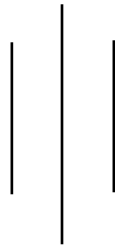
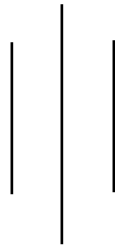


**IMPACT OF TRAINING AND DEVELOPMENT ON  
EMPLOYEE PERFORMANCE:  
A CASE STUDY OF  
AGRICULTURAL DEVELOPMENT BANK LTD**

**Submitted By  
Babita Ghale  
People's Campus  
Paknajol, Kathmandu  
T.U Reg. No.: 7-2-291-7-2008**



**A Thesis Submitted to  
Tribhuvan University  
Faculty of Management**



***In partial fulfilment of the requirement for the degree of  
Master of Business Studies (M.B.S)  
Kathmandu  
March, 2018***

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## **RECOMMENDATION**

This is to certify that the thesis:

Submitted by

**Babita Ghale**

Entitled

**Impact of Training and Development on Employee Performance:**

*A Case Study of Agricultural Development Bank Ltd*

*has been prepared as approved by this department in the prescribed format of the Faculty of Management. This thesis is forwarded for examination.*

.....

Dr. Arhan Sthapit  
(Thesis Supervisor)

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Nirmal Mani Panthi  
(Campus Chief)

Date: .....

# VIVA VOCE SHEET

We have conducted the viva-voce examination of the thesis

Submitted By:

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Entitled

**Impact of Training and Development on Employee Performance:**

*A Case Study of Agricultural Development Bank Ltd*

and found the thesis to be the original work of the student and written according to the prescribed format. We recommend the thesis to be accepted as partial fulfilment of the requirement for Masters of Business Studies (MBS).

## Viva-Voce Committee

Head, Research Department: .....

Member (Thesis Supervisor): .....

Member (External Expert): .....

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A major final thesis project like this is never the work of anyone alone. The contributions of many different people, in their different ways, have made this possible. So, I would like to sincerely recognize and appreciate the efforts of people who helped me to complete this thesis.

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## DECLARATION

I, the undersigned, declare that this thesis entitled **Impact of Training and Development on Employee Performance: A Case Study of Agricultural Development Bank Ltd** submitted to Office of the Dean, Faculty of Management, Tribhuvan University is my original work done for the partial fulfilment of requirement of the Degree of Masters of Business Studies (MBS), which is prepared under the supervision of Dr. Arhan Sthapit, Tribhuvan University, Nepal.

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# **CHAPTER I**

## **INTRODUCTION**

Organizations across the world have been striving for success and competing those in the same industry. In order to do so, organizations have to obtain and utilize human resources effectively. Organizations need to be aware of phase more realistically towards keeping their human resources up-to-date. In doing so, managers need to pay special attention to all the core functions of human resource management. Therefore, this study goes on to discuss the core functions of human resource which is T&D that has direct effect on employee performance.

Human resources are considered by many to be the most important asset of an organization, yet very few employers are able to harness the full potential from their employees (Radcliffe, 2005). Human resource can be utilized as productive resource consisting of the talents and skills of human beings that contribute to the production of goods and services (Kelly, 2001). Human resources are the main asset at modern organizations, which makes the skills and abilities mastered by employees, an important factor in determining the current situation as well as the future of an organization. Training is necessary to introduce a new process, improve the efficiency of the staff and equip unskilled workers to make them more valuable to the organization. Training has become the most essential aspect in the business world because it enhances the productivity, efficiency and confidence level in employees. It is important for employees because organizational profitability relies on the good performance of employees.

Training has important role in the achievement of organizational goal by integrating the interest of organization and the workforce. From an organization point of view, training of employees are essential for organization operations and advancement whereas from an employee point of view, training activities are important for skills and development, employee performance and career advancement. Employees training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an effective manner. Employees are required to be creative,

competent, innovative, flexible and trained enough to handle the information effectively. Skilled employees can handle the critical situation in a well organize manner.

Cardy (2010) stated that training normally focuses on providing specific skills and correcting deficiency in the performance of employees. On the other hand, development refers to the effort of providing employees with the organizations' needed future abilities. T&D results to increased profitability, improves knowledge and skills of the job at all levels of the organization. Similarly, it improves the employees' morale as well as helps them to identify with the organizational goals (Katcher & Snyder, 2003). Evans, Pucik and Barsoux (2002) argue that organizations are facing increased competition as a result of influence of globalization as well as changes in the technology, political as well as environments. These influences prompt organizations to embrace training to their employees so as to prepare them in adjusting with the scenarios, thus enhancing their performance. Internationally, most developed countries have recognized the importance of T&D. With the new technology progression making certain jobs and skills redundant, there is an increased emphasis for the need of skilled and highly trained employees (Blain, 2009).

Every organization's main objective is the improvement in its performance but this cannot be achieved without the efficient performance of the employees. Each organization has an established set of objectives to achieve, through the utilization of various resources like manpower, machines, materials and money. All these resources are important but manpower (employee) is the most important one out of them all. Therefore, employee performances directly influence organizational performance. Employee performance thus refers to the accomplishment or working effectively against set organizations' objectives (Richard, 2009). Jones (2006) explained in any organization, human resources act as its intellectual property and the employees are a good source of attainment of the firms' competitive advantage. Therefore, T&D becomes the only way to build the competencies of employees so as develop organizational intellectual property. It is therefore mandatory for organizations to assist their employees in increasing their commitment as well as helping them to obtain the skills needed for the firm. This means

that there is a need to optimize employees' contribution to the aims and goals of an organization so as to sustain effective performance.

As various studies indicate, organizational goals and objectives can be effectively achieved with an active and responsible contribution of its employees. Falola (2014) asserts that employees are the indispensable asset and key element of gaining competitive advantage of any organization, and training is essential tool for its actualization. That is, T&D are believed to be indispensable strategic tools for effective individual and organization's performance. For this reason, organizations have been spending money on it with confidence that it will earn them a competitive advantage in the world of business.

### **1.1 Context of the Study**

In the fast pace changing world of business and environmental uncertainty, organizations realize its limitation of dealing with new challenges and should therefore invest in training programmes to make their employees competent enough to face uncertainties and take effective decision in time and also remain competitive in the market (Tai, 2006). Effective training is beneficial for the firm in variety of ways, such as, it plays a vital role in building and maintaining capabilities, both on individual and organizational level, and thus participates in the process of organizational change (Valle, 2000). Moreover, it enhances the retention capacity of talented workforce, hence decreasing the unintentional job rotation of the workers (Shaw, 1998). Furthermore, it indicates the firm's long-term commitment towards its workers and increases the employee's motivational level (Pfeffer, 2005). All these contributions lead to achieving competitive advantage (Youndt, 1996) and to an enhancement in employee performance and organizational productivity (Bartel, 1994).

Throughout the centuries, the kinds of work to be completed, the skills needed and the tools used to do work have changed. The trends in human resource management practices throughout the world are changing dynamically. In the absence of planned and systematic training, employees learn jobs with the help of observation and trial and error method that contain additional cost, time and energy. Thus, training is essential for effective learning at reasonable cost, time and energy. In order to manage the changes in

the complexity, volume and content of work, job training evolved. Meyer and Smith (2000) described the main purpose of T&D is to improve the employee competencies so that organizations can maximize efficiency and effectiveness of their human assets. Armstrong (2014) clearly stated in his book that organizations could benefit from T&D through winning the heart and minds of their employees to get them to identify with the organization, to exert themselves more on its behalf and to remain with the organization. If employees are to experience flexibility and effectiveness on the job, they need to acquire and develop knowledge and skills, and if they are to believe that they are valued by the organization they work for, then they need to see visible signs of management's commitment to their training and career needs (McDowall & Saunders, 2010).

Training physically, socially, intellectually and mentally are very essential in facilitating not only the level of productivity but also the development of personnel in any organization. However, development has direct impact of knowledge and knowledge is the ability, the skill, the understanding, the information, which every individual requires in order to be able to function effectively and perform efficiently (Mamoria, 1995). Human resources have played a significant role in the economic development in most developed countries (Armstrong, 2014). To manage an organization, both large and small, requires staffing with competent personnel. The formal educational system does not adequately teach specific job skills for a position in a particular organization. Few employees have the requisite skills, knowledge, abilities and competencies needed to work effectively. As a result, many require extensive training to acquire the level of achievement, to be able to make substantive contribution towards the organization's growth. Training is imparting a specific skill to do a particular job while development deals with general enhancement and growth of individual skill and abilities through conscious and unconscious learning (Cole, 2002).

T&D are the processes of investing in people so that they are equipped to perform well. These processes are part of an overall human resource management approach that hopefully will result in people being motivated to perform (Elnaga & Imran, 2013). It goes without saying the amount, quality and quantity of training carried out vary

enormously from organization to organization. Cole (2002) explained factors influencing the quantity and quality of T&D activities include: the degree of change in the external environment, the degree of internal change, the availability of suitable skills within the existing work-force and the extent to which management see training as a motivating factor in work.

The major purpose of the research is to determine the impact of training on employee performance in Agricultural Development Bank Limited. ADBL was established in 1968 under the ADBN Act 1967. The bank was established with the main objective of providing institutional credit for enhancing the production and productivity of the agricultural sector in the country. ADBL has been incorporate as a public limited company on July 14, 2005. To provide quality bank services, to adopt market driven strategy and to obtain sustained and competitive return on investment, training is necessary to increase skill and knowledge of employee that will help to enhance productivity and performance (ADBL, 2017).

## **1.2 Problem Statement**

Globalization, technology dynamics, political and economic environments are making organizations to face increased competition, therefore organizations need to embrace employee training so as to prepare them for these dynamics to enhance the performance (Evans, Pucik & Barsoux, 2002). It is the responsibility of every organization to boost the employee job performance and without doubt T&D is one of the most important steps towards the achievement of employee performance. As is clear that employees are a vital resource, as a means of sustaining effective performance of employees, it is important to optimize their contributions to the aims and goals of the organization.

The various training programmes were offered in government organizations in some developing countries, but they were very ineffective in the sense that they were very theoretical and too broad, and were not directed towards achieving any specific objectives. The training programmes were not responsive to the needs of the employees as their needs or weaknesses have not been identified, and there was also no coordination

among the different stakeholders within the organizations (Healy, 2001). Despite the increasing effects on training of employees by organizations, it was report that the number of employee are not capable enough to perform the task in an efficient manner due to which the employee performance in the bank was termed as one of the main causes of the problem in banks inefficiency. The main problem in this study is to what extent the training impact over employee performance in ADBL. To provide services as a mass based complete network from branches of rural to urban cities, the appropriate knowledge and skills of employees are essential for the banks in order to increase the productivity.

The problem of the present study relates to the impact of training to fill the gap between the expected performance and the actual performance of the employees at ADBL. This gap can be bridge through well execute training programmes. The recognition of the importance of training in recent years has been heavily influence by the intensification of competition and the relative success of the organizations where investment in employee development is considerably emphasizes. Training is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions.

Like other business organizations, ADBL has been doing a lot in training and developing its workers performance. Thus, this study was appraising the nature of trainings and development granted by ADBL. Moreover, this research was examined the extent to which the T&D programmes of the Bank are effective, responsive to the needs and expectation of its staff, and how this affects staff performance. By doing this, the study seeks to fill the information gap and to show if there is anything done by the bank to make adjustments on how and in what areas training could be offered. This study, therefore, sets out to assess the role of training on the human resource.

