

# **The Influence of Training on Employee Performance ‘The case of National Motors Corporation Plc’**

*A Thesis Submitted to the School of Graduate Studies of Jimma University in  
Partial Fulfillment of the Requirements for the Award of the Degree of Master of  
Business Administration (MBA)*

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**July, 2020**

## **DECLARATION**

I declare that the research Report entitled “The Influence of Training on Employee Performance the case of National Motors Corporation Plc.” **submitted** to Research and Postgraduate Studies’ Office of Business and Economics College is original and it has not been submitted previously in part or full to any university.

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Date: July 2020

## **CERTIFICATE**

We certify that the Research Report entitled “The Influence of Training on Employee Performance the case of National Motors Corporation Plc.” was done by Mr.Yared Kahssay Tecle for the partial fulfilment of Master’s Degree under our Supervision.

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## **Acknowledgments**

First of all I praise the name of Almighty God who gave me power and patience in every endeavor of my life. Next I would like to express my genuine thank to my advisors. I am also thankful to the National Motors Corporation PLC management and employees.

## **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 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 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 class room 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**

HRD – Human Resource Department

KSA - Knowledge Skill & Ability

NMC – National Motors Corporation

SPSS - Statistical Software Packages for Social Science

VIF – Variance Inflation Factor



# **Chapter one**

## **Introduction**

### **1.1 Background of the Study**

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 most valuable priceless asset 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. According to Mathis and Jackson (2007) the development and implementation of specific organizational strategies must be based on the areas of strength in an organization. Referred to as core competencies, those strengths are the foundation for creating a competitive advantage for an organization. A core competency is a unique capability that creates high value and differentiates an organization from its competitors. Certainly, many organizations have stated that their human resources differentiate them from their competitors and are a key determinant of competitive advantages. Studies also have documented that HR practices help create competitive advantages.

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 otherwise, the consequence mostly frustration of employee, tasks or duties will not be 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. Most contemporary researchers have more or

less described the importance of training for every sector of any economy, for effective performance of work force and the efficiency of an organization. According to Decenzo & Robbins (2010) training 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.

Training refers to the teaching and learning related to present job or providing an employee with skills that can be used immediately on the job.

Overall, it has been argued that appropriate training is a tool that can assist organizations in building a more committed and efficient employees that have good 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 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 Background of the Organization/case area**

National Motors Corporation (NMC) is the largest and fastest growing automotive company in Ethiopia. NMC was established in 1993 under the name National Freight and Public Transportation Service Private Limited Company. As a result of change in the company's objectives, the company was re-established into National Motors Private Limited Company and then took its current name National Motors Corporation

National Motors Corporation's head office is located in Addis Ababa near Mexico Square. It also maintains a heavy duty vehicles garage and a bonded warehouse at Kality and Akaki areas.

National Motors Corporation is an agent for Chevrolet and Authorized dealer for Isuzu vehicles in Ethiopia. NMC also provides the best maintenance service available to all the vehicles imported by the company.

NMC's maintenance services division is one of the best in the country. The 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 for employees of the company to meet the diverse needs of customers. In order to keep up with the increasing complexity of automotive technology, NMC trains its staff by bringing in experts from General Motors, Isuzu and other suppliers for an extended period of time. In other cases, NMC also sends its staff abroad for in-depth technical training.

### **1.3 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 crucial 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 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 programs as part of their daily operations/ tasks to enhance the capacities of their work force. In otherworld training activity has high 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.

The study made by Derek, Laura and Stephen (2008), there is a general agreement that training is a good practice which increases productivity of the company.

Therefore, employee training, 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 training are mostly in coordination with the objective of the company. NMC is one of the leading companies in automotive industry in Ethiopia for the last two decades. 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.

To obtain preliminary information about problems with regard to effectiveness of the training in NMC, according to the pilot survey undertaken through discussion with some employees who are working in NMC head office in technical (maintenance) department and supporting department trainings are given for few individuals repeatedly without identifying gap between employees' actual performance and

desired level of performance (inadequate needs assessment), lack of adequate budget, lack of close supervision and follow up, also training not giving on time.

Many of the earlier studies and researches show that employees are not capable enough to perform their tasks in an efficient manner due to training problems. Some employees recognize about the importance of training on their performance on the other hand some other employees could not link training program with their performance which motivate researcher to investigate the effectiveness of the training programs on employees performance in NMC

### **Objective of the Study**

#### 1.3.1 General objective

- The objective of the study was to determine the influence of training on the performance of employees in NMC

#### 1.3.2 Specific Objectives

- The impact of on the job training on employees' performance;
- The impact of off the job training on employees' performance;
- To assess the effectiveness of the training programs on employee's performance at NMC Plc.

### **1.4 Significance of the Study**

The human resource management of National Motors Corporation will benefit from the study. In addition The result of this study will contribute to the general knowledge of the researcher on research and the study topic. And lastly the study will have some inputs to future researches on related topics.

