



**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**THE EFFECT OF TRAINING ON EMPLOYEES  
PERFORMANCE IN AWASH WINE SHARE COMPANY**

**By  
Mehari Israel**

July, 2023  
ADDIS ABABA, ETHIOPIA

# **THE EFFECT OF TRAINING ON EMPLOYEES PERFORMANCE IN AWASH WINE SHARE COMPANY**

**By  
Mehari Israel**

**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY, SCHOOL OF  
GRADUATE STUDIES IN PARTIAL FULFILLMENT OF THE  
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF  
MASTER OF BUSINESS ADMINISTRATION**

July, 2023  
ADDIS ABABA, ETHIOPIA

**ST. MARY'S UNIVERSITY  
SCHOOL OF GRADUATE STUDIES  
SCHOOL OF BUSINESS**

**THE EFFECT OF TRAINING ON EMPLOYEES PERFORMANCE  
IN AWASH WINE SHARE COMPANY**

**By  
Mehari Israel**

**APPROVED BY BOARD OF EXAMINERS**

\_\_\_\_\_  
**Dean, School of Business**

\_\_\_\_\_

\_\_\_\_\_  
**Advisor**

\_\_\_\_\_

\_\_\_\_\_  
**External Examiner**

\_\_\_\_\_

\_\_\_\_\_  
**Internal Examiner**

\_\_\_\_\_

## **ACKNOWLEDGEMENTS**

The completion of this thesis has not been possible without the support and encouragement of several special people. Hence, I would like to take this opportunity to show my gratitude to those who assist me in a myriad of ways. First, I give thanks to God the Almighty for his protection, ability to do and for being there always. Next, I would like to express my heart full thanks to my Advisor Habtamu Abebaw (PhD), who contributes the second highest roll in my thesis by stimulating, suggesting and encouraging me. Ultimately, my indebted gratitude expressed to all of my family members and friends for their encouragement in completing this research work.

## Table of Contents

ACKNOWLEDGEMENTS .....	i
ABSTRACT .....	vi
CHAPTER ONE .....	1
INTRODUCTION .....	1
1.1. Background of the study .....	1
1.2. Background of the Organization .....	3
1.3. Statement of the problem. ....	3
1.4. Research Questions .....	5
1.5. Objectives of the study .....	5
1.6. Significance of the study .....	5
1.7. Scope of the study .....	6
1.8. Definition of Terms .....	7
1.9. Limitation of the Study .....	8
1.10. Organization of the study.....	9
CHAPTER TWO .....	10
REVIEW OF RELATED LITERATURE .....	10
2.1. Conceptual Definitions.....	10
2.1.1. Employee Training.....	10
2.1.2. Training and Development.....	11
2.1.3. Job Performance.....	12
2.1.4. Employees Performance .....	12
2.2. Theoretical Review .....	13
2.2.1. Reinforcement Theory .....	14
2.2.2. Goal Setting Theory .....	16
2.2.3. Goal Setting Theory Conditions .....	16

2.3.	Empirical Literature Review .....	17
2.3.1.	Empirical Literature Review Worldwide .....	17
2.3.2.	Empirical Literature Review in Africa.....	19
2.3.3.	Empirical Literature Review in Ethiopia .....	20
2.4.	Conceptual Framework .....	20
CHAPTER THREE .....		23
RESEARCH METHODOLOGY .....		23
3.1.	Research design.....	23
3.2.	Sampling Design .....	23
3.2.1.	Target Population .....	23
3.2.2.	Sampling Technique.....	23
3.2.3.	Sample Size.....	24
3.3.	Data collection Instruments.....	24
3.4.	Procedures of data collection .....	25
3.5.	Reliability and Validity.....	25
3.1.	Method of Data analysis.....	26
3.2.	Ethical consideration .....	27
CHAPTER FOUR.....		28
DATA ANALYSIS AND PRESENTATION.....		28
4.1.	Response Rate .....	28
4.2.	Demography of Respondents .....	28
4.3.	Descriptive Analysis of Study Variables .....	29
4.3.1.	Training Need Assessment.....	29
4.2.2.	Training Methods.....	31
4.2.3.	Training Content .....	33

4.2.4. Employee Development Programs .....	34
4.2.5. Employee Performance .....	35
4.4. Comparison of respondents Perception on constructs of employee performance .....	36
4.5. Inferential Analysis .....	36
4.5.1. Correlation analysis .....	37
4.5.2. Multiple linear regression analysis .....	38
4.5.3. Model Summary.....	41
4.5.4. Standardized coefficients .....	42
4.6. Hypothesis Testing .....	43
CHAPTER FIVE .....	46
SUMMARY, CONCLUSION AND RECOMMENDATIONS .....	46
5.1. Summary of the Findings .....	46
5.2. Conclusion.....	48
5.3. Recommendations .....	49
5.4. Suggestions for Further Studies .....	50
REFERENCES .....	51
ANNEX.....	53

### **List of Tables**

Table 2. Reliability Analysis .....	26
Table 2. Demographic Status of Respondents .....	29
Table 3. Training Need Assessment .....	29
Table 4. Training Methods .....	31
Table 5. Training Content .....	33
Table 6. Employee Development Programs.....	34
Table 7. Employee Performance .....	35
Table 8. Comparison of Variables .....	36
Table 9. Correlation Analysis.....	37
Table 10. Multicollinearity Test .....	39
Table 11. Skewness and Kurtosis.....	40
Table 12. Model Summary.....	41
Table 14. ANOVA .....	41
Table 13. Regression Coefficients .....	42

### **List of Figures**

Figure 1. Histogram of Regression Standardized Residual .....	39
Figure 2. Linearity scatter plot of regression standardized residual .....	40



## ABSTRACT

*Managing a manufacturing organization is unique and challenging as compared to any other economic sector. The crucial factor in the management of manufacturing organization is human resource development. The effects of training and development have been increasing over the years. However, there is limited literature on human resource development practices especially in developing countries like Ethiopia. Furthermore, there has been an increase in concern from organizational customers due to poor and slow services at Awash Wine S.C. This has been attributed to the rapid growth of their customer base over the last few years. Seeing as the number of employees has increased, training each of them adequately and efficiently has been a challenge to both the employees and the organization as a whole. The general aim of the study is to investigate the effect of training on employees' performance at Awash Wine S.C. a non-probability sampling method is used to select people from the intended population. Based on Slovin's formula, the sample of 162 respondents has drawn from target population of 273 employees. training program, training content, training assessment, and training account for a total of 87.6 percent of Employee performance which was explained by the change of the four predictor factors. According to the research method, the standardized beta coefficient was used to test the hypotheses. Four hypotheses aim to see if there is a relationship between the four independent variables of Training (needs assessment, development methods, development content and development programs) and employee performance. The hypothesis test based on regression coefficient we reject the null hypothesis and conclude that there is a statistically significant relationship between the independent variables and the dependent variable. The study suggests that training should take place in an environment that encourages open communication and collaboration. It is anticipated that the level of employee commitment will increase as a consequence of the developments in employee.*

**Key Terms:** Training, Development, Employee Performance, Awash Wine

# CHAPTER ONE

## INTRODUCTION

### 1.1. Background of the study

In today's turbulent environment, it is very crucial for organizations to focus on their strengths in order to attain competitive advantage over their competitors. One of the major strengths of any organization is its human capital. In order to achieve organizational objectives, it is important for the organization to develop the skills, knowledge and competencies of the human resources available.

There is a growing recognition that well-chosen Human Resource Development (HRD) practices can have a direct impact on individual and organizational performance. This finding is built on the notion that people can play a significant role in an organization's success (Garavan et al, 2003). However, in order for HRD to make a contribution it needs to move away from a process-oriented and administrative approach to one that is more strategic, and in doing so take a leadership role in the development of people (Gold et al, 2011).

It is important that firms truly leverage on the workforce as a competitive weapon in order to develop a competitive advantage. A strategic plan for improving workforce productivity to increase value for the firms has grown to become an important issue. Firms seek to optimize their workforce through comprehensive human capital development programs not only to achieve business goals but most important is for a long-term survival and sustainability. To accomplish this undertaking, firms will need to invest resources to ensure that employees have the skills, competencies and knowledge they need to work effectively and efficiently in a rapidly changing, complex and competitive environment

The main role of HR professionals is to ensure that employees are engaged and that they feel committed to the organization and contribute fully. They must be involved in providing training for line management in order to achieve high employee morale, offer opportunity for personal and professional growth and provide resources, which help the employees meet their demands (Ulrich, 1998).

Human resource development (HRD) practices endeavor to provide learning opportunities that nurture human expertise in organizations (Peterson, 2006). Several studies have shown that equipping employees with additional or new knowledge and skills through training is associated with positive organizational outcomes. For example, (Saks, 1995) found that opportunities for learning and development shared a positive relation with affective commitment among entry-level accountants. Further, (Frank, 2004) noted several other HRD practices linked to positive organizational outcomes, such as job skills training and retraining, employee orientation processes, mentoring programs, career development, and career pathing, as well as leadership development. Additional studies have suggested linkages between learning and development and job satisfaction (Scarpello, 1983) turnover (Kalleberg, 2000) and continuance commitment. Seminal researchers in HRD have focused on these HRD practices and their associated performance outcomes through numerous connected streams of research (Bartlett, 2001)

Organizations are facing increased competition due to globalization, changes in technology, political and economic environments and therefore causing these organizations to train and coach their employees as some of the ways to make them ready to adjust to any new competitive environments and enhance their performance. It is important to take heed of the prevailing evidence on growth of knowledge, skills and competencies in the business corporate world in the last decade. This growth has not only been brought about by improvements in neither technology nor a combination of factors of production but increased efforts towards development of organizational human resources. (Evans et al, 2002). This therefore shows the importance of training and development of employees in any organization that craves competitive advantage over its competitors in the same industry.

It is, therefore, every organizations responsibility to enhance the job performance of the employees and certainly implementation of training and development is one of the major steps that most companies need to attain this. As is evident that employees are a rare and vital resource, it is important to optimize the contribution of employees to the company aims and goals as a means of sustaining effective performance. This therefore prompts for an immediate call for managers to ensure there is enough supply of employees that is technically and socially competent and able of career development into specialist departments or managerial positions. (Afshan et al, 2012)

Managing a manufacturing organization is unique and challenging as compared to any other economic sector. The crucial factor in the management of manufacturing organization is human resource development. Any scenario of manufacturing in the new millennium has to be based upon its human capital and more importantly the development of their expertise to cope up with the increasing and changing demands in the manufacturing sector. As such, it has become imperative that the manufacturing industry should concentrate seriously on establishing systems for development of human resources.(Ghosh, 1999) In general, this paper examined the effect of training and development on employee job performance in the case of Awash Wine Share Company.

## **1.2. Background of the Organization**

The company's origins go back to 1943 when an Italian investor first established the vineyard. The company was nationalized following the 1974 revolution and stayed under state ownership until 2012. The company was then sold to a private company for 459.9 million Br. It is now owned by Blue Nile Investment Plc; a company established by Mulugeta Tesfakiros, owner of Muller Real Estate, and 8 Mile, an equity-firm chaired by Bob Geldof, an Irish rock star known for his humanitarian contribution to Ethiopia in the 1980's. Awash currently has over 622 employees and produces six core brands - Axumit, Kamila, Awash, Gebeta Red, Gebeta White and Gouder. Awash Wine has seen an increase in sales over the years. Last year, it reached more than 15pc as a consequence of the company's improved capacity to respond to the market dynamics.

At present, the Company's organizational structure comprises the following two plants and a vineyard. The first plant is located at Addis Ababa, Lideta; which is the hub of Awash's administration and wine production. Lideta winery produces about 70% wine, including Axumit red and Kemila white wines. The second plant is located at Addis Ababa, Mekanissa; which is the older of the two wineries enabling it to produce about 30% of the wine.

## **1.3. Statement of the problem.**

Based on HRD practices, it is important to keep in mind that not all learning and development opportunities within organizations are perceived equally across all levels and with all types of employees. This is especially true when considering employee perceived levels of support for

participation in HRD practices for example perceptions of investment in learning, mentoring programs, leadership development initiatives, or skills development.(Lee, 2003).