The present study explores the impact of in-service training programmes on the performance of employees at ADBL. So on what ways will the training affect the level of performance of the employees is the problem statement in impact of training on employee performance of ADBL. Therefore in the research the quantitative study examines how training impact on the performance of employees in banks. Over the years,

ADBL has been allocating huge sums of money in its budgetary allocation towards training and developing the staff, to build the capacity for performing the job functions effectively. In spite of that, ADBL has still confronted with challenges in the area of effective performance of staff in the quality services. This research seeks to discuss the impact of T&D of staff on job performance within ADBL, head office.

### **1.3 Objectives of the Study**

#### **1.3.1. Main Objective**

The main objective of the present study is to examine the impact of training and development (T&D) on employee performance of Agricultural Development Bank Limited.

#### **1.3.2. Specific Objectives**

To achieve the main objective, the following specific objectives have been set:

1. To identify the association between training-development and employee performance at Agricultural Development Bank Limited
2. To examine the impact of T&D activities on employee performance at Agricultural Development Bank Limited

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

1. This study may serve as a source of information for further study that would be made on related topics. Besides, it was contributed time-being information to the organization about the effect of its staff T&D programmes.
2. In turn, the staff management may use the findings of this study to grasp the role of the trainings on its employee's performance, and to determine the areas where improvements through training can be done.
3. Hence, the management of the bank could use the findings of this study in designing T&D programmes depending on mission and needs of its staffs. In addition to this, it was given the researcher the opportunity to gain deep knowledge in the area and it may be used as a ground for further study.

## **1.5 Organization of the Study**

This study is structured into five chapters. Chapter one gives a brief introduction to the subject of the study. It starts by presenting the background of the study. It continues by providing the statement of the problem of the study, highlights the objective of the study and research hypothesis. It also includes the limitations of the study and significance of the study. At the end of the chapter, the structure of the study is described.

Chapter two discusses the theoretical positioning of the study. The focus is mainly on any issues related to training, development and employee performance. It presents a comprehensive review of the literature related to the study on impact of T&D on employee performance.

Chapter three presents the study methodology and discusses the procedures used to obtain the data, method, reliability and validity of the study. It starts with research design, population design and sampling design. It presents the data collection and data collection procedures.

Chapter four gives a presentation of the study, results and their analysis.

Chapter five is the final chapter of the study. It discusses managerial implications and provides the conclusion to this study. Towards the end of the chapter, future research will be suggested.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

The review of previous literature works has been made at two levels:

- a) Review of Conceptual Framework and
- b) Review of Related Studies

#### **2.1 Review of Conceptual Framework**

This chapter presents a comprehensive review of the literature related to the study on impact of T&D on employee performance. It provides an explanation of the theoretical rationale of the problem studied as well as research that has been done and how the findings are related to the problem. The main purpose of this literature related to the relationship between training, development and employee performance. The literature is reviewed from working papers, journals, books, reports, periodicals and internet. The chapter is structured into three main sections. The first section encompasses the conceptual framework. The second section presents the review of previous research works on the topic. The final section is concluding remarks.

##### **2.1.1 Training**

Training consists of planned programmes designed to improve performance at the individual, group or organizational levels (Cascio, 2006). Flippo (1984) described training as the act of increasing knowledge and skills of an employee for doing a particular job. Hence, there is the emphasis on enhancing skills and knowledge required for performing a job. But Gordon (1992) argued training should also enhance competency as training is a type of activity which is planned, systematic and results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively. Training is a planned and systematic effort by management aimed at altering behaviour of employees in a direction that will achieve organizational goals. A formal training programme is an effort by the employee to acquire job-related skills, attitude and knowledge (McGhee, 1996).

Cole (2002) explained training as a learning activity which is directed towards the acquisition of specific knowledge and skills for the purpose of an occupation or task. Therefore investment in T&D is regarded as good management practice to maintain appropriate expertise on the job. Training is therefore necessary to enhance the knowledge, skills and attitude of employees and this make it easier for employees to acquire further knowledge based on the foundation gained from the training.

Training is a systematic process of altering the behaviour of employees in a direction that will achieve organizational goals. Training is related to present job skills and abilities. It has a current orientation and helps employees to master specific skills and abilities (Clifton & Flink, 2005). Dessler (2008) focused on new employees as training is the process of teaching or giving new employees the basic skills they need to perform at their various jobs. Training is defined as a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals (Ngirwa, 2009). Apart from skills, experience and competency, emphasis is also on experience and attitudes.

Training and development generates benefit for the employee as well as for the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behaviour (Benedicta, 2010). Training plays an important role in the development of organization, improving performance as well as increasing productivity and eventually putting companies in the best position to face competition and stay at the top. This means that there is a significant difference between the organizations that train their employees and those organizations that do not. Training is an attempt to improve current or future performance of an employee and it is important for both new and current employees (Ivancevich, 2010). There is the emphasis on performance of both new and old employees.

### **2.1.2 Development**

Development is a systematic process of training and growth by which individuals gain and apply knowledge, skills and attitude to manage organizations work effectively. Development perspective examines the current environment, the present state and helps

people on a team, in a department and as part of an institution identify effective strategies for improving performance (Krietner, 1995). However, it also can be used to create solutions to workplace issues before they become a concern or after they become an identifiable problem (Kim, 1997). Development process aims to find ideas and solutions that can effectively return the group to a state of high performance. Development implies creating and sustaining change (Whetten & Cameron (1998).

Harrison (2000) depicted development as a learning experience of any kind whereby individuals or groups acquire knowledge, skills, values and behaviours. It is more career-oriented than job-oriented and is concerned with the longer-term development and potential of the individual. Development covers not only those activities which improve job performance but also those which bring about growth of the personality, helps individual in the progress towards maturity and actualization of the potential capacities so that they become not only good employees but better person. However, Armstrong (2014) argued that development is an unfolding process that enables people to progress from a present state of understanding and capability to a future state in which higher-level skills, knowledge and competencies are required. It takes the form of learning activities that prepare people to exercise wider or increased responsibilities. It doesn't concentrate on improving performance in the present job.

Development sees the employees as adaptable resources with a variety of skills and places within the organization and it is concerned with giving the individual the right mix of skills, experiences and contacts to enable them to achieve their full potential (Itika, 2008). The focus is given to achieve full potential of the individual by utilizing the skills and abilities.

### **2.1.3 Employee Performance**

Employee's performance is measured against the performance standards set by the organization (Kenney, 1992). Employee performance is a rating system used in many corporations to decide the abilities and output of an employee. Good employee performance has been linked with increased consumer perception of service quality while poor employee performance has been linked with increased customer complaints and

brand switching (Darden & Babin, 1994). Whereas Whetten and Cameron (1998) argued employee performance as the product of ability multiplied by motivation. Employee performance means how the staff is able to effectively manage and present their tasks to reflect their quality and good service preferred by their organizations (Olaniyan & Lukas, 2008). Management of tasks by employee is emphasized. Employee performance depends on the amount of time and individual physically present at a job and also the degree to which he or she is mentally present or efficiently functioning while present at a job (Wanyamam, 2010). Hence, the focus is given on the presence of the employee physically and mentally in the job.

The employee performance is important for the company to measure and make every effort to help low performers to perform well in their task. The performance is divided into five elements which are planning, monitoring, developing, rating and rewarding. Planning includes setting goals, developing strategies and outlining task and schedules to accomplish the goals. Monitoring involves continuously measuring performance and providing ongoing feedback to employees and work groups on their progress towards reaching their goals. Ongoing monitoring provides the opportunity to check how well employees are meeting pre-determined standards and to make changes to unrealistic or problematic standards. During the developing stage an employee is supposed to improve any poor performance that has been seen during the time frame one has been working at the company. The employees can be more committed towards the company by having rewards like good appreciation engagement with growth, recognition and trust (Elnaga & Imran, 2013).

#### **2.1.4 Measurement of Employee Performance**

Productivity phenomenon is the optimized utilization of all the available resources, investigation into the most important resource, the cultivation of new resources, through new thinking, pioneering technology and research and development, it merges the best use of knowledge, improvement techniques, methods and approaches for the production and distribution of quality goods and services at low unit cost in an

ethical and legal way with due regard for the total environmental applications (Aghion & Howitt, 1988).

Efficiency is doing things right. It appraises the organization's ability to achieve the output considering the minimum inputs level (Drucker, 1999). Principally it link to costs in minimum level and referring to allocating resources across optional uses (Achabal, 1984). It is the ability to produce the desired outcomes by using as minimum resources as possible while effectiveness is the ability of employees to meet the desired objectives or target (Stoner, 1996). Efficiency measures relationship between inputs and outputs or how successfully the inputs have been transformed into outputs (Low, 2000).

Effectiveness is doing the right things and choice the activities in proper way (Griffin, 1987). It added choosing the activities in proper way. Effectiveness is determined with respect to the achievement of goal or set of goals (Werner & Desimone, 2009).

Implementation of formal T&D programmes offers several potential advantages to quality job performance in business organizations. For example – training helps companies create pools of qualified replacements for employees who may leave or be promoted to positions of greater responsibility. It also helps ensure that companies will have the human resources needed to support business growth and expansion. Furthermore, training can enable a small business to make use of advanced technology and to adapt to a rapidly changing competitive environment. Quality contributes directly to a business, fundamental, financial, health and vitality (Amber, 2006).

Employees who are highly engaged in the organization generate higher profit (Luthans & Peterson, 2002). However, Profitability is the ability to earn profits consistently over a period of time. It is expressed as the ratio of gross profit to sales or return on capital employed (Wood & Stangster, 2002).

### **2.1.5 Relationship of T&D with Employee Performance**

As mentioned by Aronoff and Litwin (1971), training sessions accelerate the initiative ability and creativity of the work force and facilitate to avoid human resource obsolescence that may occur because of demographic factor such as age, attitude or the

inability to cope with the technological changes. Scott, Clothier and Spriegel (1977) argued that training is the crux of better organizational management as it makes employees more efficient and effective. They further elaborated that training practice is having a strong bond with all other human resource practices.

Firms can develop and enhance the quality of the current employees by providing comprehensive T&D. Research indicates that investments in training employees in problem-solving, decision-making, teamwork and interpersonal relations result in beneficial firm level outcomes (Russell, Terberg & Powers, 1985). Eisenberger, Huntington, Hutchinson and Sowa (1986) stated that workers feel more committed to the firm when they feel organizational commitment towards them and thus show higher performance. Gaertner and Nollen (1989) proposed that employees' commitment is a result of some human resources practices that is succession planning and promotions, career development and training opportunities. All these practices when achieved, results in greater employee performance. Lang (1992) states training should be planned in such a way that it results in an organizational commitment.

Training enables employees to develop themselves within the firm and raise their market value in the market. Moreover, training supports to shape employees' job related behaviour and facilitate them to participate for the success of the organization and ultimately firm gets higher return due to superior performance of its employees. It was further mentioned that a well-trained worker is able to make a best use of organizational resources along with minimum level of wastages (Mamoria, 1995). As stated by Ohobunwa (1999), when employees are well trained, organization can delegate responsibility and authority to them with full confidence of ensuring organizational success.

