



**THE INFLUENCE OF TRAINING AND DEVELOPMENT
ON EMPLOYEES' PERFORMANCE
'THE CASE OF NATIONAL MOTORS CORPORATION P.L.C'**

A Thesis Submitted in Partial Fulfillment of the Requirement for the
Degree in M.Sc. Management Program in Innovation & Entrepreneurship

BY
AMANUEL ESHETU

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
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Ethiopia

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BY
AMANUEL ESHETU
ID. Number: GSE 0598/08

ADVISOR
WORKNEH KASSA (PhD)

ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
GRADUATE PROGRAM

April, 2018.
Addis Ababa,
Ethiopia

Declaration

I, Amanuel Eshetu, declare that the thesis entitled — “The Influence of Training and Development on Employees’ Performance: The Case of National Motors Corporation P.L.C.” is my original work. I have carried out the present study independently with the guidance and support of the research advisor, Wokneh Kassa (PHD). Any other contributors or sources used for the study have been duly acknowledged. Moreover, this study has not been submitted for the award of any Degree or Diploma Program in this or any other Institution.

Declared by:

Amanuel Eshetu

Student

Signature

April, 2018

Date

Certification

ADDIS ABABA UNIVERSITY COLLEGE OF BUSINESS AND ECONOMICS GRADUATE PROGRAM

This is to certify that Amanuel Eshetu carried out this research on the topic entitled *“The Influence of Training and Development on Employees’ Performance: The case of: National Motors Corporation P.L.C”* Addis Ababa, Ethiopia and submitted in partial fulfillment of the requirements for the degree of Masters of Science in management program in innovation and entrepreneurship compiles with the regulations of the university and meets the accepted standards with respect to originality and quality.

Approved by Board of Examiners

Workneh Kassa (PhD)

ADVISOR

SIGNATURE

DATE

Yohannes Workaferahu (PhD)

INTERNAL EXAMINER

SIGNATURE

DATE

Worku Tuffa (PhD)

EXTERNAL EXAMINER

SIGNATURE

DATE

Chair of Department or Graduate Program Coordinator

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Abstract

The success of any organization depends very much on the quality of its human resource (employee) is an important asset to any service oriented organization. Training and development helps a great deal in the achievement of new technical knowledge and skills in the different aspects of the organization. The objective of the study was to assess the influence of training and development on employee performance in using National motors Corporation P.L.C. as a case study. The study used both primary and secondary sources of data. A quantitative research approach of the data collection was used and 155 questionnaires were distributed in which 144 of them returned. Stratify sampling method was used and employees was selected from head office, Kality and Akaki branches of the organization with a simple random sampling techniques. The questionnaires data was analyzed using descriptive research method, correlations, and multiple linear regression analysis used by Statistical Package for Social Sciences (SPSS IBM version 21) data analysis tool. The correlation analysis indicates all relationship between the independent variables (induction/orientation, job instruction, job rotation and lecture) and dependent variable (employee performance) are positively and significantly correlated. The result of the multiple linear regression indicates that the independent variables have accounted 73.3% of variance on the dependent variable. Based on the findings of the study, the researcher recommend that in order to enhance employee performance the organization should continue its training program so that it can build and strengthen employee's competencies.

Key words: On-the-Job training, Off-the-Job training, employee performance

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Acronyms

NMC: National Motors Corporation P.L.C

KSA: knowledge, skill and abilities

SPSS 21: Statistical Software Packages for Social Science: Version 21

RA: Job Rotation

JOI: Orientation/Induction

JI: Job Instruction

CRL: Class Room Lectures

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Nowadays every organization in providing a product and services has to be linked with different resources for running their daily activities so as to achieve their goals and objectives. These resources include material, financial, machine, human resource (employee). Among these resources employee is the biggest asset and the most invaluable that substantially influence any organizations. Without human resource an organization cannot exist. Since human resources is the one who do the work and create new ideas that allows the organization to exist. Mathis (1997) express the purpose of employees as; “employees, like other sub unit of the organization exists to achieve the goals of the organization first and foremost. If it does not serve purpose employee, (or any sub unit) will die.”

Therefore, the manpower would be properly handled or taking care of by the company in regards to the improvement of employee performance with the support of training and development otherwise, the consequence mostly frustration of employee, tasks or duties will not accomplished as per the expectation of the company standard high employee turnover (Thomas 2015). Every organization efficiency and effectiveness is dependent to the competent employee performance which will upgrade with the support of properly designed training and development. Most contemporary researchers have more or less described the importance of training and development for every sector of any economy, for effective performance of work force and the efficiency of an organization. According to Decenzo & Robbins (2010) training and development is the mechanism through which we can be able to equip the human resource with the necessary knowledge and skill so as to meet the current and future needs of an organization.

Tainting refers to the teaching and learning related to present job or providing an employee with skills that can be used immediately on the job. On the other hand, the term development is learning for growth of individuals but not related to a specific present or future job. It is also defined as providing an employee with the knowledge that may be used today or at some time in the future.

Overall, it has been argued that appropriate training and development is a tool that can assist organizations in building a more committed and sufficient frequencies help much to enable the employee sustaining effective performance. According to Weil & Woodall (2005), it is undeniable fact that an organization, whether a production oriented or service rendering one, requires a well-trained employee in order to attain its specific and general objectives within rapidly changing environment.

The purpose of this study was to examine the influence of training and development on employee performance using National Motors Corporation P.L.C as a case study and to provide suggestions to the organizations as how they can make best use of training and development programs to create their employees perform well on their job.

1.2. Statement of the Problem

The primary objective of many business organizations is to achieve their mission thereby exceeding the expectation of their stakeholders. In achieving the stated mission, employees at all levels play a pivotal role. When we think of the employee role, we always think about their qualification and competence. No matter what employees have fulfilled the minimum requirement in terms of qualification and experience during tenure of their employment, unless they are trained and developed in such a manner to cope up with the changing and dynamic environment, it would be very difficult to accomplishing their duties and responsibilities.

Therefore, an organization gives training and development programs as part of their daily operations/ tasks to enhance the capacities of their work force. In otherworld training and development activity has invaluable impact on the improvement of the employee performance and to prepare potential employee for next level position as well as organization efficiency and effectiveness. According to Tai, (2006), Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time.

Because of this every organizations needs to have well experienced and trained people to provide high quality service and products. Furthermore, the study made by Derek, Laura and Stephen (2008), there is a general agreement that training and development is a good practice which increases productivity of the company.

Therefore, employee training and development needs considerable attention and it should be designed carefully because it has an influence on the performance of employees in order to perform their duties and make meaningful contribution to the success of organizational goals and objectives.

In line with this, the goals and objectives of the training and employee development are mostly in coordination with the objective of the company. NMC is one the leading automobile importer in Ethiopia for the last decade. This cannot be done without the effort of its staff. One method of creating a competent staff in service delivery, commitment and efficiency is through training.

The organization that has been participating in training for a long period of time however, there are some obstacles on the effectiveness of the training program which will lead to employee dissatisfaction especially the technical staff are heard complaining that since they have not been provided with appropriate training. In spite of these problems it would be very difficult to success and which will risk the effectiveness of the company for the future in accomplishing its missions and objectives.

To obtain preliminary information about problems with regard to effectiveness of the training and development in NMC, according to the pilot survey undertaken by the researcher through discussion with some employees who are working in NMC head office in technical (maintenance) department and supporting department. The result of the investigation shows training are given for few individuals repeatedly without identifying gaps between employees actual performance and desired level of performance (inadequate needs assessment), lack of adequate budget, inappropriate training objective, outdated training method, lack of close supervision and follow up, also training not giving on time, assigning or sends inappropriate staff (employees) abroad for in-depth training without identifying the appropriate employee, which means employees take trainings that are not related with their work.

Due to the existence of the above perceived problem this study empirically aimed to assess the influence of employee training and development toward enhancement of employee performance in the National Motors Corporation and to forward possible recommendations.

1.3 Research Question

The main research question that can be addressed in this study is ‘what influences do training and development has on employee’s performance of NMC?’ The study also will answer the following specific research questions.

- What is the influence of training and development on employee’s performance?
- What does the technical managers and supervisors attitude look like after the employees have participated in training and development program?
- Does the employee’s performance increased after implementing training and development program?

1.4 Objective of the study

1.4.1 General objective

The overall objective of this study is to evaluate the influence of training an employee’s performance of National Motors Corporation P.L.C. Under the general objective, the study has the following specific objective.

1.4.2 Specific objectives

- To assess the association between training and development and employees performance.
- To assess the training practices and methods of the organization
- To identify the supervisors and managers attitude towards those employees who participated on training and development programs.
- To assess whether the organization’s performance has enhanced after implementing training

1.5 Significant of the Study

In the competitive world of business, possessing employees with the necessary skill, knowledge and ability is vital if the organizations want to stay in their respective sectors for a long time. Training and development are tools organization use in order to improve employees’ performance. Training and development programs have benefits in the employees as it provides confidence in their self to do tasks that might be difficult or challenging furthermore; it will help employees in obtaining the new skill and knowledge.

The main objective of the study deals with the practice of training and development to identify its influence on employee performance. It will help the management of the organization to concentrate on variables that have significant influence on employee's performance. Therefore, this study has important implications, as it will help the organization and other business organization to practice training and development in order to enhance their employee's performance. It is also assumed that the result of this study will help for top management of the organization to make proper decisions in relation to training and development.

Finally, the outcome of this study will serve as a catalyst for further research on the area. It is also predicted that the study will make a theoretical contribution to the body of knowledge related to the practice of training and development and its effect on employee performance with particular emphasis in National Motors Corporation P.L.C

1.6 Scope and Limitation of the Research

The study is limited to the influence of training and development on employees' performance in the case of National Motors Corporation P.L.C and to its selected employees that are found at Head Office Kaliti and Akaki Branches'. The organization applied two broad training types, on-the-job and off-the-job training. The effect of all types of training and methods cannot be addressed in this study because, of time constraints and cost limitations, lack of previous studies specifically in automotive industries in Ethiopia. Therefore, the research mainly focused on induction/orientation training, job rotation method and job instruction method from on-the-job training and class room lecture training method from off the job training.

1.7 Organization of the study

The study is organized into five chapters. The first chapter discusses background information, historical background of the organization, the research problem, objectives, and significance of the study, delimitation and limitation of the study. Chapter two is concerned with the various literatures reviewed in order to enhance the knowledge about the area. Chapter three discussed the research methodology that is adopted for the study with relevant justifications. Chapter four presents the findings on the influence of training on employee performance in National Motors Corporation P.L.C. Chapter five will give a summary, conclusion and recommendations are forward.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Theoretical Review

This chapter discussed the training and development on employees' performance at work, as a case study of National Motors Corporation head office and Kaliti branch. The literature also investigation and highlights some more general surveillance that will be made in development of various literatures on the influence of training and development on employees' performance at their working areas. This chapter will provide the literature review on theoretical and empirical literature review. The focus is on the concept and influence of training and development on employees' performance.

2.1 Concepts and Definitions

2.1.1 Training and Development

Without any doubt, Human Resource Management is concerned with different activities like planning, acquisition, training and developing human beings for accomplishment the desired objectives and goals set by the organization. A growing organization must be in tune with the changing needs of the employees. This is done through an organized activity called training and developmental programs (Javed, 2014). Before I try to see the definition and the difference ideas these scholars, it's first see what is significant meanings attributed to each letter of the word **TRAINING** (**T**-Talent & tenacity, **R**-Reinforcement, **A**-Awareness, **I**-Interest, **N**-Novelties, **I**-Intensity, **N**-Nurturing, **G**-Grip).(Stephanie, 2005).

Both training and development has for long been recognized and thus attracted great research attention by academic writers. This has yielded into a deferent definition of training and development. According to Stephanie (2005), define "Training is a learning process whereby people acquire knowledge, skill and abilities (KSA) to help in the achievement of goals or will enable them to better perform their current and future job. According to him development is the process of change that involves the continuing development of human resource". Rothwell and Sredl (2000) describe training as "a short-term learning intervention. It is intended to build on individual knowledge, skills, and attitudes to meet present or future work requirements".

Training should have an immediate and highly specific impact on work performance and should be grounded on the organization's requirements and unique corporate culture. It differs in this respect from education and employee development, which prepare the individual for life and work (Dubois & Rothwell, 2004). Training refers to a planned effort by a company to facilitate employees learning of job-related competencies. These competencies include knowledge, skills, or behaviors that are critical for successful job performance (Raymond A. Noe (2010).

There is a difference between **training** and **development** for one particular reason: Although both are similar in learning methods, their time frames differ. Training is a continuous process to bring a positive change in knowledge and skills for use of the employees". Although training is often used in conjunction with development the terms are not synonymous. Traditionally, training is a learning process for new employees in which they get to know about the key skills required for the job. Development is the training process for the existing employees for their all-round development (Patricia M. Buhler 2002). Also development is broader in scope and has growth and long-term element. According to Gordon (1997) development is the systematic process of education, training, and growing by which a person learns and applies information, knowledge's, skills, attitudes and perceptions. Development is said to be include training to increase skills knowledge to do a particular job and education concerned with increasing general knowledge and understanding. This shows that development involves learning opportunities aimed at the individual growth but restricted to a specific job. Training is usually related to operational or technical employers while development is for managers and professionals. According to Raymond A. Noe (2010) training is a short-term process i.e. three to six months, but development is a continuous process, and so it is for the long term. Training focuses on developing skill and knowledge for the current job. Unlike the development which focuses on the building knowledge, understanding and competencies for overcoming with future challenges.

Training has a limited scope; it is specific job oriented. On the other hand, development is career oriented and hence its scope is comparatively wider than training. In training, the trainees get a trainer who instructs them at the time of training. In contrast to development in which the manager self-directs himself for the future assignments. Many individuals collectively attend the training program. Development is a self-assessment procedure, and hence one person himself is responsible for one's development (Balkin Robert L-Cardy 2002).

Therefore, training and development programs are joined together for developing skills as well as basic attitudes, leading to continued personal growth. This would ensure an adequate supply of staff that is technically and socially competent, in turn brings an organization with success and goodwill or reputation.

2.1.2 Objectives of Training and Development

The objectives of training and development are formulated in line with the companies' goals and objectives. These objectives should state the desired behavior and the conditions under which it's to occur. In addition, sound objectives of any training program should indicate that at the end of training whatever knowledge, skills and attitudes that have been identified as necessary for effective work performance should be achieved (Armstrong, 2006).

According to Chen et al. (2004), a training objective may be regarded as intent, expressed in the form of a statement, describing a proposed behavioral change in the learner. It specifies the tasks, procedures and techniques that the trainees should be able to carry out, the standards of performance required and the circumstance in which the work will be undertaken. Furthermore, Rao (1990) summarizes the personnel manager to formulate the objectives of training & development in keeping with the company's goals and objectives:

- 1) To prepare the employee both new and old to meet the present as well as the changing requirements of the job and the organization.
- 2) To prevent obsolescence.
- 3) To impart the new entrants the basic knowledge and skill they need for an intelligent performance of definite job.
- 4) To prepare employees for higher level tasks.
- 5) To prepare employees to function more effectively in their present positions by exposing them to the latest concepts, information and techniques and developing the skills they will need in their particular fields.
- 6) To build up a second line of competent officers and prepare them to occupy more responsible positions.

- 7) To broaden the minds of senior managers by providing them with opportunities for an interchange of experiences within and outside with a view to correcting the narrowness of outlook that may arise from .over specialization.
- 8) To develop the potentialities of people for the next level job.
- 9) To ensure smooth and efficient working of a department.
- 10) To ensure economical output of required quality.
- 11) To promote individual and collective morale, a sense of responsibility, co-operative attitudes and good relationships.

These three authors give very clear hint human resource development personnel what the aims and objectives of training and development by organizations must to be concerned.

2.1.3 Benefits of training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Now a day, in the modern work place training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required if there is a change in technology, working conditions, products, inadequate performance, shortage of staff. (David A. De Cenzo et al, 2010).

Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, an increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Itika, 2011). According to Robert L. et al. (2011), training need can be defined as the lack of knowledge, skill or ability and desire in any person, which prevents him from satisfactorily performing his job, or interferes with the full development of his potential in preparation for grater responsibilities. Also according to David (2009) a training need a key tool to minimized the gap between the present performance of an employee or group of employees, and the work performance. Training needs may be determined by finding out what is going on now and matching this against what should go on now or in the future.

The main reasons to determine training needs help to prioritize the training effort towards strategic objectives of the business (Nassazi, 2013). There are so many benefits associated with training. According to Cole (2002) specifically he summarizes these benefits as below:

2.1.3.1 Increased Productivity

Adequate training improves job performance skills which improves both the quality as well as quantity of the product due to increase in the level of performance (Elnaga,A. and Imran, A., 2013).

2.1.3.2 Improvement in Employee Morale

Because of the improvement in needed skills, training programs build up confidence and satisfaction among employees. This in turn, develops enthusiasm and pride which are indicators of high morale (Elnaga, A. and Imran, A., 2013).

2.1.3.3 Availability for Future Personnel Needs of the Organization

Good training programs develop the employees and prepare them for future managerial and executive positions. He also mentioned, when the need arises for personnel change, the internal sources can be utilized more effectively. This will ensure the organization's ability to sustain its effectiveness despite the possible loss of key personnel (Elnaga, A. and Imran, A., 2013).

2.1.3.4 Improvement in Health and Safely

Proper training can help prevent industrial accidents and create a safer work environment. Accidents are caused generally either by defects in machines and equipment or due to deficiencies in people who are not properly trained to handle and maintain such equipment (Armstrong, 2009). According to Thomas Owusu, (2012) skilled and knowledgeable workers are less inclined to accidents due to training in job skills and safety attitude.

2.1.3.5 Reduced Supervision

A trained employee supervises himself he/she accepts responsibility and expects more freedom and autonomy and less supervision. This creates a spirit of participation and teamwork. Additionally, it can result in increase in span of supervision, thus reducing the costs associated with supervision (Elnaga,A. and Imran, A., 2013).

2.1.3.6 Personal Growth

According to (Elnaga,A. and Imran, A. (2013), the training programs give the participants a wider awareness, a sense of self satisfaction and fulfillment, an enlightened philosophy and a value system that are the apex of personal growth.

2.1.3.7 Technological Transformation and Advancement

Every organization in order to survive and to be effective should recognize the need for change also adopt the latest technology i.e., mechanization computerization and automation. Technology alone does not guarantee success unless it is supported by people possessing requisite skill, so organization should train the employees to enrich them in the areas of changing technology skills and knowledge from time to time (Elnaga, A. and Imran, A., 2013).

2.1.3.8 Organizational Stability

Training programs foster the initiative and creativity of employees which increases a sense of belongingness, thus preventing manpower obsolescence. There is no greater organizational asset than that of trained and motivated personnel (Aronof and Lit win 2002).

2.1.4 Employees Performance

Employee performance integration to overall organizational performance, the individual work plan (assignment) must be cascade down from the strategic plan of the organization. Since employees' performance is critical for the attainment of organizational goals and objectives, it is important to deal with the peculiar nature of handling employees' performance. (Armstrong, 2009)

Brown (2010) defines performance as how well a person completes tasks and also the attitude with which he/she completes the tasks. Armstrong (2008) defined performance management "as a systematic process for improving organizational performance by developing the performance of individuals and teams". According to Kasau (2014), job performance can be defined in terms of quantifiable outcomes of work behaviors such as amount of sales, numbers sold and also in terms of behavioral dimensions which may include work-related communication, decision making, problem solving among other skills. Simply speaking employee performance means the accomplishment of a given task measured against present known standards of accuracy, competency, cost and speed.

According to Raymond A. Noe (2010) shows the significance of training to improve employee performance to complete the organizational goals employee performance is important that depends on different factors. On the other hand training receives high importance as it improves the skills, Knowledge, capabilities, confidence and competencies. The performances of business organizations rely on the performance of their employees and employees' performance is the degree to which they accomplish job requirements. All the employees of an organization are working as a team, where employees work in accordance with their skills and competencies and in coordination with one another to accomplish organizational objectives (Muhammad, 2009). Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations.

Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Better performance of a business organization like automotive companies simply means the capability of the organization to achieve desired results or output more efficiently and effectively. Performance is related to measurable accomplishment or results that primarily address customer. Poor performance of employees in the automotive sector or any organizations is due to factors such as the quality of supervision and the lack of training and development of employees (Muhammad, 2009).

The aim of training is to maximize employees learning of new skill, knowledge, attitudes and behaviors to cope with the demand of dynamic business environments. These principles of employee training contribute to the overall organizational development which is a significant reason for organizations to encourage and promote this important human resource management functions (Hartel et al., 2007). It goes without saying therefore that the training of employees is an issue that has to be faced by every organization. According to Meyer and Allen (1990), "the employee performance is going to be more effective if he is trained in good manner and the affective commitment will lead to more emotional type of attachment which is going to improve the work efficiency and helps the organization in succeeding competitive edge in the market because of the training employees stick to the same organization which helps him to develop as commitment more of norm type to help organization".

Therefore, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization (Mwita, 2000).

2.1.5 Influence Training Practices

The training techniques used should be appropriate to the purpose of the course and to the characteristics of participants – their jobs, learning needs, previous experience, level of knowledge and skills, and how receptive they will be to being taught (motivated to learn).

A combination of different methods should be used where appropriate. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part of the course (Armstrong, 2006). It is best to consider how training is to be evaluated before it begins. There are four levels at which training can be evaluated (Greg, et al., 2009). The evaluation of training becomes, more rigorous and specific as the level of advance.

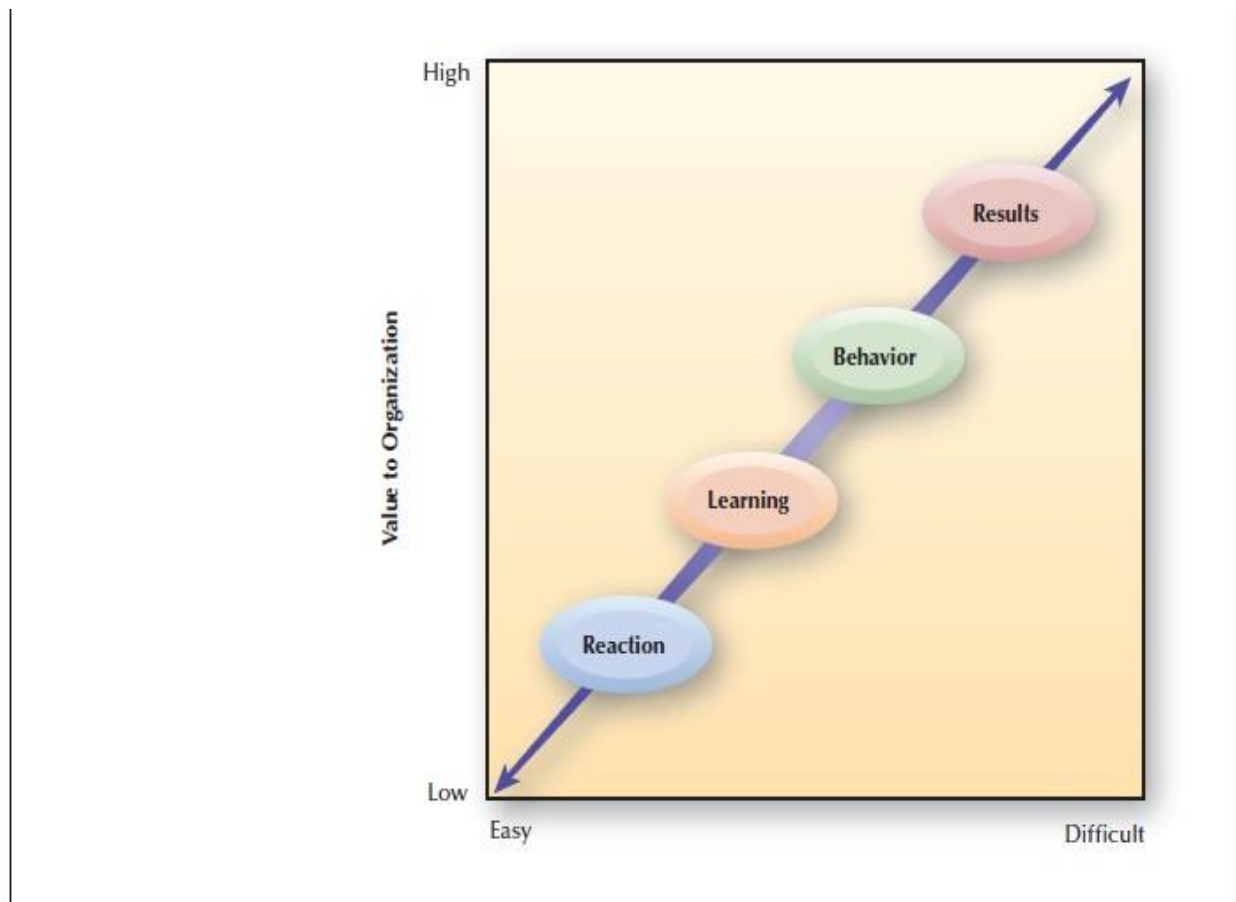
- 1. Reaction-** It refers to reactions of trainees of the content and methods of training, to the trainer and to any other factors perceived as relevant. How well the trainees like the program? Did they think it worthwhile? Training reactions capture how the trainees feel about training. It can help to know what went well and what did not which can be useful for providing feedback to training designers and trainers.

It can also be useful as overall measures of satisfaction with training courses. Reaction data should be interpreted cautiously and are properly better used to provide feedback to improve training than to make decisions about discontinuing training (Greg, et al., 2009).

- 2. Learning-** the trainees to determine if they learned the principles, skills, and facts they were to learn. It is a change that occurs from experience. Learning can improve knowledge, skills, or attitudes, and each of these can be assessed (Greg, et al., 2009).

3. **Behavior**-It helps to know whether the trainee's behavior on the job changed because of the training program. In other words asks the question what changes in the job behavior have occurred as a result of the training. Did the learning transferred to the job? But behavior is more difficult to measure than reaction and learning. Even if behaviors do change, the result that management desires may not be obtained (Greg, *et al.*, 2009).
4. **Result**- employers evaluate results by measuring the effect of training an achievement of organizational objectives. Because results relatively concrete evidence that the training actually reduced cost, improved quality and quantity or produced other improvements for the organization profitability or survival in general this (Greg, *et al.*, 2009).

Figure 2.1: Kirkpatrick's Levels of Training Evaluation

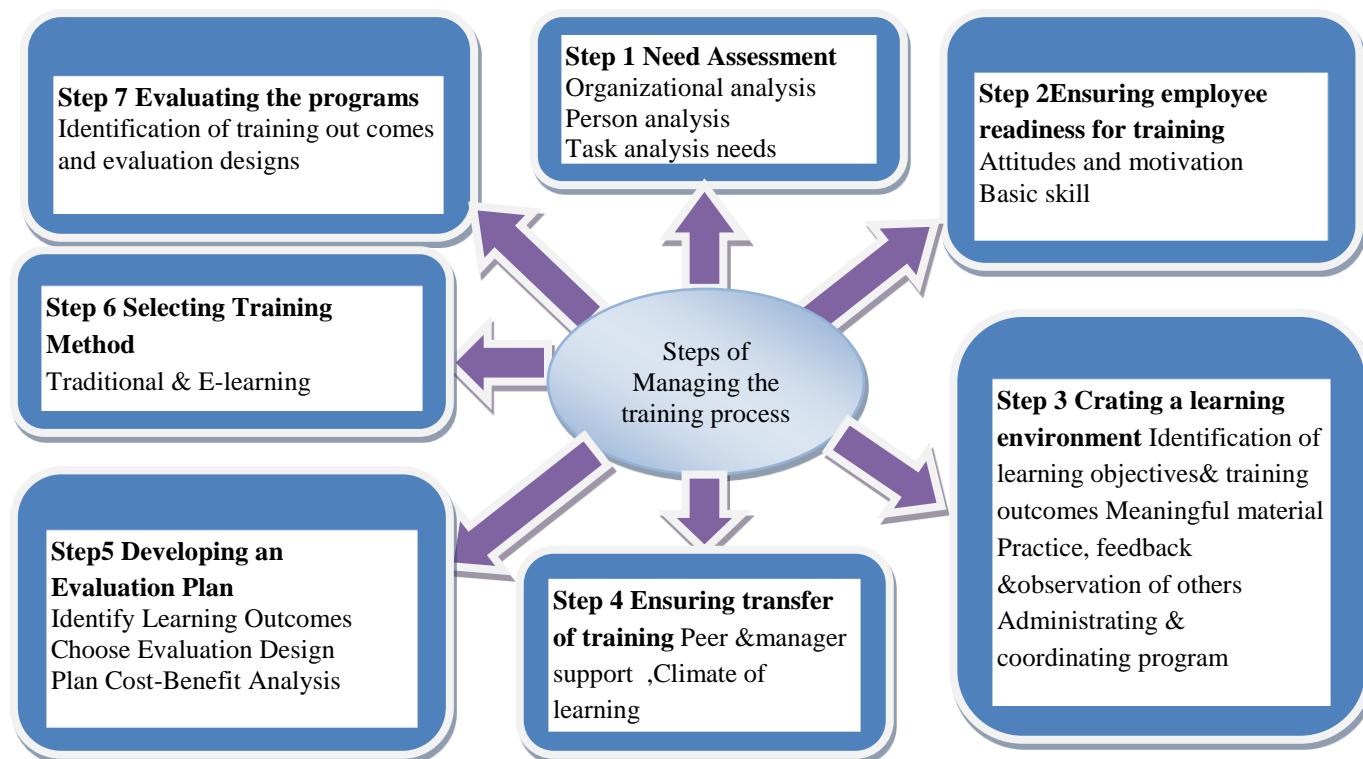


Source: (Greg, *et al.*, 2009)

2.1.6 Training Processes

Effective training practices involve the use of a training design process. According to Mahapatro, (2010) a business firm should have a clearly defined strategy and set of objectives that direct and drive all the decisions made especially for training decisions. Firms that plan their training process are more successful than those that do not. Most business owners want to succeed, but do not engage in training design that promise to improve their chances of success.

Figure 2.2 Steps of Managing the training process (Source: Raymond A. Noe et al , (2010)



2.1.6.1 Need Assessment

The first step in the instructional design process, need assessment, refers to the process used to determine if training is necessary. Need assessment, or needs analysis helps the organization's to determine training needs and seeks to answer the question of whether the organization's needs, objectives, and problems can be met or addressed by training. The dominant framework for identifying organization's employee training needs has three category needs analysis approach (Mathis and Jackson, 2008).

According to Raymond A. Noe et al, (2010), needs assessment is a three-step process that consists of organizational analysis (e.g. Which organizational goals can be attained through personnel training?), task analysis(e.g. What must the trainee learn in order to perform the job effectively?, What will the training cover?), and person analysis (e.g., Which individuals need training and for what?).

1) Organizational Analysis

The primary way to diagnose training need is thought organizational analysis, which considers the organization as a system. An important part of the company's strategic human resource planning is identification of the knowledge, skill, and abilities that will be needed by employees in the futures as both job and organizational change. Raymond A. Noe et al , (2010). It helps to understand to understand the objectives, policy and function of the organization, the state of affairs of its business operation, work system processes, management system authority and responsibility relationship, performance results. (Pont, 2003)

2) Person Analysis

The second way to diagnose training need analysis approach is person analysis. Here the concentration is on the individual employee and helps to identify who needs training. Person analysis involves (1) determining whether performance deficiencies result from a lack of knowledge, skill, or ability (a training issue) or from a motivational or work-design problem, (2) identifying who needs training, and (3) determining employees' readiness for training. Raymond A. Noe et al , (2010). Similarly according to Luisr Gomez-Mejia(1995) it determines which employees need training by examining how well employees are carrying out the tasks that make up their jobs. Training is often necessary when there is a discrepancy between a worker's performance and the organization's expectations or standards.