The delivery of efficient and effective training is required to enhance the productivity of employees and improve their performance. However, the problem in training is that people usually like the training and performance material taught, but behavior and performance do not always reflect the extent of training and delivered and supposedly learned. Generally, absence of well-established training and development policy, lack of adequate budget, inadequate needs assessment, inappropriate training and development objectives, trying outdated training and development methods, lack of close supervision and follow up are some of the major problems that Overall, about Ethiopia organization are facing (Tamrat ,2014.)

These problems later on lead the organizations to lack of optimum man-task relationship, resistances of employees in taking future assignments, decrease in productivity, increase in operational error, increase in employee turnover and absenteeism and decrease in employee morale and confidence. As stated in the five years strategic plan of the company (2014/15–2019) lack of skilled, knowledgeable, and motivated human resources with the right attitude are the key weaknesses of the organization (CSM, 2014).

The effects of training and development have been increasing over the years. However, there is limited literature on human resource development practices especially in developing countries like Ethiopia. Furthermore, there has been an increase in concern from organizational customers due to poor and slow services at Awash Wine S.C. This has been attributed to the rapid growth of their customer base over the last few years. Seeing as the number of employees has increased, training each of them adequately and efficiently has been a challenge to both the employees and the organization as a whole. This then slows down the process of achieving the organizational goals and objectives within the planned time. It is further worth noting that while much is known about the economics of training in the developed world, studies of issues associated with training in less-developed countries are rarely found.

Based on this backdrop, this study wishes to bridge the gap and address the effects of T & D on employee performance. This study will aim at minimizing this gap in the literature and thereafter come up with a clear understanding of the effect of Training and Development practices in

general; focusing mainly on training, development, and the effect it has on employee performance at Awash Wine S.C.

#### **1.4. Research Questions**

This study intends to seek answer to the following basic question:

1. What is the effect of training needs assessment on performance of employees at Wash Wine?
2. What is the effect of the training methods on performance of employees at Wash Wine?
3. How does training content affect the performance of employees at Wash Wine?
4. What is the effect of training programs on the performance of employees at Wash Wine?

#### **1.5. Objectives of the study**

The study has two objectives such as the general and specific objectives.

The general objective of the study is to investigate the effect of training on employees' performance at Awash Wine S.C.

In line with its general objective, the study has the following specific objectives:

- i. To examine the effect of training needs assessment on performance of employees at Wash Wine
- ii. To investigate the effect of effect of training methods on performance of employees at Wash Wine
- iii. To examine the effect of training content on the performance of employees at Wash Wine
- iv. To explore the effect of training programs on performance of employees at Wash Wine

#### **1.6. Significance of the study**

In explanatory research, the study's key academic contribution is bringing out the influence of training on employee performance. Human resource strategy research in Ethiopia may benefit from the study's many relevant issues, which it raises for further investigation. In the meanwhile, it might contribute to the body of knowledge on the subject and serve as a springboard for future

research by academics. Researchers and academics alike may benefit from this study's use of both qualitative and quantitative data integration in its analysis of the topic.

For Awash Wine, this research might be useful in developing a human resource strategy that addresses the company's specific difficulties and helps it compete more effectively in the target markets as well as on the world market. It might also serve as an inspiration to other businesses to do the same.

The research might help Awash Wine by highlighting the need of standardizing and executing the correct human resource planning, especially as it relates to international human resource ideas. As a consequence, Awash Wine may benefit from the results of this research in order to enhance its plans and better serve its consumers.

Institutional supporters and policy makers may have a greater awareness and acknowledgment of the severity of the issue faced by workers so that they can design solutions based on their grasp of the conditions. In addition, the researcher expects that stakeholders and organizations who provide support services for human resources would learn from the study. The primary suggestions will help policymakers examine policies and regulations so that they can create viable rules and appropriate laws that will help workers perform better. These findings may be used as policy inputs to help companies in this industry plan and promote staff development programs and improve employee performance levels. A key benefit of the study is that it helps researchers and academics interested in the field better understand where interventions are most needed and where they can best focus their efforts.

### **1.7. Scope of the study**

All organization for profit or non-profit government or non-government need effective training. The target population was the population that the researcher is interested in to participate in the study were 273 permanent employees working in the company. Quantitative methods was used to evaluate objective hypotheses by analyzing the connection between variables.

Even though, as it is well known that Awash Wine offices are all over in the region of Addis Ababa; due to time and financial constraints the study will only consider the head office of the company.

Since the research domain is the effect of training and development on employee performance of Awash Wine, and how they sustain in the performance, the current study was thematically focused on the evaluation of the current status of employee performance in Awash Wine; assessment of the major factors (i.e., training and development program, training and development content, training need assessment, training and development method) that affect employee performance; examination of the interventional strategies and policies that are in place to improve; and, providing possible remedies to bridge the gaps.

This study employed a quantitative methodology. A well-designed, structured questionnaire was provided to employees of the company, who were selected on a purposeful sample basis for their convenience in achieving the study's objectives.

## **1.8. Definition of Terms**

**Human Resource Management:** It is defined as the way organizations manage their staff and help them to develop to be able to carry out organizations' missions and goals successfully (McCourt, et al., 2003).

**Human Resource Development:** It is the integration of individual, career and organization development roles in order to accomplish maximum productivity, quality, opportunity and fulfillment of organizations members as they work to achieve the goals of the organization (McCourt, et al., 2003).

**Training:** is depending on the enhancing of knowledge skill and attitude of employee for improving of his performance on the job (McNamara, 2008).

**Development:** is focus on up grading employee's ability and attitude for the future career and organization (McNamara,2008)

**Policy:** principle, rules guidelines formulated or adopted by organization to reach its long-term goal (Stephen and Mary, 2014)

**Management:** is the process of working with and through others to achieve organizational objective in changing environment (Robert,2014)



**Employee performance:** It is defined as the achievement of specific tasks measured against identified or predetermined standards of accuracy, completeness, cost and speed (Afshan, et al., 2012).

## **1.9. Limitation of the Study**

There were some limitations faced while studying the effect of training and development on the performance of employees working at Awash Wine Share Company:

- **Timeframe:** The study needed to be conducted over a long enough period of time to allow for the effects of training and development to be observed. This was difficult, as Awash Wine is a large and complex organization, and it may take some time for the full impact of training and development to be realized.
- **Lack of control over extraneous variables:** There are many factors that can affect employee performance, such as the work environment, the availability of resources, and the employee's individual motivation. It can be difficult to isolate the impact of training from these other factors.
- **Measurement:** It was important to develop valid and reliable measures of employee performance. This was challenging, as there are many different ways to measure employee performance, and it was difficult to find measures that are sensitive to the effects of training and development.
- **Self-selection bias:** Many of the employees who choose to participate in training are more motivated or skilled than those who do not participate. This made it difficult to determine whether the training itself is responsible for any observed improvements in performance.

Despite these limitations, a study of the effect of training and development on the employee performance of Awash Wine is a valuable contribution to the literature. It could provide insights into the potential benefits of training and development for other organizations, and it could help to identify the factors that are most important for the success of training and development.

### **1.10. Organization of the study**

The study is organized into five chapters. The first chapter is an introductory part of the study in which background of the study, background of the organization, statement of the problem, objective of the study, research question, definition term and de limitation/Scope of the study. The second chapter deals with related literature review of the study. The third chapter is about methodology of the study. Chapter four analyzes the data and presents the findings. The last chapter was the summary of findings, conclusions, limitations and recommendation part.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

This chapter reviewed the theoretical literature on the effect of training and development practices on the performance of employees at the County General Hospital. It also discussed the theoretical purpose of the problem to be studied in addition to studies already done and the way the findings relate to the problem at hand.

#### **2.1. Conceptual Definitions**

##### **2.1.1. Employee Training**

In the personnel management process there are two major types of training; on-the job training and off- the -job training as identified by Alo, (2009). In any organization, on-the job training is largely handled by colleagues, supervisors, managers, mentors to help employees adjust to their work and to equip them with appropriate job related skills. Armstrong (1995) argues that on-the-job training may consist of teaching or coaching by more experienced people or trainers at the desk or at the bench. It may also consist of individual or group assignment and projects and the use of team leaders and managers. According to Armstrong (2006), on-the-job training is the only way to develop and practice the specific managerial, team leading, technical, selling, manual, and administrative skills needed by the organization. This has the advantages of actuality and immediacy as the individual works, learns and develops expertise at the same time thereby paving way for improved job performance in the organization.

Ejiogu (2000) elaborate that off-the-job training include lecture, vestibule training, role playing, case study, discussion and simulation Armstrong (1995) listed group exercises, team building, distance learning, outdoor and workshops as part of off-thejob training. He further explains that off-the-job training may be provided by members of the training department, external education and training establishments, or training providers-training consultants or guest speakers. In his explanation he encourages line managers to be closely involved to bring reality into the classroom, to ease the transfer of learning, and to make sure that those involved in off-the-job training are carefully selected, briefed and monitored so as to ensure that they make the right contribution.

### **2.1.2. Training and Development**

Obisi (2006) elaborate that training and development are used interchangeably. However, training is for specific job purpose while development goes beyond specifics. The Impact of training and development on Job Performance in Banking Sector development covers not only those activities which improve job performance, but also those which bring about growth of personality Mamoria, (2005).

Steinmetz (2006) notes that training is a short-term process, utilizing a systematic and organized procedure by which non managerial personnel learn technical knowledge and skill for a definite purpose. Development on the other hand is a long term educational process utilizing a systematic and organized procedure by which managerial personnel learn conceptual and theoretical knowledge for general purpose. Cambell, (2001:352) asserts that training refers only to instruction in technical and mechanical operations while development refers to philosophical and theoretical educational concept.

Training & development have been defined in several ways by different authors. The main idea that each one of them highlighted in their studies is the workforce capability enhancement. Nadler & Nadler (1991, as cited in Kumpikaite & Sakalas, 2011) identified training and development as the components of the human resource development (HRD) model. The same authors Nadler & Nadler (1970, as cited in Khan, Khan, & Mahmood, 2012) have defined HRD to be a system or an assortment of such activities that enable organizations to add to the worth of their workforce by bringing behavioral reforms through training, development, and education within a specified time period.

Thus, training & development help building and strengthening the work related attributes of the human resource (workers or employees) in any organization. Moreover, in training there is a specialist who delivers the understanding about the expertise required for enhancing the job proficiency keeping in view both present and future job related skill requirements (Saleem et al., 2011). Hence, we may say that training & development is a more logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfill their job tasks although training & development have been taken as one for sake of simplicity in this study yet going into the depth there are present certain distinguishing features. These features, as given by Noe (2008), are: focus, use of work experiences, goal, and participation.

In training the focus is current, use of work experiences is low, goal is to gain skills for the present job, and participation is mandatory if initiated while vice versa is applicable for development initiatives. Development is more self-directed and requires self-motivation to explore and find the ways for career and personal advancement. Similarly, Armstrong (2009) has differentiated training from development by putting his concept into words that development is meant to acquire new knowledge and skills that help to progress into some future job requirements while training helps in gaining those competencies that enable the employees to better perform in their present jobs.

In the same way, we find training to be confined only on enhancement of skills pertaining to a particular job while development has its scope stretched across the growth and personal development of the employees (Obisi, 1996 as cited in Obisi, 2011). Therefore according to this study training is a logical and organized way of improving the skills, knowledge, and attributes needed by the workers to better fulfill their job tasks, (Steinmetz (2006).

### **2.1.3. Job Performance**

Job Performance is a multidimensional phenomenon whose elements include effectiveness, efficiency, productivity, quality and behavior, (Obadan, 2009). The subconcepts of job performance are explained as; effectiveness which measures the extent to which an employee achieve the output requirements of his or her position, with the emphasis not so much on how it is achieved but on organization or employee is therefore effective when the results attained are the same as those initially intended.