T&D programmes positively affect the quality of the workers knowledge, skills and capability resulting higher employee performance on job (Guest, 1997). Harrison (2000) added learning through training influences the organizational performance by greater employee performance and is said to be a key factor in the achievement of corporate goals.

Obisi (2001) reported that training is a systematic process of enhancing the knowledge, skills and attitude hence, leads to satisfactory performance by the employees at the job. He further mentioned that the need and objectives of the training programme should be identified before offering it to the employees.

Wright and Geroy (2001) described employee competencies changes through effective training programmes. It not only improves the overall performances of the employees to effectively perform the current job but also enhance the knowledge, skills and attitude of the workers necessary for the future job contributing to superior organizational performance. Through training, the employee competencies are developed and enable them to implement the job related work efficiently and achieve firm objectives in a competitive manner. However, employee performance is also affected by some environmental factors such as corporate culture, organizational structure, job design, performance appraisal systems, power and politics prevailing in the firm and the group dynamics. If the above mentioned problems exist in the firm, employee performance decreases not due to lack of relevant knowledge, skills and attitude but because of above mentioned hurdles. To make training effective and to ensure positive effect of training on employee performance these elements should be taken into consideration.

Cole (2002) stated training can achieve high moral-employee and motivation; lower cost of production-training eliminated risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste; lower turnover-training brings a sense of security at the workplace which reduces labour turnover and absenteeism is avoided; change management-training helps to manage change by increasing the understanding and involvement of employees in the change process and also provides the skill and abilities needed to adjust to new situations; provide recognition, enhanced responsibility and the possibility of increased pay and promotions; give a feeling of personal satisfaction and achievement and broaden opportunities for career progression; and help to improve the availability and quality of staff.

It is the responsibility of the managers to identify the factors that hinder training programme effectiveness and should take necessary measures to neutralize their effect on employee performance. Implementation training programmes as a solution to covering performance issues such as filling the gap between the standard and the actual performance is an effective way of improving employee performance. Bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and abilities of the workers and enhancing employee performance. Training facilitate organization to recognize that if workers aren't performing well and thus their knowledge, skills and attitudes needs to be molded according to the firm needs. There might be various reason for poor performance of the employees such as workers might not feel motivated anymore to use their competencies, might not be confident on their capabilities or may be facing work-life conflict. All these aspects must be considered by the firm while selecting most appropriate training intervention that helps organization to solve all problems and enhance employee motivational level to participate and meet firm expectations by showing desired performance (Swart, Mann, Brown & Price, 2005).

Although the above literature provides the evidences regarding the benefits of training and its positive influence on employee performance, it is observed that due to the resistance of the organization towards offering training, propels individuals to invest themselves for their career development and greater performance (Baruch, 2006). Cheramie, Sturman and Walsh (2007) argued that management mostly feel hesitant while investing in human resource due to various reason. Sometimes, in spite of receiving effective and timely training programmes, employees are intended to cash it for the sake of their own market value and employment opportunity or willing to change job just because of higher salaries and thus, firm investment in training results as a cost rather than profit.

Organizations use T&D as a way of closing the gap between the current organizations performance to the expected future performance. There exists a significant relationship between T&D with employee performance (Weil & Woodall, 2005).

Training programmes are meant to either improve performance of the present job of the individual, train new skills for either new job or new position in the future or the general growth for both the employee and organization (Bunch, 2007).

## **2.2 Review of Related Studies**

Moses (2000) observed that companies can no longer guarantee employees promotions, it is important that T&D help employees with career planning and skills development. Some organization fear that career planning will communicate to employees that their jobs are at risk, but it can be framed differently that they are willing to invest in helping employees reach their potential. Companies can also help ease employees' minds by making career planning a standard part of their employees that they are marketable outside the organization, yet still invests in their T&D, it makes a strong statement to workers that they are valued and many are compelled to offer a high level of commitment.

Gray and Mc Gregor (2001) compared 100 New Zealand surveys for workers aged 55 years and above. The issue of older workers captured respondent attention with both studies receiving response rates of around 50 percent. The congruence of attitudes among older workers and employers regarding the efficiency was negative. Training stereotypes was a feature of the study. Older workers were in some agreements that there was difficult to train less willing and afraid of new technology. Older workers saw provision of training as a concern with 11.6 percent reporting discrimination with regard to training. Significantly, skilled older workers say the provision of training was a signal by employers that they are to be taken as serious contributors.

Giannationio and Hurley (2002) presented a study on Executives insights into Training Practices. Over 1100 human resource training executives responded to a survey concerning their perceptions of the training issues. Executives felt that it has been extremely important for the professionals to be able to create a recruitment programme in today's labour market. The result of this research provides several implications for the design and the delivery of training educational programme.

Another study conducted by the Australian National Training Authority (2001) found that skills and training produce the best results where training is a part of an overall business strategy. This is supported by Knuckey and Johnston (2002) in New Zealand, where a survey of business identified a high proportion of leaders engaging in training compared with laggards. This concept also underpins the investors in people standard in the UK.

Ogunu (2002) examined the management T&D programme of Guinness Nigeria PLC, Benin City with a view to ascertaining its relevance, adequacy, and effectiveness. A convenience sampling design was adopted, whereby the researcher used all the 50 management staff in the company's Benin Brewery as subjects for the study. Data was collected by administering a questionnaire Management T&D Questionnaire (MTDQ) that was developed by the researcher. Hypotheses testing in the study revealed that facilities for staff training were adequate for effective training of management staff, training programme for management staff were relevant to the jobs they performed, and the training programme undergone by the staff did indeed improve their performance and effectiveness at works.

In a Hong Kong case study by Hung and Wong (2007), the relationship between employer endorsement of continuing education, training, work and study performance is based on psychological contract theory and expectancy disconfirmation theory. The researcher reveals that if employers support their staff by endorsing their continuing education and training, these employees will in turn be more satisfied and will perform better not only in their studies but also in their jobs. The researcher proposed that such an endorsement had a positive disconfirmation effect on employees' job satisfaction and performance when their perceived organizational support is relatively low.

A study by Dysvik and Kuvaas (2008) about the relationship between perceived training opportunities, work motivation and employee outcomes explored alternative relationships between training opportunities and employee outcomes. A cross-sectional survey of 343 trainees from a broad range of Norwegian service organizations showed that the relationship between perceived training opportunities, and both task performance

and citizenship behaviours were fully mediated, and that the relationship between perceived training opportunities and turnover intention was partially mediated by employee intrinsic motivation. In addition, intrinsic motivation was found to moderate the relationship between perceived training opportunities and organizational citizenship behaviours. The form of the moderation revealed a positive relationship for those with high intrinsic motivation. In sum, the variables included as predictors in our study explained 13 percent of the variance in task performance, 19 percent of the variance in organizational citizenship behaviour and 24 percent of the variance in turnover intention.

A study of the Judicial Service of Ghana by Kennedy (2009) who also had made a research on the impact of T&D on job performance recommends that the frequency of training provided should be improved to ensure that more employees have access to T&D. Again, T&D offered by the Judicial Service of Ghana should ensure a better understanding of the mission and vision statement so that, employees can identify themselves with the organizational values in the discharge of the duties.

A study on the effects of organizational training on organizational commitment by Bulut and Culha (2010) investigated the impact of organizational training on employee commitment focusing on employees' emotional and affective responses towards their organization. Organizational training is conceptualized within a multidimensional framework consisting of motivation for training, access to training, benefits from training and support for training. The hypothesis of this study has been built on a resource-based view, social exchange theory and psychological contract theory. Field research was conducted through surveys with 298 participants of four and five-star hotels operating in Izmir, Turkey. Confirmatory factor analyses were used to analyze the quality of the training scales and multiple regression analyses were conducted to test the hypotheses of the study. The results revealed that all dimensions of training positively affected employee commitment.

Benedicta (2010) suggested training enhances knowledge, skills, attributes and competencies and ultimately worker performance and productivity in organization. Data was collected from 30 employees of HFC bank Ghana. Cross functional study was used

to justify the findings. Findings of the study showed that training improves the skills, knowledge, abilities, competencies, behaviour and confidence of the employee.

Boateng (2011) pointed the impact of training on employee performance at SG-SSB. Descriptive quantitative method was used in the research and related articles of the topics. Finding showed that indeed training has a significant impact on employee productivity. Training provide benefits to both the performance employees and the organization through the development of knowledge, skills, competencies, behaviour and abilities.

Onyango (2012) suggested the influence of T&D on employee performance at Medete Tea Factory. Descriptive survey method was used and the data was collected through random sampling method. Findings conclude that if Medete tea factory wanted to hire and keep quality employees it is a good policy to invest in T&D.

Adongo (2013) suggested that mostly organization neglects the importance of training which lead to high turnovers and also increased the cost to hire new employees and finally slowed down the organizational profitability. 419 employees were chosen for data collection in Telkom Orange Kenya. Correlation methodology used in it. Findings showed that employees feel motivated by the training offered and indeed many have participated in training programmes.

Elnaga and Imran (2013) made an exploratory research drawn from the analysis of the existing literature of different studies, reports, periodicals and books related to the topic in order to investigate the relationships between training and employee performance. Training programmes is the stimulant that workers require to improve their performance and capabilities, which consequently increase organizational productivity. Therefore, training should be designed on the basis of firm specific needs and objectives.

Nassazi (2013) analyzed that T&D have an impact on the performance of employees with regards to the job. The survey of Uganda showed that the training methods used during training in the case companies clearly focus on particular skills. By using simple random sampling, 120 employees were selected from the three

telecommunication companies. Based on the responses, 99 respondents representing 82.5 percent revealed a need for further training to keep up-to-date in all situations.

Kum (2014) pointed the ineffectiveness of T&D of employees in the organization reduces the organizational productivity. Data was collected through random sampling method. Research was limited for the employees of ESCON and the population size was concise 60 out of 87 employees. He concluded that the companies who invest on human resource management view training as an opportunity for increasing their long term productivity.

Angela (2014) suggested that the training effects 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 involved in this research. The finding showed that in general training enhanced employee engagement on change processes.

Nyokabi (2014) pointed that training plays a significant role in the development of competencies of new as well as existing employees for effective performance. Data was collected from 800 employees of geothermal development company in Nairobi. This study showed the relationship between T&D and employee performance. Findings showed that the training of employees is very important factor for both the organization and the employees because it enhances work performance, motivate employees and build confidence in the employees. The employees should acquire knowledge and skills which will assist them in improving their performance by applying relevant courses based on the organizational objectives.

### **2.3 Study Framework**

The study framework (Figure 2.1) has been formulated to show association of T&D with employee performance. In this study employee performance is a dependent variable while T&D are independent variables. Employee performance is moderated by such variables as productivity, efficiency and effectiveness, quality and contribution to profit. Training is subdivided into training content and deliverability and instructional design whereas development is subdivided into skills and knowledge growth and employee attitude and

behaviour falls. Moderating variables are organization culture and structure, power and politics, government plans, policies and union and performance appraisal system.