Additionally a process for person analyzing is the factors that influence performance and learning. Person characteristics refer to the employees' knowledge, skill, ability, and attitudes. Input relates to the instructions that tell employees what, how, and when to per- form. Input also refers to the resources that the employees are given to help them perform. These resources may include equipment, time, or budget. Output refers to the job's performance standards. Consequences refer to the type of incentives that employees receive for performing well. Feedback refers to the information that employees receive while they are performing. Raymond A. Noe et al, (2010).

3) Task analysis

The third way of diagnosing training needs is task analysis. This approach refers the results in a description of work activities, including tasks performed by the employee and the knowledge, skills, and abilities required to complete the tasks.

A job is a specific position requiring the completion of certain tasks. In other word a task analysis involves identifying the task and the training that employees will require in terms knowledge (includes facts or procedures), skills (indicates competency in performing a task), and abilities (includes the physical and mental capacities to perform a task). Raymond A. Noe et al, (2010).

According to Mathis and Jackson, (2008) a task analysis involves four steps:-Select the job or jobs to be analyzed. Develop a preliminary list of tasks performed on the job by (a) interviewing and observing expert employees and their managers and (b) talking with others who have performed a task analysis. Validate (Authorize) or confirm the preliminary list of tasks. Once the tasks have been identified, it is important to identify the knowledge, skills, or abilities necessary to successfully perform each task .

Figure 2.3: Analysis of Training Need



Source: (Noe, HollenBeck, Gerhart, & wright, 2008)

2.1.6.2 Ensuring employees' readiness for training

The second step in the training design process is readiness for training refers whether (1) employees have personal characteristics (ability, attitude, beliefs and motivation) necessary to learn program content and apply it on the job and (2) the working environment will facilitate learning and not interfere with performance. This process includes evaluating person characteristics, input, output, consequences, and feedback. Raymond A. Noe et al, (2010)

2.1.6.3 Creating learning environment

Learning permanently changes behavior. For employees to acquire knowledge and skills in the training program and apply this information in their jobs the training program must include specific learning principles. According to by Raymond A. Noe et al (2010) Figure 2.1 shows the events that should take place in the training program and their implication for instruction.

2.1.6.4 Ensuring Transfer of Training

Transfer of training refers to trainees' effectively and continually applying what they learned in training (knowledge, skills, behaviors, cognitive strategies) to their jobs. Although transfer of training will be influenced by the climate for transfer, manager support, peer support and opportunities to use learned capabilities (Raymond A. Noe et al, 2010).

1) Climate for Transfer

Climate for transfer refers to trainees' perceptions about a wide variety of characteristics of the work environment that facilitate or inhibit use of trained skills or behavior. These characteristics include manager and peer support, opportunity to use skills, and the consequences for using learned capabilities (Raymond A. Noe et al, 2010).

2) Manager support

Manager support refers to the degree to which trainees' managers (1) emphasize the importance of attending training programs and (2) stress the application of training content to the job. Managers can communicate expectations to trainees as well as provide the encouragement and resources needed to apply training on the job (Mathis and Jackson, 2008).

The basic level of support that a manager can provide is acceptance, allowing trainees to attend training. The greatest level of support is to participate in training as an instructor (teaching in the program). Managers who serve as instructors are more likely to provide many of the lower-level support functions, such as reinforcing use of newly learned capabilities, discussing progress with trainees, and providing opportunities to practice. To maximize transfer of training, trainers need to achieve the highest level of support possible. Managers can also facilitate transfer through reinforcement (use of action plans) (Raymond A. Noe et al , 2010).

3) Peer support

Transfer of training can also be enhanced by a support network among the trainees. A support network is a group of two or more trainees who agree to meet and discuss their progress in using learned capabilities on the job. This may involve face-to-face meetings or communications via e-mail. Trainees may share successful experiences in using training content on the job. They might also discuss how they obtained resources needed to use training content or how they coped with a work environment that interfered with use of training content (Raymond A. Noe et al , 2010).

4) Opportunities to use learned capabilities

Opportunity to use learned capabilities (opportunity to perform) refers to the extent to which the trainee is provided with or actively seeks experiences that allow for application of the newly learned knowledge, skill, and behaviors from the training program. Opportunity to perform is influenced by both the work environment and trainee motivation. One way trainees have the opportunity to use learned capabilities is through assigned work experiences (e.g., problems, tasks) that require their use. The trainees' manager usually plays a key role in determining work assignments. Opportunity to perform is also influenced by the degree to which trainees take personal responsibility to actively seek out assignments that allow them to use newly acquired capabilities.

Opportunity to perform can be measured by asking former trainees to indicate (a) whether they perform a task, (b) how many times they perform the task, and (c) the extent to which they perform difficult and challenging tasks. Individuals who report low levels of opportunity to perform may be prime candidates for "refresher courses" (courses designed to let trainees practice and review training content) (Raymond A. Noe et al, 2010).

2.1.6.5 Developing an Evaluation Plan

Developing an evaluation plan includes identifying what types of outcomes training is expected to influence (for example, learning, behavior, skills), choosing an evaluation design that allows you to determine the influence of training on these outcomes, and planning how to demonstrate how training affects the “bottom line” (that is, using a cost-benefit analysis to determine the monetary benefits resulting from training). Raymond A. Noe *et al*, 2010).

2.1.6.6 Selecting training methods

Regardless of whether the training is job specific or broader in nature, the appropriate training and development the approach or method must be chosen. The following overview of common training and development approaches and techniques classifies them as on the job and off the –job training program. (Raymond A. Noe 2010)

1. On-the-Job Training

The most common and type of training at all levels in organization is On-the-job training (OJT). Under these methods new or inexperienced employees learn through observing peers or managers performing the job and trying to imitate their behavior. (Raymond A. Noe (2010). The advantages of this method are the trainee receives immediate feedback about performance, it is most effective because it is learning by experience, trainees are highly motivated, it is free from artificial classroom situation, save the cost of sending employees a way for training and it often avoids the cost of outside trainers. (De Cenzo & Robbins, 2007).

According to Robert L. (2010) On-the-job techniques include job rotation, job instruction training, job induction/orientations, apprenticeships, internships and assistantships, and coaching.

A. Job Rotation

The process of shifting or moving a worker from one job to another to enhance work team performance and/or to broaden his or her experience and identify strong and weak points to prepare the person for an enhanced role with the company. (Raymond A. Noe 2010). The purpose of this meet giving workers variety in their jobs, cross-training helps the organization when vacations, absences, and remigrations occur. (Aidah, 2013)

B. Job Instruction

This method is also known as training through step by step. Under this method, trainer explains the trainee the way of doing the jobs, job knowledge and skills and allows him to do the job. The trainer appraises the performance of the trainee, provides feedback information and corrects the trainee. Michael Armstrong (2010)

C. Induction/Orientation

This method is a process used for welcoming a new employee into the organization or the activities involves in introducing a new employee to the organization & to the individuals in his or her work unit. The process is similar to what sociologists call socialization.

Socialization occurs when a new employee learns the norms, values, work procedures and patterns of behavior that are expected in the organization. (Raymond A. Noe 2010). Orientation and training are processes that attempt to provide an employee with information, skill and understanding of the organization and its goals. (John et al., 2011) According to Armstrong (2010), orientation training should emphasize on the company's mission, the key members of the organization, the departments and how the department helps fulfill the mission of the company.

2. Off-the-job Training

Off –the – job site development techniques can be effective they give the individual an opportunity to get away from the job and concentrate solely on what is to be learned. (Robert L. Mathis et al., 2010). The advantages of this method are trainers are usually experienced enough to train, it is systematically organized and efficiently created programs may add lot of value. (Raymond A. Noe 2010) Some of the commonly used methods are:

A. Classroom lectures

The classroom lecture is effective for certain types of employee training. The lecture may take a great deal of information in a relatively short time. The effectiveness of lectures can be improved when groups are small enough to permit discussions. (Hillage 2001). In a classroom lecture it is common to provide a framework for ideas by using a drawing or system model to show the interconnection of points.

Facts, by giving impact, keep together the framework of ideas that the speaker has assembled. They clarify and give dimension to what is being said. The danger is to use too many, so that the audience are overwhelmed by facts and figures which begin to bemuse them. If the presentation is to be accompanied by a hand-out, facts may be usefully contained in that, so that they can be referred to later, without the audience having to remember them (Taylor, *et al.* 2008)

B. Vestibule training

It is a term for near-the-job training, as it offers access to something new (learning). In vestibule training, the workers are trained in a prototype environment on specific jobs in a special part of the plant. A primary advantage of vestibule training is that it removes the employees from the pressure of having to produce while learning. The emphasis is on learning the skills required by the job. (Rowden, 2002)

C. Case study

Case analysis is an active training method in which trainees discuss, analyze and solve problems based on real or hypothetical situations. Cases can be used to help teach basic principles and to improve motivation and change attitudes. Generally, however, the primary objective is to develop skill in analysis, communication and problem solving. (De Cenzo and Robbins, 2007)

2.1.6.7 Evaluating of the programs

Examining the outcomes of a program helps in evaluating its effectiveness. These outcomes should be related to the program objectives, which help trainees understand the purpose of the program. Training outcomes can be categorized as cognitive outcomes, skill-based outcomes, affective outcomes, results and return on investment (Kraiger, Ford and Salas, 1993; Kirkpatrick 1976).

Reasons for Evaluating Training

Many companies are beginning to invest millions of dollars in training programs to gain competitive advantage. Firms with high leverage training practices not only invest large sums of money in developing and administering training programs but also evaluate training programs (Wright, *et.al*, 2008). Why training programs should be evaluated?

The main reasons for evaluating training are: to identify the program's strength and weaknesses. This includes determining whether the program is meeting the learning objective, the quality of the learning environment and whether transfer of training to the job is occurring, to assess whether the content, organization and administration of the program contribute to learning and the use of training content on the job, to identify which trainees benefited most or least from the program, to determine the financial benefits and costs of the program, to compare the costs and benefits of training to non- training investments and to compare the costs and benefits of different training programs to choose the best program. (Noe *et al.*, 2008)

Evaluation designs

According to Mathis and Jackson (2008), there are three popular methods of evaluating training programs.

- 1. Post-training performance method:** Evaluating training programs based on how well employees can perform their jobs after training.
- 2. Pre-post-training performance method:** Evaluating training programs based on the difference in performance before and after training.
- 3. Pre-post-training performance with control group method:** Evaluating training by comparing pre and post- training results with individuals.

2.2 Empirical Review

The student researcher found the following different studies conducted by different researchers on the influence of training and development on employees' performance helpful to strengthen the literature.

2.2.1 Empirical Evidences on training & Development

According to an empirical research conducted by Sultana *et al.*, (2012) studied the "training practices that are taking place in Pakistan's telecommunication sector". The impact of these training practices on employee performance has analyzed. His paper stressed on planed and systematic training design and its implementation, customized exclusively for performance enhancement and productivity improvement, in order to successfully attaining the training program's objectives.

It was observed by the researchers that mostly the organizations are dependent on ad hoc and disorganized path to meet the requirements of training whereas there are some organization set certain identified training need analysis and procedure, design the activities of training in rational and calculated manner and evaluates the results on cost-benefit analysis. The research explores that if companies spend their resources in precise and accurate category of employee training it may develop employee performance along with their skills and competencies. Moreover, training is visualized as a helpful way of deal with the changes cultivated through technological advancement and innovation; market rivalry, organizational configuration and most prominently it performs a vital role in enhancing employee performance.

Abdul Hameed & Aamer Waheed. (2011), under the title of “impact of training & development on employees’ performance in banks of Pakistan”, wrote a research assessing the hypothetical structure and models that are related with the development of employee and the impact of those models on the performance of employee.

The writers identified that the employees are crucial key elements for an organization. The employee performance has such an important impact that an organization’s success or failure is dependent on it. Therefore, organizations are highly involved in employee training and development also investing large lump sum of money in this regard. The research had suggested certain identified key variables. The variables namely; skill growth, employee learning, employee attitude, self-directed learning and employee performance. The proposed model was also argued in the paper to describe the connection of the known variables with the employee development. His paper also stated that employee’s performance finally affect the organizational effectiveness. One of the research findings recognizes training and development is vital for labor force development and thus for employees performance. And enhanced the effectiveness of worker’s performance outcomes in improved the organization’s overall effectiveness.

Elnaga and Imran (2013) studied the impact of training on employee performance and provide suggestions in order to enhance the performance of the employees via effective training courses. Authors resembled the employee with the blood stream of business. The success and failure of company is highly dependent upon its employee performance.

Therefore, top level management must realize the significance of investment for training and development in order to enhance the performance of the employee. The research is comprises of qualitative research approach. It analyzes the literature aspects and the several case studies discussing the importance of training to enhance employee performance. Moreover, the analysis of theoretical framework was also the part of research in which models regarding employee development, training and development, several programs of training and development, impact of these programs on employee performance were considered. Furthermore, a review of recent scenarios and researches on these relationships were analyzed. Authors imparted their suggestions keeping in mind recent scenarios. However, the study's limitations are inadequate to illustrate the relationship between two variables, training and employee performance.

Therefore, they suggest an empirical study to make the research more reliable. Fakhar et al, (2011) conducted a research on impact of training on employee performance in context of pearl Continental Hotel, Karachi Pakistan. The research was examined on the basis of age, experience, gender, number of trainings attended, time spent on these training and overall performance scores acquired through training examination. Six dimensions of performance were analyzed namely; job preparedness, work safety, physical maintenance of rooms, hotel hygiene, preparation for serving customers in several ways and communication with the guests. A questioner was developed in order to obtain primary data that was comprised of performance inventory and employees training profile. Several regression models were used to examine the acquired data and calculated R square values for each training factor and develop a relationship among the performance dimensions as well as analyzing the extent of strength of relationship. The results imply that there is essential and strong relationship among variables. Also, those employees who have attended huge number of trainings were found more capable while performing the assigned tasks as compare to those who did not attend any training.

The authors further emphasized that the problems existing in the hotel such as service delivery issues might be tackled by conducting a proper need assessment process, designing of training as per the results of assessment and delivering the training programs accordingly. That helps a training to be more effective and increases the chances of getting expected results. Moreover, a training program must be focused and evaluated in order to cross check the effectiveness. This evaluation might be done through performance appraisals and key performance indicators.

This process provides further solutions to tackle the problem or cope up with similar issues arising in the future. The participation of employees in such training programs not only enhances the training process and results but also help in increasing motivational level of employees.

Khan M.I (2012) examined the training and motivation's impact on employee performance and what role does training and motivation has to enhance the employee performance. A correlation existence among training and employee performance was also gauged. The author argued that there are multiple factors that have a great influence on employees for instance motivation, training, work environment, technology and behavior of management. Each factor has different level of impacts on the performance of employee. It depends on employee to employee that which factors have greater importance to him that ultimately have greater impact on his/her performance. The study results illustrate that among all the factors such as technology, motivation, behavior of management and work environment, there is huge impact of training on the employee performance. A positive correlation exists among training, motivation and employee performance. The result emphasizes that factors, motivation and training, impacts the employee performance positively. Moreover, an effective training program of the organization means effective enhancement in the employee performance. The author further suggests focus on effective training and motivation of employee is the key to increase the employee performance.

Acemoght and Pischke (1998) surveyed fresh researches of that time illustrating the theories and importance of training practice within the organizations that are interested in training investment. The authors argued that to understand any model regarding firm's believe on spending on trainings is not possible unless the imperfections in labor market exists. These imperfections broadens the discussion paths on labor market establishments, their effects on wage structures and the way these things influence the firms to acquire investment decisions in human capital. It was evident from the research that the labor markets where competition is low companies squeeze the labor wages and also spends less on their training. That means training is an essential component to create a competitive edge in the industry. On the other hand, the firms that squeeze the labor wage might invest in general training as well. As the wages are low the companies have more money to invest in training programs. Thus a low wage might increase the training programs investments of the firms. The research also emphasized a proper training procedure to be followed to attain required research such as training need assessment, training designing and development, effective delivering and controlled evaluation to conduct cost-benefit analysis.