Efficiency is a measure of how well resources are being used to produce output or result. It is a comparison of actual achievement during a given period. Quality refers to the desired characteristics of the achieved output or result. These could be timeliness, reliability, accuracy frequency accessibility, convenience, mating time and response time.

### **2.1.4. Employees Performance**

Employee performance is the level of success of employees in carrying out their duties and responsibilities. Employee performance is generally influenced by two factors, namely internal and external factors (Ismail, 2006). Internal factors are factors that come from within the employees, which include job satisfaction and organizational commitment, while external factors

are factors that come from outside the self-employee, which includes leadership, health and safety, and organizational culture.

One of the external factors affecting employee performance is organizational culture. Organizational culture is a growing value within an organization, where the values are used to direct the behavior of members of the organization (Soedjono, 2005).

Employee behavior is influenced by the environment where they work formed through the culture of the organization and the existence of culture within an organization is expected to improve employee performance.

Besides affecting the performance of the work, the organizational culture also has a close relationship with job satisfaction. Job satisfaction can be defined as a pleasant or unpleasant emotional state in which employees view their work (Handoko, 1998, Widodo, 2006). If the employee's perception of culture in an organization is accordance with the wishes of employee, then the employee will be satisfied with his work. Conversely, if the employee's perception of culture in an organization is not support to organization system, then employees are not satisfied with his work (Robbins & Judge, 2008). Employees who are satisfied with their work and think of their job as something fun will have a good performance.

In addition to organizational culture and job satisfaction, another variable that affects employee performance is organizational commitment. Organizational commitment is a circumstance where an employee sides with a particular organization and its goals and wants to maintain membership within the organization (Robbins & Judge, 2008). The commitment of an employee to organization can be an important instrument for improving the performance of the employee (Khan et al., 2010). Organizational commitment also has relevance to organizational culture. According to Robbins and Judge (2008), one specific outcome of a strong organizational culture is the declining rate of employee rotation. The harmony of goals achieved between employees and organizations through culture will build an organizational commitment within the employee.

## **2.2. Theoretical Review**

This part discussed the different theories that apply to the study, the theories that connect training & development with performance. In this part, three theories are discussed, the reinforcement theory, social learning theory and the goal setting theory.

### **2.2.1. Reinforcement Theory**

Reinforcement theory was initiated by Burrhus Frederic Skinner (1974), which referred to as Behaviorism or Operant Conditioning, which is still universally taught in psychology today. The focus of the theory is that an individual's behavior is a function of its consequences (Management Study Guide, 2013).

The evolution of behaviorism stemmed from the dissatisfaction with the introspective techniques of humanism and psychoanalysis in which some researchers were displeased with the absence of directly observable phenomena that could be examined and experimented with. However, Skinner took a different direction by relating his thoughts on adjusting motivation through numerous stimuli, industries such as business, government, education, prisons, and mental institutions to achieve a wider perception of human behavior. Determining why an individual behave the way he does, Skinner saw no role for individual's intentions or goals in it (Banaji, 2011).

Skinner believed that external behavior and its environment are of importance. Skinner's major contribution to psychological science was the concept of reinforcement, formalized in his principles of operant conditioning.

#### ***2.2.1.1. Application of Reinforcement Theory in the Workplace***

Skinner's principles of behavior modification informed that behavior is determined by its consequences. It has been agreed upon by the management practitioners that applied psychology techniques can be used to resolve numerous issues in the organizations. Skinner (1973), underscored the significance of recognizing the desired consequence, which will stimulate the desired behavioral response. Since the inception Skinner's finding in 1969, reinforcement theory has been extensively researched and applied in the industrial setting to shrink the occurrence of unwanted behavior and upturn the occurrence of desired behavior. The principles of behavior modification in proffering solution to management issues such as absenteeism and tardiness have been proved by the studies of applied reinforcement theory, they can also help in enhancing productivity of employees (Raj et al., 2006 and Agashi, 2017).

The applicability of reinforcement theory in the organization reflects in the studies like Kadlub (2009). A typical example can be found in the case of Snow fly. Snow fly is a new establishment that schematizes, employs and manages workforce incentive programs. Reinforcement theory

which consists of four themes; instant recognition, appropriate incentive rewards, accountability, and positive reinforcement was adopted by the organization to enhance motivation of the workers (Kadlub, 2009). However, punishment, otherwise known as applied reinforcement theory of positive punishment (Hockenbury and Hockenbury, 2010) has been used more than other types of reinforcement (Waird, 1972). Naturally, diminishing unwanted behaviors can be done using punishment rather than offering a reward and it has been in use for long.

However, constant use of punishment to enhance performance makes it becomes a reward (Waird,1972). Reward entails a fact that an employee is not punished for not involving in undesired behavior but the behavior that is being reinforced is diminishing undesired behavior instead of truly making effort to upturn desirable behavior. Positive reinforcement is connected with enhancing desirable behavior, performance in the organization.

#### *2.2.1.2. Social Learning Theory*

Social learning theory, propounded by Albert Bandura, the social learning theory underscores the indispensability of surveying and modeling people's behaviors, attitudes, and emotional reactions. It is a theory that concentrates on learning by way of observation and modeling.

The theory originally evolved from behaviorism was the source from which social learning theory emanated and today it has involved some ideas of cognitivists and consequently it is given another name which is social cognitive learning. Social learning theory also focuses on environmental and cognitive factors that interact in order to impact human learning and behavior. It opined that individual learn from one another, including such concepts as observational learning, imitation, and modeling (Bandura, 2006).

Rewards, according to social learning theory, cannot be the exclusive drive that enhances employee's motivation. Motivation can also be enhanced by some other elements such as feelings, beliefs, ethics, and feedback. Learning occurs through three ways; indirect experience, oral persuasion, and physiological situations. Modeling, or the scenario in which individual see someone's behaviors, embrace and implement them as his, support the learning process as well as psychological situations and the perceptive process.



### **2.2.2. Goal Setting Theory**

Goal theory came into limelight five decades ago and since then it has been most studied, applied, and established theory of work motivation in the realm of industrial and organizational psychology. The early stage of the theory revolves around the study of stages of aspiration advanced by Kurt Lewin. Then it was furthered by Dr. Edwin Locke by researching on goal setting theory in 1960's. The research indicated that there is general connection between goal setting and enhanced production performance. A goal denotes the purpose of an act or task in which an individual determinedly wishes to accomplish (Locke and Latham, 2002; 2006). Goal setting involves a deliberate activity of instituting stages of performance in order to obtain anticipated consequences. According to the goal setting theory, motivation is sourced from the aspiration and plan to accomplish a goal. Normally, a person or a team that perceive that his/their present performance fall short of accomplishing the set goal would be stimulated to either improve his/their efforts or alter his/their strategy (Locke and Latham, 2006).

### **2.2.3. Goal Setting Theory Conditions**

A successful goal that would stimulate motivation via the four mechanisms mentioned above is pre-conditioned to meet certain stipulations. These stipulations are: Goal acceptance/goal commitment; Goal specificity; Goal difficulty, and Feedback on progress toward the goal

Goal Acceptance/Goal Commitment; the acceptance of a goal determines whether an individual will be motivated through the goal or not. Goal acceptance is the first precondition for the goal to be motivating. Furthermore, the level of one's willpower in accomplishing an accepted goal constitutes what is called goal commitment. Importance attached to the accepted goal and self-efficacy is crucial to goal commitment (Locke and Latham, 2002; 2006).

Goal Specificity; Specificity and measurability are the indispensable features of a typical goal which must give answer to who, what, when, where, why, and how of the anticipations of the goal. Specificity and measurability aspect of goal offer an outer correspondent like time, space, increment, etc. A goal of high specificity overtly impacts the performance the more and consequently gives rise to higher job performance by the worker as against elusive or non-concrete goals (Locke and Latham, 2002).

Goal Difficulty; In view of the difficulty, it can be asserted that goals are an effective way of motivation. A high-set goal enhances good performance while such goal should be set low to be able to accomplish it (PSU, 2012). Integrity should also be taken in to cognizance while setting high performance goals. An individual can display untruthfulness if he doesn't accomplish his goal. Putting up too-much high goals is detrimental to motivation and commitment as it also give rooms for a culture of corruption, untruthfulness, and cutting corners (Bennett, 2009).

Feedback Goal's success is determined by the feedback given as it also sustains goal commitment. Feedback keeps everybody abreast of the progress or otherwise as regards the set goal and this will make it hard analyze the extent of the exertion needed for the successful accomplishment of the goal (Sorrentino, 2006). Moreover, through feedback areas of weaknesses in the present goals can be sighted by an individual or group of individuals, which give room for amendment that can be made (Smith and Hitt, 2005). Flexibility is an essential feature for both the goal and goal maker (Bennett, 2009). Setting more challenging goals can make the feedback effective if it is centralized on such goal (Locke and Lantham, 1979). Putting the feedback together, it is indicated that the level of performance of a person, and what such person can do differently in order to have better performance. Also, like goals, feedback should be specific to convey productive information regarding meeting objectives. Feedback make employee be aware that their tasks are being assessed and recognition are given to job well done. Goal setting is commonly utilized in the organizations as a way to enhance and keep up task performance.

## **2.3. Empirical Literature Review**

### **2.3.1. Empirical Literature Review Worldwide**

Naeem et al (2014), examined the employee training and its effect on employees' job motivation and commitment. The study was conducted in Pakistan. This study was qualitative in nature and used secondary sources like journals, books and internet web pages to collect different training models. Results revealed that Employee training is the most suitable method to modify and manage workforce skills according to organization's objectives and to improve the overall organizations' performance.

Imram (2015) analyzed the Impact of Training & Development on Employees' Performance in Banks. The study was conducted in Pakistan. Major findings were that most of the employees

agreed to the itemized statements by making it clear that training and development had a positive impact on their Job knowledge, work quality

& quantity, functional skills, and their motivation & loyalty and these are all linked to their performance either strongly or moderately but in a supporting direction. However the author has elaborated the methods and types of training that need to be in place so as to achieve the high impact of the training and development programs at an organization level.

Bhartiya (2014) reviewed the impact of training and development on employee performance in selected public sector organizations. The study was conducted in India. Methodology used was quantitative in which structured questioners were used to collect data. Results from this study revealed that training is important if an organization wants to be gainful. Despite the positive results the study came out with, fifteen still this does not answer the pertinent questions like what factors need to be considered for training to bring forth the positive outcomes.

According to the (Angela, 2014), training had an impact on the performance of employee among the international civil servants. A survey research design was used for this study 144 staff of the United Nation supports office for the African mission in Somalia. The finding showed that in general training enhanced employee engagement on change processes, motivation, job satisfaction and overall performance. But according to the researcher (Appiah, 2012) training enhances knowledge, skills, attributes and competencies and ultimately worker performance and productivity in organization.

Again (Garavan, 2003) suggested that training process was a more job oriented that could change employee attitudes and behaviors that motivate them to increase their knowledge and understanding of the job according to the dynamic corporate environment in his journal. Where (Bhat, June 2013) observed the measurement level of performance after being trained. It also evaluated the impact of training on employee performance on their jobs. Keeping these objectives in view, this study presumed that training was positively related to job performance of employees. Several measures of performance were analyzed including compensation, performance appraisal, and organizational commitment, which apparently increased the employee performance.

According to (Longenecker, 2010), there was a positive relationship between training programs and employee motivation which makes the employees more involved in their jobs and subsequently results in better performance and productivity both for the employees as well as for the organizations.

### **2.3.2. Empirical Literature Review in Africa**

Obi-Anike and Ekwe (2014) investigated the impact of training and development on organizational effectiveness. The study was conducted in Enugu-Nigeria. The objective of the study was to assess the impact of training and development on organizational effectiveness in public sector. Survey method was used to collect data. Findings revealed that effective training is an investment in the human resources of an organization, with both immediate and long range returns. Never the less this study differs with this study on the sense that it put much effort on relating training and organization effectiveness while the current study will consider skills development to employees and how the skills have an impact to organization.

