.

Question 1

Do you have a training plan and what does your training process look like?

- As it is well known, training is like sharpening a pencil and employees and staffs of the organization should make them update with the required knowledge, skill and abilities in order to have better work performance and get attained organizational objectives. In this regard, The organization has a training plan. Our training process starts from training need identification based on the employees' gap and to sharpen our thinking's and enhance performance. Thus, we plan; we provide training and evaluate the impact of the training on the employees' performance.

Question 2

Did your organization give training for the employees for the last 3 years?If yes, how was the outcome?

- The HRM replied Yes and said the outcome of the training enhanced employees performance. As a result, the productivity and profitability of the organization is increasing from time to time. Employees are also benefited (incentive based on result). The organization provides training to management members as well every budget year . We believe that we are updated, informed and enabled. So, we perform our duties to the satisfaction of our organization.

Question 3

Why your organization conduct a training? What types of training and what methods of training are used?

- Training is required to enhance the knowledge and skill of the employees. The basic reasons to conduct training in the organization is to update and improve performance, enhance the capabilities of its employees and to validate their processes.

Training types are

1. Providing financial assistance for those employees who continue their further education.
2. Short term trainings outside the work.
3. on the job training and workshop based
4. In house trainings are given and outsourced trainings by different institutions

Question 4

Is your organization training selection process fair and transparent?

- The training opportunity is given for every employee and the selection process is fair and transparent because selection is based on clear procedure. The immediate boss, department heads and top management groups participate on the selection and approval process of the training and employees have the chance for training.

Question 5

How do you express the frequency of the training per annum for each employee?

- The frequency of the training is based on the employees training need identification and assessment .We provide from one up to three or four trainings for every employee per annum. For instance an expert could get twice or even more time as required.

Question 6

Do you believe that the total investment/expenditure and the training period assigned by the organization to train employees per annum is enough?

- The organization assigns sufficient budget and time for employees' education and training. In our case the budget is enough. Here, the management of the organization is always looking the benefits of educated and trained staffs. Therefore, it allocates enough budgets for the training every year.

Question 7

Is your organization's training and development programs have a positive impact on enhancing employee performance? If yes, how do you measure it in terms of the attainment of training objective?

- Yes, the training and HR development programs have positive impact on enhancing performance. We identify the gap and provide training to employees and evaluate frequently the impact of the training on employees' performance so as to understand to which extent the training and development program reached the formulated objectives and observe the result of training and see the difference thereafter. We believed that the trainings which have been conducted at various stages have increased employees

performance and productivity. In this regard, training and development programs are taken as strategic tools for the organization and that is why we promote training.

Question 8

Is the trainings given by the organization are based on the job need (performance gap)?

- Yes, trainings are based on the job need which enabled our employees feel their performance gap and helped them accomplished their commitments on the tasks they are assigned. In addition, trainings have brought positive attitudinal and behavioral changes of employees in their work units.

Question 9

Do you conduct evaluation to check the training effectiveness?

- Yes, we conduct the evaluation of each training to check its effectiveness and take corrective actions when necessary. Because training evaluation is really a critical issue in analyzing, designing, developing, and implementing an effective training program that enables the organization to be conscious and cost effective. We have a standard criteria of evaluation of training and check whether it has benefited employees and the organization as well tangibly and enhanced performances in general. That is why, it is important to understand the return on investing in human capital (Brainard et al,2005)

Question 10

10. How do you explain the relationship between training expenditure in the organization and organizational profitability or success?

- Training and development boosts employees' performance. This in turn brings high productivity, competitiveness and profitability. Therefore, it pays off the organization. When we see the training expenditure and the organization's profitability, it is very minimal. For instance, the organization has continued improvement for the last nine years and for such a success, it is believed that the trainings conducted have played a great roll.

Question 11

11. How are the commitments of the top management towards the attainment of the training objectives of the organization?

- The top management is highly committed to change and modernize the organization to be competitive in today's global business in terms of advanced technology and skilled HR. Hence, great attention is given to HR development and training. The top management has seen the results of the

trainings in terms of continuous improvement, productivity and profitability every fiscal year.