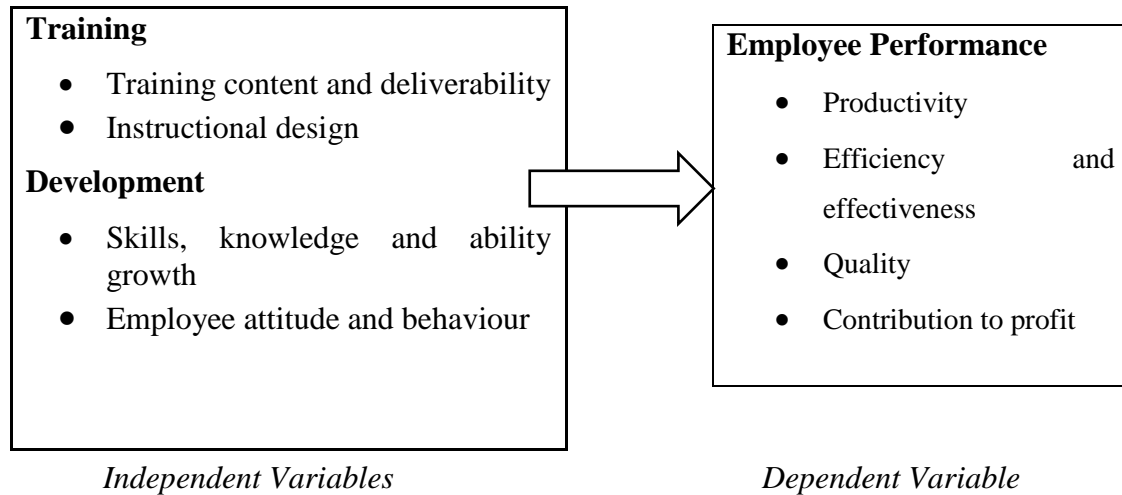


Figure 2.1 Study Framework and Variables

## 2.4 Concluding Remarks

This chapter contained the review of related literature on T&D and its impact on employee performance. Relevant literatures related to the study were reviewed. It comprised theories related to the T&D of employees at the workplace. The relationship between T&D with performance was established. A conceptual framework was further developed to highlight the link between training, development and performance.

During the study, no previous works were found regarding the specific components of training as well as those of development; that too at a particular development bank. No such study was also found in case of Nepal; particularly Agricultural Development Bank Limited. In the international context also, no such studies were discovered after 2014. Therefore, to address the gap on the study of impact of T&D on employee performance, this research work has been conducted.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter presents the methodology to be employed for data gathering as well as the relevant statistical analytical tools that was employed for analyzing the survey results gathered during the study. It is a very important chapter as it provides reasons to why a particular method of research, population, sampling technique, sampling size, data collection procedure, and data analysis was chosen. This chapter is concerned with research designs which include the specifying methods and procedures for collecting and analyzing data. A structured questionnaire was prepared and distributed among the members of staff in ADBL, head office to collect the data. The reason for the choice of location (head office) for the study is because it plays host to the branches of ADBL.

#### **3.1 Research Design**

A research design is a logical and systematic plan prepared for directing a research study (Kombo & Tromp, 2006). As far as the research approaches are concerned, the present study is based on Analytical and Causal Research Designs.

Ogutu (2012) posits that a survey research method is probably the best method available to social scientists who are interested describing a population which is too large to observe directly. Hence, this study has used a survey research method, which allows investigation of possible relationships between variables and it enabled data collection from broader category as well as comparisons between variables. Thus, survey research design was more appropriate for the study.

The analytical research design has been used to find supporting evidence to the research being done, more particularly, to support the idea of impact of training and development (T&D) on employee performance by collecting and evaluating the data and other important facts related to the research.

The dependent variable in this study was the employee performance while the independent variable was employee training and development (T&D). The questionnaire was self-administered. Respondents were assured the essence of the research and the

questionnaire was purely for academic purpose. It was also assured that all information provided by them would be confidential and not used for any other purposes. The questionnaire was distributed to staffs in a random manner with no discrimination to gender and qualification. Simple random sampling was applied when selecting respondents from ADBL.

The study has adopted a mixed approach to research as the mixed method represents research that involves collecting, analyzing and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon (Leech & Onwuegbuzie, 2008). So, for this research mixed approach research design was used. The reason for using the mixed research method in this study was supported by the views of Kothari (2010) and Creswell and Clark (2007) that a mixed research strengthens the claims of the findings.

### **3.2 Nature and Sources of Data**

This section details the nature and sources of the data used and the data methods employed in the research. Basically, primary data and also a few secondary data have been used in the data gathering process of this study.

#### **3.2.1 Primary Data**

The primary source of data was chosen in data collecting because there was the need to obtain information at first hand from the respondents. It is the original data in the sense that they were personally collected. It was collected as per the requirement of the research. Primary data collection was more expensive and exhaustive. The primary source of data employed in this study was the questionnaire. A structured questionnaire comprising of 35 questions with background information was designed. The purpose of the questionnaire was to investigate the impact of T&D on employee performance of ADBL, head-office. The questions in the questionnaire were made short and clear in order to ensure that the respondents could complete the questionnaire in not more than 10 min and therefore encourage participation. 80 sheets of questionnaire were distributed among the employees of ADBL, head-office.

### **3.2.2 Secondary Data**

Secondary source of data was used for collecting the information on employees from the official records of Agricultural Development Bank Limited.

### **3.3 Population and Sample**

Sekaran (2001) described population as the entire group of people, events or things of interest that the researcher wishes to investigate while the target population is the total collection of elements about which the researcher wishes to make some inferences( Okiro & Ndungu, 2013). ADBL currently has two hundred and forty seven (247) branches including ten (10) regional offices and five (5) training center with two thousand four hundred and nineteen (2419) permanent employee. Out of two thousand four hundred and nineteen (2419) employee of ADBL, three hundred and seventeen (317) are with the head office of ADBL. The study is concentrated on head-office, as it is the controlling office and consists of different divisions.

The target population was 185 comprising of 157 officer class III, 15 senior assistants and 13 junior assistants from all the entire departments of Finance and Account, Human Resource, Law, Credit, General service, Treasury, Branch and operation, Risk management, Small and medium enterprises and planning. To ensure all categories of employees were represented in the sampling process, stratified random sampling technique was used to sample the survey respondents from the target population. It helps to present the high degree of accuracy and adequacy. The employees were categorized into three strata of officer class III, senior assistant and junior assistant employees. Considering the fact that it would be difficult to study the entire population due to time, cost and accessibility, a subset of the population i.e. sample size was chosen so as to represent the whole population. Sample is viewed not as a whole in itself but as an approximation of the whole. The questionnaire were administered to eighty (80) employees out of which only sixty seven (67) responded, The sample size of 67 was small for the kind of study intended but time and financial resource constraints made it imperative to restrict the sample to the size.

**Table 3.1**  
**Study Population and Sample from ADBL**

<b>Respondents Categories/ Strata</b>	<b>Target Population</b>	<b>Sample size</b>	<b>Sample % of total population</b>
Officer class III	157	45	24.32
Senior assistants	15	10	5.40
Junior assistants	13	12	6.5
<b>Total</b>	<b>185</b>	<b>67</b>	<b>36.22</b>

*Note: From Human Resource Department, ADBL*

### **3.4 Methods of Analysis**

In trying to examine the impact of T&D on employee job performance within ADBL, responses were grouped and analyzed. Closed and structured questionnaires (Ref. Appendix 1) were used to ensure that all respondents replied to the same set of questions. Data was processed by editing, coding, entering and then presenting in comprehensive tables which showed the responses of each category of variables.

#### **3.4.1 Descriptive Statistics**

Data from the questionnaires were analyzed quantitatively using descriptive statistics like frequency distribution and percentages. Quantitative data analysis was done using Microsoft Office Excel 2013 and SPSS. The SPSS is purposely used to provide a broad range of capabilities for the entire analytical process. Tables, charts and graphs were also used for pictorial representation of the data collected and for summarizing responses from the respondents.

#### **3.4.2 Other Analytical Tools**

Job T&D was correlated with employee performance using Pearson's Linear Correlation Coefficient. Pearson's was selected because the study entailed determining correlations or describing the association between two or more variables (Oso & Onen 2008). It is used to measure and interpret strength of linear. Linear regressions

were also used to indicate level of influences of independent variables towards dependent variable.

### **3.5 Limitations of the Study**

- a) The research covered ADBL as a case study and the coverage was limited to the officer, senior assistant and junior assistants of head office.
- b) The inaccessibility to departmental records also limited the investigation.
- c) There was also the possibility of respondents not giving the true response to the questionnaires as well as some answering only few questions.
- d) Employees were very much constrained with time. Busy schedules of respondents at work coupled with their individual social responsibilities made it very challenging for them to respond to the questionnaires in time and to return them for the researcher to continue with data analysis. This further reduced the returns rate of questionnaire.
- e) The time constraints made quite challenging in following up on respondents to collect questionnaire feedback for the necessary required data for analysis. Some employees do not want to take the questionnaire at all.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

This chapter deals with the presentation and analysis of the data obtained from the respondents from the study conducted to evaluate the impact of T&D on employee performance – a case study of ADBL, head office. A total of eighty (80) copies of questionnaires were distributed, out of which, sixty seven (67) were fully completed and returned while among thirteen (13) copies some were not returned and some were returned without giving answers.

#### 4.1 Demographics of the Respondents

The demographic data examined for this study include respondent's gender, age group, level of education, position, job period and current job position years at their organization.

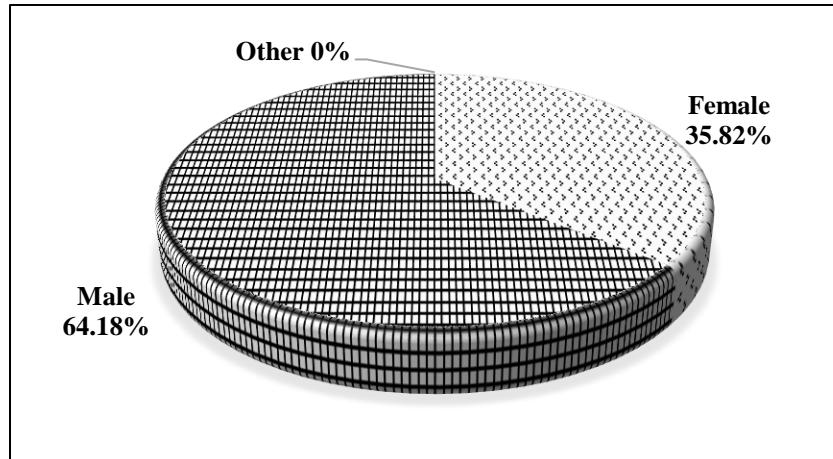
**Table 4.1**  
**Respondents' Profile with Demographic Variables**

Variables	No.	%	Variables	No.	%
<b>Gender</b>			<b>Job Position</b>		
Male	43	64.20	Officer	45	67.20
Female	24	35.80	Senior Assistant	10	14.90
Others	-	-	Junior Assistant	12	17.90
<b>Total</b>	<b>67</b>	<b>100</b>	<b>Total</b>	<b>67</b>	<b>100</b>
<b>Age (Completed years)</b>			<b>Job Period</b>		
30 years and below	6	9	8 years and below	10	14.90
31-40 years	25	37.30	9-16 years	27	40.30
41-50 years	29	43.30	17-24 years	22	32.80
51 years and above	7	10.40	25 years and above	8	11.90
<b>Total</b>	<b>67</b>	<b>100</b>	<b>Total</b>	<b>67</b>	<b>100</b>
<b>Educational Level</b>			<b>Period in Current Position</b>		
Secondary and below	3	4.50	5 years and below	29	43.3
Bachelors	19	28.40	6-10 years	6	9.0
Masters	45	67.20	11-15 years	3	4.5
MPhil/ PhD.	-	-	16 years and above		
<b>Total</b>	<b>67</b>	<b>100</b>	<b>Total</b>	<b>67</b>	<b>100</b>