### **1.5 Scope and Limitation of the Study**



The study is limited to the influence of training on employee's performance in the case of National Motors Corporation P.L.C and to its selected employees that are found at Head Office and Kality Branch". The organization applied two broad training types, on-the- job and off-the-job training. The study used descriptive and explanatory research design methods.

## **1.6 Organization of the Paper**

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, scope and limitation of the study. Chapter two is concerned with the various literatures reviewed 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**

## **Literature Review**

### **2.1 Theoretical Literature**

According to Nadler (1970) Human Resource Development (HRD) is defined as a series of organized activities, conducted within a specified period of time, and designed to produce behavioral change. Some of the common activities he identified within HRD are training, education and development. He identified training as those activities intended to improve performance on the job, education as those activities intended to develop competencies not specific to any one job, and development is preparation to help the employee move with the organization as it develops. A growing organization must be in harmony with the changing needs of the employees. This is done through an organized activity called training program (Javed 2014).

Training has for long been recognized and thus attracted great research attention by academic writers. This has yielded into a deferent definition of training. According to Stephanie (2005), Training is defined as a learning process whereby people acquire knowledge, skill and abilities (KSA) to help in the achievement of goals and will enable them to better perform their current and future jobs. 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)).

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. According to Raymond A. Noe (2010) training is a short-term process i.e. three to six months. Training focuses on developing skill and knowledge for the current job. Training has a limited scope; it is specific job oriented.. In training, the trainees get a trainer who instructs them at the time of training. Many individuals collectively attend the training program.

### **2.1.1 Objectives of Training**

The objectives of training are formulated in line with the companies' goals and objectives. These objectives should state the desired behavior and the conditions under which it occurs. 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. When the need is realized, it is simple for the training purposes to be recognized. Training purposes are reports that state the preferred employee knowledge, skills, capabilities and other features that employees will have at the end of the training program. The purposes give the usual for assessing what has been achieved and for accomplishing the level of achievement. On the other hand, training program should not be structured until what that program of training activity is to

undertake is known. For training purposes to be achievable, they should be identified as categorically as possible (Pynes 2004). It is necessary that training purposes must be achievable and assessable. It must be simple and open to both the employee and supervisor because they can be used to analyze their accomplishment. If the purposes are not realized, failure gives the Human Resource comment on the program and the members. A training program will be achievable if the purposes are successful. Therefore, it is notable that when improving the training purposes, it should be in a collective process integrating input from management, employees, supervisors, and trainers to make sure that the purposes are useful and achievable (Ngiwra 2009). Organization should begin by measuring the present conditions of the organization how it does, what it does best and the capability of your employees to do these activities. This evaluation will give some kind of standards against which the success of training program can be analyzed.

Any difference between the actual and the expected skill level gives the training needs. Pynes (2008) further indicated that organizations can identify training needs through some many methods and strategies. One of these is by way of job evaluating which could be performed before the need assessment. The job evaluating must be identified through the skills, knowledge, capabilities and other features (such as motivation and drive) the current need to strongly performed their jobs. In additions, he indicated that, surveys and interviews with the current and supervisors; performance assessments that indicates performance absences; reproaches or blames from clients, employees, or personnel in agencies working with the employees; changes in the regulations or the working methods; and the need for extra training by current can all give idea to what training is required.

### **2.1.2 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 greater 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:

#### **2.1.2.1 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).

#### **2.1.2.2 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).

### **2.1.2.3 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).

### **2.1.2.4 Improvement in Health and Safety**

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.

### **2.1.2.5 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).

### **2.1.2.6 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.

### **2.1.2.7 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).

#### **2.1.2.8 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).

#### **2.1.3 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).

#### **2.1.4 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).

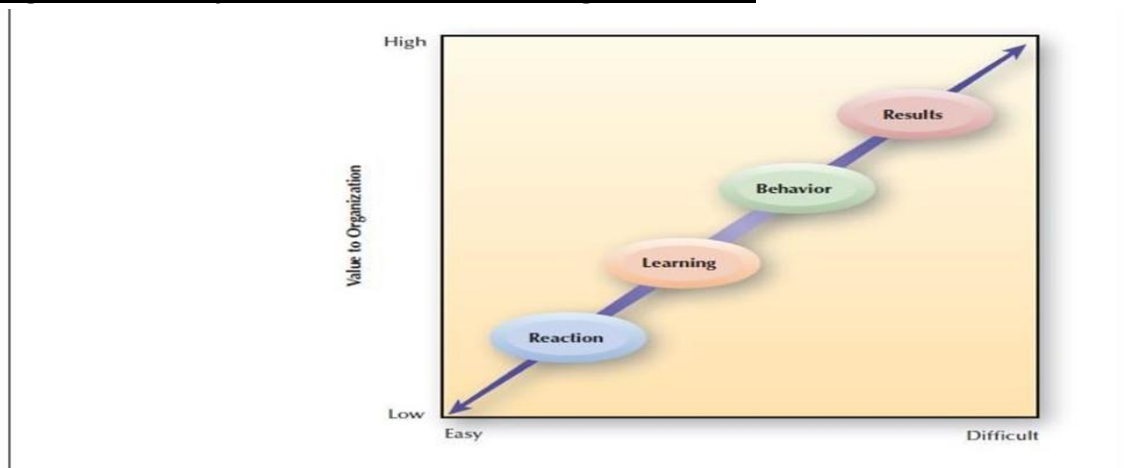
A combination of different methods should be used where appropriate. It is particularly important in management, supervisory and interpersonal skills training to provide ample time for participation and active learning through discussion, case studies and simulations. Lectures should form a minor part 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.