Kum et al (2014), studied the Impact of training and development on employee performance. The study was conducted in South Africa. The methodology used was quantitative. Results concluded that companies whose investment perspective is on sixteen human resource management view training as an opportunity to increase long term productivity. Investing in training and development is imperative for any organization, which will certainly realize a return on its investment in training and developing its workers. Workers are essentially assets to an organization and should therefore be treated as human capital. The more that is invested in them, the more that can be expected from them in terms of performance behavior which can give the organization its competitive edge. Nonetheless, this study is different from the current study for it has only mentioned how training can improve performance, but has not described how training can be used to improve performance.

Tukunimulongo (2016), observed the effect of on the job training on employee performance. The study was conducted in Kakamega –Kenya. The research adopted a descriptive research design. The results concluded that, there are on-the-job training programs that are more likely to enhance employee performance in public organization than in organizations without. Training and development are often used to close the gap between current performances and expected future performance. This research differs for the current study because it has only mentioned the

availability of training programs that can enhance employee performance and it has failed show the impact of those training.

### **2.3.3. Empirical Literature Review in Ethiopia**

Empirical finding is one of the important components of the literature review in the research study. This type of literature contributes a lot to the effectiveness of the investigation under study by revealing the gap what the researcher wants to find out and how the researcher undertake the study which helps the researcher by providing insight about what and how assume the investigation he/she stand for. In general organization should manage their work force effectively and efficiently and they should give greater attention for training and learning of employees to meet goal of the organization and to achieve the best result which are directly related to the investigation. Tazebachew, (2011) was conducted a study to determine the impact of training on work performance in public sector organization using federal democratic republic of Ethiopia ministry health.

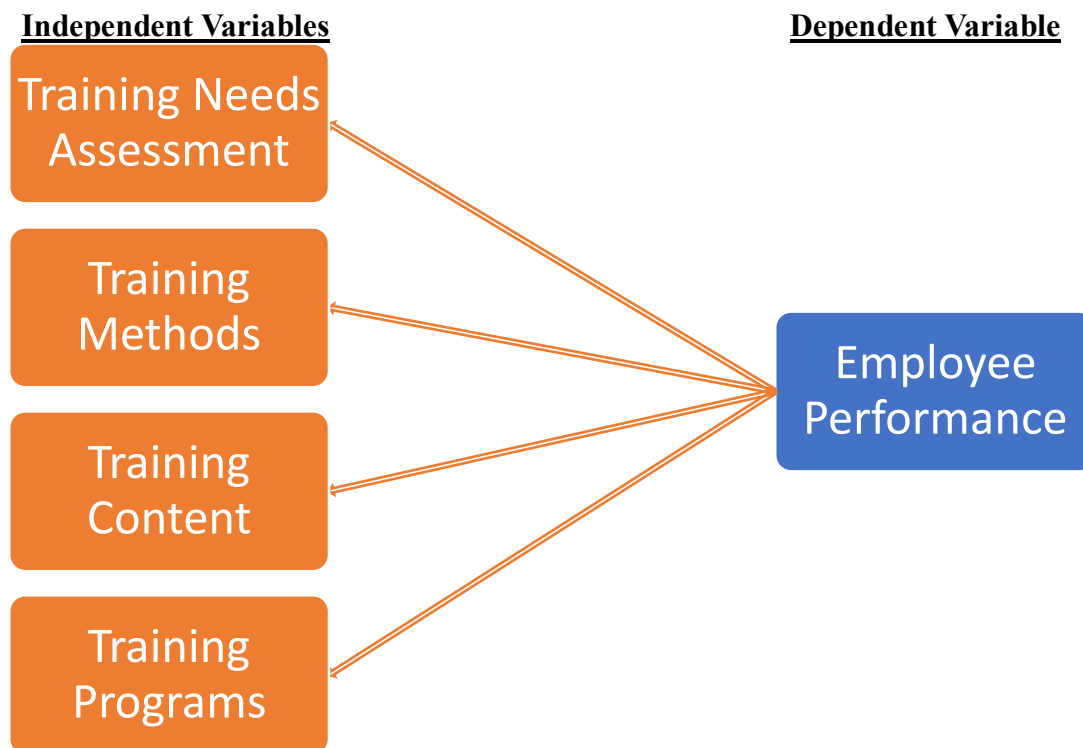
Assefa Gidey (2016) also conducted a research to determine the effect of training and development on employee's performance in the case of Commercial Bank of Ethiopia. This study also indicated that independent variable (employee training) is significantly correlated with the dependent variable (employee performance). Thus, the study found out that the effect of training on employee performance is generally significant. Therefore, based on these empirical study finding the researcher establish that training influence positively employee performance.

As of Ajema, (2017) study, clearly also, majority of employees supervisors and training experts do believe that on-the-job training given for employees brought a positive effect on their banks employee performance. In addition, the results indicate that on-the-job training has positive effect not only on employees' performance but also on organizational performance.

## **2.4. Conceptual Framework**

Marimuthu's conceptual framework or model was used in this investigation (2009). Non-financial aspects of an organization's success include things like customer satisfaction, innovation, work flow improvement, and the growth of employees' skill sets. Employee training is seen as an independent variable, but individual performance is viewed as a dependent one in this paradigm.

Employee training, as previously said, is putting money into things like education, training, and expanding one's own personal knowledge base in order to improve one's own employability. According to thinkers such as Becker (1962 & 1964), Schultz (1960s) and Dooley (2000), training boosts both financial and non-financial success for a person. Non-financial performance encompasses customer happiness, innovation, work flow optimization, and the development of employees' abilities, while financial performance includes things like productivity, market share, and profitability (Marimuthu et al., 2009).



A hypothesis, according to Frank (2019), is a preliminary assertion of fact that the researcher has yet to verify. One dependent variable was compared to four independent variables in order to answer the research questions, which was about factors that may explain the effect of training on employee performance. The dependent variable is the employee performance while the independent variables of training are needs assessment, development methods, development content and development programs

The hypotheses guiding the research has been summarized in table below. These are discussed in more detail with analyses in the subsequent chapters of the research.

Objective 1: To examine the effect of training needs assessment on performance of employees at Wash Wine

- Hypothesis 1: There is a positive relationship between training needs assessment (TNA) and employee performance at Wash Wine.
- Null hypothesis 1: There is no relationship between TNA and employee performance at Wash Wine.

Objective 2: To investigate the effect of effect of training methods on performance of employees at Wash Wine

- Hypothesis 2: There is a positive relationship between the use of effective training methods and employee performance at Wash Wine.
- Null hypothesis 2: There is no relationship between the use of effective training methods and employee performance at Wash Wine.

Objective 3: To examine the effect of training content on the performance of employees at Wash Wine

- Hypothesis 3: There is a positive relationship between the relevance of training content to job responsibilities and employee performance at Wash Wine.
- Null hypothesis 3: There is no relationship between the relevance of training content to job responsibilities and employee performance at Wash Wine.

Objective 4: To explore the effect of training programs on performance of employees at Wash Wine

- Hypothesis 4: There is a positive relationship between the quality of training programs and employee performance at Wash Wine.
- Null hypothesis 4: There is no relationship between the quality of training programs and employee performance at Wash Wine.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

The purpose of this section was to provide a description of the study area research design population and sampling technique types of data and instruments of data collection; procedure of data collection and method of data analysis; Ethical consideration and area in which study carried out.

#### **3.1. Research design**

As stated in Cooper and Schindler (2008), research design constitutes the blueprint for the collection, measurement, and analysis of data. Hence the study employed explanatory research design in order to assess the effect of training and a development on employee job performance of Awash Wine S.C. Because in order to collect detailed and information.

Using quantitative methods of data collection provide a wealth of data that researcher discovers unanticipated resultant findings. Accordingly, the researcher used quantitative method of data collection as it is helpful to extract multitude of data.

#### **3.2. Sampling Design**

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

Population consists of the entire group of events, elements and individuals that have a common observable characteristic (Lewis, 2015). The target population was the population that the researcher is interested in to participate in the study as they had the requisite knowledge which was used in responding to the research questions. The HR records at Awash Wine showed that there were 273 permanent employees working in the company.

##### **3.2.2. Sampling Technique**

In order to choose the sample, a non-probability sampling method is used to select people from the intended population. Purposeful or purposeful selection of certain units from the universe is used to create a representative sample (Kothari, 2004). Using the Convenience sampling approach, the population components were picked in the sample based on their accessibility, or respondents were selected because they happened to be in the appropriate location at the right time for the research project. employees of the company from both



branches found in Addis Ababa. Mekannisa and Lideta Branch were contacted by the researcher.

### 3.2.3. Sample Size

Sample size is determined using Solvin's method, with a 95 percent confidence level and a 5 percent error margin. If you want to use Slovin's formula to estimate a population percentage, you'll need to use a 95 percent confidence coefficient (Tejada & Punzalan, 2012). The sampling formula used to obtain the sample size for Awash Wine workers and managers is as follows:

Thus,

$$n = \frac{N}{1 + Ne^2}$$

Where, n = is the sample size

N = is the population size (273)

e = error tolerance (0.05)

$$n = \frac{273}{1 + 273(0.05)^2} = 162.258544 \approx 162$$

Based on Slovin's formula, the sample of 162 respondents has drawn from target population of 273 employees.

### 3.3. Data collection Instruments

The sources of data collection for this research was primary data source. The primary sources of data was collected through observation, semi- structured interview, and questionnaire. On the other hand,

Quantitative data is usually gathered using questionnaires while qualitative data is gathered employing semi structured interview and from document (Saunders, et al. 2009). Hence, the researcher adapted a well-organized questionnaire from the work of Ferguson (2009) and Tamirat (2010).

After data collection, the data was analyzed, compared and interpreted using systems approach to training and development process model so as to address the research questions.

**Questionnaires:** The study used primary data in its construction. Primary data was collected mainly through questionnaires of both types (closed-ended and open-ended). For close ended

question a five-point Likert scale that range from 1 (strongly disagree) to 5 (strongly agree) was used (Lokesh,2014, Lise and Gilbert, 2003, Knebel,2008).

### **3.4. Procedures of data collection**

The primary data was Collected using interview, observation and questioner as tools. As suggested in Saunders, et al. (2009) self- administered questionnaire provide reliable data. After the instrument's validity and reliability is evaluated by the research advisor and experts who have knowledge on the subject matter; the distribution as well as the collection, conducting interviews and the explanation about questionnaire filling and convenience consolation was accomplished by the researcher so as to avoid contamination with the respondents and there by maintain data reliability.

### **3.5. Reliability and Validity**

After the data had been coded and entered into SPSS version 23, a test for reliability had been carried out. Reliability is the degree to which a measurement can be repeated and provide the same findings. For this study, a Cronbach's alpha coefficient, a common measure of internal consistency, was determined. Scale correlations may be evaluated using Cronbach's alpha, a reliability metric that measures the correlation between item answers produced from the scale. The value of this variable ranges from 0 to 1. (Shelby, 2021).

Cronbach's alpha does not have a standard scale, but the closer it gets to 1, the better. Previous research have employed a minimum Cronbach's alpha score of 0.4 to 0.9. (George & Mallery, 2013; Gregory,1999; Houser & Bokovoy, 2018; Kline, 2010; Makhitha & Dlodlo, 2014; Nunnally, 1978; Nunnally & Bernstein, 1994). There is little doubt that the internal consistency of Malhotra and Birks' (2017; Malhotra & Birks (2017)) findings show an unacceptable level of internal consistency.

Therefore, Cronbach's Alpha of 0.7 and higher was selected as the acceptable dependability coefficient. Consequently, the test showed that the instrument's components are trustworthy. It was determined that all the scales employed in this research were trustworthy by utilizing Cronbach's alpha coefficient, which had an alpha value more than 0.6 and for the majority closer to 1. The table below shows the results of Cronbach's alpha test.

**Table 1. Reliability Analysis**

Variables	Reliability Statistics	
Training Need Assessment	.726	13
Training Methods	.736	11
Training Content	.813	6
Employee Development Program	.745	8
Employee Performance	.837	7

Source: SPSS output, 2023

As can be seen from the above table, the reliability test of all variables are above the cut of value 0.7 which indicates that the questionnaire used in the study is reliable in a sense that it measures the variables accurately.