*Note: From Researcher's Survey, 2017/018 based on ADBL's Official Data*

#### 4.1.1 Gender

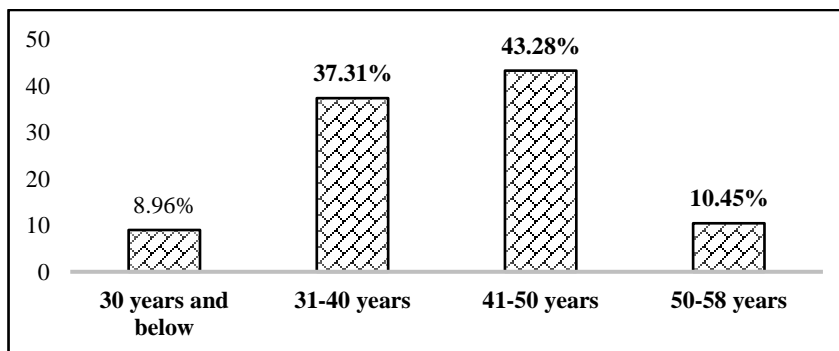
The study sought to find out the gender of the respondents with the presumption that variation in gender could influence opinions. Data related to gender of the respondents is presented in the figure 4.1. From the figure 4.1, it is evident that the study is more skewed towards male, as almost two thirds of the respondents are male.



*Figure 4.1 Gender of the Respondents*  
*Note: From Researcher's Survey, 2017/018*

#### 4.1.2 Age Group

The study sought to find out the age groups of the respondents represented. Figure 4.2 indicates that more than three fourth of the respondents are middle-aged so, employees are more focused on middle-aged.



*Figure 4.2 Age Group of the Respondents*  
*Note: From Researcher's Survey, 2017/018*

### 4.1.3 Education

The study was also interested in finding out if the education level of the respondent influenced their opinions in any way. Figure 4.3 indicates that the more than two thirds of the respondents are holders of Master's degree. It is evidenced that there is much skill and ability among the employees in ADBL and hence T&D must be systematically organize to make more improvement in employee skills and ability at work.

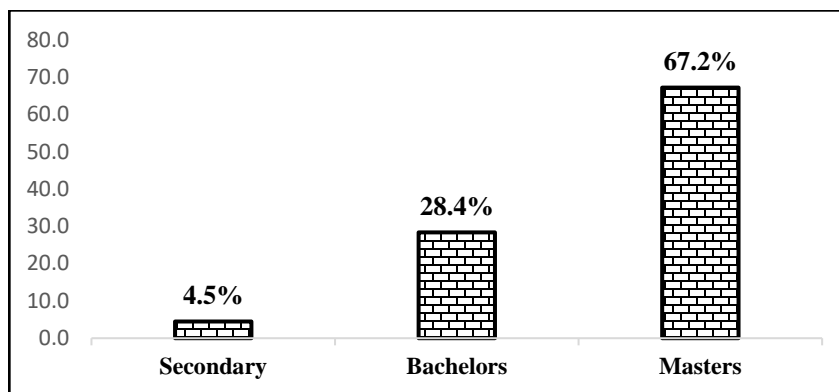


Figure 4.3 Education of the Respondents

Note: From Researcher's Survey, 2017/018

### 4.1.4 Position

Figure 4.4 presents the various job positions held by the employees who participated in the questionnaire. The figure reveals that the study is more skewed towards officer as more than two third of the respondents are officers.

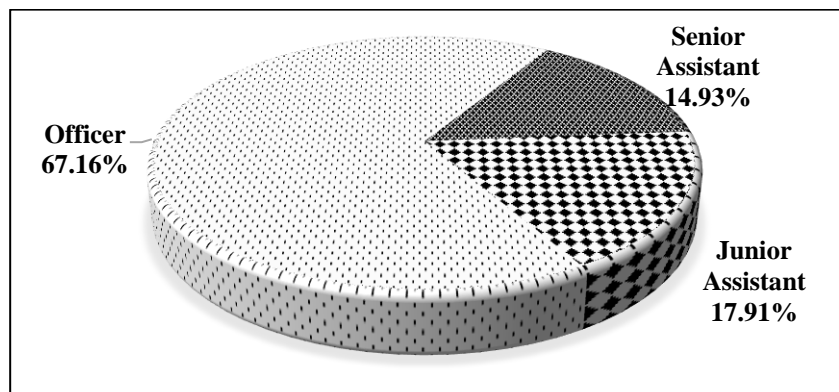


Figure 4.4 Position of the Respondents

Note: From Researcher's Survey, 2017/018

#### 4.1.5 Job Period

The study was interested in finding out the working experience of the respondents that may influence the opinions. Figure 4.5 shows that two fifth of the employee had the working experience of 9-16 years and almost one third of the respondents had working experience of 17-24 years. These results indicate that ADBL have good employee retention system.

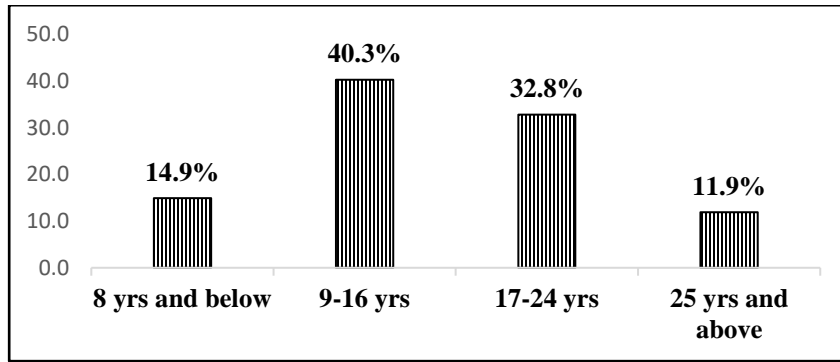


Figure 4.5 Job Period of the Respondents

Note: From Researcher's Survey, 2017/018

#### 4.1.6 Current Job Position

Figure 4.6 shows that the employee holding current position in years. More than two fifth of the respondents are officers who are working for 5 years and below and almost one fourth of the respondents are officers who are working 6 to 10 years.

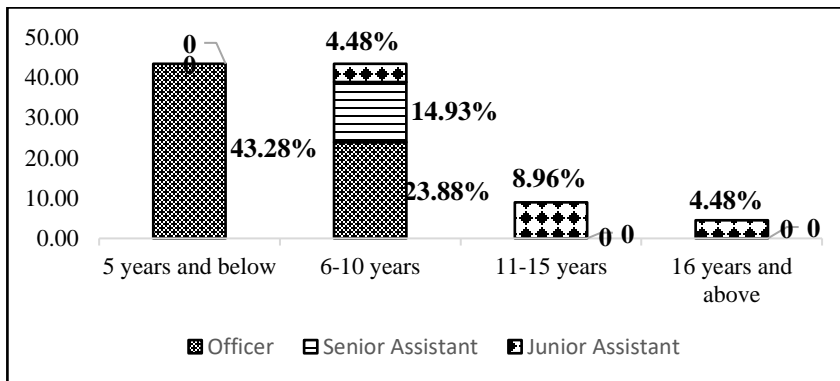


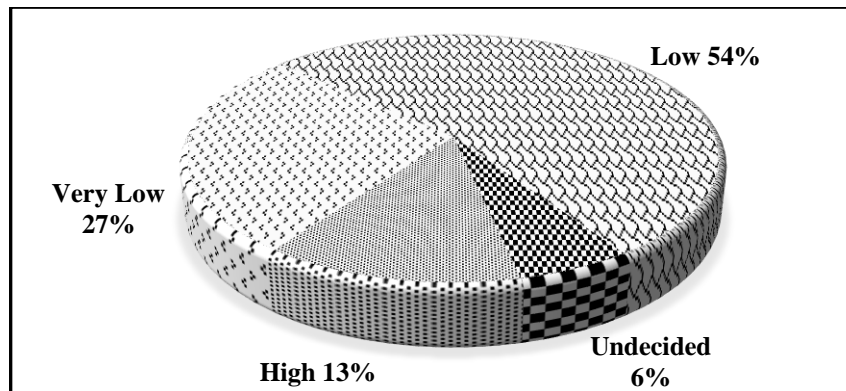
Figure 4.6 Current Job Positions of the Respondents

Note: From Researcher's Survey, 2017/018

## 4.2 Status of T&D Programmes Surveyed

### 4.2.1 Frequency of T&D

The study also sought to find out the frequency of employee T&D within the organization. Figure 4.7 shows that more than half of the respondents attended T&D program low in frequency. This implies that ADBL do not target T&D programmes equally for all the employees.

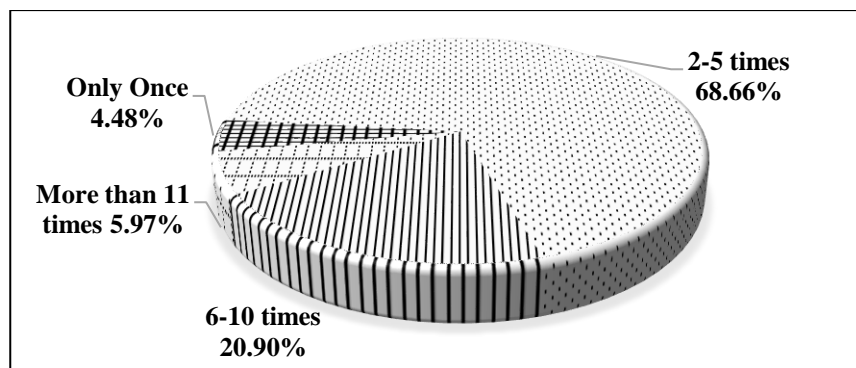


*Figure 4.7 Frequency of T&D Programmes Attended*

*Note: From Researcher's Survey, 2017/018*

### 4.2.2 T&D attended since joining the ADBL

The study also sought to find out employee attended T&D since they joined the organization. Figure 4.8 shows that more than two thirds of respondents attended training 2 to 5 times and one fifth of the respondents are given more than 11 times. It implies that not equal chance of opportunity is given to attend T&D programmes.



*Figure 4.8 T&D attended since joining the ADBL*

*Note: From Researcher's Survey, 2017/018*

### 4.2.3 Most Recent Year T&D Programme Attended

The study went ahead to find out if those who have undergone staff T&D in the last 12 months. Figure 4.9 shows that more than two-third of the respondents did not attend any T&D programmes in the last 12 months and more than one-fifth of the respondents participated just once. It implies that T&D are not conducted frequently to employee at ADBL, head office.