- i. **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 that to make decisions about discontinuing training (Greg, et al., 2009).

- ii. **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).
- iii. **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).
- iv. **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**

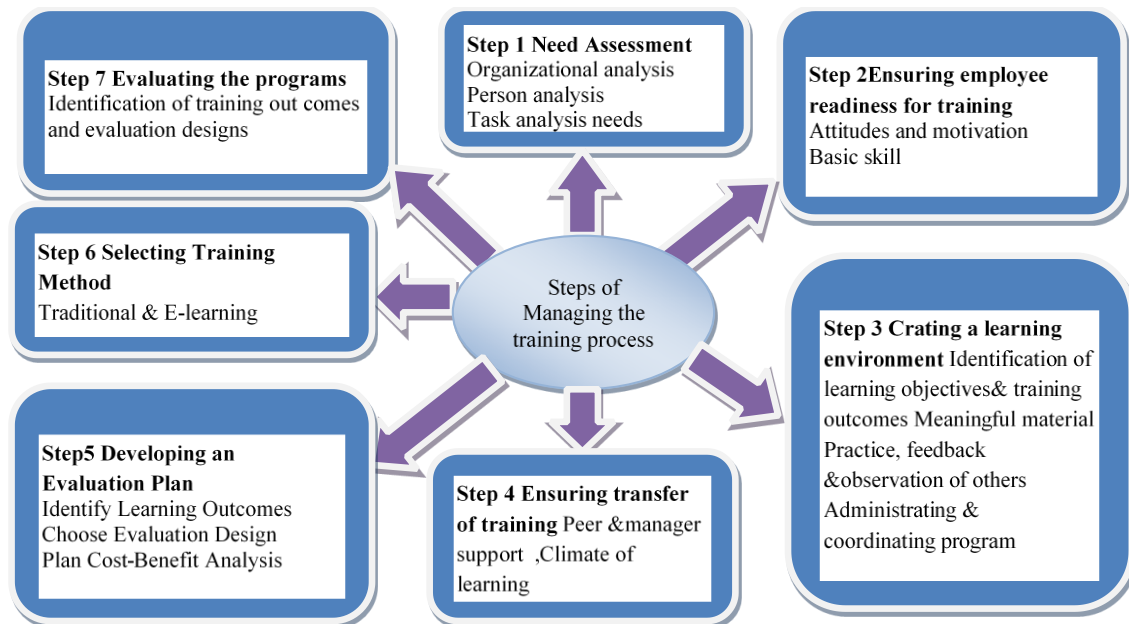


Source: (Greg, et al., 2009)

### 2.1.5 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)



#### 2.1.5.1 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?).

**i. 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)

**ii. 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 Luis 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 perform. 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).

**iii. 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, Hollen Beck, Gerhart, & wright, 2008)**

#### **2.1.5.2 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)

#### **2.1.5.3 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) Figure2.1 shows the events that should take place in the training program and their implication for instruction.

#### **2.1.5.4 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 of manager support, peer support, and opportunities to use learned capabilities.(Raymond A. Noeetal, 2010).

### **I. 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. Noeetal, 2010).

### **II. 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).

### **III. 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).

#### **IV. 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).

##### **2.1.5.5 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).

#### **2.1.5.6 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)

##### **i. 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, and 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.

### **ii. 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)

#### **2.1.5.7 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 Literature**

The following different studies conducted by different researchers on the influence of training on employees' performance are helpful to strengthen the literature.

### **2.2.1 Empirical Evidences on training**

Bin Atan and colleagues (Bin Atan et al, 2015) examined the impact of training on employee job performance. The study was carried at a Malaysian small and medium enterprise (SME). The study examined the training factor that affected the job performance of employees of the company. The functional area which is associated with the effective human resource management practices of the company selected for the study has been examined comprising of training and employees' job performance. 85 employees from the respective production units of the company voluntarily participated in the survey using questionnaire.

Result: Findings of the study indicated that there is a significant relationship between effective training and employees' job performance.

Philipina Ampomah, (2016), the Effect of Training and Development on Employee Performance in a Private Tertiary Institution in Ghana” (Case Study: Pentecost University College (Puc) - Ghana).

Result: The study found out that employees are aware of the purpose of training in the organization, the training objectives are clear to them before the training as well as the selection criteria. The study also found out that employees are motivated through training; and training

and development results into higher performance. The study recommended that training and development of all staff should be vigorously pursued and made compulsory.