These gauging of return of training, by and large, requires productivity's straight measures. Though the above mentioned positive descriptions were given some authors argue that training and development do not really enhance employee performance. According to Robert(2011) Information changes and whatever is learned today will be obsolete after some time so that the employee performance might not be related with the training they were given, training scheduling time may be too short so that the trainer may rush and will not give adequate training as a result no change will be observed on employees performance in work area, wrong person might give the training and the trainee might not get the required knowledge, as a result training will not cause a change on employee performance. On the other hand employee training and development programs could be also too much expensive for the company and due to that no attention might be given to the employee as it does not have immediate effect on employee performance.

2.2.2 Factors that Contribute to Improve Employee Performance

The first thing to remember is that employee performance does not occur in vacuum. We have to take systems perspectives and look those factors that contribute for enhancement of employee performance. Some of these factors are information, resources, incentive, knowledge, capacity, motivation and training and development. In fact, there is an increasing awareness in organizations that the investment in training could improve organizational performance in terms of increased productivity, enhanced quality and market share, reduced turnover, absence and conflict (Armstrong, 2006).

It is the above mentioned contradictory ideas and problems that lead the researcher to choose this interesting topic to study. It is also believed that the outcome of the research will benefit those who would like to study further in the area of the effect that training and development have on employee performance.

According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance. Knowledge training programs increase an employee's job knowledge. An increase in job knowledge means that the employee will feel more comfortable doing his/her job and will perform at a high level.

Satisfaction Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels. Innovation Training employees about the organization, where each employee fits in the organization and how the organization fits into its overall industry creates innovation. In other words, employees who have a knowledge framework, delivered through training, are creative in solving problems, both in the short and long term (Stewart and Brown, 2009). Career Orientation When training programs are offered as a method to progress in one's career, they also have an effect on how an employee performs. Employees who know they have a future with the organization are more likely to be high performers. Goal Orientation Effective training targets the gap between what is expected and what is currently being done. This human performance orientation, especially if delivered through training, makes an aware of her/his goals and how they will reach them (Langer, N. and Mehra, A., 2010).

2.2.3 The Relationship between Training and Employees Performance

Most of the previous studies provide the evidence that there is a strong positive relationship between human resource management practices and organizational performance (Purcell et al., 2003). Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed (Cooke, 2000). Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations 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 while poor performance can be occurred as a result of inadequate job training and both customers and employers will become unsatisfied but trained employees will better satisfy the needs of their customers and employers (Kenney, 1992).

It is also believed that to achieve the organizational goals employee performance is important that depends on a variety of factors but training receives high importance as it improves the skills, capabilities, confidence and competencies (Naveed, et al., 2014). Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior (Benedicta and Appiah, 2010).

It is obvious that training plays an important role in the development of organization, improving performance as well as increasing productivity, and eventually putting companies in the best position to face competition and stay at the top. According to the study of Alazar (2012), the absence of proper job training will affect a person's expertise. This will probably affect their motivation, and quite likely their opportunity to progress. Conversely, the absence of opportunity to develop may have a negative impact on their motivation, and thus their desire to learn or apply themselves. There is a positive relationship between training and employee performance.

Employee commitment has become increasingly important in many organizations as indicated by (Meyer, et al., 1993) in their study. The construct 'employee commitment' is however complex and commitment cannot be seen as a single, homogenous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over times as employee circumstances and needs change. Commitment is defined as purely psychological- it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization (Meyer, et al., 1993).

According to the study of (Neely, et al., 1995), effectiveness was referred as the extent to which customer requirements are met and to efficiency as a measure of how economically the firm's resources are utilized when providing a given level of customer satisfaction. The employee performance is going to be more effective if he is trained in good manner and the affective commitment will lead to more emotional type of attachment which is going to improve the work efficiency and helps the organization in succeeding competitive edge in the market because of the training employees stick to the same organization which helps him to develop as commitment more of norm type to help organization (Meyer and Allen, 1990, P.1).

Rautalinko & Lisper (2004) claim that successful and effective job trainings largely impact the productivity of employees during their present job. If an employee feels well-trained, they automatically commit to the organization. The same result was achieved in other study by (Bartlett, 2001) i.e. organizations that are able to create an environment where training is supported and valued by employees will be able to achieve greater commitment outcomes.

Generally, it can be debated that the influence of training program on employee outcomes such as motivation, job satisfaction and organizational commitment, did not received much attention so far. Rare work was done to test whether firms can affect their workers attitude, through proper training interventions.

According to Lang (1992) training should be planned in such a way that it results in organizational commitment. On the other hand Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resource practices, that is, succession planning and promotions, career development and training opportunities. All these practices, when achieved results in greater employee performance. Moreover, Meyer and Smith (2000), investigate the link between human resource management practices and organizational commitment, so as to discover the causes of effective employee performance. As stated by Ohabunwa (1999), when employees are well trained organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

2.2.4 The Influence of Training on Organizational Effectiveness

Organization is a composition of people which formulate in dependent business identity or some specific purpose and getting desired outcome with in defined resources is treated as effectiveness (Malik, M., Ghafoor, M.andNaseer S.,2011).Organizational effectiveness is the measure of how successfully organizations achieve their missions through their core strategies and the measure was adopted from Gold(2001). Dimensions of organizational effectiveness measure include: improved ability to innovate, improved coordination of efforts, and rapid commercialization of new products. Other contributions may include: the ability to anticipate surprises, responsiveness to market change, and reduced redundancy of information/knowledge.

Organizations rely on training to enhance the productivity and performance of their employees. Training is important to a company to maintain its employees' skills and competence to meet the future challenges as well as achieve a better performance. According to Swieringa J. and Wierdsma, A.(1992) training is said to be one of the most important interventions to nurture the learning process. For accompany to cope with the rapid changing environment, it is necessary to invest in training, upgrading, updating and converting the skills of the existing workforce.

Any training or development implemented in an organization must be cost effective or the benefits gained by such programs must outweigh the costs associated with providing the learning experience. Only by analyzing such programs can effectiveness be determined.

It's not enough to merely assume that any training and development an organization offers is effective; the organization must develop substantive data to determine whether the training and development effort is achieving its goals- that is , if its correcting the deficiencies and skills, knowledge, or attitudes that were assessed as needing attention and can lead to organizational effectiveness Ziarnik, J.P. and Bernstein, G.S. (1982) have argued that the staff training alone is insufficient to achieve enduring change. This is because not all knowledge obtained from the training is properly transferred and applied to the organization.

According to Singh (2006) cited by Abd Rahman *et al* (2013) have claimed that the cornerstone to the long-term survival of a firm is recognizing the value of the knowledge that is a key to innovative thinking and investment. Hence, if there is no application of the learned knowledge on the job, then there will be little or no impact on the organization performance. According to Mathis and Jackson (1991) when training is designed it must be designed and delivered properly and it will improve the overall effectiveness of an organization in three ways. First, it can boost employees' commitment and motivation. Organizations that offer opportunities to learn and grow are seen as having employees' interest at heart, and as a result, employees feel more committed to the organizations. Second, training helps employees to perform more effectively and efficiently, so the organization is able to function better on a day-to-day basis (Arthur, W., Bennett, et al., 2003) The third way in which training benefits organizations is by helping the organization to meet their strategic objectives. It does so by providing employees with the specific knowledge, skills and attitudes necessary to make strategic initiatives a reality (Stewart and Brown, 2009)

Training alone is not sufficient to enhance organizational effectiveness to a greater level because not all the knowledge obtained from the training is properly transferred and applied to the organization. In other words, transfer of knowledge (productive use of acquired knowledge and skills) acquired during the training must take place effectively to realize the full benefits (Dirani, 2012).

2.2.5 Summary

Training is an organized activity for increasing the knowledge and skills of the people for a definite purpose. It involves systematic procedures for transferring technical knowhow to the employees so as to increase their knowledge and skills for doing specific jobs with proficiency (Mahapatro, 2010).

Training of employees will aid in the productivity, profitability or survival of businesses in the present competitive business environment (Javed, 2014). There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning. On-the-job techniques include orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching. Off-the-job techniques include lectures, television conferences or discussions, case studies, role playing, simulation, group exercise, and laboratory training (Raymond A. Noe 2010).

In the study of Falola et.al, (2014) shows that there exists a positive and significant relation between training (on-the-job and off-the-job) and employee performance. Induction/orientation is effective in equipping employees with the practice and core value of the organization and what is expected of them to do. In addition job instruction and job rotation enhance employee performance and they concluded that on-the-job training (behavioral training) techniques have significant effect on employee performance and organizational effectiveness. Off-the-job training (cognitive training) techniques also have a significant effect on employees' optimal performance and creativity and Lecture method can also wilding the employees reasoning and be innovative.

Mathis and Jackson (2008), there are different evaluation designs to examine the effectiveness of the training program and the three well known are post measure, pre/post measure and pre/post with control group. The post or pre/post measure with control group design should be used rather than other evaluation designs such as post measures because each provides a much stronger measurement than post measure design alone. According to Raymond A Noe *et al* (2010) there are six steps used training model used in developing training programs which consist as need assessment, ensuring employee readiness for training, creating a learning environment, ensuring transfer of training, developing an evaluation plan, selecting training method, monitoring & evaluating the programs.

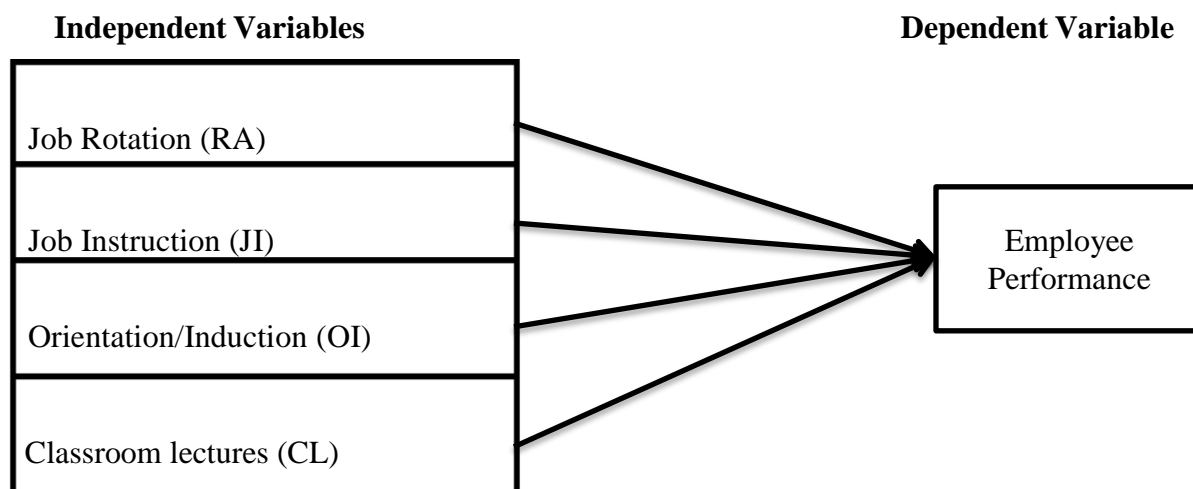
Also managers can identify training needs by considering organizational, personal and task analysis. Training programs should be designed to consider the ability of the employee to learn the material and to use it effectively, and to make the most efficient use of resources possible. According to Gary Dessler (1994), there are four basic categories of training outcomes or effects that can be measure.

First evaluates trainees' reaction to the program. It captures how the trainees feel about training. The second one is learning. It helps the trainees to determine if they learned the principles, skills, and facts they were to learn. The third is behavior. It helps to know whether the trainee's behavior on the job changed because of the training program. Lastly, result which measures effectiveness of the program in terms of business objectives.

2.3. Conceptual Framework

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. Hence on the basis of the above review of literature, following proposition could be drawn: Proposition: 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. Amir and Amen (2013). According to Amir and Amen (2013), the relationship between training and development and employee performance can be depicted in the following model.

Figure 2.4: Proposed research model or the conceptual framework



Source: Compiled by researcher

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

This chapter deals with the research methodology employed for data gathering as well as the relevant statistical analytical tools that are employed for analyzing the survey results gathered during the study.

3.1 Brief description of the study area: NMC

The research was conducted within National Motors Corporation P.L.C. (NMC) was chosen by the researcher because it is one among the largest and fastest growing automotive company in the country which was easy for the researcher to conduct the study whereby the researcher influenced to conduct the study on the influence of training and development on employees' performance at work. NMC was established in November 1993 as a privately owned company in accordance with the commercial freight and public transport law of Ethiopian, under the name National Freight and Public Transportation Service Private Limited Company. As a result of change the company's objectives, the company was re-established into National Motors Corporation Private Limited Company and then took its current name National Motors Corporation.

Initially, the company was founding by two shareholders, Said Hussein Ali and Ato Busseiri keyum, for the purpose of meeting the growing rural and urban need for commercial transport and establishing a workshop to provide maintenance service for the vehicles. In May 1995, the two founders were joined by Sheik Seid Hussein Alamoudi, raising the capitalization of the company to ten million birr. National Motors Corporation currently employs over 254 people and has a turnover of over 103,940,026 birr for the year of 2016.

National Motors Corporation's head office is located in Addis Ababa near Mexico. It also maintains a heavy duty vehicles garage at Kaliti near to Midroc Construction terminal and a bonded warehouse at Akaki in front of Dashen Hotel. National Motors Corporation is a sole agent for Chevrolet, Opel Cars and Renault Trucks and buses as well as an authorized dealer for Isuzu vehicles in Ethiopia.

It also provides the best maintenance service available to all the cars and trucks we import. National Motors Corporation's maintenance services department is one of the best in the country. Our technical team is very well versed and equipped with state-of-the-art maintenance equipment that meets modern automotive technology standards.

In order to stay abreast of the fast technological advances in the automotive industry, there is a continuous capacity building process in our technical department to meet the diverse needs of our customers. In order to keep up with increasing complexity of automotive technology, National Motors Corporation trains its technical staff by bringing in experts from GM, Isuzu, Renault and Opel automotive companies for an extended period of time. In other cases, National Motors Corporation also sends its staff abroad for in-depth technical training. This ensures to improve the knowledge, skill and abilities of our employee's capability to service and maintain the vehicles that we are importing and marketing.

(Source: National Motors Corporation Company's Profile)

3.2 Research Design

The general objective of this study is to examine the influence of training and development on employees' performance in NMC Addis Ababa, Ethiopia. In order to capture the logical structure of the study, the researcher has used both descriptive and explanatory research design. Descriptive research design helps to portray accurately the characteristics of a particular individual, situation or a group. The descriptive survey research design is appropriate choice, because it is a cross sectional study and the study aimed at measuring the attitude of the employees at one time meaning that it won't continue studying stability of the data over time from their company (Creswell, 2003). Also descriptive research permits to investigate the issue of study through looking into the problem by exploring the views of different sets of respondents, as well as by exploring different literatures related with the study (Geoffrey et al., 2005). An explanatory designs try to establish cause-and-effect relationships. The primary purpose of explanatory research design is to determine how events occur and which ones may influence particular outcomes (Dawson & Bob 2006). Therefore, this study used both descriptive and explanatory method in order to explain the influence of training and development on employees' performance in NMC. in Addis Ababa, Ethiopia.

In order to answer the study questions, this study will adopt the quantitative research approach by using a primary data source. This approach is one in which the helps researchers to test relationships between variables. Quantitative methods involve the processes of collecting, analyzing, interpreting, and writing the results of a study (Creswell, 2009). Hence, by applying the quantitative method the researcher has ensured the strength of the findings towards being more objective, it will also remove any biases that exist in any single research method and generalizable to the entire population. Therefore, the research design is appropriate for this study, as it explore all the necessary information in regard to the research objectives.

3.3 Types of Data collection

For the purpose of this study in order to obtain relevant information both primary and secondary data collection method was used.

3.3.1 Primary Data Collection

The primary sources of data were gathered through questionnaires from National Motors Corporation (NMC) permanent employees. The questionnaires were based on those variables that are stated above and the mentioned research questions. The reason for the selection of questionnaire is that it helps in procuring extensive data at reasonable cost. It can be used economically to collect data form a large number of respondents and help respondents to fill the questionnaire at their convenient time without the interviewer bias; and to cover wide geographical areas. Also it is best to get response in a relatively short time.