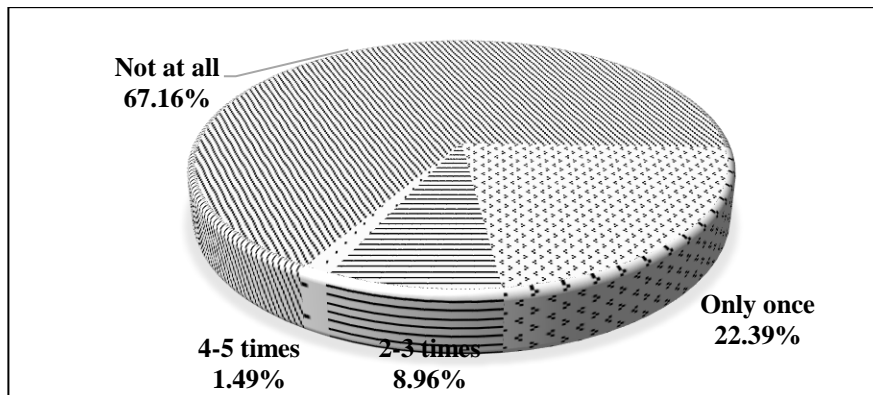


Figure 4.9 T&D attended in most Recent Year

Note: From Researcher's Survey, 2017/018

### 4.2.4 Bases for Selecting the T&D Programme

The study also found out the bases for T&D selection of employees who have participated in T&D programmes. Figure 4.10 illustrates that a three-fifth of the respondents were selected to participate on the basis of job requirement and one fourth of the employee were selected for T&D on the basis of supervisor's recommendation.

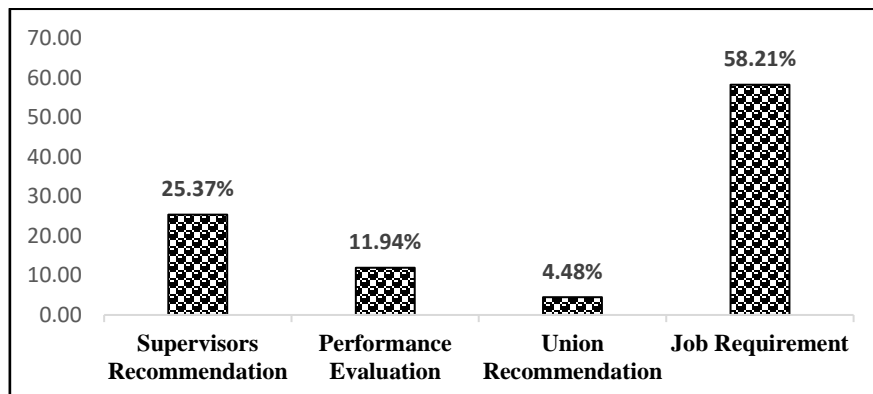


Figure 4.10 Bases for Selecting the T&D Programme

Note: From Researcher's Survey, 2017/018

#### 4.2.5 HR Perception on Impact of T&D on Job Performance

The respondents were asked if T&D help them to improve their job performance. Figure 4.11 reveals that more than half of the respondents agreed that T&D is fairly helpful to improve job performance whereas almost one fourth of the respondents believed that T&D are extremely helpful to improve job performance.

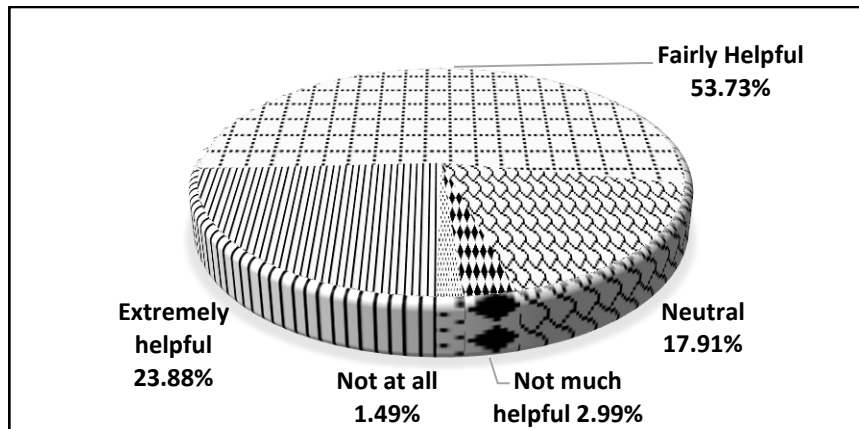


Figure 4.11 Perception on Impact of T&D on Job Performance

Note: From Researcher's Survey, 2017/018

#### 4.2.6 Level of Satisfaction with T&D Programmes

Employees were asked if they were satisfied with T&D programmes at ADBL. Figure 4.12 reveals that more than one-third agreed that they are fairly satisfied and almost one-third agreed that not much satisfied.

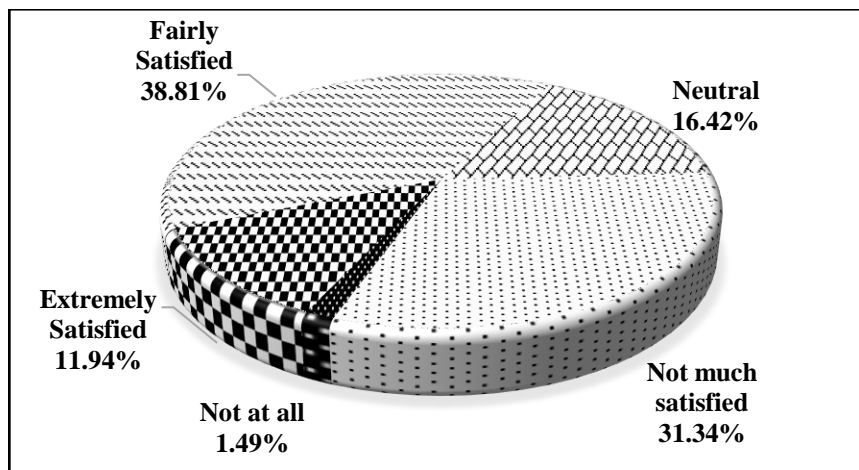
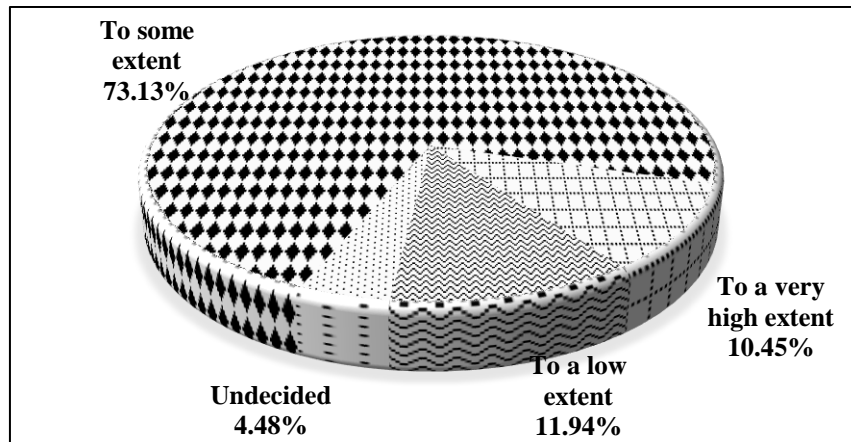


Figure 4.12 Level of Satisfaction

Note: From Researcher's Survey, 2017/018

#### 4.2.7 Impact of T&D on Overall Performance

Employees were asked to what extent does T&D affects overall performance of employees at ADBL. The findings in figure 4.13 showed that almost three fourth of the respondents believed that to some extent T&D affects overall performance. However, a small percentage believed otherwise.



*Figure 4.13 Impact of T&D on overall Performance*  
*Note: From Researcher's Survey, 2017/018*

#### 4.3 The Role of T&D on Different Variables

This section sought to find out the effect of employee training and development on the employee performance through different variables like content and deliverability process, instructional design, skills, knowledge and ability growth, attitude and behaviour change. The study looked at how staff training and development has influenced employee performance through these different variables.

##### 4.3.1 Training Content and Deliverability in Improving Employee Performance

As shown in table 4.2, the respondents of the study were asked to indicate the extent to which the training and development content and deliverability in ADBL has impacted on improving the employee performance. The results were collapsed into five categories of strongly disagree, disagree, neutral, agree and strongly agree for ease of interpretation. Table 4.2 shows that on a summated scale, almost 3 in every 4 respondents (i.e., 74.92%) strongly agreed that training and development content and deliverability has positive impact on improving employee performance. It can be seen by the

descriptive statistics on summated scale that training and development content and deliverability has mean of 4.75 and standard deviation of 0.42.

Almost 4 in every 5 respondents (i.e., 79.1%) strongly agreed that the content of training and development programmes in ADBL is relevant to the work schedule of the employees with mean of 4.79 and standard deviation of 0.41. Almost 3 in every 5 respondents (i.e., 58.2%) strongly agreed that the training and development deliverability process of ADBL is effective with a mean of 4.58 and standard deviation 0.5. Almost one-fourth of the respondents (i.e., 28.4%) strongly agreed that training and development provided by ADBL contains appropriate training and development content and delivery methods that can assist in achieving the job performance objectives with a mean of 4.71 and standard deviation 0.45. More than 4 in every 5 respondents (i.e., 83.6%) strongly agreed that training and development contents help in improving the work schedule at the job with a mean of 4.83 and standard deviation of 0.37. And more than 4 in every 5 respondents (i.e., 82.1%) strongly agreed that training and development contents help to increase the skills to approach the new technology with a mean of 4.82 and standard deviation of 0.39.

**Table 4.2**  
**Impact of T&D Contents and Deliverability on Employee Performance**

Statement	Percentage (%)					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Content of T&D is relevant to the work	0	0	0	20.9	79.1	4.79	0.41
T&D Deliverability process is effective	0	0	0	41.8	58.2	4.58	0.5
Appropriate T&D content and delivery methods increase performance	0	0	0	28.4	71.6	4.71	0.45
T&D contents help in improving the work schedule	0	0	0	16.4	83.6	4.83	0.37
T&D contents help to increase in skills	0	0	0	17.9	82.1	4.82	0.39
<b>Summated</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>25.08</b>	<b>74.92</b>	<b>4.75</b>	<b>0.42</b>

*Note: From Researcher's Survey 2017/18*

### 4.3.2 T&D Instructional Design in Improving Employee Performance

As shown in table 4.3, the respondents of the study were asked to indicate the extent to which the training and development instructional design of ADBL is effective to improve employee performance. The results were collapsed into four categories of disagree, neutral, agree and strongly agree. Table 4.3 shows that on a summated scale, in every 3 of 5 respondents (i.e., 60.20%) agreed that training and development instructional design of ADBL has impact on employee performance. It can be seen by the descriptive statistics on summated scale that training and development instructional design has mean of 4.18 and standard deviation of 0.60.

Almost 1 in every 2 respondents (i.e., 49.25%) agreed and almost 2 in every 4 respondents strongly agreed that the good instructional design ensures identification of employee skill gaps in ADBL with mean of 4.42 and standard deviation of 0.58. More than two thirds of the respondents (i.e., 67.16%) agreed that the training and development design affects performance of employee at job with a mean of 4.09 and standard deviation 0.57. Almost two-third of the respondents (i.e., 64.18%) agreed that training and development instructional design creates meaningful learning experiences and facilitate professional development with a mean of 4.04 and standard deviation 0.64.