Question 12

12. Apart from the factors stated above, how else would you describe the effect of training and development programs on enhancing employee performance in your organization?

- The effect of training and development has increased employees' performance. This resulted on improving productivity and profitability of the organization. Ultimately, both the organization and the employees are benefited from the result. In addition, the effect of training is also seen on the consciousness of the employees at large. Informed and conscious employees are really the main capital of a given organization and it is good chance to have such understandings by the top management. Thus, HR development and training is given due attention because it is imperative for sustainable development of the organization.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATION

Based on finding of the research the following summary, conclusion and recommendation are presented below.

5.1 Introduction

This chapter summarized the major findings of the study. The main objective of the study was to examine and access the effects of training and development on enhancing employees performance the case study of National Alcohol and Liquor Factory, Addis Ababa, The chapter provides a direction for further studies and also gives some recommendations on this research title. The questionnaire and the interview were the data collection instruments in this study and were strictly administered by the researcher. Both primary and secondary information was used to determine the results and findings of the study.

5.2 Summary of Findings

On the demographic composition of the NALF employees, the study revealed that among all the respondents, 71.8% of respondents were between the age of 31 – 54 years and this indicated that they are found on the average age of working group and believed that they respond the questions fairly and maturely. The study also revealed that majority (77.1%) of the respondents were at diploma and certificate level and the rest were degree holders. In addition 74.7% of the respondents were male while the rest 25.3% were female. Since most respondents are professionals and semi – professionals believed that they have reflected their opinions responsibly. Similarly, when we have a look at the year of service of the respondents in the organization, the majority (63.9%) of the respondents were have been working 11 – 25 years.

From this study, the following particular findings are observed: The key findings indicated that employees training and development programs positively and significantly correlate and influence employees performance, efficiency and commitment in an organization. When organizations are constantly striving to create new knowledge and capabilities to enhance employees performance, both parties, the employees and the organization will be benefited. Most employees of the organization have understood the impact of training and development program which enabled them acquired skills needed to do their jobs. In the other hand, there were some respondents who responded as the trainee selection process of the organization should be fair and transparent and whenever the performance evaluation report shows that an employee performed poorly, the required training program should be given on time.

According to the interview with human resource manager of the organization, the training given to employees in NALF is to improve their skills, knowledge, abilities and competencies so as to make them productive and efficient in their work places. The researcher has confirmed this issue from the response of the respondents and that most of them have understood the objective of training and development program of NALF is to accomplish the organization's needs that helped workers to improve their performance.

The human resource manager also explained both on-the-job and off-the-job training methods are available and given for employees on program. The findings of this research also indicated that majority of the respondents have agreed on taking training has increased their awareness, speed and quality of work, degree of discharging their responsibilities and enabled them be effective. In addition to this, they also agreed that immediate supervisors and the management in general should support employees effort to implement the training and the trainings methods, material and techniques used by the organization should be found in a better ground along with the content of the trainings which are relevant with the jobs employees of the organization.

Regarding the overall aspects of the effects of the training and development program of the organization, the majority of the respondents have responded positively, however there were employees that responded the current training program of the organization should be improved to increase the satisfaction level of employees so as to enable them perform their work with greater accuracy and efficiency. In addition, the respondents indicated that through trainings they have got the opportunity to get positive feedbacks from customers.

They have also responded that training helped them to reduce wastage of resources to perform their job and increased awareness on safety and health issues in the work place. Furthermore, since the finding of the research proved that the organization is effective from the training expenditure, the respondents have forwarded their opinions that the training budget should be increased in a reasonable amount in order to achieve organizational objectives successfully. Employees also assumed that trainings are applicable for the job after the trainings are conducted. Because it improves employees skill, attitude, capability. If so, trainings increase employees motivation and lead them to be satisfied with their jobs. The refund made by NALF to employees of self – training program should be encouraged indeed which in return helped the organization retain qualified employees and also increased the level of satisfaction of the entire work force in general.