3.3.2 Secondary Data Collection

Secondary data refer to the data that gathered through existing sources by someone than the researcher conducting the current study such as company record, publication, industry analysis offered by the media, web publications and so on (Sekaran, 2006). The advantage of using this type of data is the fact that the data is accurate and ready to be used. Besides that, it is less time consuming and cheap to obtain the secondary data as it is already prepared by other experts. For this study, researcher gathered the secondary data from different published and unpublished information about the study area, books and journals, websites and other available sources will be referred and cited on the study.

In addition organization's published document regards training policies and principles, annual employees' performance reports, and NMC HR databases were used.

3.4 Data Collection Method

The questioner was designed in such a way that participants will have freedom to express their views in response to the question asked without any influence or clues from the researcher. The questionnaires were developed from previous empirical literature with slight adjustment to best fit with the existing situation of the study and its consistency is tested using Cronbach Alpha. The type of questions that were raised in the questionnaire was consists closed- ended questions that were measured by a five-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree and 5=Strongly Agree).

Before the distribution of questionnaires for collecting data first the reliability and validity of research instrument was checked by the advisor of the researcher and those persons who have enough knowledge in the area, then after questionnaires were distributed to the participants of the study. After the questionnaires were carefully filled, the researcher personally collected and arranged the completed questionnaires and was arranged for data discussion and analysis. Finally, the collected data were inserted into data set and make ready for data analysis and discussion by using statistical software application programs (SPSS). As a final point the result was summarized and interpreted appropriately and lastly conclusions and recommendations were also forwarded.

3.5 Sampling Design

3.5.1 Target Population

With this context the population of this study is employees and managers of National Motors Corporation P.L.C. who have experience of more than or equal to one year worked at head office, kaliti and akaki branches at Addis Ababa city area. According to NMC Human Resource department information, entire the company, there are 254 employees. Though, incorporating all employees' idea on the analysis would have been better for conclusion and generalization, economically and operationally it was very difficult to contact all employees in the research. Therefore, taking a representative sample of the population of the employees' was found to be feasible.

3.5.2 Sampling Technique

As discussed above, the target population of the study was the employees who are working at NMC, the researcher used stratified random sampling method to select samples from the target population. As it is mentioned in Kothari (2004) stratified sampling results in more reliable and detailed information and enables to get more representative samples. According to Janet (2006), stratified sampling is the most widely used techniques which enable to get more representative sample from wide geographical areas. Stratification leads to reduced sampling error because it can ensure that all relevant portions of the population are included in the sample. Therefore, the three different locations of the organization were the three strata that were used to collect data. Simple random sampling technique was adopted once the three different strata's are identified. This resulted in having equal probability for everyone to participate in the study (Kothari, 2004). It also help all the branches in a given stratum are homogenous (have same level of educational backgrounds and level of job category) and this means all employees who are in different branches have an equal access and information about the training and development program of the organizations. In addition, cross sectional survey method was used in this study where data was collected once the population through sampling.

3.5.3 Sample Size

As per Glenn (1992) the sample size is very important in order to be representative of the population which ultimately enables to draw generalizable conclusions from selected sample members. The population size of employees working in NMC and those have experience of one year and above were 254 contract and permanent employees. The sample size is determined using Solvin's formula was formulated by Slovin in 1960 (Statistics Canada, 2010) as cited by (James, 2012) to determine the sample size at 95% confidence level, $100\% - 95\% = 5\%$ and therefore, level of precision/sampling error = 5%.

Where; n = number of samples,

N = total population

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

$$n = \frac{N}{(1 + Ne^2)} \rightarrow n = \frac{254}{(1 + 254 \times 0.05^2)} \rightarrow n = \underline{\underline{155}} \text{ were used as sample size for this study.}$$

There using the above formula the total sample size is calculated and found to be 155. Then the sample size of each strata is calculated as shown in table 3.1 below.

Table 3.1: Sample size each strata of the NMC

Item No.	Strata	Target population		Sample size from each Strata (approximated)
		Number Employees	Percentage	
1	Head Office	115	45.27%	$\frac{115}{254} \times 155 = 70$
2	Kaliti Branch	80	31.50%	$\frac{80}{254} \times 155 = 49$
3	Akaki Branch	59	23.23%	$\frac{59}{254} \times 155 = 36$
	Total	254	100%	155

Source: from HR, 2017

3.6 Methods of Data Analysis

Representations like tables are used to ensure easy and quick interpretation of data. In order to ensure logical competence and consistency of responses, data editing was carried out each day by the researcher. The items were grouped based on the responses given by the respondents and coded. Once editing has done, data were analyzed quantitatively using statistics package for social scientists (SPSS version 21) software. The techniques for quantitative data analysis were the frequency distribution and percentages besides descriptive statistics, correlation, and multiple linear regression analysis data analysis method was employed.

The descriptive statistics was used to assess the demographic profile of the respondents to make the analysis more meaningful, clear and easily interpretable. The correlation analysis was used to show relationship between the dependent variable employee performance and independent variable (Induction/Orientation, Job instruction, Job rotation, and classroom lecture). The multiple linear regression analysis was used to describe the variation in dependent variable as a result of variation in the independent variable in order to determine the main research objective of this study.

Before running the regression model, it is necessary to check the validity of the model properly. Hence, as necessary, tests for multicollinearity and normality were made. A test for multicollinearity was showed using variance inflation factor (VIF). In other word, VIF shows how multicollinearity has increased the instability of the coefficient estimates (Freund and Littell 2000: 98). Put differently, it tells you how "inflated" the variance of the coefficient is, compared to what it would be if the variable were uncorrelated with any other variable in the model (Allison 1999: 48-50)

According to Fritz Scholz (2007) tolerance statistics in regression is a pointer of how much of the variability of the stated independent is not described by the other independent variables in the model. Some argue that a tolerance valueless than .1 or VIF greater than 10 roughly indicates significant multicollinearity. In this vein, if VIF is greater than $1/(1-R^2)$ or a tolerance value is less than $(1-R^2)$, multicollinearity can be considered as statistically significant. None of the problem was depicted as indicated in table 3.2 below. Therefore, there is no multicollinearity problem on the data used for this study.

Table 3.2: No Multicollinearity Problem

Model	Collinearity Statistics	
	Tolerance	VIF
(Constant)		
1 Job Orientation	.323	3.101
Job Instruction	.561	1.782
Job rotation	.580	1.725
Class room lectures	.313	3.199

a. Dependent Variable: Employee Performance

Source: SPSS Regression result, 2017

Test of data distribution was made to check whether data distribution is normally distributed or not. The test was made using quantile-quantile (q-q) plot is a graphical technique for determining if two data sets come from populations with a common distribution and it is shown that if the two sets come from a population with the same distribution, the points should fall approximately along this reference line. The greater the departure from this reference line, the greater the evidence for the conclusion that the two data sets have come from populations with different distributions Fritz Scholz (2007). Distribution plots result is attached in Appendix (C).

Regression is the determination of a statistical relationship between two or more variables. The functional relationship between variables in this study was therefore, the dependent variable (employee performance) and the four independent variables or explanatory variables (job orientation, job instruction, job rotation, and class room lectures). The following multiple regression model was used to perform data analysis:-

$$EP = \beta_0 + \beta_1JO + \beta_2JI + \beta_3JR + \beta_4CRL + e \dots \dots \dots (1)$$

Where: $\beta_0, \beta_1, \beta_2, \beta_3, \beta_4$ are coefficients:

EP- Employee Performance

JO- Job Orientation

JI- Job Instruction

JR- Job Rotation

CRL - Class Room Lectures

e- Error term that was assumed to be random and $e \sim$

3.7 Instrument Validity and Reliability

3.7.1 Instrument Validity

Validity is the strength of the conclusions, inferences or propositions. It involves the degree to which you are measuring what you are supposed to, more simply, the accuracy of your measurement (Kothari, 2004). Validity is the extent to which the research findings accurately represent what is really happening in the situation (Hughey and Mussnug, 1997). Validity is used to make more accurate and meaningful results. Generally in the study the researcher tried to assure validity. The first thing that was done the researcher adopted the questionnaire from previous other studies and some questions were improved according the objective of this study. In additions: The questionnaires were distributed and collected by the researcher in person. And also, interview has been conducted with concerned senior personnel's from training department. The other method to check the validity of the questionnaire has been conducted by using pilot test. The researcher tested the questionnaire to see if it obtains the result that is required for the study. During pilot testing 7 employees were selected and based on the result the questionnaires was redesigned and the finalized questionnaires was distributed to other employees which didn't participated in the pilot study.

During the pilot testing the participants was asked;

- To read it through and see if there are any doubts which they have not noticed.
- To comment about the length, structure and wording of the questionnaire

3.7.2 Instrument Reliability

Reliability refers to the extent to which the data collection techniques will yield consistent findings. According to Kotair (2004), internal consistency reliability is a measure of consistency between different items of the same construct. Cronbach's alpha is a reliability measure designed by Lee Cronbach in 1951. 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. For testing the reliability of the data instrument, Cronbach's Alpha was calculated to test the reliability of the research instrument. Ideally, the Cronbach's alpha coefficient of a scale should be above 0.70. (Pallant, 2005). Accordingly, the following tables 3.3 show the Cronbach's alpha result of the questionnaires is 0.968. This suggested that the internal reliability in this study was acceptable and signified to be good.

Table 3.3 Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.968	.968	37

Source: survey results, 2017

3.8 Ethical Consideration

The ethical issues for this research is mainly related to all the data collected from NMC, official letter from the college asking for a permission to access for data was provided to the organization. Participant's willingness to respond genuinely for provided questioners was communicated and after data collection participants' response confidentiality and anonymity has guaranteed, confidentiality about the information obtained from the organization was guaranteed according to the organization's policy. As much as possible ethical language was used in the questioners constructed and distributed to the respondents.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS & INTERPRETATION

This chapter deals with analysis and interpretation of the study based on the data gathered from the head office, Kality and Akaki branch of National Motors Corporation plc. The findings have been stated as per the result obtained from respondents through different tests. Statistical Package for Social Sciences (SPSS IBM version 21) was used to measure descriptive statistics like frequencies and mean were used to analyze the data also correlation, ANOVA, and regression analysis. The major purpose of the research was to find the relationship between the independent variables (induction/orientation, job instruction, job rotation and lecture) and dependent variable (employee performance) and to determine the influence of training and development on employee performance.

4.1. Response rate of the participants

To assess the influence of training and development on employee performance in NMC the questionnaires were prepared and distributed to 155 staffs members out of these, 144 (93.%) were kindly enough to fill and complete the questionnaire properly and return. The rest 11(7%) were not failed to return due to different reasons. In general the following table displays the total number of distributed, returned and unreturned questionnaire.

Table 4.1 Distributed, returned and unreturned questionnaires

Questionnaires	Number	Percent
Returned	144	93.0
Unreturned	11	7.0
Total	155	100

4.2 Demographic Characteristics of Respondents

The first part of the questionnaire demanded personal information from respondents. These questions include: gender, age, educational background and level of tenure in the organization. Accordingly the response of personal information are presented and discussed on the table 4.2 below.

Table 4.2 Summery of respondents' characteristics;

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Gender	Male	92	63.9	63.9	63.9
	Female	52	36.1	36.1	100.0
	Total	144	100.0	100.0	
Age Category	18-25	15	10.4	10.4	10.4
	26-35	59	41.0	41.0	51.4
	36-45	49	34.0	34.0	85.4
	46-55	11	7.6	7.6	93.1
	>56	10	6.9	6.9	100.0
	Total	144	100.0	100.0	
Educational Level	Diploma	63	43.8	43.8	43.8
	Bachelor of Art	78	54.2	54.2	97.9
	Masters	3	2.1	2.1	100.0
	Total	144	100.0	100.0	
Year of Service	1-5 Years	12	8.3	8.3	8.3
	6 -10 Years	40	27.8	27.8	36.1
	11- 15 Years	62	43.1	43.1	79.2
	16-20 Years	20	13.9	13.9	93.1
	>20 Years	10	6.9	6.9	100.0
	Total	144	100.0	100.0	
Position Category	Managerial	7	4.9	4.9	4.9
	Non Managerial	137	95.1	95.1	100.0
	Total	144	100.0	100.0	

Source: survey results, 2017

4.2.1. Gender Mix of Respondents

As is shown in table 4.1 above, 92 of the respondents were male which represent 64% of the total respondents, while the 52 were females which are 36% of the total respondents. Due to this, dominance of employees worked in the company are male over female was observed.

4.2.2 Age of respondents

It is the researcher's intention to know the age distribution of the respondents in the organization as it is very important to categorize employees of the NMC age wise. Based on the data obtained from the questionnaire, 59 respondents were between 26-35 years representing 41% formed the majority.

The next largest number of respondents was between the ages of 36-45 representing 34% and they were 49 in number. The third group of respondents was fall under the age category of 18-25 years, which represent 10% or 15 employees from the total respondents. The remaining group 11 (8%) and 10 (7%) were under the age categories of 46-55 and above 56 years respectively. From the data, it is clear that most of the employees of the NMC are young and it is a great opportunity for the organization to perform better and need to give attention for training and development.

4.2.3 Educational Qualification

It was also necessary for the study to determine the educational levels of the respondents as that could determine what kind of training will be most appropriate for employees of the NMC. From the collected data it can be seen that respondents hold a range of educational qualifications from college diploma to master's level. Majority of the sample group were holders of first degree accounted 78 of the respondent's that is 54%. Among the respondents there are 63 in number or 44% diploma holder and 3 out of the respondents was master graduates which accounts 2%. This shows that people with different educational qualifications are working in the NMC. This implies that the organization needs to know whether employees with different educational background have different opinion, preference and interests about training and development influence on employee performance though their field of study matters for training and development consideration.

4.2.4. Years of service in the NMC

The study also sought to find out the number of years the sample respondents have rendered to the organization which enable us to put their responses into proper perspective. Regarding the respondents work experience, according to the gathered data 12 (8%) of the respondents have worked for the company for 1 to 5 years, 40 (28%) of the entire population have worked for the company for 6 to 10 years of age, 62(43%) have worked for 11 to 15 years of age, 20 (14%) have worked for 16 to 20 years in the company and the remaining 10 (7%) have worked for NMC for over 20 years respectively. From this, we can understand that respondents have enough practical know about what the influence of training & development on employee performance looks like within the corporation because they have worked for a long year in the organization. In addition to this longer year of experience shows that there is relatively lower employee turnover. This is benefit to the company, by keeping employee loyal to the company and reduces cost of hiring of new employees.

4.2.5. Current Employment Position

Respondents (employees) were also asked to indicate their current position in organization. NMC as a company involved in private automotive service provider and related activities over the past few years developed its own organizational structure that flows various job position categories namely administrative workers, accountants, auditors, mechanical engineers, sales realization officers, and department managers (managerial). The employees are assigned to these positions based on their skill, knowledge, educational background, work experience, their employment job title and competencies in the company. Accordingly, it was revealed that out of 144 respondents 137 of them are non-managerial, which account 95 %, whereas 7 of them are managerial accounts 5% of the total respondent.

4.3 Analysis on the general practices of training

Three questions were raised to the respondents in order to understand the training practice of the organization (NMC). The question tries to find out what are the criteria for the selection of trainees, how frequently they took training and the method of facilitation of the training.

4.3.1 Selection of Trainees

As Table 4.3 indicates that employee selection for training, the respondents 70 (48.6%) admitted that they were selected based on position and educational background. 33(22.9%) of the respondents were selected based on the experience of the employee and also upon immediate supervisor's recommendations 20(13.9%) of the respondents. 10 (6.9%) and 11(7.6%) joined the training programs because of their relation with the management and selected by chance respectively.