**Table 4.3**  
**Impact of T&D Instructional Design on Employee Performance**

Statement	Percentage (%)					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Good T&D instructional design ensures identification of skills	0.00	0.00	4.48	49.25	46.27	4.42	0.58
T&D instructional design affects performance at job	0.00	0.00	11.94	67.16	20.90	4.09	0.57
T&D instructional design creates meaningful learning experience	0.00	1.49	13.43	64.18	20.90	4.04	0.64
<b>Total</b>	<b>0.00</b>	<b>0.50</b>	<b>9.95</b>	<b>60.20</b>	<b>29.35</b>	<b>4.18</b>	<b>0.60</b>

*Note: From Researcher's Survey 2017/18*

### 4.3.3 Impact of T&D in Developing Skills, Knowledge and Ability of Employee

As shown in table 4.4, the respondents of the study were asked to indicate the extent to which the training and development improve skills, knowledge and ability of employee to improve performance in ADBL. The results were collapsed into five categories of strongly disagree, disagree, neutral, agree and strongly agree. Table 4.4 shows that on a summated scale, almost 3 in every 5 respondents (i.e., 56.72%) agreed and more than one-third of the respondents (i.e., 34.33%) strongly agreed that training and development improves skills, knowledge and ability of employee. It can be seen by the descriptive statistics on summated scale that training and development improves skills, knowledge and ability of employee has mean of 4.24 and standard deviation of 0.64.

**Table 4.4**  
**Impact of T&D in Developing Skills, Knowledge and Ability of Employee**

Statement	Percentage (%)					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
T&D Enhance skills and knowledge of employees	0.00	0.00	2.99	46.27	50.75	4.48	0.56
Skills and knowledge increased are job oriented	1.49	0.00	11.94	61.19	25.37	4.09	0.71
T&D expand job knowledge base and outlook	0.00	0.00	5.97	58.21	35.82	4.30	0.58
T&D increase ability to work	0.00	2.99	10.45	61.19	25.37	4.09	0.69
<b>Summated</b>	<b>0.37</b>	<b>0.75</b>	<b>7.84</b>	<b>56.72</b>	<b>34.33</b>	<b>4.24</b>	<b>0.64</b>

*Note: From Researcher's Survey 2017/18*

Half of the respondents strongly agreed (i.e., 50.75%) and more than two of every five (i.e., 46.27%) agreed that T&D enhance skills and knowledge of employees in ADBL with mean of 4.48 and standard deviation of 0.56. In every 3 of 5 respondents (i.e., 61.19%) agreed that the T&D increase skills and knowledge that are job oriented with a mean of 4.09 and standard deviation 0.71. Almost 3 in every 5 respondents (i.e., 58.21%) agreed and more than one-third of respondents (i.e., 35.82%) strongly agreed that T&D expands job-knowledge base and outlook with a mean of 4.30 and standard deviation

0.58. Almost two-thirds of the respondents (i.e., 61.19%) percent agreed that T&D of ADBL increases ability at work with a mean of 4.09 and standard deviation of 0.69.

#### 4.3.4 Impact of T&D for Developing Positive Attitude and Behaviour in Employee

As shown in table 4.5, the respondents of the study were asked to indicate the extent to which the training and development improve attitude and behaviour of employee to improve performance in ADBL. The results were collapsed into four categories of disagree, neutral, agree and strongly agree. Table 4.5 shows that on a summated scale, more than two-third of the respondents (i.e., 67.16%) agreed that training and development improves attitude and behaviour of employee resulting positive impact on employee performance. It can be seen by the descriptive statistics on summated scale that training and development improves attitude and behaviour of employee with a mean of 3.90 and standard deviation of 0.63.

Almost two-third of the respondents (i.e., 65.67%) agreed that T&D improve job behaviour and positive attitude change in ADBL with mean of 3.87 and standard deviation of 0.65. More than two-third of the respondents (i.e., 68.66%) agreed that the T&D brings positive attitude in employees of ADBL with a mean of 4.00 and standard deviation 0.60. More than two-third of the respondents (i.e., 67.16%) agreed that T&D programmes in ADBL has provided the opportunity to identify the growth potential for further development of employee with a mean of 3.82 and standard deviation 0.63.

**Table 4.5**  
**Impact of T&D for Developing Attitude and Behaviour in Employee**

Statement	Percentage (%)					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
Training improve job behaviour and attitude	0.00	2.99	19.40	65.67	11.94	3.87	0.65
Training brings positive attitude in employees	0.00	1.49	13.43	68.66	16.42	4.00	0.60
Provided the potential to identify growth	0.00	2.99	20.90	67.16	8.96	3.82	0.63
<b>Total</b>	<b>0.00</b>	<b>2.49</b>	<b>17.91</b>	<b>67.16</b>	<b>12.44</b>	<b>3.90</b>	<b>0.63</b>

*Note: From Researcher's Survey 2017/18*

#### 4.3.5 Influence of T&D on Employee Performance

As shown in table 4.6, the respondents of the study were asked to indicate the extent to which the training and development improve employee performance in ADBL. The results were collapsed into five categories of strongly disagree, disagree, neutral, agree and strongly agree. Table 4.6 shows that on a summated scale, in every 3 of 5 of the respondents (i.e., 62.39%) agreed that training improves employee performance. It can be seen by the descriptive statistics on summated scale that training improves employee performance with a mean of 4.19 and standard deviation of 0.63.

**Table 4.6**  
**T&D Impact on Employee Performance**

Statement	Percentage (%) N = 67					Mean	Standard Deviation
	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree		
T&D enhance competency and productivity	0	1.49	14.93	70.15	13.43	3.96	0.59
T&D helps in minimizing errors at work	1.49	0	8.96	59.70	29.85	4.16	0.71
T&D increase effectiveness at work	1.49	0	5.97	59.70	32.84	4.22	0.69
T&D enhance quality of performance	0	1.49	2.99	59.70	35.82	4.30	0.60
T&D contribute performance in making profit	0	0	4.48	62.69	32.84	4.28	0.55
<b>Summated</b>	<b>0.60</b>	<b>0.60</b>	<b>7.46</b>	<b>62.39</b>	<b>28.96</b>	<b>4.19</b>	<b>0.63</b>

*Note: From Researcher's Survey 2017/18*

Almost one-fourth of the respondents (i.e., 70.15%) agreed that T&D enhance competency and productivity of performance in ADBL with a mean of 3.96 and standard deviation 0.59. Almost 3 in every 5 respondents (i.e., 59.70%) agreed and more than one-fifth of the respondents (i.e., 29.85%) strongly agreed that employee T&D help in minimizing errors at work and improve the overall performance with a mean of 4.16 and standard deviation of 0.71. Almost 3 in every 5 of the respondents (i.e., 59.70%) agreed and almost one-third of the respondents (i.e., 32.84%) strongly agreed that T&D increase effectiveness at work with a mean of 4.22 and standard deviation of 0.69. Almost 3 in every 5 respondents (i.e., 59.70%) agreed and more than one-third of the respondents (i.e., 35.82%) strongly agreed that T&D help to enhance quality of employee performance

through quality programme with a mean of 4.3 and standard deviation of 0.60. In every 3 of 5 respondents (i.e., 62.69%) agreed and almost one-third of the respondents (i.e., 32.84%) strongly agreed that T&D contribute to employee performance resulting increase in profit with a mean of 4.28 and standard deviation of 0.55.

By the descriptive analysis of the data it is shown that the standard deviation for all of the variables is less than 1. According to Cohen (2003), for the normal distribution of the data, standard deviation must have a range of 0 to 1. As all variables in this study have standard deviation less than 1 therefore the data may be considered normally distributed and Pearson Chi-Square test, correlation analysis and regression analysis is applied for testing the significance with demographic variables and relationship among variables.

#### 4.4 Testing the Hypotheses

Hypotheses were tested with Pearson chi square.

##### Statement of Hypothesis (H<sub>1</sub>)

**H<sub>0</sub>:** There is no significant influence of gender on T&D content and deliverability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of gender on T&D content and deliverability impact on HR performance.

**Table 4.7**  
**Gender on T&D Content and Deliverability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	12.161 <sup>a</sup>	8	.144

*Note: From Researcher's Survey 2017/18*

Table 4.7 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 12.161$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 15.51$ ) with 8 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 12.161$ ,  $p < 0.05$ ).

### Decision Rule

The decision rule is to accept the null hypothesis if the computed Chi-Square value is smaller than tabulated Chi-Square value otherwise reject the null hypothesis.

### Decision

Since the Pearson Chi-Square computed  $\chi^2_c = 12.161$  is smaller than Chi-Square table value  $\chi^2_t = 15.51$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of gender on T&D content and deliverability impact on HR performance.

### Statement of Hypothesis (H<sub>2</sub>)

**H<sub>0</sub>:** There is no significant influence of age on T&D content and deliverability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of age on T&D content and deliverability impact on HR performance.

**Table 4.8**  
**Age on T&D Content and Deliverability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	27.973 <sup>a</sup>	24	.261

*Note: From Researcher's Survey 2017/18*

Table 4.8 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 27.973$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 27.973$ ,  $p < 0.05$ ).

### Decision

Since the Pearson Chi-Square computed  $\chi^2_c = 27.973$  is smaller than Chi-Square table value  $\chi^2_t = 36.42$ , the alternate hypothesis is rejected and the null hypothesis is

accepted. Thus we concluded that there is no significant influence of age on T&D content and deliverability impact on HR performance.

**Statement of Hypothesis (H3)**

**H<sub>0</sub>:** There is no significant influence of education on T&D content and deliverability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of education on T&D content and deliverability impact on HR performance.

**Table 4.9**  
**Influence of Education on T&D Content and Deliverability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.183 <sup>a</sup>	16	.374

*Note: From Researcher's Survey 2017/18*

Table 4.9 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 17.183$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 26.3$ ) with 16 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 17.183, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 17.183$  is smaller than Chi-Square table value  $\chi^2_t = 26.3$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of education on T&D content and deliverability impact on HR performance.

**Statement of Hypothesis (H4)**

**H<sub>0</sub>:** There is no significant influence of position on T&D content and deliverability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of position on T&D content and deliverability impact on HR performance.

**Table 4.10**  
**Influence of Position on T&D Content and Deliverability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.301 <sup>a</sup>	16	.366

*Note: From Researcher's Survey 2017/18*

Table 4.10 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 17.301$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 26.3$ ) with 16 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 17.301, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 17.301$  is smaller than Chi-Square table value  $\chi^2_t = 26.3$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of position on T&D content and deliverability impact on HR performance.

**Statement of Hypothesis (H<sub>5</sub>)**

**H<sub>0</sub>:** There is no significant influence of job period on T&D content and deliverability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of job period on T&D content and deliverability impact on HR performance.

**Table 4.11**  
**Influence of Current Job Period on T&D Content and Deliverability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	26.022 <sup>a</sup>	24	.352

*Note: From Researcher's Survey 2017/18*

Table 4.11 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson

Chi-Square computed value ( $\chi_c^2= 26.022$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2= 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2= 26.022$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2= 26.022$  is smaller than Chi-Square table value  $\chi_t^2= 36.42$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of job period on T&D content and deliverability impact on HR performance.

**Statement of Hypothesis (H6)**

**H<sub>0</sub>:** There is no significant influence of current job position on T&D content and deliverability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of current job position on T&D content and deliverability impact on HR performance.