In addition, the respondents responded that all the necessary materials should be available in the work place at the right time and at the right quality and quantity to implement their skills and in this regard reminded that due attention should be given by the organization for this issue.

In the other hand, the respondents reminded that training and development programs should be designed based on the requirements of employees performance gap in order to enhance employees, achieve objectives and goals of the organization.

Moreover, based on responds from percentage analysis, it was concluded that effect of training and development program helped employees to develop interrelationship with their colleagues and strengthen team work in the organization

Finally it was concluded that the dependent and independent variables are positively and significantly correlated and the regression analysis result reveals the beta value is 0.934 which indicates a change of one standard deviation in the predictor variable i.e. training resulted in a change of 93 standard deviations in the criterion variable i.e. employee performance. Thus, there is a higher impact of training and development on employee performance. Hence, the effect of training and development on employee performance is positive and statistically significant. Therefore, there is a significant positive relationship between training and development and performance of employees in National Alcohol and Liquor Factory.

5.3 Conclusion

Training and development has become one of the most significant human resource management activities and responsibilities within today's organizations and employees are the basic resource for any organization in order gain sustainable competitive advantage at the end of the day. Given the current environment for many organizations, it is vital to retain skilled and capable employees in the organization. Because, no one can afford to attract, invest in and then lose its high potential employees. The best way to address these challenges is to attract and develop its potential employees through training and development programs as they are strategic tools for organizations. Considering these facts, NALF should do more in the area of training and development programs with the target of have skilled, committed, responsible, and effective employees in the organization.

Furthermore, with regard to the training process, the following points should be improved:

- **The training needs assessment:-** the training of NALF has to be based on the performance gap.
- **The trainee selection process:-** this is the point where employees are disagreed. They believed that the trainee selection process has to be fair and transparent all the time.

- **The effectiveness of the training evaluation:-** after the employees took training, the impact of the training on the performance has to be evaluated properly based the performance gap of employees.
- **The training methods, training periods, training materials and techniques** are also the points that need to be improved to increase the effectiveness of the training processes. The relevance of the content of training programs with the training objectives are some of the points accepted by employees as area of strength in regard to effectiveness of training process of NALF. Employees also agreed that the training has a positive impact on enhancing their performance. However, the followings points are some of the constraints in effect of training on performance:-
 1. Lack of the necessary resources to implement the acquired skills though training.
 2. Lack of immediate supervisors and management support in implementing the training given.
 3. Lack of taking an action on time when the performance evaluation report shows that an employee performs poorly..

5.4 Recommendation

Based on the quantitative and qualitative data analysis the following recommendations are suggested:

- NALF needs to improve the existing training and development program based on the job need (performance gap) of employees and performance evaluation reports should be analyzed properly. Because, such actions motivate and promote employees to perform better in their jobs.
- The training and development program of the organization has to be organized in terms of human resources to the level that it can easily implement its objective and procedures on the ground.
- NALF need also to revise its existing training policy, procedure and training guidelines like how to select trainee and implement other training processes in an organized manner. In addition to its current procedures, the organization training and development program need to develop a mechanism how to make the training effective at the workplace. There must be a proper support from top management at all levels, communicating the training program, offering training and development opportunities in a continuous manner.
- Furthermore, the organization should conduct training and development program of human resources on regular basis and also should consider training and development program to be part of their daily routines in the organization. Because the organization should create a conducive environment to make NALF increase productivity and profitable through designing and implementing proper training program and achieve its objective.

- NALF should view various training and development programs as a way of create skilled and capable human capital required to perform a given job taking into account how to use new technology and share information to other employees of the organization.
- The last but not the least, the organization should maintain better strategic practices which will assist in manpower training and development programs by allocating sufficient budget and should measure periodically how effective from training expenditures of employees training.