Abeba Mitiku Asfaw , Mesele Damte Argaw & Lemessa Bayissa (2015) "The Impact of Training and Development on Employee Performance and Effectiveness: A Case Study of District Five Administration Office, Bole Sub-City, Addis Ababa, Ethiopia "

Results: The focus of this study was to determine the impact of training and development on the employees' performance and effectiveness at District Five Administration Office, Addis Ababa, Ethiopia. In this study we employed cross sectional institutional based quantitative research method. Data were collected using Likert's scale tool from 100 employees after selecting participants using systematic random sampling technique. Ninety-four complete questionnaires with a response rate of 94% were considered during analysis. Training and development had positively correlated and claimed statistically significant relationship with employee performance and effectiveness. It is recommended that District Five Administration Office shall maintain providing employee training and development activities and ensure the participation of employees in planning, need or skill deficit identification and evaluation of training and development programs.

Sidra Shakeel & Samreen Lodhi (2015) "Impact of Training and Development on Employee Performance: A Case of Banking Sector of Pakistan"

Results: The finding proves that: There is positive link between training/development and employee performance. The study suggests that organizations should arrange training programs to their employees as a regular activity and develop their skills.

Saba Habib, F. Z. (2015). Impact of Training and Development on Employees' Performance and Productivity: A Case Study of Pakistan. The main objective of this study is to know the essentiality of training and development in employee's performance and productivity to find out the benefits of training and development to find out the impacts of training and development on

individuals performance and productivity. This used the quantitative approach for research. The populations for this study were the employees of Bahria town of Pakistan. Sample size was 33 questionnaires were collected. Regression is used for data analysis with SPSS 16.0.

The result showed that there is a strong optimistic relation among training and development of employees on their performance and productivity.

### **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. With training, employee would be able to adapt to the ever-changing situation and manages daily work operation while maintaining or even improving their job performance, as training prepared employee to be ready for any huddles and also reduces employee resistance to change (Khan et al, 2016; Shafini et al, 2016). Hence, training become inevitable and indispensable in order to have a capable and well prepared workforce attaining high quality of work and maintain at an optimal level of performance toward achieving organization objectives and goals (Falola et al, 2014).

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). There are several definition of employs performance According to alicia kasau sila , (2014) cited from Brown (2008) has defines performance as how well a person completes tasks and also the attitude with which he/she completes the tasks. 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. Afshan Sultana & other (2012), define performance as; “The achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly



motivated workers”. Many studies conducted earlier revealed that human resource management practices have been strongly and positively related to employee performance and developments areas.

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. and Naseer 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 mealy 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 AbdRahmanetal (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.

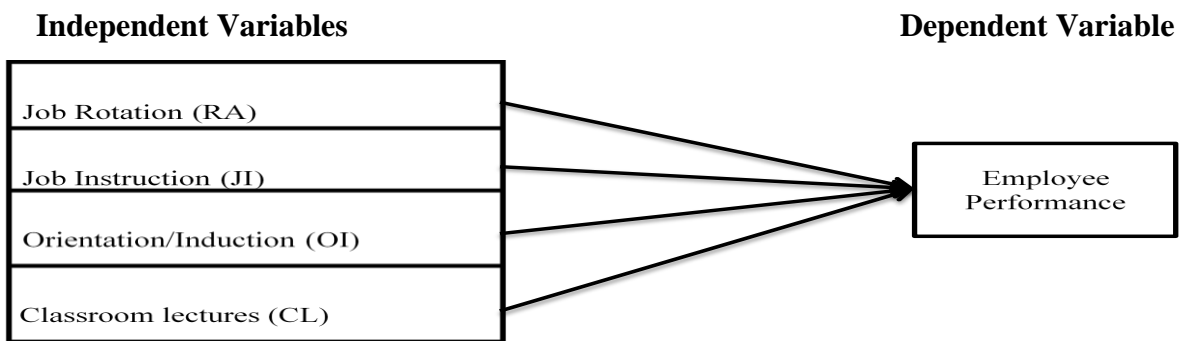
Mathis and Jackson (2008), there are different evaluation designs to examine the effectiveness of the training program and the three well known are post measure, pre/post measure and pre/post with control group. The post or pre/post measure with control group design should be used rather than other evaluation 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 employee performance can be depicted in the following model.

**Figure 2.4: Proposed research model or the conceptual framework**



Source: Compiled by researcher

Training techniques are classified into behavioral or On-the-job (orientations, job instruction training, apprenticeships, internships and assistantships, job rotation and coaching) and cognitive or Off-the-job (Lectures, computer-based training, games and simulations etc.

# Chapter Three

## Research Design and Methodology

### 3.1 Research Design

In order to capture the logical structure of the study, the researcher 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 on employee performance.

In order to answer the study questions, this study adopted the quantitative research approach by using a primary data source. This approach is one in which it helps the 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 ensured the strength of the findings towards being more objective, also removes 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.



### **3.2 Target Population & Sampling Methods**

With this context the population of this study were 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, kality and akaki branches at Addis Ababa city area. According to NMC Human Resource department information, 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.

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 stratum 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 had an equal access and information about the training and development program of the organizations. In addition, cross sectional survey method were used in this study where data was collected once from the population through sampling.