Table-4.3. Selection of Trainees

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Selection of Trainees	By immediate supervisor recommendations	20	13.9	13.9	13.9
	Based on position & educational background	70	48.6	48.6	62.5
	Experience	33	22.9	22.9	85.4
	Relation with the management	10	6.9	6.9	92.4
	I don't know	11	7.6	7.6	100.0
	Total	144	100.0	100.0	

Source: survey results, 2017

4.3.2 Frequency of Training

The rates at which respondents are trained as displayed in table 4.4 the results indicated that out of the total 144 employees which took training in the organization. Out of the total respondents that 67 (46.53%) revealed that employee have participated in trained program only once, 46(31.94%) of them participated trained twice, 31 (21.53%) of them participated several times. Almost all of the respondents have got training at least once time and this clearly demonstrates that the company (NMC) is doing well in terms of using training as part of its human resource (employees) development strategy.

Table-4.4. Frequency of Training

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Frequency of Training	Only once	67	46.53	46.53	46.53
	Twice	46	31.94	31.94	78.47
	Several times	31	21.53	21.53	100
	Total	144	100	100	

Source: survey results, 2017

4.3.3 Method of Training

As is shown in table 4.5 below, that NMC used different methods of training to train the employees as 67%, 9.7%, 8.3% of the respondent replied that they have taken the training class room lectures, seminar and group exercise respectively. While the rest of the 6.9%, 4.9%, & 2.8% of respondents were trained with case study, demonstration and other methods respectively. As revealed above, the most common methods of facilitation identified by the respondents is class room lecture training.

Table-4.5. Method of Training

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
Method of Training	Class room lecture	97	67.4	67.4	67.4
	Seminar	14	9.7	9.7	77.1
	Group exercise	12	8.3	8.3	85.4
	Case Study	10	6.9	6.9	92.4
	Demonstrations	7	4.9	4.9	97.2
	Other	4	2.8	2.8	100.0
	Total	144	100.0	100.0	

Source: survey results, 2017

4.4. Analysis on the Type of Trainings Given by NMC

There are two broad types of training available to the businesses: on-the-job and off-the-job techniques. This section tries to find out the satisfaction level of the workers on the type of training that exist as the organization with regards to job rotation, job induction/orientation, job instruction, from on-the-job training and class room lecture from off-the-job training. The respondent's value judgments were computed using statistical tools such as mean and standard deviation. The mean indicates the sample group averagely agrees or does not agree with the different statements. The lower the mean, the more the respondents disagree with the statement. The higher the mean, the more the respondents agree with the statement. On the other hand, standard deviation shows the variability of an observed response from a single sample (Marczyk, Dematteo and Festinger, 2005).

4.4.1. Analysis on On-the-Job training and Off-the-Job training

On-the-job training is delivered to employees while they perform their regular jobs. In this way, they do not lose time while they are learning (Armstrong, 2006).

Table 4.6 Descriptive Statistics of Individual Constructs Items

S.N	Construct Items	Questions	N	Mean
1	Job Rotation	Employee job rotation within the organization helps in increasing my overall performance	144	3.58
		Job rotation boosts my moral and self confidence	144	4.02
2	Job Instructions	The instructions are clear and easy to apply	144	3.96
		I receive enough support and guidance that I need from my peers and supervisor to fulfill my potential	144	3.49
		Job instruction are well documented and ease of access	144	3.29
3	Job Orientation/ Induction.	Orientation/Induction training is well planned	144	3.57
		The induction training is conducted timely	144	2.55
		Induction training provides an excellent opportunity for newcomers to learn	144	2.31
		The norms and values of the company are clearly explained to the new employees during induction	144	2.53
		Induction training is of sufficient duration	144	2.53
4	Class room Lecture	The lecture training programs are designed at level of abilities and education of employees	144	2.67
		The company is good in providing training program such as class room trainings, seminars, workshops etc. frequently	144	2.49
		Supervisors support the use of techniques learned in training that employees bring back to their jobs	144	2.33

Source: survey results, 2017

The above table 4.6 descriptive statistics clearly depicts the corresponding arithmetic mean of every construct totals (total of every individual categorical construct). A calculated mean score between range 1.0-2.4 medium between range 2.5-3.4 and high is between range 3.5-5.0 (Franzblu, 1985). Thus, job rotation categorical total has a mean score 3.58 and 4.02 is greater than 3; the level of participants' job rotation was high. In other words, in the current study indicates from the respondents of the employees' job rotation within the organization increases and boosts the moral, confidence and overall performance of the employees respectively.

On the subject of job instructions, it can be seen from the above table indicates the majority of the respondents with a mean of 3.96 and 3.49 agree that the job instructions that are prepared by the organization are clear and easy to apply and they receive enough guidance from their peers and supervisors. The mean 3.29 suggests that the documentation and ease access of the job instruction manuals are good as well.

Regarding job orientation/induction score on the above table indicates with the mean of 2.31 and 2.53 the majority of the employees agreed that the induction training provides by the organization creates an excellent opportunity for newcomers to learn and the norms and values of the company are clearly explained to them during this training. As for the induction training being planned well and whether it has sufficient duration the respondents have the same opinions i.e. with the mean of 3.57 showing an agreement. Whereas, the mean of 2.55 indicates that the training is high and conducted timely. On the subject of class room lecture, the table above shows that the majority of the respondents with mean of 2.49 agree that the type of training they have taken is applicable for the job after training. As for supervisors support the use of techniques learned in training to be applicable on the job, respondents with a mean of 2.33 agreed with it. For the design of the training considering the level of abilities and education of employees, the above table shows the respondents are agreement with a mean of 2.67.

4.5 Assessment of Training Effectiveness of the Organization

In order to assess the training effectiveness of the organization respondents were asked three types of questions using the Kirkpatrick Model. The first question was their reaction to the training which included six sub questions.

The second question measures learning and the last one were about the behavior change due to training under which three and two sub questions was included respectively.

Table-4.7.Reaction of Employees on Training Effectiveness

	Statement to evaluate	Rating point						Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Reaction								
Re.1	I am satisfied with the training condition including the material and facility of the training.	Frequency	5	18	44	71	6	144
		Percent	3.5%	12.5%	30.6%	49.3%	4.2%	100%
Re.2	My organization is best in providing training program such as classroom training, seminars, workshops etc frequently.	Frequency	5	27	33	76	3	144
		Percent	3.5%	18.8%	22.9%	52.8%	2.1%	100%
Re.3	The delivery method that the organization used by internal staff is convenient to get the necessary knowledge and skills.	Frequency	9	33	54	42	6	144
		Percent	6.3%	22.9%	37.5%	29.2%	4.2%	100%
Re.4	I had a good relationship with my trainer to learn more in the training so that I was asking what I did not understand to increase my competence.	Frequency	17	25	44	50	8	144
		Percent	11.8%	17.4%	30.6%	34.7%	5.6%	100%
Re.5	I think that the training session in which I have participated is a good use of my time	Frequency	3	29	49	53	10	144
		Percent	2.1%	20.1%	34.0%	36.8%	6.9%	100%
Re.6	The training I received is a great help in my job.	Frequency	3	28	45	63	5	144
		Percent	2.1%	19.4%	31.3%	43.8%	3.5%	100%

Source: survey results, 2017

As it is shown on table 4.10 above 71 (49%) of the respondents agree that they are satisfied with the training conditions of the organization. Although 6 (4.2%) of them are very satisfied with the material and facility of training. The other 44 (30.6%) of respondents are neutral and the rest 16% of respondents are unsatisfied with the training conditions that the organization provides for them.

When employees asked the organization is best in providing training programs frequently, 33(22.9%) of respondents' answer they neither agree nor disagree. Whereas 76 (52.8%) of them agree with this thought while 22.3% disagree with this.

This indicates that there are employees who are unsatisfied with the training program that is provided by the organization frequently. With regards to how the training delivery method that is convenient to get the required knowledge and skill, more than half of the respondents agree it is convenience. Moreover, 6 (4.2%) of the respondents strongly agree with its suitability. The rest 54(37.5%), 33(22.9%), and 9(6.3%) of respondents' response was neutral, disagree and strongly disagree respectively. The large figure of agreement shows that the organization uses a suitable delivery method to transfer the required knowledge and skills through training.

As Table 4.10 on number four shows more than half of the respondents 50 (34.7%) have a good relationship with the trainer and ask questions that need clarification. 8(5.6%) of the employees strongly agree and 44(30.6%) replied they are neutral. The other 42(29.2%) are disagreeing that they were having a good relationship with the trainer to ask questions. As the majority of the respondents agree, it shows that NMC has good trainers that makes ease of the trainees so that they can participate and ask questions freely. Using time for training some might think that it was the waste of their time.

Accordingly on number five, 32(22.2 %) of the respondents consider training is a waste of time. 49(34%) response was neutral. The majority of the respondents 53(36.8%) and 10(6.9%) are agree and strongly agree that spending time on training is a good use of their time in acquiring the necessary skills and knowledge. In many literatures it has been said that training has a means of acquiring the necessary skill, knowledge and ability to perform a job. As the above table indicates 63(43.8%) and 5(3.5%) of the employees agree and strongly agree with this. Regardless, 31(21.5%) of the respondents disagree with the training they took has a great help on their job. The rest of 45(31.3%) response was neutral i.e. they are undecided whether training is a factor that helped them perform well on the job or not. As the figures indicate 68(47.3 %,) the training programs given to employees have helped them in performing their jobs well.

Table-4.8 Training Effectiveness Measured by Learning of Employees

	Statement to evaluate	Rating point						Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Learning								
Lea.1	The training I received has increased my knowledge on the topic	Frequency	4	18	62	57	3	144
		Percent	2.8%	12.5%	43.1%	39.6%	2.1%	100%
Lea.2	Because of the knowledge, skills and attitude I received from the training I can accomplish activities more efficiently.	Frequency	4	3	26	82	29	144
		Percent	2.8%	2.1%	18.1%	56.9%	20.1%	100%
Lea.3	The training I received offered me the opportunity to identify the potential I have for further development.	Frequency	5	22	51	61	5	144
		Percent	3.5%	15.3%	35.4%	42.4%	3.5%	100%

Source: survey results, 2017

This first question tries to find out if the trainee's behavior on the job has changed as a result of training and whether it increased the knowledge on the topic they had trained. As shown in the table half of the employees 57(39.6%) and 3(2.1%) agree and strongly agree that the training they receive has increased their knowledge respectively. Whereas 62(43.1%) respond the training neither increases nor decreases the knowledge they had acquired. The rest 18(12.5%) and 4(2.8 %) responded they disagree and strongly disagree that training has increases their knowledge respectively.

From the 144 respondents 82 (56.9%) believe that the reason they are able to accomplish their tasks efficiently is because of the knowledge, skills and attitude they received from the training. But 7 (4.9%) of the respondents either disagree or strongly disagree that it is not because of training they accomplish their activities efficiently. The rest 26(18.1%) are neutral. As the table indicates training has helped the employees in accomplishing their activities efficiently. When the employees asked whether the training they receive offered them the opportunity to identify the potential they have for further development, 61(42.4%) and 5(3.5%) response was agree and strongly agree respectively. Whereas 27(18.8%) of them disagree and strongly disagree that it didn't offer them the opportunity to identify the potential they have for themselves. 51 (35.4%) respondents response was neutral. As the figure indicates 66(45.9%), training helps employees in identifying the potential they have in themselves.

Table-4.9 Training Effectiveness Measured by Behavior of Employees

	Statement to evaluate	Rating point						Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Behavior								
Beh.1	I have noticed some changes I n my behavior and knowledge as a result of training	Frequency	14	20	44	55	11	144
		Percent	9.7%	13.9%	30.6%	38.2%	7.6%	100%
Beh.2	The training increases my motivation to the job that I do	Frequency	3	17	55	66	3	144
		Percent	2.1%	11.8%	38.2%	45.8%	2.1%	100%

Source: survey results, 2017

Most of the respondents 55(38.2%) agree that they have shown some behavioral and knowledge change in how they perform their jobs after they took training. Although 11(7.6%) strongly agree with the changes 34(23.6%) of them disagree with it. The rest 44 (30.6%) response was neutral. As the above figures indicate the majority of the employees show behavioral changes in their work performance after they took training.

With regards to how the training increases the motivation of the employees to do their jobs, the majority agree that training increase motivation to do one's job. Only a total of 20(13.9%) respondents were disagreeing with this point. The other 55(38.2%) of respondents was neither motivated nor unmotivated by the training given to them. The large number of 66(45.8%) responses shows that most of the employees who took the training have behavioral changes and they are motivated to do their work afterwards.

4.6. Analysis on Influence of Training on Employee Performance

Training creates welfares for the human resource (employee) as well as the organization by positively influencing employee performance through the development of workers skills knowledge, capacity, competencies (proficiencies) and performance. Thus, it is the knowledge and skills acquired for the job that makes employees effective and efficient. In this section the employee's performance are going to be analyzed based on effectiveness, efficiency and commitment of the employees.

4.6.1. Employee Performance

Table-4.10. Influence of training on employee performance

	Statement to evaluate	Rating point						Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Employee Performance								
EP.1	Because of the good training practices of the organization, I am committed for my work and for the organization.	Frequency	3	19	6	50	66	144
		Percent	2.1%	13.2%	4.2%	34.7%	45.8%	100%
EP.2	The training provided by the organization helped me to perform my work quickly and efficiently.	Frequency	9	19	45	62	9	144
		Percent	6.3%	13.2%	31.3%	43.1%	6.3%	100%
EP.3	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.	Frequency	2	22	50	59	11	144
		Percent	1.4%	15.3%	34.7%	41.0%	7.6%	100%
EP.4	I feel confident that my training enable me to completely perform all aspects of my job	Frequency	19	26	38	55	6	144
		Percent	13.2%	18.1%	26.4%	38.2%	4.2%	100%
EP.5	I can say that after training employees in NMC are working well with their regular activities..	Frequency	15	22	65	35	7	144
		Percent	10.4%	15.3%	45.1%	24.3%	4.9%	100%

Source: survey results, 2017

As the above table 4.13, EP1 shown 50(34.7%) and 66(45.8%) of the respondents agree and strongly agree that training enable them to perform their work with great accuracy and precision. 19 (13.2%) and 6 (4.2%) respondents disagree and took neutral side with the use of training in affecting performance accuracy respectively. Although only 22(15.3%) disagreed while the large figure of 116(80.5%) agreement indicates that training helps the majority of the employees in enabling them to work with great accuracy.

EP2 & EP3 shown one of the factors that we can measure performance of employees is through efficiency. When the employees asked whether the training they took has made them perform their work quickly and efficiently and also if it helps them accomplish activities without waste their response was

62(43.1%) and 59(41%) agreement respectively 9(6.3%) and 11(7.6%) strongly agree that their efficiency has increased after they took the training also 45(31.3%) and 50(34.7%) response was neutral. The rest of the respondents disagree that it is 28(19.5%) and 24(16.7%) not because of the training that they perform their work quickly, efficiently and without waste. As the statistics shows in Table 4.13, the majority of the employees agreement indicates, their performance regarding efficiency has increased due to the training they took. Out of the 144 respondents in EP.4 55 (38.2%) & 6(4.2) of them answer that agree and strong agree or they are confident that training enable them to perform all aspects of their jobs. 38(26.4%) of the respondents were neutral with this aspect. The rest, 26 (18.1%) and 19(13.2%) of the respondents disagree and strongly disagree that training is the factor that gives them confidence to perform their jobs respectively. This shows that around 31.3% of the respondents are unsatisfied with the use of the training in performing the tasks that is assign to them.

EP.5 indicated transferability of training in performing work is important. Employees were asked if they perform their activities well after training. 65(45.1%) answers they are neutral. 22(15.3%) and 15(10.4%) disagree and strongly disagree respectively. 35(24.5%) and 7(4.9%) of the respondents agree and strongly agree that training enable them to work well with their regular activities. This figure indicates that the training provided by the organization is effective in the performance of the employees.

4.6.2. Employee Commitment

Employee commitment is the feeling of loyalty that employees have towards the organization that they work for, which largely depends on the extent to which they believe in the values and aims of the organization and feel personally involved in the task of making the organization successful (Brum, 2007). Hence, following table shows to what extent they are committed for their works and for the organization.