5.5 Areas for future research

The effect of training and development program is a strategic issue that organization in this globalized world have given a due attention for their sustainable development and needs to be researched further in depth. This study explored only the actual practices and challenges faced on the effect of training and development on enhancing employee performance in a case of National Alcohol and Liquor Factory. And the research findings did not exhaust all conditions and technicalities of the research title and future studies in this regard can be conducted on training and development program in relation to employees performance of an organization.

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APPENDICES

Addis Ababa University

School of Commerce Post Graduate Studies

MA – Human Resource Management

Questionnaire for Employees of National Alcohol and Liquor Factory

Dear Respondent,

This questionnaire is designed to collect information on the research topic “ **The Effect of Training and Development on Enhancing Employee Performance** ” in a case of **National Alcohol and Liquor Factory, Addis Ababa**. This is an interesting and valuable topic, which may help the factory to sustain a competitive advantage. As a lot of data from National Alcohol and Liquor Factory is required, your unique position, experience and genuine response is so essential to my study and **your name is not required**. Your response will be treated as strictly confidential and will be used only for academic purpose, i.e. **in partial fulfillment of the requirement for MA in Human Resource Management**. The questionnaire will take you approximately 20 minutes to fill.

I would be grateful for your support to this research by completing the attached questionnaire.

Tele No. 0911316250

Email: lemaworka@gmail.com

Thank you in advance for your cooperation

PART I: GENERAL INFORMATION

Please put tick (✓) mark in the boxes of your choice or write in the space provided.

1. Gender

A. Male B. Female

2. Age

A. 18-30 B. 31- 45 C. 46-54 D. Above 55

3. Education Level

A. Master degree & above B. Bachelor degree C. Diploma

D. Certificate E. Level 1- to level-3 F. Level-4

G. 12th grade Completed Preparatory I. 9-10th grade

J. 7-8th K. other (Please specify).....

4. Years of Service in National Alcohol and Liquor Factory

A. 1-5 B. 6-10 C. 11-15 D. 15-20

E. 21 -25 F. above 25

5. Your Current Job/Position in National Alcohol and Liquor Factory

PART II. TRAINING INFORMATION

NALF Training Program

1. Are you received pre - service training in National Alcohol & Liquor Factory?

A. Yes No

➤ If Yes, in which of the followings you received the pre -service training?

A. In NALF (In-house)

B. Abroad

C. Other (Please Specify).....

➤ Are you received in service training program in NALF?

A. Yes B. No

➤ When did you assume the current job position?

A. This year (2009 E.C.)

B. Last Year (2008 E.C.)

C. Before 2008 E .C.

5. How long ago you took the last in service training under NALF training and development program?

A. This year (2009 E.C.)

B. Last year (2008 E.C.)

C. Before last year (2008 E.C.)

6. How often do you attend employee training funded by your employer?

A. None at all B. Rarely C. Once in a while D. Often

7. Did you receive any training in the last 12 months?

A. Yes B

PART III

Self Training Program

- 1. Did you take training with your own program?
A. Yes B. No

- 2. How did you fund the self-training program?
A. Fully self-fund B. Partially refund by NALF
C. Fully refund by NALF

- 3. How is the relevance of yours self – training program with your regular job performance in NALF?
A. Fully relevance
B. Partially relevance
C. Has no direct relevance

- 4. What is the main reason to take your own training program?
A. To fill the skill /knowledge gap in my job performance
B. For my future carrier development
C .Other (Please Specify)
.....
.....

PART IV

NALF'S Training Effectiveness

Please mark (√) on the table using likert scale 1 to 5 points

(All of the time=5 Most of the time = 4 Some of the time =3 Little of the time =2 and None of the time = 1)

No.	Questions	All of the time	Most of the time	Some of the time	Little of the time	None of the time
1	The trainings given by NALF are based on the job need(performance gap)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	The trainee selection process by NALF is fair & transparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	The training methods used by NALF are very effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The training materials,tools and techniques used by NALF are very effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The training period assign for the trainings are enough	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The trainers have the ability to transfer skills and knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	In all training and development programs I clearly understood the objectives of the training?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The training evaluation done after the training program is effective	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The content of training programs given by NALF 's have relevance with my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The management makes use of the trainees' feedback to improve the effectiveness of training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	My organization is providing training program such as classroom trainings, seminars, workshop etc. Frequently?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	In my opinion, training at NALF is planned and systematic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	In general, I am satisfied with the current training program of NALF	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