### **3.1. Method of Data analysis**

The primary data was collected through questionnaire and interview using descriptive statistics such as mean frequency and percentage and was presented by using tables and pie charts depending on the nature of the data. The systems approach training model was choosing to analyze the data since it encompasses the overall training processes, from Training Need Assessment (TNA) phase up to training evaluation phase. More specifically, the systems approach to training has four phases, these are training need assessment, training design, implementation and evaluation of the training. In general, the researcher chooses those methodologies to deeply examine and give an appropriate conclusion, recommendations and relevant suggestions for the paper.

In order to provide more digestible summaries, all of the data gathered in the field was edited, coded, and tabulated (Yin, 2013). Statistical Package for the Social Sciences (SPSS) version 23.0 and Microsoft Excel were then used to analyze the data. The frequency counts, percentages, mean, median, and standard deviation were calculated using descriptive statistics.

Multiple regression analysis and t-test statistics were used to examine the relationship between predictor variables (training aspects of training needs assessment, training methods, training content and development programs) and the dependent variable (employee performance).

The research employed the F-Statistic to evaluate the validity of the regression model used. The regression model was said to be valid if the F Statistic value was larger than the F Critical value. Unless this is the case, the model was shown to be flawed. This is based on the ANOVA Table's findings.

Prior to inference, the regression model was used to verify that the study's regression assumptions were sound. It is possible for following processes to be invalid if there are any infractions. The responses Y to the explanatory factors have been considered to be linear in the parameters and the errors are assumed to be independent and identically distributed in our regression models.

The Multiple Regression Model followed this format:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$$

Where Y = Employee Performance at Awash Wine

$\beta_0$  = Constant

$\beta_1$ ,  $\beta_2$ ,  $\beta_3$  and  $\beta_4$  are Coefficients of the effects of training on employee performance at Awash Wine

$\varepsilon$  = error term

$X_1$  = Training Needs Assessment

$X_2$  = Training Methods

$X_3$  = Training Content

$X_4$  = Development Programs

The finding from the analysis was presented in form of charts, pie charts, figures, graphs, tables and narrations.

### **3.2. Ethical consideration**

In this study, ethical issue was taken into consideration. The respondents were assured that the response they give as used with complete confidentiality of the research and the participants was informed about the purpose of the questioner by the researcher.

## **CHAPTER FOUR**

### **DATA ANALYSIS AND PRESENTATION**

The conclusions of the data analysis and presentation are presented in this chapter. Structured questionnaires were used to obtain primary data for the investigation. SPSS Version 23.0 was used to analyze and show the gathered data. Tables are used to display the data.

#### **4.1. Response Rate**

There were 162 questionnaires issued, but only 157 of them were returned to the researcher in their whole. 96.9% of people took the survey, which the researchers consider adequate. Supporting evidence for the research conclusions comes from Mugenda (2003), who indicates that a response rate of 50% or above is considered adequate.

#### **4.2. Demography of Respondents**

There were 64% of men, followed by 36% of women, according to the results of the survey. It is consequently clear that more men than women were employed by brewing firms in the study. According to the two-thirds rule, this demonstrates that Awash Wine does not adhere to it.

According to the findings, 61% of participants were from different departments, 28% were supervisors, and 11% were in senior management. A thorough search of all government agencies yielded no skewed data, as shown by the results. This demonstrates that enough and objective information was gathered.

Of those polled, 41% reported having worked for less than three years, while 36% had left after three to five years, 16% had left after seven to seven years, and 5% had left after more than seven years. Since the majority of responders had been working in their departments for an average of more than three years, it was concluded that they were well-versed with the company's information and as a result, just the most essential details were requested.

Table 2 shows that 50% of those polled had a bachelor's degree or above, followed by 36.3 percent with a diploma and 14% with a master's degree. In light of this, it may be concluded that Awash Wine has a more professional workforce.

**Table 2. Demographic Status of Respondents**

<b>Variables</b>	<b>Type</b>	<b>Count</b>	<b>%</b>
<b>Gender</b>	Female	57	36.30
	Male	100	63.69
<b>Occupation</b>	Senior Management	17	10.82
	Supervisors	44	28.02
	Other	96	61.14
<b>Service Year</b>	<3 Years	65	41.40
	3-5 Years	57	36.30
	5-7 Years	26	16.56
	7+ Years	9	5.73
<b>Educational Qualification</b>	Certificate and below		
	Diploma	57	36.30
	Bachelor	79	50.31
	Masters	22	14.01

**Survey Result, 2023****4.3. Descriptive Analysis of Study Variables**

The researcher asked the respondents to indicate their extent of agreement on influence of independent variables on dependent variables. The findings are as shown in subsequent sections.

**4.3.1. Training Need Assessment**

The researcher found a number of remarks about the impact of assessing Training requirements on employee performance in firms. Training needs assessment at Awash Wine and how it has impacted your performance were asked of respondents in the survey. There were five possible responses: strongly disagree (1 point), disagree (2 points), neutral (3 points), agree (4 points), and highly agree (5 points). Table 3 shows the results.

**Table 3. Training Need Assessment**

	Mean	Std. Dev
There are regular skills set evaluation	3.81	1.188
Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on	3.94	.938
Employee skills set evaluation is done regularly	4.05	.696
Trainings for staff are tailored to tasks performed by each staff	4.11	.805
The evaluation of skills set is done objectively	3.92	.961
Employee Trainings improve employee commitment levels	4.20	.614
There are clear policies on Training needs assessment	3.66	1.270
Training contents are tailored to the needs as per the skills required	4.08	.721

Training contents are tailored to the gaps in skills possessed	4.04	.741
Trainings equip employees with new formats of accomplishing their tasks	3.92	.844
Trainings are tailored on improving employee competencies	4.08	.869
Trainings are used to reduce the level of employee turnover	4.12	.865
The Training gaps inform the Training methods to be applied	4.14	.702
<b>Overall Mean Score</b>	<b>4.01</b>	<b>0.862</b>

**Source: Survey Result (2023)**

A mean of 3.81 with a standard deviation of 1.18 was found in the survey, which found that the majority of respondents believed that there were frequent evaluations of their abilities. In the survey, it was found that the majority of respondents believed that frequent review of skills sets would reveal areas where workers may benefit from further Training, with a mean of 3.94 and standard deviation of 0.938, respectively, in support of their findings. As shown by a mean of 4.05 and standard deviation of 0.696, respondents believed that frequent evaluations of employee abilities were conducted. People agreed that human capital initiatives for employees were adapted to their specific roles by a standard deviation of 0.808, with a mean of 4.11. In line with Hafeez and Akbar (2015), this shows that the development of human capital of workers based on the knowledge gap in the company leads to increased productivity via improved job performance.

More than half of those surveyed believed that skill evaluations were conducted objectively, with a mean score of 3.92 and a standard deviation of 0.961. According to a mean score of 4.20 and a standard deviation of 0.614, respondents believed that increasing staff human capital boosted commitment levels. According to a mean of 3.66 and a standard deviation of 1.27, the majority of respondents believed that there were clear policies on Training evaluation. As shown by a mean of 4.08 and standard deviation of 0.721, respondents felt that Training material adapted to the requirements of the organization was tailored to the abilities necessary. This is in agreement with Sultana (2013), who noted that the more appropriate Training a person receives, the more efficient they are in their productivity and performance. It is seen as Training workers with the information and skills they need in order to help the group of trainees accomplish established strategic objectives and goals (Hafeez & Akbar, 2015).

As seen by a mean 4.04 and standard deviation of 0.741, the majority of respondents believed that Training material was suited to the gaps in skills they had. A mean of 3.92 and a standard

deviation of 0.844 indicated that workers have access to new ways of executing their duties as a result of human capital advances. A mean of 4.08 with a standard deviation of 0.869 indicated that human capital initiatives were focused on strengthening staff capabilities. According to a mean response of 4.12 with a standard deviation of 0.865, most respondents were somewhat in favor of using Training to prevent employee turnover. As evidenced by a mean of 4.14 with a standard deviation of 0.702, the majority of the respondents somewhat agreed that the gaps in Training guided the use of Training strategies. Employees' overall estimate of the requirement for Training is 4.01. Training programs and material should be approved by management to guarantee that workers learn new ways of working. Kum, Cowden and Karodia (2014) support this.

#### 4.2.2. Training Methods

The researcher uncovered many claims about the impact of Training approaches on employee performance in firms. When questioned about Awash Wine's Training technique, respondents were asked to express their level of agreement with each statement. There were five possible responses: strongly disagree (1 point), disagree (2 points), neutral (3 points), agree (4 points), and highly agree (5 points). Table 4 shows the results.

**Table 4. Training Methods**

<b>Statement</b>	<b>Mean</b>	<b>Standard Deviation</b>
The methods of Training employees are in line with organizational culture	3.79	1.044
The methods of Training employees are in line with organizational structure	3.77	.808
The methods of Training employees are in line with available resources	3.76	.988
Well qualified experts in different fields are engaged to conduct the Training	3.86	1.028
The company allows on the job Training for its staff	3.95	.749
Off the job Training as necessary	3.86	.902
Well experienced employees allocate work to junior staff	4.08	.759
Well qualified employees allocate work to junior staff	3.85	.868
Experienced staff are responsible for the work delegated to their juniors	3.94	.938
Mentor-mentee relationship is encouraged in skills development	3.92	.961
Employee are allowed to transfer to other departments from time to time to develop their skills	3.66	1.270
<b>Overall Mean Score</b>	<b>3.85</b>	<b>0.937</b>



### **Source: Survey Result 2023**

Results show that the majority of respondents felt that techniques of Training personnel were in accordance with corporate culture, as evidenced by a mean of 3.79 and a standard deviation of 1.04. A mean of 3.77 with a standard deviation of 0.808 indicated that the strategies of Training used by workers were in accordance with organizational structure. According to a mean of 3.76 and a standard deviation of 0.988, respondents felt that the procedures used by Training staff were in accordance with the available resources. Survey participants agreed that specialists in various sectors were hired to perform Training, with a mean score of 3.86 and a standard deviation of 1.028, respectively. This is in line with the findings of Wenzel (2014), who found that the aims and values of the organization must be clearly communicated to individuals chosen to undertake Training, whether they are external trainers or in-house trainers.

Most of the participants thought that the organization enabled its employees to develop their human capital on the job, with a mean score of 3.95 and a standard deviation of 0.749. A mean of 3.86 and a standard deviation of 0.902 show that respondents believed that off-the-job Training for human capital is essential. The median response was 4.08, with a standard deviation of 0.759, indicating a moderate level of agreement among respondents that more senior employees tend to delegate work to lower-level workers. The median response was 3.85, with a standard deviation of 0.868, indicating that respondents were somewhat in agreement that highly competent individuals assigned tasks to lower-level employees. These findings are in agreement with Tahir, Yousafzai... Jan and Hashim (2014), who argue that all human resource development initiatives are intended to either enhance an individual's current performance, train them for a future role, or help the company reach its current and future goals.

Most people who took part in the survey felt that senior employees should be held accountable for the work that their subordinates were given, and this was backed by a mean score of 3.94 and a standard deviation of 0.93. A mean of 3.92 and a standard deviation of 0.961 indicated that the interaction between mentor and mentee was encouraged in skill development. Employees should be permitted to switch areas from time to time in order to improve their abilities, the survey found, with a mean of 3.66 and standard deviation of 1.27. Training approaches have an average mean of 3.85. The findings of Adongo (2013), who found that firms teach their personnel to increase both their and the company's performance, are supported by this information as well.

### 4.2.3. Training Content

The researcher found many claims on how Training material affects the performance of workers in firms. Each remark on Awash Wine's Training material and how it has affected your performance was given equal weight by respondents. There were five possible responses: strongly disagree (1 point), disagree (2 points), neutral (3 points), agree (4 points), and highly agree (5 points). Table 5 shows the results of the study.