Table-4.11 Sense of Belongingness to the Organization

	Statement to evaluate	Rating point						Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Employee Commitment								
EC.1	I think that active participation during training has a positive effect on my commitment to the organization and for my work.	Frequency	6	21	38	72	7	144
		Percent	4.2%	14.6%	26.4%	50.0%	4.9%	100%

	Statement to evaluate	Rating point						Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Employee Commitment								
EC.2	I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my work commitment.	Frequency	6	36	48	49	5	144
		Percent	4.2%	25.0%	33.3%	34.0%	3.5%	100%
EC.3	Before training I feel that I am committed for my work I feel a strong sense of belonging to this organization since I acquire the needed skills.	Frequency	8	21	37	61	17	144
		Percent	5.56%	14.58%	25.6%	42.3%	11.81%	100%
EC.4	After training I feel that I am committed for my work I feel a strong sense of belonging to this organization since I acquire the needed skills.	Frequency	9	26	32	66	11	144
		Percent	6.3%	18.1%	22.2%	45.8%	7.6%	100%

Source: survey results, 2017

The above table 4-14 shows the respondents answer for the question EC.1 raised in relation with active participation during training, respondents were asked to indicate their level of participation to bring a positive effect on their commitment to the organization and for their work, 72(50%) and 7(4.9%) of respondents as indicated in the above table strongly agreed and agreed respectively. Only 38(26.4%) respondents were neutral and 27(18.8%) of respondents disagreed on their active participation which will help to more commitment to the organization. There are also no respondents that strongly disagree with this issue. Therefore, it can be concluded that, employees in NMC are believe to be actively participating in training for better commitment.

Respondents were also asked in EC.2 in the above table 4.14 shows the rate their satisfaction in the training conditions that includes the materials and facility of the training that the organization provided. Therefore, as indicated in table, majority of respondents 54(37.5%) were agreed and they are satisfied with the training condition including the material and facility of the training that the organization provides to increase their work commitment. 48(33.3%) of respondents answered they are neutral and the rest 42(29.2%) of respondents disagreed on the training condition increases work commitment. Also in the above table 4.14 EC.3 shows the question is raised to measure and to know the supervisors opinion how the employees of the organization perform before training. Accordingly 78(54%) of them said they perform well while 29 (20%) disagreed and 37(25.6%) remained neutral.

Finally EC.4 in the above table the question is raised to measure and to know the supervisors opinion how the employees of the organization perform after training. Accordingly 77(53.4%) of them said they perform well while 35(24.4%) disagreed and 66(45.8%) remained neutral.

4.7 Perception of Employees on How Training Improves Their Performance

According to De Cenzo and Robin (2005), evaluating training programs based on how well employees can perform their jobs after training is called post training performance evaluation method. Respondents were asked to scale their level of post training performance based on a five point Likert scale method.

Table-4.12 How Training Improves Their Performance

	Statement to evaluate	Rating point						Total
			Not Improved at all	Not Improved	Neutral	Improved	Highly Improved	
Employee performance								
	Level of knowledge/skill related to the job.	Frequency	5	11	37	61	30	144
		Percent	3.47%	7.64%	25.69%	42.36%	20.83%	100%
		Mean	3.69					
		Std. Dev.	.998					
	Confidence in solving problem and making decisions	Frequency	2	11	50	59	22	144
		Percent	1.1%	7.6%	34.7%	41.0%	15.3%	100%
		Mean	3.61					
		Std. Dev.	.886					
	Management of time and priorities	Frequency	19	6	26	55	38	144
		Percent	13.2%	4.2%	18.1%	38.2%	26.4%	100%
		Mean	3.60					
		Std. Dev.	1.286					
	Commitment and motivation	Frequency	9	9	45	62	19	144
		Percent	6.3%	6.3%	31.3%	43.1%	13.2%	100%
		Mean	3.51					
		Std. Dev.	1.010					

Source: survey results, 2017

As shown in the above tables 4.15 as the mean of 3.69 or 61(42%) & 30(20.8%) shows the majorities of respondents agree and strongly agree that training has increased their level of knowledge and skill related to the job they perform. 16 (11%) respondents responded that the training they had taken has no improvement in their knowledge and skill they acquire before.

Therefore, the figure indicates that the organization has a good training practice in place to improve the level of knowledge skills of the employees that is demanded by the job. The perception of the employees with a figure of 59(41%) and (22)15.3% regarding the confidence they have in solving problems and making decisions is highly improved and improved respectively. (50) 34.7% of employees responded that neutral and 13 (8.7%) employees believe that training has not improved their ability to solve problems and make decisions on the job they perform. Therefore, it can be said that from the mean statistics of 3.61, the employees perceive training has improved their level of confidence in solving problems and making decisions. 25 (17.4%) respondents believe that training does not improve the ability of managing time and priorities for them. 38(26.4%) and 55(38.2%) employees perceive training as a means of improving the management of time and priorities. The rest of the respondents with a percentage of 26(18.1%) responses were neutral. As the table indicates with the mean of 3.60, training has improved the ability of the employees in managing their time and giving priorities for the tasks they perform. After taking training, out of 18(12.6%) employees 81(56.3%) of them replied that training improves the commitment and motivation to perform a job. The mean 3.51 indicates that the organization gives adequate training for its employees to improve their work commitment and motivation.

4.8 Pearson correlation analysis of the variables

Correlation refers to synonym for association or the relationship between variables. Also correlation coefficient is a statistical measure of the degree to which change to the value of one variable predict change to the value of another. Higher correlation value indicates stronger relationship between both sets of data (Coetzee, 2003). In positively correlated variables, the value increases or decreases in tandem. Correlation coefficients are expressed as value between +1 and -1. A coefficient of +1 indicates a perfect positive correlation. A coefficient of -1 indicates a perfect negative correlation. In negatively correlated variables, the value of one variable increases as the value of the other decreases. Accordingly, in this paper set out to determine the influence of training and development on employee performance in NMC. Pearson's correlation was used and the result is given on table 4.16 which shows the relationship between the independent variable (Induction/Orientation, Job instruction, Job rotation, and Classroom lecture) and dependent variable (employee performance). Pearson Correlations are perhaps the most basic and most useful measure of association between two or more variables (Marczyk, et.al, 2005).

Pearson correlation analysis was used in this paper to provide evidence of construct validity. To interpret the result it is better to see (Franzblu, 1985) definition which has five classical rules as shown below in interpreting the coefficient of correlation between two different variables.

- (r=0 to 0.20) indicates negligible or no correlation
- (r=0.2 to 0.40) indicates positive but low degree of correlation
- (r=0.4 to 0.60) indicates positive moderate degree of correlation
- (r=0.6 to 0.80) indicates positive and marked degree of correlation
- (r=0.80 to 1.00) indicates positive and high degree of correlation

As per table 4.16 below shows the results of Pearson correlation analysis among the variables that factors included under both on-the- job training (Induction/Orientation, Job rotation and Job instruction) and off-the-job training (Classroom lecture) were all related with dependent variable i.e. employee performance within the range of 0.575 to 0.732, all were significant at $p < 0.01$ level except job rotation. Regarding the correlation or relationship between dependent and independent variables, Table (4.16) clearly shows that figures with the symbol double asterisk (“**”) indicate that each of the variables are significantly and positive correlated with each other at a significance level of p value $< 1\%$ or (0.01.) The correlation among selected independent variable and dependent variable (employee performance) was computed and presented in the table below:

Table-4.13. Pearson Correlation Analysis of the Variables

		Job Orientation	Job Instruction	Job rotation	Classroom lectures	Employee Performance
Job Orientation	Pearson Correlation	1	.611**	.575**	.805**	.715**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	144	144	144	144	144
Job Instruction	Pearson Correlation		1	.533**	.603**	.732**
	Sig. (2-tailed)			.000	.000	.000
	N		144	144	144	144
Job rotation	Pearson Correlation			1	.606**	.712**
	Sig. (2-tailed)				.000	.000
	N			144	144	144
Classroom lectures	Pearson Correlation				1	.716**
	Sig. (2-tailed)					.000
	N				144	144
Employee Performance	Pearson Correlation					1
	Sig. (2-tailed)					
	N					144

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

Source: survey results, 2017

4.8.1. Job orientation / induction and Employee Performance

The result shows on the above table that job orientation / induction ($r=0.715$ at 99% confidence level with $p<0.01$) is positively and significantly related with employee performance. Most of the respondents are favor of job orientation / induction in establishing effective working relationship and social network will bring corresponding change within the organization can positively improve the employee performance in context of NMC.

4.8.2. Job instruction and Employee Performance

From the above table it can be seen that job instruction ($r=0.732$ at 99% confidence level with $p<0.01$) is positively and significantly related with employee performance. This means an employee is clear about the job requirements and responsibilities in job instruction will bring corresponding change within the organization can positively improve the employee performance in context of the organization.

4.8.3. Job rotation and Employee Performance

From the above table it can be observed that job rotation ($r=0.712$ at 99% confidence level with $p<0.01$) is positively and significantly related with employee performance. This means that a job rotation in the working conditions will give new Knowledge, skill and abilities to employees for a successful job they perform has a corresponding effect on employee performance in context of the organization.

4.8.4. Classroom lectures and Employee Performance

The study also found out that there is a significant positive and marked linear relationship between classroom lectures and employee performance with a correlation coefficient of $r=0.716$ at 99% confidence level with $p\text{-value} < 1\%$.

4.9 Multiple Linear Regression Analysis

Regression is the determination of a statistical relationship between two or more variables. In simple regression, we have only two variables, one variable (defined as independent) is the cause of the behavior of another one (defined as dependent variable). Regression analysis is a statistical method to deal with the formulation of mathematical model depicting relationship amongst variables which can be used for the purpose of prediction of the values of dependent variable, given the values of the independent variable. (Kothari, 2004)

This part of the study presents the result and discussion of the multiple regression output in which test have been made to determine that how much an independent variable is influencing the dependent variable (employee performance). The Adjusted R-Squared and ANOVA are used to identify how well the regression model fit overall with all independent variables (job orientation, job instruction, job orientation and class room lectures). Thus, as shown in the below table 4.17 reports the results of the regression model using employee performance as the dependent variable and the four independent variables (Induction, job rotation, job instruction and class room lecture) , these variables being measured on a five-point Likert scale. To predict the goodness of fit of the regression model, the multiple correlation coefficient (R), coefficient of determination (R square), and F ratio were examined. In this case, $R = .856$ indicates that there is a very strong positive correlation between the dependent variable (employee performance) and the independent variables (Job orientation, Job instruction, Job rotation and Classroom lectures).

The coefficient of determination (R square) value represents the percentage of variance accounted for in the dependent variable or how much of the variance in the measure of employees performance is explained by the training dimensions; the value of R square is (0.733). This value tells how much of the variance in the dependent variable (employee performance) is explained by the independent variables in the model. In other words, multiplying R square value with 100, the model explains 73.3% of the variance in the dependent variable (employee performance) can be accounted for by the confluence of the four independent variables. The model also indicates that, the remaining 26.7% of the variance can be explained by other variables out of this model and indicates that further research is needed to identify the additional factors that influence the level of employees' job performance. The Adjusted R Square value also represents the percentage of variance accounted for in the dependent variable by the set of four independent variables. Also, the Adjusted R Square value is always slightly lower than the R Square value, so the Adjusted R Square value is 72.5% with estimated standard deviation (0.384) of the variance in the criterion variable (employee performance). The next table in the output is labeled ANOVA, which stands for an analysis of variance results. This ANOVA tells us whether the four main regression coefficients were significantly different than zero. Of primary interest is the F- ratio (value) and its significance level. Large F value and a small significance level (typically smaller than 0.05 or 0.01) indicate that the results probably are not due to random chance. Therefore, the F-ratio, which explain whether the results of the regression model could have occurred by chance, has a value of 95.25 with significant level of 0.000, that T & D has significant influencing on employee performance.

Table-4.14. Model Summary and ANOVA for Multiple Linear Regressions

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.856 ^a	.733	.725	.38424	1.009

a. Predictors: (Constant), Year of service, Class room lectures, Job Instruction, Job rotation, Age, Job Orientation

b. Dependent Variable: Employee Performance

ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	56.255	4	14.064	95.256	.000 ^b
	Residual	20.522	139	.148		
	Total	76.778	143			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant), Year of service, Class room lectures, Job Instruction, Job rotation, Age, Job Orientation

Results of Multiple Linear Regression Analysis

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.292	.171		1.707	.090
	Job Orientation	.168	.068	.191	2.472	.015
	Job Instruction	.301	.051	.349	5.966	.000
	Job rotation	.301	.054	.321	5.575	.000
	Class room lectures	.155	.077	.157	1.998	.048

a. Dependent Variable: Employee Performance

Source: survey results, 2017

It is one of the aims to identify the most contributing independent variables (on-the-job or off- the-job) in the prediction of the dependent variable in this study. Thus, the strength of each predictor (independent) variable influence on the dependent variable can be investigated via standardized Beta coefficient. The regression coefficient explains the average amount of change in the dependent variable that is caused by a unit of change in the independent variable. The larger value of Beta coefficient that an independent variable has, brings the more support to the independent variable as the more important determinant in predicting the dependent variable.

The coefficient of determination (R-square) value only indicates the variance in overall job performance level as it is explained by the independent variables. However, when we see the extent to which each independent variables influence the dependent variable, class room lecture, Job rotation, Job instruction and Job orientation/induction, was found to be the determinant of employee performance, in their descending order referring class room lecture as the most important influencing factor of employee performance.

The column labeled Beta (β) value of standardized coefficients indicates the variables that contribute to the dependent variable. 'Standardized' means the value for each of the different variables have been converted to the same scale in order to make comparison (pall ant, 2001). Thus, as the above table shows the regression standardized coefficients for the independent variables. The relative importance of the training (independent variables) in contributing to the variance of the employee performance (dependent variable) was explained by the standardized Beta coefficient.

Hence, the regression model overall predict, employee performance significantly well by using the following formula which relates the dependent and the independent variables, that is

$$Y_i = b_0 + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6$$

As such, of the dimensions, the factor which had the greatest effect on the overall level of employee performance level in NMC Company was, it can be seen that all the independent variables tested in this study. Where, Y_i - is Dependent (outcome) variable, i.e. employee performance. b_0 is constant, 0.221 which can be interpreted as when the company provide training and development, b_1 is coefficient of job orientation ($\beta=0.191$, $p<0.05$), b_2 is the coefficient of job instruction ($\beta=0.349$, $p<0.05$), b_3 is the coefficient of job rotation ($\beta=0.321$, $p<0.05$), b_4 is the coefficient of class room lectures ($\beta=0.157$, $p<0.05$) are statistically significant and positive relationship between each of the four independent variable and employee performance (dependent variable). Therefore, employee performance can be predicted by the following regression formula.

$$\text{Employee performance} = 0.292 + 0.191 (\text{job orientation}) + 0.349 (\text{job instruction}) + 0.321 (\text{job rotation}) + 0.157 (\text{class room lectures})$$

The explanations of outcomes or results for significant individual variables are as follows:

- ❖ As illustrated from the above regression analysis table one can notice that one of the important factors of employee performance is job orientation with a Beta value ($\beta=0.191$, $p\text{-value} < 0.05$). This can be understood as a certain improvement on the new employee with concise and accurate information to make him/her more comfortable in the job; encourages employee confidence and helps the new employee adapt faster to the job; contributes to a more effective, productive workforce; and promotes communication between the supervisor and the new employee will increase employee's performance.
- ❖ The second regression result also shown the other influencing factors of employee performance is job instruction with a Beta value ($\beta=0.349$, $p\text{-value} < 0.05$). Thus, it can be concluded that job instruction is a strong and significant predictor or independent variables of the value of the dependent variable (employee performance). The result reveals there are certain improvement on the employee/supervisor relationships; increases productivity of individuals; and establishing job classifications this will increase employee's performance.
- ❖ The third independent variable, is job rotation with a Beta value ($\beta=0.321$, $p\text{-value} < 0.05$) also appear to play an important role in influencing employees for a better performance level. Thus, it can be concluded that job rotation is the second strong and significant predictor or independent variables of the value of the dependent variable (employee performance). The result reveals there are worker becomes competent in several jobs; develop and wide range of skills among employees; and the organization stands to gain because of the versatility of its employees who develop skills due to job rotation. Therefore, this will increase employee's performance.
- ❖ The forth independent variable, is class room lectures with a Beta value ($\beta=0.157$, $p\text{-value} < 0.05$) also appear to play an important role in influencing employees for a better performance level. The class room lectures most effective training techniques available to help employees to better do their jobs. Because it ensures that everyone gets the same information at the same time; this will increase employee's performance.
- ❖ The control variable, age is found to have an opposite correlation. Elder respondents observed a significant lower employee performance in comparison to younger respondents, may be due to lack of appreciation for the change inspired through training and development.