The target population of the study were 254 employees of NMC. A Sample size of 155 of respondents was arrived by using Yamane (1967) formula.

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 which have experience of one year and above are 254 employees. The sample size was determined using Yamane (1967) formula to determine the sample size at 95% confidence level, therefore, level of precision/sampling error = 5%.

Where;

n=the sample size

N= Target population

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

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

$$n = 254 / [1 + 254 (.05)^2] = \underline{155} \text{ were used as sample size for this study.}$$

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

Table 3.1 sample size of each strata

Item No.	Strata	Target Population		Sample size
		No. of Employees	Percentage	
1	Head Office	115	45.28	70
2	Kality Branch	80	31.50	49
3	Akaki Branch	59	23.23	36
Total		254	1.00	155

### **3.3 Source of Data & Data Collection Techniques**

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

The primary sources of data was gathered through questionnaires from National Motors Corporation (NMC) permanent employees. The questionnaires were based on the job training measured by job rotation, job instruction, & job orientation / induction and off the job training measured by classroom lectures. The reason for the selection of questionnaire was that it helps in obtaining 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 it is best to get response in a relatively short time.

Secondary data refer to the data that is gathered through existing sources by someone other 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 was the fact that the data is accurate and ready to be used. Besides that, it was less time consuming and cheap to obtain the secondary data as it was already prepared by other experts. For this study, the researcher gathered the secondary data from different published and unpublished information about the study area, books and journals, websites and other available sources were referred and cited on the study.

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

The questioner was designed in such a way that participants would 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. The type of questions raised in the questionnaire was

closed- ended questions that will be measured by a five-point Likert scale (1=Strongly Disagree, 2=Disagree, 3=Neutral, 4= Agree and 5=Strongly Agree).

Before the distribution of the questionnaires for collecting data first the reliability and validity of research instruments were 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 arranged for data discussion and analysis. Finally, the collected data was inserted into data set and made 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.

### **3.4 . Data Analysis & Presentation**

Representations tables were used to ensure easy and quick interpretation of data. In order to ensure logical competence and consistency of responses, data editing were 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 was analyzed quantitatively using statistics package for social scientists (SPSS version 21) software. The techniques for quantitative data analysis would be the frequency distribution and percentages besides descriptive statistics, correlation, and multiple linear regression analysis data analysis method will be employed.

Descriptive statistics were used to assess the demographic profile of the respondents to make the analysis more meaningful, clear and easily interpretable. 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). 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, tests for multi-collinearity and normality were made. A test for multi-collinearity was showed using variance inflation factor (VIF). In other word, VIF shows how multi-collinearity 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.1or VIF greater than 10 roughly indicates significant multi-collinearity. In this vein, if VIF is greater than  $1/(1 - R^2)$  or a tolerance value is less than  $(1 - R^2)$  multi-collinearity can be considered as statistically significant. None of the problem was depicted as indicated in table 3.2 below. Therefore, there is no multi-collinearity problem on the data used for this study.

**Table 3.2: No Multi-collinearity Problem**

Independent Variable	Collinearity Statistics	
	Tolerance ( $1 - R^2$ )	VIF = $1/(1 - R^2)$
W	0.582	1.718
X	0.452	2.212
Y	0.37	2.703
Z	0.384	2.604

Source: SPSS Regression result, 2020

Use the following guidelines to interpret the VIF:

VIF	Status of Predictors
VIF = 1	Not correlated
$1 < \text{VIF} < 5$	Moderately correlated
$\text{VIF} > 5 \text{ to } 10$	Highly Correlated

VIF measures how much of the variation in one variable is explained by the other variable.