PART V

INFORMATION ON THE IMPACT OF TRAINING & DEVELOPMENT ON PERFORMANCE

Please mark (√) on the table using likert scale 1 to 5 points (Strongly Agree = 5 Agree= 4 Neutral =3 Disagree= 2 and Strongly disagree = 1)

No.	Questions	Strongly agree	Agree	Neutral	disagree	Strongly disagree
1	From the training given, I acquired the necessary skills needed to do my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	All the necessary resources to implement my skills are available in my work place at the right time , at the right quality and quantity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	My immediate supervisors and management support my effort to implement the training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	The training has helped me to improve and developed my job performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	The training developed my ability to understand new jobs and methods	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	The training helped me in achieving my personal need and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	The training helped me in developing interrelationship with my colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	The training increased my speed of service to deliver customers service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	The training increased my quality of work to deliver customers service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	The training helped me to reduce wastage of resources to perform my job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11	The training increase my awareness on safety and health in the work place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12	After the training I have an opportunity to get positive feedback from customers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13	The current training program has an impact on enhancing my performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14	Because of the good training practices of the organization, I am committed for my work and for the organization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15	Whenever the performance evaluation reports that the employee performs poorly, an employee is given the required training on time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16	I feel that training enable me to perform my work with greater accuracy and precisely	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

➤ **What recommendation would you offer the management on how best to use training to motivate factory employees?**

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.....

➤ **Apart from the factors above, how else would you describe the effect of training and development program in your organization?**

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ADDIS ABABA UNIVERSITY
School of Commerce – Post Graduate Studies
MA – Human Resource Management
To be answered by Human Resource Manager

The following interview questions are designed to collect information about the training and development program on enhancing employee performance in the case of National Alcohol and Liquor Factory.

Dear Respondent,

My name is LemaworkAbreha. I am a post graduate student in the department of Human Resource Management, MA program at Addis Ababa University / School of Commerce. Now I am conducting a research in the title “ **The effect of Training and Development on Enhancing Employee Performance** ” in a case of **National Alcohol and Liquor Factory, Addis Ababa**. This is an interesting and valuable topic, which may help the factory to sustain a competitive advantage. As a lot of data from National Alcohol and Liquor Factory is required, your unique position , experience and genuine response is so essential to my study.

Your response will be treated as strictly confidential and will be used only for academic purpose. Thus, here are below the attached questionnaire for human resource manager (a person who perform the human resource management aspect of the organization) and other concerned department managers of the organization.

Tele No. 0911316250

Email: lemaworka@gmail.com

Thank you in advance for your cooperation

List of interview questions for Human Resource Manager of the organization

1. Do you have a training plan and what does your training process look like?

2. Did your organization give training for the employees for the last 3 years?

A. Yes B.

If yes, how was the outcome?

3. Why your organization conduct a training? What types of training and what methods of training are used?

4. Is your organization training selection process fair and transparent?

5. How do you express the frequency of the training per annum for each employee?

6. Do you believe that the total investment/expenditure and the training period assigned by the organization to train employees per annum is enough?

7. Is your organization's training and development programs have a positive impact on enhancing employee performance? A. Yes B.

If yes, how do you measure it in terms of the attainment of training objectives?

8. Is the trainings given by the organization are based on the job need (performance gap)?

A. Yes B.

9. Do you conduct evaluation to check the training effectiveness?

A. Yes B.

10. How do you explain the relationship between training expenditure in the organization and organizational profitability or success?

11. How are the commitments of the top management towards the attainment of the training objectives of the organization?

12. Apart from the factors stated above, how else would you describe the effect of training and development programs on enhancing employee performance in your organization?