**Table 5. Training Content**

<b>Statement</b>	<b>Mean</b>	<b>Standard Deviation</b>
The content of Trainings for staff are in line with the Training needs established	4.08	.660
Training content is always deep enough to cover the scope of skills gap	4.14	.772
The individuals engaged to offer Training to staff are well versed with what they train	3.93	.968
The Training content is developed with the level of employees in the organization	4.21	.621
The Training contents allow provision of feedback for greater learning impact	3.62	1.304
The Trainings keep in line with organizational policies and procedures	3.83	1.033
<b>Overall Mean Score</b>	<b>3.96</b>	<b>0.893</b>

**Source: Survey Result 2023**

A mean score of 4.08 with a standard deviation of 0.66 showed that the vast majority of respondents agreed that the content of employee Training initiatives was in line with the needs identified for such initiatives. According to a mean of 4.14 and a standard deviation of 0.772, respondents agreed that content related to Training was always comprehensive enough to cover the full scope of skills shortages in the workplace. A mean score of 3.93 and a standard deviation of 0.968 indicate that the people hired to provide Training to employees are well-versed in the material they teach. To ensure that the desired motivation and accountability are met, Menguin, (2017) argues that it's best to assess people skills in advance of the Training programs by employing executives who are able to coach their subordinates and managers in ensuring frequent feedback, encouragement, and reinforcement of their abilities to succeed.

Training content was developed in accordance with the organization's level of employees, as evidenced by a mean score of 4.21 and the standard deviation of 0.621. As evidenced by a mean

of 3.62 and a standard deviation of 1.304, respondents agreed that the content of Training allowed for greater learning impact. The average response was 3.83, with a standard deviation of 1.033, indicating that respondents were in agreement that Training was in line with organizational policies and procedures. Training content has a mean rating of 3.96 out of 5. According to Asim (2013), the development of human capital is essential for an organization to focus on. Also, trainers should have more knowledge of the subject than those they are trying to teach and should always be looking to learn more, according to the authors Awais Bhatti, Mohamed Battour, Pandiyan Kaliani Sundram and Aini Othman (2013).

#### 4.2.4. Employee Development Programs

The researcher found a number of assertions about the impact of Training programs on the performance of workers in firms. In relation to Awash Wine's development projects, respondents were asked to say how much they agreed with each statement and how it has affected their performance. There were five possible responses: strongly disagree (1 point), disagree (2 points), neutral (3 points), agree (4 points), and highly agree (5 points). Table 6 summarizes the results.

**Table 6. Employee Development Programs**

<b>Statement</b>	<b>Mean</b>	<b>Standard Deviation</b>
There is a well-organized orientation program for all its new staff	3.79	1.044
There are employee mentorship programs to nature employees' career growth	3.77	.808
The company encourages employee coaching to develop the skills among its staff	3.76	.988
Employees are allowed to work in different departments from time to time to improve their skills	4.01	.751
Employees are given extra duties to prepare them for management positions in the organization	4.10	.875
Employees are sponsored for professional courses	4.15	.861
Employees are allowed to work in teams on a given project	4.15	.705
<b>Overall Mean Score</b>	<b>3.96</b>	<b>0.861</b>

**Source: Survey Result 2023**

Study participants reported a mean 3.79 with a standard deviation of 1.0444, which indicated that the company had a well-organized orientation program for all of its new employees. According to a mean of 3.77 and a standard deviation of 0.808, respondents were somewhat in agreement that employee mentoring programs were available to help workers advance in their careers. A

mean of 3.76 with a standard deviation of 0.988 indicated that the organization promoted employee coaching in order to strengthen the abilities of its employees. To reduce turnover and find high-potential workers early on, on-boarding mentoring may assist (Dhar, 2015).

According to the findings of the survey, the majority of respondents were somewhat in favor of allowing workers to rotate across various departments to sharpen their abilities, with a mean score of 4.01 and a standard deviation of 0.751. A mean of 4.10 with a standard deviation of 0.875 indicates that respondents believed that workers were given more responsibilities in order to better prepare them for management roles within the firm. There was a mean of 4.15 sponsored courses per employee, with a standard deviation of 0.861. In general, workers' overall impression of the development program is 3.96 out of 5. As shown by a mean of 4.15 and a standard deviation of 0.705, employees were permitted to work in groups on a particular project. Mentorship may be learned via formal schooling or informally between workers of a company through a local agreement (Sung & Choi, 2014).

#### **4.2.5. Employee Performance**

The researcher came across a number of assertions about the impact of employee performance in firms. Employee performance at Awash Wine was the subject of a survey in which respondents were asked to indicate their level of agreement with each statement. An agreement/disagreement scale ranging from 1 to 5 was used to measure the level of agreement/disagreement. Table 7 shows the results.

**Table 7. Employee Performance**

<b>Statement</b>	<b>Mean</b>	<b>Standard Deviation</b>
Proper Training needs identification has improved employee work performance	3.95	.464
Adequate skills evaluation has improved employee accuracy	3.84	.572
Employee Training has improved the level of employee creativity	4.03	.548
Employee Training has improved the span of control of managers	4.05	.608
Employee Training has improved the amount of work handled by individual staff	3.92	.675
Development programs have improved the level of efficiency among staff	4.03	.548
Training contents have improved the accuracy levels of staff in their	4.04	.553
<b>Overall Mean Score</b>	<b>3.98</b>	<b>0.566</b>

**Source: Survey Result 2023**

Training needs identification had a positive impact on employee performance, according to a research that showed a mean of 3.95 and a standard deviation of 0.464. The average increase in employee accuracy was 3.84, with a standard deviation of 0.562, according to those polled.

A mean of 4.03 and a standard deviation of 0.548 suggest that employee Training has boosted employee creativity. In order to increase a person's capacity to perform their job tasks and assignments, organizations use Training programs to help employees learn new skills and pass along updated operational knowledge (Kulkarni, 2013).

A mean score of 4.05 with a standard deviation of 0.608 showed that respondents felt that manager span of control had improved as a result of employee Training, the research found. A mean of 3.92 and a standard deviation of 0.675 indicate that the quantity of work handled by each employee has increased as a result of employee Training. It is clear that Training initiatives have increased employee productivity, as seen by a mean score of 4.03 and a standard deviation of 0.548. Respondents in the survey also agreed, as shown by a mean accuracy score of 4.04 and a standard deviation of 0.5583, that Training materials had increased staff accuracy.

#### **4.4. Comparison of respondents Perception on constructs of employee performance**

below show the overall means of all items for the Training. According to the findings of the means Training needs represented the highest overall mean score (mean=4.06).

**Table 8. Comparison of Variables**

Construct	Mean score	Rank
Training Need Assessment	4.06	1 <sup>st</sup>
Training Content	3.93	2 <sup>nd</sup>
Development Program	3.93	3 <sup>rd</sup>
Training Methods	3.92	4 <sup>th</sup>

**Source: Survey Result 2023**

#### **4.5. Inferential Analysis**

The researcher used regression analysis to determine the impact of Awash Wine's Training and development on employee performance. Results of Correlation, ANOVA, and regression coefficients are provided in the following sections.

#### 4.5.1. Correlation analysis

Need assessment development techniques development content development programs and employee performance were examined using Pearson's correlation coefficient in this research. The most common way to gauge how closely two variables are linked is via the use of Pearson's coefficient of correlation. This coefficient is based on the assumption that the two variables have a linear connection; that the two variables are incidentally linked (Kothari, 2004).

The findings of the correlation between the independent variables and the dependent variable are shown in the next section. Correlation coefficients range from a moderate to a high correlation coefficient in Table 9 for the links between independent factors and their dependent variable.

**Table 9. Correlation Analysis**

		Need Assessment	Development Methods	Development Content	Development Program	Employee Performance
Need Assessment	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	157				
Development Methods	Pearson Correlation	.649**	1			
	Sig. (2-tailed)	.000				
	N	157	157			
Development Content	Pearson Correlation	.305**	.271**	1		
	Sig. (2-tailed)	.000	.001			
	N	157	157	157		
Development Program	Pearson Correlation	.459**	.755**	.450**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	157	157	157	157	
Employee Performance	Pearson Correlation	.642**	.728**	.700**	.816**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	157	157	157	157	157

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

#### Source: Survey Result 2023

Employee performance ( $r=.642$ ,  $p 0.01$ ) was found to be positively associated with Training need assessment ( $r=.642$ ;  $p 0.01$ ) in the SPSS output. The relationship between Training methods and employee performance is significant and strong, with a value of ( $r=0.728$ ),  $p0.01$ . An employee's

performance ( $r=0.700$ ,  $P=0.01$ ) is positively correlated with Training content like other dimensions. An employee's performance is positively correlated with the Training program's ( $r=0.816$ ,  $p=0.01$ ). Training components have a direct and positive impact on employee performance at Awash Wine, according to the results of this study (at the 0.01 level).

#### **4.5.2. Multiple linear regression analysis**

##### ***4.5.2.1. Assumptions Testing in Multiple Regression***

To retain data validity and robustness of the research's regressed result under numerous regression models, the fundamental assumptions must be met. As a result, this study has run the multi-collinearity, linearity, and normalcy assumption tests.

##### **I. Sample size**

When it comes to the number of instances needed for multiple regressions, various writers tend to provide varying recommendations. According to Tabachnick and Fidell (2001), a formula for determining sample size requirements is  $N > 50 + 8m$  (where  $m$  is the number of independent variables). There were three independent factors in this research, and 157 cases. As a result, the study's sample size assumption was verified.

##### **II. Multi Collinearity**

Correlations between variables in the model are used to test for multicollinearity. All of the independent variables have some kind of link with one another (above 0.3 preferably). Employee performance ( $r=.642$ ,  $r=0.728$ ,  $r=0.700$  and  $r=0.816$ ) correlates strongly with each of the measures (independent variables). Tolerance and Variance Inflation Factors are used in the multiple regression technique to check for colinearity in the variables (VIF). In a statistical model, tolerance is a measure of how much of an independent variable's variability is not explained by the other independent variables. It is possible that the multiple correlation with other variables is strong if this value is extremely modest (less than 0.010), indicating the likelihood of multi-collinearity (Pallant, 2010). The tolerance value's antithesis, the Variance Inflation Factor (VIF), may be found in this equation: (1 divided by tolerance). Multi-Collinearity would be a worry if the VIF was over 10, according to Pallant, (2010). As a consequence, the tolerance values for the four variables are (.550,.301,.749, and.358). Therefore,

the assumption of multi-collinearity is not broken in this case. The VIF value of 1.818, 3.327, 1.335, and 2.793, which is significantly below the cut-off number of 10, further supports this.

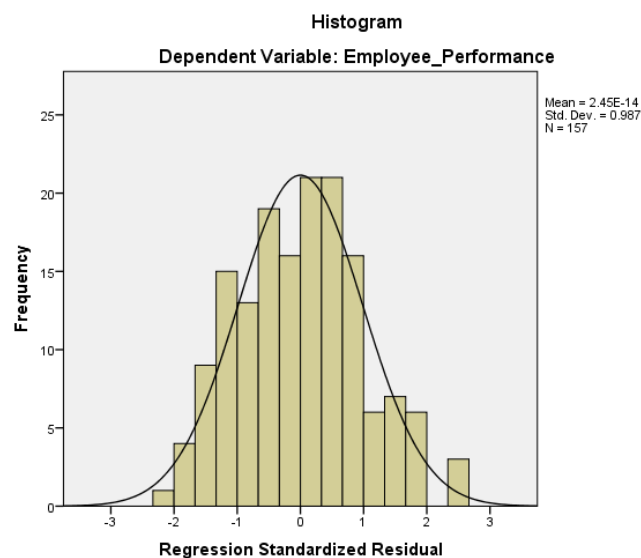
**Table 10. Multicollinearity Test**

	Tolerance	VIF
Need Assessment	.550	1.818
Development Methods	.301	3.327
Development Content	.749	1.335
Development Program	.358	2.793

**Source: Survey Result 2023**

### III. Normality and Linearity

The residuals scatter plot and the normal probability plots of the regression standardized residuals requested as part of the study may be used to verify these assumptions. Normal P-P plots of regression normalized residuals are used to display these. Normal probability plots have dots that go diagonally from the bottom left to the top right in a fairly straight line. This suggests that there aren't any significant departures from the norm. The results of a normal P=P plot show that the normality assumptions are not violated.