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 as follows

Figure 3.3 Normality tests

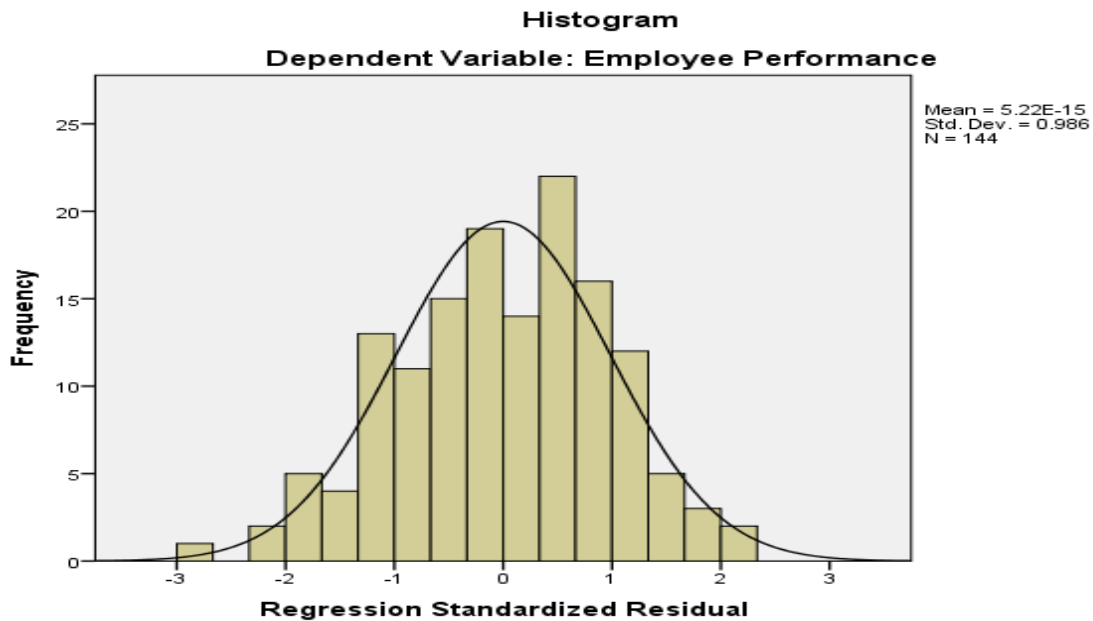
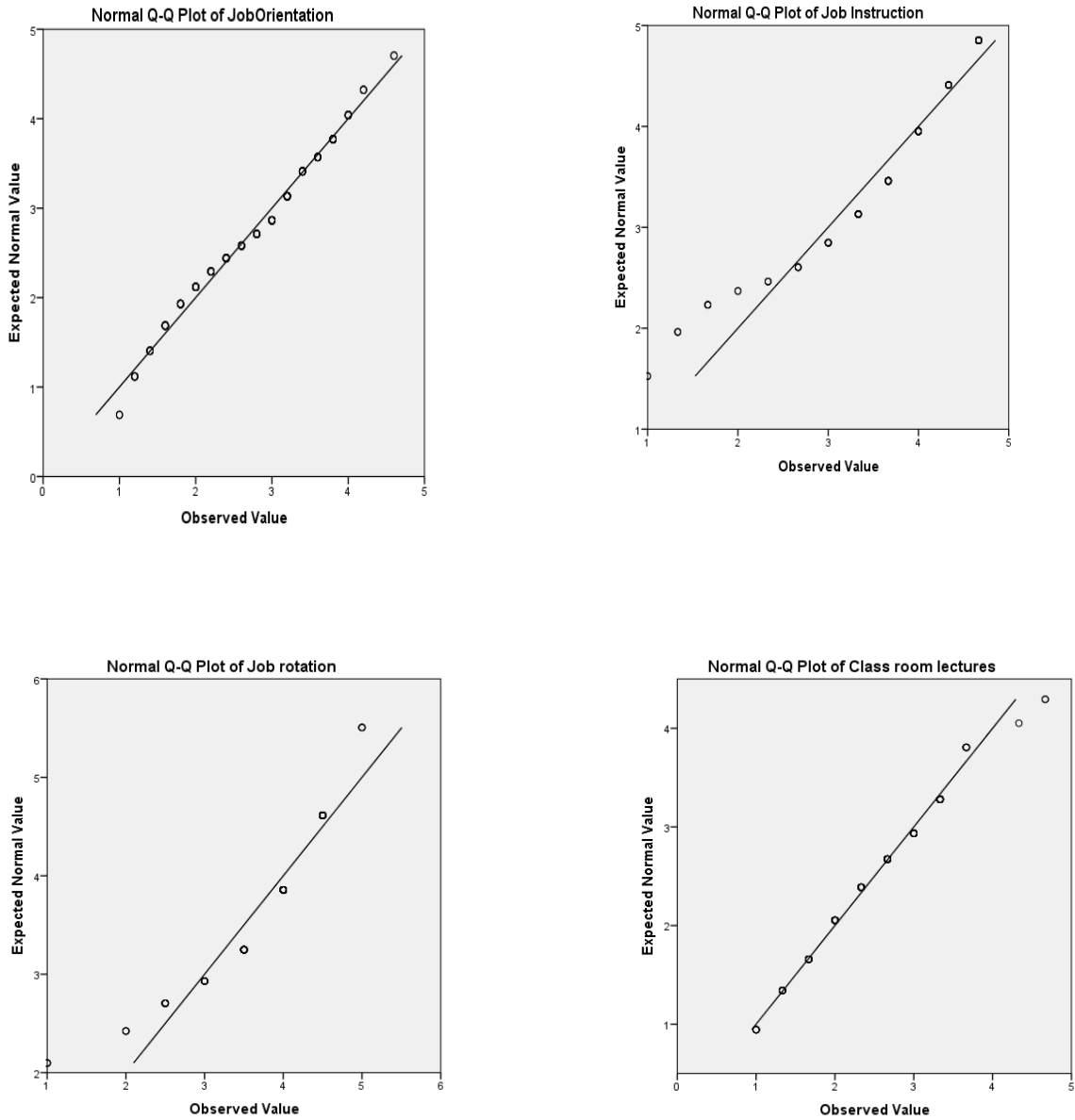