Finally, from the research conducted, I can conclude that the regression analysis result showed that training is positively and significantly influence with employee performance, Employees are satisfied with the training provided to them, supervisors believed training changed the employees' performance.

4.10 Influencing Factors of Job performance Based on Respondent' Profile

ANOVA is a test of mean comparisons across more than two groups or conditions (Marczyk, *et al.*, 2005). Hence, One-Way ANOVA was used between the factors of employee performance and length of service was executed to find out.

4.10.1 Influencing Factors of Employee Performance Based on Tenure

The analysis shows that there is a significance difference between service lengths of sample respondents with regard to one variable, job rotation. Job rotation is perceived differently among respondents, who are in different years of service. As table 4.18 shows, there is significant difference between different length of service and job rotation at $F=2.808$, significant level 0.027, which is less than 0.05.

Table 4.15: Results of One Way ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
Job Orientation	Between Groups	51.717	4	2.500	.175	.951
	Within Groups	46.842	139	.213		
	Total	98.559	143			
Job Instruction	Between Groups	63.372	4	2.814	.431	.786
	Within Groups	39.736	139	.278		
	Total	103.108	143			
Job rotation	Between Groups	27.035	4	6.759	2.808	.027
	Within Groups	60.574	139	.436		
	Total	87.609	143			
Class room lectures	Between Groups	39.613	4	9.903	1.605	.175
	Within Groups	39.275	139	.283		
	Total	78.888	143			

Source: Own Survey, 2017

The ANOVA result showed that, respondents who have served at the company for years between 11-15 considers job rotation greatly to perform better compared to the other respondents with service level group as the highest mean score (4.25) shows (See Appendix B). In contrary, respondents who had been workers of NMC for years between 1-5 considers job rotation less in order to perform better compared to the other respondents with different service year.

CHAPTER FIVE

Summary, Conclusion and Recommendations

5.0 Introduction

This chapter presents a summary of the findings, conclusions and puts forward recommendations based on the research findings. The general objective of this study was to examine the influence of training and developments on employee performance in the case of National Motors Corporation P.L.C

5.1 Summary

According to chapter four table 4.1 shows a total 155 staffs members were invited to the part of this study but 144 completed questionnaires were included in the analysis with a respondent rate of (93.%) complete the questionnaire properly and return. Accordingly the socio-demographic characteristics of the respondents discussed on the table 4.2 greater than half (63.9%) of the study participants are males. The majority (41%) of the workers (respondents) was lies in the youngest age category within 26-35 years. Slightly greater than half (54%) of the participants were achieved Bachelor's degree level of education. A little lower than half of the workers 62(43%) of them served the organization 11-15 years, and 95% are non-managerial. The result indicates that proportion of males over female employees is high, and employees of the organization are comparatively well educated. In addition it is possible to see that the organization is in a good track for growth, because it has young work force and can adjust themselves with the ever changing demand of customers as well as technology.

Regarding the general training practices of the organization shows that (48.6%) of respondent's selected based on position and educational background. (41.7%) of respond took training only once and the most common training method of the organization is class room lecture (67.4%).

The reaction of the employees towards the material and facility of training, the delivery method as well as the trainer's ability was satisfactory. From the findings of respondents, learning has taken place through training. It increased their knowledge and offered them the opportunity to identify the potential they have for further development. There is also a change in behavior of employees through the acquired knowledge and skill as a result of the training given to them.

The study shows that employee job rotation within the organization helps or boosts the employees moral, self-confidence and increasing the overall employee's performance. But the training is not conducted timely. Supervisors and peers are willing and able to let trainees apply on the job what they have learned off the job.

In NMC, training helps employees to work efficiently and perform their job quickly and without waste as well. The employees are working well with their regular activities after training. They are also committed as a result of their active participation during training and by the facility of training that the organization provides for them.

The perception of the employees towards the outcome of the training shows, there is improvement in the level of knowledge/skill, managing time, prioritizing things, motivation, confidence in solving problems and making decisions.

Results from the correlation analysis indicate that there exists a significant and moderate relationship between the independent variables (job orientation, job instruction, job rotation and class room lectures) and the dependent variable (employee performance). The result is similar with (Falola, et.al, 2014), who concluded that both on-the-job and off-the-job training techniques enhances employee's capacity and it developed employees skills and knowledge for optimal performance.

The other finding was discovered using multiple regression analysis. The specific analysis showed that a both on-the-job and off-the-job type of training affects employees' performance. The R square 0.733 indicates that 73.3% of the variance in the dependent variable (employee performance) is explained by the independent variables (training) in the model. The employee's perceived job instruction and job orientation had a greatest effect on the overall level of performance with a 0.349 & 0.321 indicating that both units (job instruction and job orientation) would lead to a 34.9 % & 32.1% increase in the level of performance.

The one-way ANOVA test was used for the other socio-demographic length of service and compared to the four independent variables (job orientation, job instruction, job rotation and class room lectures). As a result, respondent's with different service year showed difference in preference of job rotation. This was indicated as significance (P) value shown between job rotation and service year of respondents is 0.00 which is less than 0.05.

5.2. Conclusion

On the basis of the findings of this study, it can be concluded that the influence of training and development on employees' performance at work place is very essential in organization. In conclusion, the following can be said about training and development and employees performance in the case of National Motors Corporation P.L.C.

Based on the data presented and analyzed in chapter four of the study, the following particular findings were observed:

The analysis indicates that the training practice of the organization (NMC) shows that employees are selected for training based on position & educational background also there are some respondents who took the training several times while some of them took the training only a couple of times and this clearly demonstrates that there is a gap in allocation of employees for training program, as it is indicated in the analysis the effectiveness of the training method of the organization when measured using the Kirkpatrick Model reaction, learning and behavior shows that there exist an effective training practice in NMC.

The finding reveals that the organization uses on-the job and off-the job techniques. The satisfaction level of the employees on the type of trainings given by organization, majority of the respondent preferred job instruction and job orientation from on-the job is used as a main method of training. In NMC, training helps employees to be committed, efficient and effective on their performances. The perception of the employees towards the effect of the training on their performance shows, there is improvement in the level of knowledge/skill, managing time, prioritizing things, motivation, confidence in solving problems and making decisions as well.

The finding from Pearson Correlation was used to show the correlation between the independent variable and dependent variable. The result indicates that job orientation, job instruction, job rotation and class room lectures have a significant relationship with employee performance. The regression analysis showed that there is a strong influence of Training and development on employee performance in NMC.

5.3. Recommendation

Employees training and development is one of the tools organization use to develop the skill, knowledge and attitude of employees. So, it is important that organizations should be aware of these programs are designed, developed and evaluated. This section is the final section of this research and based on the finding the following recommendation is forwarded to the organization.

- ❖ The training practice at the organization should be kept under constant review. It is important to identify the effectiveness of the training practice of the company. It help the organization to know whether employees are comfortable with their job, their workplace and organization they are working for, which in turn help the company result in profitability by provide quality services to its customers.
- ❖ National Motors Corporation should keep both on-the-job and off-the-job types of training practices for employees, in order to increase their performance. Because on-the-job training is given to employees to immediately show the result of their training and off-the-job training is provided to avoid distractions which will help the trainees to become concentrated while they are taking the training. It also exists a strong correlation between these types of training practices and performance.
- ❖ The organization is doing well with regards in its job orientation training which is carried out for new employees on the job to make them familiar with the total corporate requirements. But the timing of this training should consider due attention so that to deliver the intended purpose of the training on time.
- ❖ The majority of employees took training once or twice. Training should be conducted on continues bases for employees of the organization so as to make them competent in this challenging environment.
- ❖ Lastly, the management of NMC should continuously improve and follow up systematically the training plan and policy in operation. This can help the organization to have planned, systematic and up-to-date training and development programs.

5.4. Other Researches

The aim of this study was to find out the influence of training and development on employee performance. The study only focused on job orientation/induction, job instruction and job rotation from on-the-job training and class room lecture from off-the-job training.

It did not include all the possible training types under both on-the-job and off-the-job training; therefore, there is a scope for other researchers to study the other types of trainings and their influence on performance on the same or different sectors. Further research can also be carried out to identify other factors that may affect performance which are not study before.

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APPENDIX: A



Research questionnaire

Dear Respondent,

My name is Amanuel Eshetu. I am studying Masters of Management specialized in innovation and entrepreneurship in Addis Ababa University College of Business and Economics. Now I am conducting a research under a title of “The influence of training and development on employee performance”. I kindly request you assistance to complete a questionnaire which I am using to collect data for my research work.

This study will be conducted on National Motors Corporation P.L.C head office, Kality branch and Akaki branch with aim of examining how much the training improved the performance of employees’ and how much the organization is effective from the training. Therefore, your answers are very important and valuable for the successful completion of the study.

Please fill out all of the questions to the best of your knowledge accordingly the questions require. The information you provide will be kept confidential and will be used for this research purpose only.

Please note that:

1. You don’t need to write your name
2. The student researcher has scheduled to get the filled questionnaire back within three days.
3. Please give more attention and return the completed questionnaire as much as possible.
4. NMC Represents National Motors Corporation P.L.C



PART ONE

SECTION A:- BASIC DEMOGRAPHIC DATA (PLEASE PUT “☐” IN SIDE THE BOX)

1. Gender Male ☐ Female ☐

2. In which age group are you?

18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ 56 & above ☐

3. What is your current Educational Qualification?

College Diploma ☐ Degree ☐ Masters ☐

Other ☐ (Specify) _____

4. Service years in the company?

1 -5 ☐ 6-10 ☐ 11-15 ☐ 16-20 ☐ above 20 ☐

5. Please indicate your position in NMC

Managerial ☐ Non Managerial ☐

6. How were you selected for training?

By immediate supervisor recommendations ☐ Relation with the management ☐

Based on position & educational background ☐ don't know ☐

Experience ☐

7. What is the frequency of Training program you participated?

Only once ☐ Twice ☐
Several times ☐ Never ☐

8. What are the methods of facilitation at the training you have attended?

Lecture ☐ Case Study ☐
Seminar ☐ Demonstrations ☐
Group exercise ☐ If any other specify (-----)

Part Two: questions on the types of training

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

1. On the job training

No	Research Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	I. Job Rotation	5	4	3	2	1
1	Employee job rotation within the organization helps in increasing my overall performance.					
2	Job rotation boosts my moral and self confidence.					
	II. Job Instruction	5	4	3	2	1
3	The instructions are clear and easy to apply.					
4	I receive enough support and guidance that I need from my peers and supervisor to fulfill my potential.					
5	Job instruction are well documented and ease of access.					
	III. Orientation/Induction	5	4	3	2	1
6	Orientation/Induction training is well planned.					
7	The induction training is conducted timely.					
8	Induction training provides an excellent opportunity for newcomers to learn.					
9	The norms and values of the company are clearly explained to the new employees during induction.					
10	Induction training is of sufficient duration.					

2. Off the job training

No	Research Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	IV. Classroom lectures	5	4	3	2	1
11	The lecture training programs are designed at level of abilities and education of employees.					
12	The company is good in providing training program such as class room trainings, seminars, workshops etc. frequently.					
13	Supervisors support the use of techniques learned in training that employees bring back to their jobs.					

Part three: Assessment on training effectiveness of the NMC

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

No	Research Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	I. Reaction	5	4	3	2	1
14	I am satisfied with the training condition including the material and facility of the training that the organization provides.					
15	My organization is best in providing training program such as class room training, seminars, workshops etc frequently.					
16	The delivery method that the organization used is convenient to get the necessary knowledge and skills.					
17	I had a good relationship with my trainer to learn more in the training so that I was asking what I did not understand to increase my competence.					
18	I think that the training session in which I have participated is a good use of my time.					
19	The training I received is a great help in my job.					

No	Research Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
	II. Learning	5	4	3	2	1
20	The training I received has increased my knowledge on the topic.					
21	Because of the knowledge, skills and attitude I received from the training I can accomplish activities more efficiently.					
22	The training I received offered me the opportunity to identify the potential I have for further development.					
	III. Behavior	5	4	3	2	1
23	I have noticed some changes in my behavior and knowledge as a result of new learning.					
24	The training increases my motivation to the job I do.					

Part Four: questions on Influence of training on employee performance

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

No	Research Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
25	Because of the good training practices of the organization, I am committed for my work and for the organization.					
26	The training provided by the organization helped me to perform my work quickly and efficiently.					
27	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.					
28	I feel confident that my training enable me to completely perform all aspects of my job.					

No	Research Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
29	I can say that after training employees in NMC are working well with their regular activities.					
30	I think that active participation during training has a positive effect on my commitment to the organization and for my work.					
31	I am satisfied with the training condition including the material and facility of the training that the organization provides to increase my work commitment.					
32	Before training I feel that I am committed for my work I feel a strong sense of belonging to this organization since I acquire the needed skills.					
33	After training I feel that I am committed for my work I feel a strong sense of belonging to this organization since I acquire the needed skills.					

Part Five: How do you perceive on how training improves your performance?

1. Not improved at all 2. Not Improved 3. Neutral 4. Improved 5. Highly improved

No	Research Questions	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
		5	4	3	2	1
34	Level of knowledge/skill related to the job.					
35	Confidence in solving problem and making decisions					
36	Management of time and priorities					
37	Commitment and motivation					

----- The End -----

Thank you for your time

Appendix B: One-way ANOVA (Influencing Factors of Job Performance Based on Length of Service)

		N	Mean	Std. Deviation	Std. Error	95% Confidence Interval for Mean		Minimum	Maximum
						Lower Bound	Upper Bound		
Induction	1-5 Years	12	3.76	.763	.147	3.45	4.06	2	5
	6-10 Years	40	3.75	.727	.073	3.61	3.90	1	5
	11-15 Years	62	3.81	.583	.088	3.63	3.99	3	5
	16-20 Years	20	3.89	.783	.196	3.47	4.30	2	5
	>20 Years	10	3.90	.707	.500	-2.45	10.25	3	4
	Total	144	3.78	.700	.051	3.68	3.88	1	5
Job instruction	1-5 Years	12	3.65	.689	.133	3.38	3.93	2	5
	6-10 Years	40	3.56	.756	.076	3.41	3.72	1	5
	11-15 Years	62	3.63	.652	.098	3.43	3.83	2	5
	16-20 Years	20	3.75	.704	.176	3.37	4.13	2	5
	>20 Years	10	4.00	.000	.000	4.00	4.00	4	4
	Total	144	3.61	.712	.052	3.51	3.72	1	5
Job rotation	1-5 Years	12	3.43	1.216	.123	3.18	3.67	1	5
	6-10 Years	40	3.94	.923	.178	3.58	4.31	2	5
	11-15 Years	62	3.47	1.064	.160	3.14	3.79	1	5
	16-20 Years	20	4.25	.606	.151	3.93	4.57	3	5
	>20 Years	10	3.50	.707	.500	-2.85	9.85	3	4
	Total	144	3.58	1.122	.082	3.42	3.74	1	5
Class Lecture	1-5 Years	12	3.78	.585	.113	3.55	4.01	2	5
	6-10 Years	40	3.49	.807	.082	3.32	3.65	1	5
	11-15 Years	62	3.54	.675	.102	3.33	3.74	1	4
	16-20 Years	20	3.88	.543	.136	3.59	4.16	3	5
	>20 Years	10	3.67	.471	.333	-.57	7.90	3	4
	Total	144	3.58	.732	.054	3.47	3.68	1	5

Appendix C: Normality Test