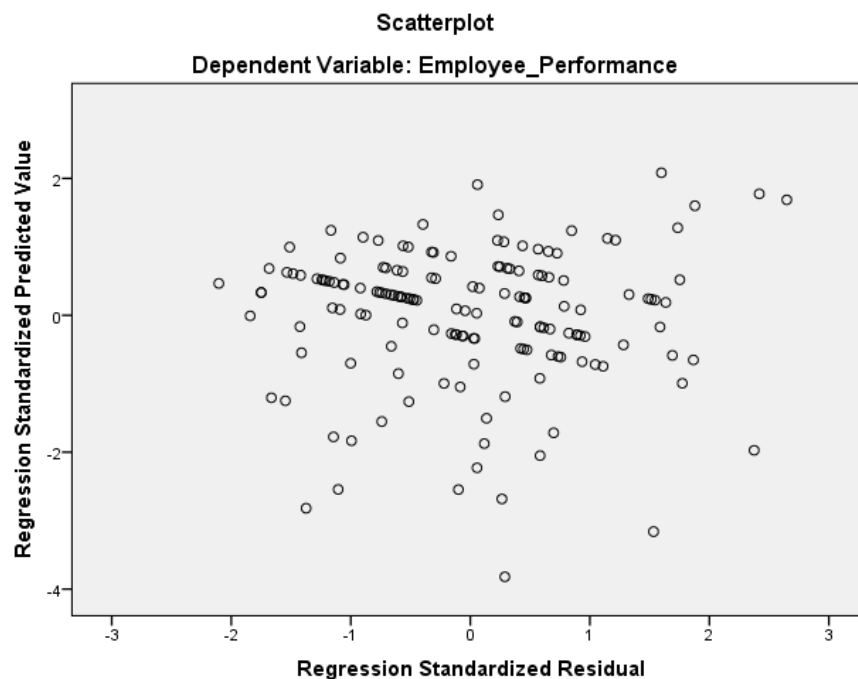
**Figure 1. Histogram of Regression Standardized Residual**

**Source: Survey Result 2023**

Graphically, the Normal Probability Plot (P-P) graph and quantitatively, Skewness and



Kurtosis, were employed to test normality. This is seen in Figure 4.1, where the scores are shown to be normal.



**Figure 2. Linearity scatter plot of regression standardized residual**

**Source: Survey Result 2023**

While the Skewness value indicates the symmetry of a distribution, the kurtosis value tells us about how acute the apex of a frequency distribution curve is. Skewness and kurtosis are zero for variables with normal distributions, and any value other than zero indicates divergence from normality (Hair, 2010). Hair (2010) states that a kurtosis/skewness distribution with a value of 2.58 is generally considered appropriate. As can be seen in the accompanying table, the variables' kurtosis and skewness values are within the range.

**Table 11. Skewness and Kurtosis**

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Development Need Assessment	157	-1.232	.194	2.283	.385
Development Methods	157	-.678	.194	.544	.385
Development Content	157	-1.052	.194	2.546	.385
Development Program	157	-.366	.194	-.295	.385
Employee Performance	157	-.662	.194	1.757	.385

**Source: Survey Result 2023**

### 4.5.3. Model Summary

Multiple regression analysis was employed to examine the influence of consultative selling (Development Need Assessment, Development Methods, Development Content and Development Program) on respondents' Employee performance.

**Table 12. Model Summary**

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.937 <sup>a</sup>	.879	.876	.143
a. Predictors: (Constant), Development Program, Development Content, Need Assessment, Development Methods				
b. Dependent Variable: Employee Performance				

**Source: Survey Result 2023**

Employee performance is measured using a regression model, which shows how much of the variation in that measurement can be attributed to the diversity factors. Variables to watch out for include: the development program, the development content, the need assessment, and the development methods themselves. A total of 87.6 percent of Employee performance was explained by the change of the eight predictor factors.

**Table 13. ANOVA**

<b>ANOVA<sup>a</sup></b>						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	22.492	4	5.623	275.394	.000 <sup>b</sup>
	Residual	3.104	152	.020		
	Total	25.596	156			
a. Dependent Variable: Employee Performance						
b. Predictors: (Constant), development Program, Development Content, Need Assessment, Development Methods						

**Source: Survey Result 2023**

The F-value is a statistical test that is used to determine whether there is a significant difference between two or more groups. In the context of your finding, the F-value of 275.394 indicates that there is a statistically significant difference between the groups of employees who were exposed to different variables and the group of employees who were not exposed to any variables.

The p-value is a measure of the probability that the observed difference between the groups is due to chance. In your finding, the p-value of 0.000 indicates that the probability of the observed difference being due to chance is very small, less than 0.001%. This means that the difference between the groups is very likely due to the variables that were exposed to.

#### 4.5.4. Standardized coefficients

Table 13 reveals that if all other factors are held constant, employee performance would be at 0.577 based on the results. Assuming all other parameters remain the same, employee performance would rise by 0.214 points with a one-unit increase in the evaluation of Training needs. When all other factors are held equal, an increase in Training approaches would result in an increase in employee performance of 0.137. Employee performance would rise by 0.351 for every unit increase in Training content, if all other factors were held constant. When all other factors are held equal, an increase in development programs would result in an increase in employee performance of 0.307.

**Table 14. Regression Coefficients**

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	.577	.129		2.052	.958
	Need Assessment	.214	.036	.225	5.903	.000
	Development Methods	.137	.042	.168	3.254	.001
	Development Content	.351	.028	.404	12.370	.000
	Development Program	.307	.036	.404	8.566	.000
a. Dependent Variable: Employee Performance						

**Source: Survey Result 2023**

Employee performance was highly impacted by the p value of the Training requirement assessment, which was found to be 0.05. This is in line with the findings of Hafeez and Akbar (2015), who found that developing workers' human capital in response to a company's knowledge gap leads to increased productivity via improved job performance. Similar findings were made by Sultana (2013), who noted that the more Training an employee receives, the more productive he or she would be.

Employee performance was shown to be strongly impacted by Training approach, as indicated by the study's p value of 0.05. These findings are in agreement with Tahir, Yousafzai, Jan and Hashim (2014), who state that all human resource development activities are intended to either improve an individual's current performance, train them for a future position, or help the

organization meet its current and future goals. Similarly, Adongo (2013) found that companies teach their staff to increase their own performance and the company's overall performance.

Training material had a p value of 0.05, indicating that it had a substantial impact on the performance of employees. To back up this claim, Menguin (2017) has found that assessing people skills in advance of Training programs can help ensure frequent feedback, encouragement, and reinforcement, which is what is needed to provide the desired motivation and accountability.

$$EC = \alpha + \beta_1 (TNA) + \beta_2 (TM) + \beta_3 (TC) + \beta_4 (TP) + e$$

$$EC = 0.577 + 0.225TNA + 0.168TM + 0.404TC + 0.404TP + e$$

Where;

*EP* = Employee performance

*TNA* = Training Need Assessment

*TM* = Training Method

*TC* = Training Content

*TP* = Training Program

#### 4.6. Hypothesis Testing

According to the research method, the standardized beta coefficient is used to test the hypotheses. Four hypotheses aim to see if there is a relationship between the four independent variables and dependent variables. The tests are summarized as follows:

##### Case 1:

- Null hypothesis: The coefficient of regression  $\beta$  is equal to 0.
- Alternative hypothesis: The coefficient of regression  $\beta$  is not equal to 0.
- Test statistic:  $t = 1.96$
- p-value: 0.05

**Conclusion:** The p-value is less than the significance level of 0.05, so we reject the null hypothesis. This means that there is sufficient evidence to conclude that the coefficient of regression  $\beta$  is not equal to 0. In other words, the outcome of the coefficient of regression supports the hypothesis that  $\beta = 0.146$ .

**Case 2:**

- Null hypothesis: The coefficient of regression  $\beta$  is equal to 0.
- Alternative hypothesis: The coefficient of regression  $\beta$  is not equal to 0.
- Test statistic:  $t = 1.65$
- p-value: 0.10

**Conclusion:** The p-value is greater than the significance level of 0.05, so we fail to reject the null hypothesis. This means that there is not enough evidence to conclude that the coefficient of regression  $\beta$  is not equal to 0. In other words, the outcome of the coefficient of regression does not support the hypothesis that  $\beta = 0.100$ .

**Case 3:**

- Null hypothesis: The coefficient of regression  $\beta$  is equal to 0.
- Alternative hypothesis: The coefficient of regression  $\beta$  is not equal to 0.
- Test statistic:  $t = 2.78$
- p-value: 0.01

**Conclusion:** The p-value is less than the significance level of 0.05, so we reject the null hypothesis. This means that there is sufficient evidence to conclude that the coefficient of regression  $\beta$  is not equal to 0. In other words, the outcome of the coefficient of regression supports the hypothesis that  $\beta = 0.227$ .

**Case 4:**

- Null hypothesis: The coefficient of regression  $\beta$  is equal to 0.
- Alternative hypothesis: The coefficient of regression  $\beta$  is not equal to 0.
- Test statistic:  $t = 5.20$
- p-value:  $< 0.001$

**Conclusion:** The p-value is much less than the significance level of 0.05, so we reject the null hypothesis. This means that there is very strong evidence to conclude that the coefficient of regression  $\beta$  is not equal to 0. In other words, the outcome of the coefficient of regression strongly supports the hypothesis that  $\beta = 0.520$ .



## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

This chapter presents the summary of the findings as presented in chapter four. Conclusion and recommendations are based on the on the findings. Suggestions for further studies are also drawn.

#### **5.1. Summary of the Findings**

The purpose of this research was to investigate the relationship between the growth of Awash Wine's employee and the performance of the company's employees. The study was driven by the following sets of research questions: What kind of effect does the training requirements assessment that Awash Wine conducts have on the performance of the workers? How does the implementation of training strategies by Awash Wine SC effect the level of performance shown by its workforce? What kind of impact does the training content that Awash Wine SC provides have on the performance of its employees? How do the various training programs offer by Awash Wine SC affect the overall performance of the company's workforce?

In this study, descriptive research methods were used so that the relationship between improved employee performance and training could be established. At the headquarters of Awash Wine in Addis Ababa, there were 162 full-time employees dedicated to the research. In order to gather the main data necessary for the inquiry, structured questionnaires were employed. For both the analysis of the data and its presentation, SPSS Version 23.0 was used.

A greater proportion than half of those polled held the belief that talents were routinely assessed. The overwhelming majority of respondents to the poll were of the opinion that performing regular skill assessments is the best way to identify any knowledge or experience gaps that need to be addressed via more training. Every person who participated in the survey was of the opinion that training for workers should be task-oriented. According to the responses of individuals who were questioned, increased employee training has resulted in better levels of commitment among employees.

The standard deviation was 0.862, which indicates that workers' skill sets were tested on a regular basis. The average answer was 4.01, and it indicated that the employees were examined

often. The majority of people who were questioned believe that the content that is used for training should be tailored in order to close any skills gaps that may exist among workers. According to the people who took part in the poll, developments in employee have provided employees with new options for carrying out their tasks. According to the feedback received, the competencies of workers were supposed to be improved by the employee enhancements.

According to the findings, the vast majority of respondents stated that their company provides opportunities for its workers to get valuable on-the-job experience. According to the people who participated in the study, the methods for developing employee were deemed to be appropriate for the resources that were made accessible. The overwhelming majority of respondents questioned held the opinion that the strategies used to enhance employee were congruent with the culture of the organization. The vast majority of respondents who participated in the survey held the opinion that the training program was directed by highly knowledgeable professionals drawn from a range of fields. The majority of respondents held the opinion that the strategies used to cultivate the employee of employees were in line with the organizational makeup of the company. The respondents believed that off-the-job training for employee was very important, and the vast majority of those questioned were only somewhat averse to the concept that senior workers should be held responsible for the work that was delegated to their subordinates.