Figure 3.4 Normal Q-Q plot of Variables



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  $e \sim$

### 3.5 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
0.968	0.968	37

Source: survey results, 2020



# 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 on employee performance.

### 4.1. Response rate of the participants

To assess the influence of training 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 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
Unreturned	11	7
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 the respondents shows that 63.9 % of the respondents are male in gender. 85.4% of the 144 respondents are of age below 45 years and 91.7% of them have non-managerial position in the organization. In relation to their educational background 43.8% are Diploma holders, 54.1% are Degree holders, and 2.1% are Masters holders

## 4.3 Method of Training

As is shown in table 4.2 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-4.2. Method of Training**

Variable	Category	Frequency	Percent	Valid Percent	Cumulative Percent
<b>Method Of training</b>	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	92.3
	Demonstration	7	4.9	4.9	97.2
	Others	4	2.8	2.8	100
<b>Total</b>		144	100	100	

#### 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 4.3 Descriptive Statistics of Individual Constructs Items**

Item No.	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

## Continued

Item No.	Construct Items	Questions	N	Mean
		The instructions are clear and easy to apply	144	3.96
2	Job Instruction	I receive enough support and guidance that I need from my peers and supervisor to fulfill my potential	144	3.49
		Job instructions are well documented and ease of access	144	3.29
		Orientation / Induction training is well planned	144	3.57
		The induction training is conducted timely	144	2.55
	Job Orientation / Induction	Induction training provides an excellent opportunity for new comers 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	2.67
	Class room Lecture	The lecture training programs are designed at level of abilities and education of employees	144	2.67
4		The company is good in providing training program such as class room training, seminar, workshop 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

The above table 4.6 descriptive statistics clearly depicts the corresponding arithmetic mean of every construct totals (total of every individual categorical construct).

## 4.5 Assessment of the usefulness of training practices and methods 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-4.4.Reaction of Employees on Training Usefulness**

No.	Statement to evaluate		Rating point					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Re.1	I am satisfied with the training condition and the facilities provided	Frequency	5	18	44	71	6	144
		Percent	3.50%	12.50%	30.60%	49.30%	4.20%	100%
Re.2	The organization provides necessary training Program	Frequency	5	27	33	76	3	144
		Percent	3.50%	18.80%	22.90%	52.80%	2.10%	100%
Re.3	The delivery method for each training program is convenient	Frequency	9	33	54	42	6	144
		Percent	6.30%	22.90%	37.50%	29.20%	4.20%	100%
Re.4	The trainer is competent enough for the training Program	Frequency	17	25	44	50	8	144
		Percent	11.80%	17.40%	30.60%	34.70%	5.60%	100%
Re.5	The time arranged for the training was sufficient	Frequency	3	29	49	53	10	144
		Percent	2.10%	20.10%	34.00%	36.80%	6.90%	100%
Re.6	The training I received has great help in my job	Frequency	3	28	45	63	5	144
		Percent	2.10%	19.40%	31.30%	43.80%	3.50%	100%

Source: survey results

As it is shown on table 4.4 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 4.4 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-4.5 Training Usefulness Measured by Learning of Employees**

No.	Statement to evaluate		Rating point					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Lea.1	The training I received has increased my knowledge on the topic	Frequency	4	18	62	57	3	144
		percent	2.80%	12.50%	43.10%	39.60%	2.10%	100%
Lea.2	because of the knowledge skills and attitude I received from the training I am Efficient	Frequency	4	3	26	82	29	144
		percent	2.80%	2.10%	18.10%	56.90%	20.10%	100%
Lea.3	The training I received offered me the opportunity to identify the potential I have for development	Frequency	5	22	51	61	5	144
		percent	3.50%	15.30%	35.40%	42.40%	3.50%	100%

Source: survey results

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-4.6 Training Usefulness Measured by Behavior of Employees**

No.	Statement to evaluate		Rating point					Total
			Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	
Bveh.1	I have noticed some changes in my behavior and knowledge as a result of training	Frequency	14	20	44	55	11	144
		percent	9.70%	13.90%	30.60%	38.20%	7.60%	100%
Beh.2	training motivates me more towards my job	Frequency	3	17	55	66	3	144
		percent	2.10%	11.80%	38.20%	45.80%	2.10%	100%



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%) responses were 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.

#### 4.5.1 Employee Performance

**Table-4.7. Influence of training on employee performance**

	N	Mean
Employees become more committed toward their jobs after training	144	4.0903
The training helps in enhancing the organization's productivity	144	3.2986
Because of the knowledge, skill and attitude that I received from the training I can accomplish activities without waste	144	3.3819
Work knowledge is increased through the training program	144	3.0208
I can say that after training employees in NMC are working well with their regular activities.	144	2.9792

Source survey result

#### 4.5.2 Training Improves employees 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-4.8 How Training Improves Their Performance**

		Rating Point					
		Not Imp- roved at all	Not improved	Neutral	Improved	Highly Improved	Total
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	0.998					
Confidence in Solving problem and making Decisions	Frequency	2	11	50	59	22	144
	Percent	1.10%	7.60%	34.70%	41%	15.30%	100%
	Mean	3.61					
	Std. Dev	0.886					
Management of time and priorities	Frequency	19	6	26	55	38	144
	Percent	13.20%	4.20%	18.10%	38.20%	26.40%	100%
	Mean	3.6					
	Std. Dev	1.286					
Commitment and Motivation	Frequency	9	9	45	62	19	144
	Percent	6.30%	6.30%	31.30%	43.10%	13.20%	100%
	Mean	3.51					
	Std. Dev	1.01					

Source: survey results

As shown in the above tables 4.8 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.

#### **4.5.3 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 4.9 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 4.13 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 (4.9) 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-4.9. Pearson Correlation Analysis of the Variables**

		Job Orientatio n	Job Instructio n	Job Rotatio n	Classroo m Lectures	Employee Performanc e
Job Orientation	Pearson Correlation	1	.611**	.575**	.805**	.715**
	Sig. (2-tailed)		0.000	0.000	0.000	0.000
	N	144	144	144	144	144
Job Instruction	Pearson Correlation		1	.533**	.603**	.732**
	Sig. (2-tailed)			0.000	0.000	0.000
	N		144	144	144	144
Job Rotation	Pearson Correlation			1	.606**	.712**
	Sig. (2-tailed)				0.000	0.000
	N			144	144	144
Class room Lecture	Pearson Correlation				1	.716**
	Sig. (2-tailed)					0.000
	N				144	144
Employee Performanc e	Pearson Correlation					1
	Sig. (2-tailed)					
	N					144

Source: survey results

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

#### **4.3.1. 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.

#### **4.3.2. 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.

#### **4.3.3. 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.

#### **4.5.4. 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  $p\text{-value} < 1\%$ .

#### **4.5.5 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 4.10 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 influence 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-4.10. Model Summary and ANOVA for Multiple Linear Regressions**

Model	R	R <sup>2</sup>	Adjusted R <sup>2</sup>	Std. Error of the Estimate	Durbin-Watson
1	0.856 <sup>a</sup>	0.733	0.725	0.38424	1.009

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

b. Dependent Variable: Employee Performance

ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig
1	Regression	56.255	4	14.064	.000 <sup>b</sup>
	Residual	20.522	139	0.148	
	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		
	B	Std. Error	Beta	t	Sig.
(Constant)	0.292	0.171		1.707	0.09
Job Orientation	0.168	0.068	0.191	2.472	0.015
1 Job Instruction	0.301	0.051	0.349	5.966	0.000
Job Rotation	0.301	0.054	0.321	5.575	0.000
classroom Lect.	0.155	0.077	0.157	1.998	0.048

a. Dependent Variable: Employee Performance

Source: survey results

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 ( $\beta$ ) 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.

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

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-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-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 fourth independent variable, is class room lectures with a Beta value ( $\beta=0.157$ , p-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.

❖ Armstrong (2009) states that training helps employees to practice their current skills to a better standard, thus increasing performance and helping them to advance in the workplace

❖ 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 positively and significantly influence employee performance, Employees are satisfied with the training provided to them, and supervisors believed training changed the employees' performance.

# CHAPTER FIVE

## Summary, Conclusion and Recommendations

### 5.1 Summary and conclusion

In the study, 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.

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

## **5.2 Recommendation**

Employees training and performance is one of the tools organizations 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. There exists also a strong correlation between these types of training practices and performance.

- ☞ The organization is doing well with regard to its job orientation training which is carried out for new employees. This training is given on the job to make them familiar with the total corporate requirements. In doing so the company should take care to consider the facilities, time and the trainer in order to meet the intended target.
- ☞ Training should be conducted on continues bases for employees of the organization so as to make them competent in this challenging environment.
- ☞ Lastly, management should continuously improve and follow up systematically the training plan and policy in operation. To cope-up with the changing environment.

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## Appendix

# *Research questionnaire*

### 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

Experience

Don't know

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
	<b>I. Job Rotation</b>	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.					
	<b>II. Job Instruction</b>	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.					
<b>III. Orientation/Induction</b>		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	StronglyDisagree
<b>IV. Classroom lectures</b>		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
	<b>II. Learning</b>	5	4	3	2	1
14	The training I received has increased my knowledge on the topic.					
15	Because of the knowledge, skills and attitude I received from the training I can accomplish activities more efficiently.					
16	The training I received offered me the opportunity to identify the potential I have for further development.					
	<b>III. Behavior</b>	5	4	3	2	1
17	I have noticed some changes in my behavior and knowledge as a result of new learning.					
18	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
19	Because of the good training practices of the organization, I am committed for my work and for the organization.					



20	The training provided by the organization helped me to perform my work quickly and efficiently.					
21	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.					
22	I feel confident that my training enable me to completely perform all aspects of my job.					
23	I can say that after training employees in NMC are working well with their regular activities.					
24	I think that active participation during training has a positive effect on my commitment to the organization and for my work.					
25	I am satisfied with the training condition including the material and Facility of the training that the organization provides to increase my work commitment.					
26	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.					
27	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
28	Level of knowledge/skill related to the job.					
29	Confidence in solving problem and making decisions					
30	Management of time and priorities					
31	Commitment and motivation					