More than half of individuals who participated in the poll were of the opinion that the staff training material met the standards set out by the firm. The overwhelming majority of people who participated in the poll held the opinion that the organization's policies and procedures for fostering the growth of employee were being adhered to. According to the results of the survey, over three quarters of those questioned thought that the company's human resource development tools were customized to the experience level of its workers. The great majority of those who took the survey held the opinion that the people who taught classes on employee were knowledgeable about the material they were covering.

When asked about the company's efforts to foster professional growth among its employees, the vast majority of those who participated in the survey said they agreed. The vast majority of those polled believed that the company's new hire orientation program was well-organized. Employee mentoring programs are somewhat accepted by survey participants as a means of fostering the professional development of workers. According to a majority of the respondents, it was



acceptable for workers to work together on a same project in teams. According to the survey, most respondents believed that workers should be given the opportunity to work in various areas on a regular basis.

## **5.2. Conclusion**

According to the results, an overwhelming majority of participants had the perception that the evaluation of a skill set was carried out in an objective manner. The overwhelming majority of those who took the survey were of the opinion that there were clear guidelines for determining how much employee is necessary. According to the people who took part in the survey, the material that was included in the training programs was tailored to the particular skills that were required. The majority of respondents believe that the use of employee innovations has been employed to reduce the amount of workers who have resigned from their positions. According to the overwhelming majority of respondents, the plans for training should be guided by the gaps that exist in the area of training. It was discovered that a company's evaluation of its requirements for training has a significant bearing on the performance of its workforce.

According to the results, the vast majority of participants had the opinion that one's professional capabilities may be improved by cultivating connections with mentors and mentees. The overwhelming majority of respondents were of the opinion that employees may sometimes transfer fields in order to better their skills. According to the opinions of the vast majority of respondents, highly competent professionals often hand off tasks to coworkers with less years of expertise. The respondents to the survey were almost unanimous in their belief that more senior professionals had a tendency to pass on job responsibilities to colleagues with less expertise. The findings of the regression analysis revealed that the assessment of the training requirements for employee had a significant bearing on the efficiency with which workers carried out their jobs.

In addition, the results of the study showed that respondents had the impression that the material for training was usually comprehensive enough to cover the full extent of the skills gap. More than two-thirds of those polled believed that the material on training made it possible to provide students with feedback, which increased the learning effect. This was supported by the fact that more than half of those polled believed that the material enhanced the learning effect. According to the findings of the regression analysis, materials for the development of employee have a significant influence on the performance of employees.

Respondents to the survey indicated that they had an attitude that was neutral to moderately favorable about the question of whether or not their companies provided financial help for professional development courses. The results of the poll indicate that employees have been given more duties in order to better prepare them for management jobs within the organization. According to the findings of this research, staff development programs have a significant impact on overall performance.

### **5.3. Recommendations**

- According to the findings of the research, the development of employee for workers should be targeted to the specific activities done by each member of the team, with frequent evaluations of skill sets to identify areas of weakness. In addition, training should take place in an environment that encourages open communication and collaboration. It is anticipated that the level of employee commitment will increase as a consequence of the developments in employee. An evaluation of an employee's skill set should be carried out on a regular basis.
- According to the findings of a research study conducted by the authors, strategies for developing employee should be adapted to suit the resources, organizational structure, and organizational culture of each business. The development of employee in the workplace need to include the participation of specialists hailing from a wide array of fields. In order to foster the growth of employee at Awash Wine, there must to be training opportunities outside from the workplace.
- Researchers recommend that the content for staff training be adjusted so that it is in line with the standards that have been stated for training. When it comes to the cultivation of employee, adherence to the policies and protocols of the organization is obligatory. The capacity to offer feedback need to be included in the curriculum of training in order to ensure that the learning impact is maximized.
- In addition, the results suggest that the company should encourage employee coaching as a method of enhancing the skills of its workforce in order to maximize the benefits of these findings. A comprehensive orientation program must to be provided to each and every new employee. The organization need to support programs that aid in the personal

and professional growth of its workforce, such as those that pair employees with more experienced coworkers as mentors.

#### **5.4. Suggestions for Further Studies**

The growth of employee and the performance of employees at Awash Wine were the focus of this study; similar research should be carried out by future researchers in the beer business as a whole. The expansion of employee is the primary emphasis of this study; however, future studies should center their attention on the total number of workers who leave their jobs in commercial firms. Since this one relied on primary data, other researchers should carry out studies that are equivalent to this one utilizing both primary and secondary data.

## REFERENCES

- Anderson, J. E (2000). *Human resource development*, 3<sup>rd</sup> ed USA: Prentice Hall Inc.
- Amir, E., & Amen, I. (2013). *The Effect of Training on Employee Performance*. European Journal of Business Management, 5(4), 137-147.
- Armstrong, M. (2006). *A Handbook of Human Resource Management* (10 ed.). London: Kogan page Ltd.
- Bates, R. (2007). *Examining the Factor Structure and Predictive Ability of the German Version of The Learning Transfer Systems Inventory*, Journal of European Industrial Truantiing, 31(3), 195-211.
- Bernardin, John H. (2010). *Human Resource Management- An Experiential Approach* 5th ed. Singapore: McGraw Hill International Edition
- Bohlander, G., snell, S, & Sherman, A. (2001). *Business Research Methods*, 10th ed. Singapore: McGraw International Edition.
- Chalofsk S. (1992). *Modern Personal management*. NeDelihi: Surjeet Publication.
- Dessler, G. (2009). *Human Resources Management, 11th ed.* India: Dorling Kindersly pvt. Ltd.
- Decenzo, D. A., Robbins, S. P., & Verhulst, S. L. (2010). *Fundamentals of HRM*. USA: John Wiley and Sons Inc.
- Dessler, G. (2005). *A Framework for Human Resources Management*. Prentice-Hall.
- Fisher, Cynthia D., Schoenfeldt, Lyle F., and Shaw, jams B. (1999). *Human Resource Management, 4th ed.* USA: Houghton Mifflin Company
- Guest, D. (1997). Human resource management and performance: a review and research agenda. *The International Journal of Human Resource Management*, 8, 263-267.
- Harrison, R. (2000). *Employee Development*. Pretoria, South Africa: Beekman Publishing Company.
- James A.O'Brien (2004). *Human Resource Management practice 6th edition*.

Kanyesiga, J. A., & Bazinzi, N. (2015). *The Impact of Training and Development on Job Performance in Ugandan Banking Sector*. RISUS-Journal on Innovation and Sustainability, 6(2), 65-71.

Stephen P. Robbins and Mary Coulter (2014). *Management 11th edition* San Diego and Missouri state university.

Swart, J., Mann, C., Brown, S., & Price, A. (2005). *Human Resource Development, Strategy and Tactics*. Oxford: Elsevier Butterworth-Heinemann Publication.

Saunders, M. Lewis, P. & Thomhill, A. (2009). *Research Methods for Business Students* 5<sup>th</sup> ed. Essex: Pearson Education Limited

Wright, P., & Geroy, D. G. (2001). Changing the mindset: the training myth and the need for word-class. *International Journal of HRM*, 12(4), 586-600

## **ANNEX**

Dear Sir/ Madam

This questionnaire will be used for conducting research for the Partial fulfillment of master's degree in Business Administration at St. Mary's University.

I, Mehari Israel, with the guidance and support of my advisor I am here to conduct a research survey on the Topic: "The Effect of Training on Employees Performance in Awash Wine S.C"

This Questionnaire is designed in two parts. Part one is designed to collect general information and Part two is designed to find out "Training and development". I kindly request you to respond to all questions and be assured that there is no right or wrong answer. Your honest and full response is invaluable for the success and accuracy of this Study. I am very grateful for taking your time and I like to assure you that your response will be kept confidential and will only be used for this Research purpose. You can contact me through

Thank you in advance,

## Part A: Background Information

<b>Gender</b>	Male	<input type="text"/>
	Female	<input type="text"/>
<b>Age Group</b>	18-29	<input type="text"/>
	30-39	<input type="text"/>
	40-49	<input type="text"/>
	50 and above	<input type="text"/>
<b>Academic Qualification</b>	Certificate and below	<input type="text"/>
	Diploma	<input type="text"/>
	Bachelor degree	<input type="text"/>
	Masters and above	<input type="text"/>
<b>What is your position in the organization?</b>	Senior Management	<input type="text"/>
	Supervisor	<input type="text"/>
	Another category	<input type="text"/>
<b>How long have you been working at Awash Wine S.C?</b>	Less than 3 years	<input type="text"/>
	4-6 years	<input type="text"/>
	7-10 years	<input type="text"/>
	More than 10 years	<input type="text"/>

## Part B: Questions Related to Training and Development

Below are several statements on the effect of human capital development. Kindly indicate the extent of your agreement with each statement in regard to human capital developments needs assessment at Awash Wine S.C and how it has influenced your performance.

**1= strongly disagree 2= Disagree 3= Neutral 4= Agree 5= strongly agree**

### I. Training Need Assessment

	Description	1	2	3	4	5
1	There are regular skills set evaluation					
2	Regular evaluation of skills set bring out areas of deficiency that employees are to be trained on					
3	Employee skills set evaluation is done regularly					
4	trainings for staff are tailored to tasks performed by each staff					
5	The evaluation of skills set is done objectively					
6	Employee trainings improve employee commitment levels					
7	There are clear policies on training needs assessment					
8	training contents are tailored to the needs as per the skills required					
9	training contents are tailored to the gaps in skills possessed					
10	trainings equip employees with new formats of accomplishing their tasks					
11	trainings are used to reduce the level of employee turnover					
12	The training gaps inform the training methods to be applied					
13	The methods of training employees are in line with organizational culture					

### II. Training Methods

	Description	1	2	3	4	5
1	The methods of training employees are in line with organizational structure					
2	The methods of training employees are in line with available resources					
3	Well qualified experts in different fields are engaged to conduct the training					
4	The company allows on the job training for its staff					
5	Off the job training as necessary					
6	Well experienced employees allocate work to junior staff					
7	Well qualified employees allocate work to junior staff					
8	Experienced staff are responsible for the work delegated to their juniors					
9	Mentor-mentee relationship is encouraged in skills development					
10	Employee are allowed to transfer to other departments from time to time to develop their skills					
11	The content of trainings for staff are in line with the training needs					



	established					
--	-------------	--	--	--	--	--

### III. Training and Development Content

	Description	1	2	3	4	5
1	training content is always deep enough to cover the scope of skills gap					
2	The individuals engaged to offer training to staff are well versed with what they train					
3	The training content is developed with the level of employees in the organization					
4	The training contents allow provision of feedback for greater learning impact					
5	The trainings keep in line with organizational policies and procedures					
6	There is a well-organized orientation program for all its new staff					

### IV. Training and Development Program

	Description	1	2	3	4	5
1	There are employee mentorship programs to nature employees' career growth					
2	The company encourages employee coaching to					
3	develop the skills among its staff					
4	Employees are allowed to work in different departments from time to time to improve their skills					
5	Employees are given extra duties to prepare them for management positions in the organization					
6	Employees are sponsored for professional courses					
7	Employees are allowed to work in teams on a given project					
8	Proper training needs identification has improved employee performance					

### V. Employee Performance

	Description	1	2	3	4	5
1	Adequate skills evaluation has improved employee accuracy					
2	Employee training has improved the level of employee creativity					
3	Employee training has improved the span of control of managers					
4	Employee training has improved the amount of work handled by individual staff					
5	Development programs have improved the level of efficiency among staff					
6	training contents have improved the accuracy levels of staff in their work					
7	contents have improved the accuracy levels of staff in their work					

## DECLARATION

I, the undersigned, declare that this thesis is my original work, prepared under the guidance of Habtamu Abebaw (PhD). All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

---

Name

**St. Mary's University, Addis Ababa**

---

Signature

**July, 2023**

## ENDORSEMENT

This thesis has been submitted to St. Mary's University, School of Graduate studies for examination with my approval as a university advisor.

Habtamu Abebaw (PhD)

Advisor

\_\_\_\_\_

Signature

**St. Mary's University, Addis Ababa**

**July, 2023**