**Table 4.12**  
**Influence of Current Job Position on T&D Content and Deliverability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	30.616 <sup>a</sup>	24	.165

*Note: From Researcher's Survey 2017/18*

Table 4.12 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2= 30.616$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2= 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2= 30.616$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2= 30.616$  is smaller than Chi-Square table value  $\chi_t^2= 36.42$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of current job position on T&D content and deliverability impact on HR performance.

### Statement of Hypothesis (H7)

**H<sub>0</sub>:** There is no significant influence of gender on T&D instructional design impact on HR performance.

**H<sub>1</sub>:** There is significant influence of gender on T&D instructional design impact on HR performance.

**Table 4.13**  
**Influence of Gender on T&D Instructional Design Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	8.380 <sup>a</sup>	6	.212

*Note: From Researcher's Survey 2017/18*

Table 4.13 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 8.380$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 12.59$ ) with 6 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 8.38$ ,  $p < 0.05$ ).

### Decision

Since the Pearson Chi-Square computed  $\chi_c^2 = 8.380$  is smaller than Chi-Square table value  $\chi_t^2 = 12.59$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of gender on T&D instructional design impact on HR performance.

### Statement of Hypothesis (H8)

**H<sub>0</sub>:** There is no significant influence of age on T&D instructional design impact on HR performance.

**H<sub>1</sub>:** There is significant influence of age on T&D instructional design impact on HR performance.

**Table 4.14**  
**Influence of Age on T&D Instructional Design Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	9.721 <sup>a</sup>	18	.941

*Note: From Researcher's Survey 2017/18*

Table 4.14 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 9.721$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 28.87$ ) with 18 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 9.721, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2 = 9.721$  is smaller than Chi-Square table value  $\chi_t^2 = 28.87$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of age on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H<sub>9</sub>)**

**H<sub>0</sub>**: There is no significant influence of education on T&D instructional design impact on HR performance.

**H<sub>1</sub>**: There is significant influence of education on T&D instructional design impact on HR performance.

**Table 4.15**  
**Influence of Education on T&D Instructional Design Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.446 <sup>a</sup>	12	.218

*Note: From Researcher's Survey 2017/18*

Table 4.15 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson

Chi-Square computed value ( $\chi^2_c = 15.446$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 21.03$ ) with 12 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 15.446$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 15.446$  is smaller than Chi-Square table value  $\chi^2_t = 21.03$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of education on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H<sub>10</sub>)**

**H<sub>0</sub>:** There is no significant influence of position on T&D instructional design impact on HR performance.

**H<sub>1</sub>:** There is significant influence of position on T&D instructional design impact on HR performance.

**Table 4.16**

**Influence of Position on T&D Instructional Design Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.513 <sup>a</sup>	12	.215

*Note: From Researcher's Survey 2017/18*

Table 4.16 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 15.513$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 21.03$ ) with 12 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 15.513$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 15.513$  is smaller than Chi-Square table value  $\chi^2_t = 21.03$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of position on T&D instructional design impact on HR performance.

### Statement of Hypothesis (H<sub>11</sub>)

**H<sub>0</sub>:** There is no significant influence of job period on T&D instructional design impact on HR performance.

**H<sub>1</sub>:** There is significant influence of job period on T&D instructional design impact on HR performance.

**Table 4.17**  
**Influence of Job Period on T&D Instructional Design Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	13.142 <sup>a</sup>	18	.783

*Note: From Researcher's Survey 2017/18*

Table 4.17 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 13.142$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 28.87$ ) with 18 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 13.142$ ,  $p < 0.05$ ).

### Decision

Since the Pearson Chi-Square computed  $\chi^2_c = 13.142$  is smaller than Chi-Square table value  $\chi^2_t = 28.87$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of job period on T&D instructional design impact on HR performance.

### Statement of Hypothesis (H<sub>12</sub>)

**H<sub>0</sub>:** There is no significant influence of current job position on T&D instructional design impact on HR performance.

**H<sub>1</sub>:** There is significant influence of current job position on T&D instructional design impact on HR performance.

**Table 4.18**  
**Influence of Current Job Position on T&D Instructional Design Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	17.489 <sup>a</sup>	18	.490

*Note: From Researcher's Survey 2017/18*

Table 4.18 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 17.489$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 28.87$ ) with 18 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 17.489$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2 = 17.489$  is smaller than Chi-Square table value  $\chi_t^2 = 28.87$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of current job position on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H<sub>13</sub>)**

**H<sub>0</sub>:** There is no significant influence of gender on T&D skills, knowledge and ability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of gender on T&D skills, knowledge and ability impact on HR performance.

**Table 4.19**  
**Influence of Gender on T&D Skills, Knowledge and Ability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	5.268 <sup>a</sup>	8	.729

*Note: From Researcher's Survey 2017/18*

Table 4.19 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of

agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 5.268$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 15.51$ ) with 8 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 5.268$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2 = 5.268$  is smaller than Chi-Square table value  $\chi_t^2 = 15.51$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of gender on skills, knowledge and ability on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H14)**

**H<sub>0</sub>:** There is no significant influence of age on T&D skills, knowledge and ability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of age on T&D skills, knowledge and ability impact on HR performance.

**Table 4.20**  
**Influence of Age on T&D Skills, Knowledge and Ability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.136 <sup>a</sup>	24	.631

*Note: From Researcher's Survey 2017/18*

Table 4.20 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 21.136$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 21.136$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2 = 21.136$  is smaller than Chi-Square table value  $\chi_t^2 = 36.42$ , the alternate hypothesis is rejected and the null hypothesis is

accepted. Thus we concluded that there is no significant influence of age on skills, knowledge and ability on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H15)**

**H<sub>0</sub>:** There is no significant influence of education on T&D skills, knowledge and ability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of education on T&D skills, knowledge and ability impact on HR performance.

**Table 4.21**  
**Influence of Education on T&D Skills, Knowledge and Ability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	14.311 <sup>a</sup>	16	.576

*Note: From Researcher's Survey 2017/18*

Table 4.21 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 14.311$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 26.30$ ) with 16 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 14.311, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 14.311$  is smaller than Chi-Square table value  $\chi^2_t = 26.30$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of education on skills, knowledge and ability on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H16)**

**H<sub>0</sub>:** There is no significant influence of position on T&D skills, knowledge and ability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of position on T&D skills, knowledge and ability impact on HR performance.

**Table 4.22**  
**Influence of Position on T&D Skills, Knowledge and Ability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	20.734 <sup>a</sup>	16	.189

*Note: From Researcher's Survey 2017/18*

Table 4.22 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 20.734$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 26.30$ ) with 16 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 20.734$ ,  $p < 0.05$ ).

### Decision

Since the Pearson Chi-Square computed  $\chi_c^2 = 20.734$  is smaller than Chi-Square table value  $\chi_t^2 = 26.30$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of position on skills, knowledge and ability on T&D instructional design impact on HR performance.

### Statement of Hypothesis (H<sub>17</sub>)

**H<sub>0</sub>:** There is no significant influence of job period on T&D skills, knowledge and ability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of job period on T&D skills, knowledge and ability impact on HR performance.

**Table 4.23**  
**Influence of Job Period on T&D Skills, Knowledge and Ability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.817 <sup>a</sup>	24	.472

*Note: From Researcher's Survey 2017/18*

Table 4.23 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of

agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 23.817$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 23.817$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 23.817$  is smaller than Chi-Square table value  $\chi^2_t = 36.42$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of job period on skills, knowledge and ability on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H18)**

**H<sub>0</sub>:** There is no significant influence of current job position on T&D skills, knowledge and ability impact on HR performance.

**H<sub>1</sub>:** There is significant influence of current job position on T&D skills, knowledge and ability impact on HR performance.

**Table 4.24**

**Influence of Current Job Position on T&D Skills, Knowledge and Ability Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.449 <sup>a</sup>	24	.204

*Note: From Researcher's Survey 2017/18*

Table 4.24 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 29.449$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 29.449$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 29.449$  is smaller than Chi-Square table value  $\chi^2_t = 36.42$ , the alternate hypothesis is rejected and the null hypothesis is

accepted. Thus we concluded that there is no significant influence of current job position on skills, knowledge and ability on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H19)**

**H<sub>0</sub>:** There is no significant influence of gender on T&D attitude and behaviour impact on HR performance.

**H<sub>1</sub>:** There is significant influence of gender on T&D attitude and behaviour impact on HR performance.

**Table 4.25**  
**Influence of Gender on T&D Attitude and Behaviour Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.515 <sup>a</sup>	8	.231

*Note: From Researcher's Survey 2017/18*

Table 4.25 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 10.515$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 15.510$ ) with 8 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 10.515, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 10.515$  is smaller than Chi-Square table value  $\chi^2_t = 15.510$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of gender on attitude and behaviour on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H20)**

**H<sub>0</sub>:** There is no significant influence of age on T&D attitude and behaviour impact on HR performance.

**H<sub>1</sub>:** There is significant influence of age on T&D attitude and behaviour impact on HR performance.

**Table 4.26**  
**Influence of Age on T&D Attitude and Behaviour Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	21.062 <sup>a</sup>	24	.635

*Note: From Researcher's Survey 2017/18*

Table 4.26 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 21.062$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 21.062$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2 = 21.062$  is smaller than Chi-Square table value  $\chi_t^2 = 36.42$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of age on attitude and behaviour on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H<sub>21</sub>)**

**H<sub>0</sub>:** There is no significant influence of education on T&D attitude and behaviour impact on HR performance.

**H<sub>1</sub>:** There is significant influence of education on T&D attitude and behaviour impact on HR performance.

**Table 4.27**  
**Influence of Education on T&D Attitude and Behaviour Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	32.594 <sup>a</sup>	16	.008

*Note: From Researcher's Survey 2017/18*

Table 4.27 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of

agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 32.594$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 26.30$ ) with 16 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 32.594$ ,  $p < 0.05$ ).

### Decision

Since the Pearson Chi-Square computed  $\chi^2_c = 32.594$  is smaller than Chi-Square table value  $\chi^2_t = 26.30$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of education on attitude and behaviour on T&D instructional design impact on HR performance.

### Statement of Hypothesis (H22)

**H<sub>0</sub>:** There is no significant influence of position on T&D attitude and behaviour impact on HR performance.

**H<sub>1</sub>:** There is significant influence of position on T&D attitude and behaviour impact on HR performance.

**Table 4.28**  
**Influence of Position on T&D Attitude and Behaviour Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.818 <sup>a</sup>	16	.466

*Note: From Researcher's Survey 2017/18*

Table 4.28 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 15.818$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 26.30$ ) with 16 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 15.818$ ,  $p < 0.05$ ).

### Decision

Since the Pearson Chi-Square computed  $\chi^2_c = 15.818$  is smaller than Chi-Square table value  $\chi^2_t = 26.30$ , the alternate hypothesis is rejected and the null hypothesis is

accepted. Thus we concluded that there is no significant influence of position on attitude and behaviour on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H23)**

**H<sub>0</sub>:** There is no significant influence of job period on T&D attitude and behaviour impact on HR performance.

**H<sub>1</sub>:** There is significant influence of job period on T&D attitude and behaviour impact on HR performance.

**Table 4.29**  
**Influence of Job Period on T&D Attitude and Behaviour Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	18.193 <sup>a</sup>	24	.794

*Note: From Researcher's Survey 2017/18*

Table 4.29 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 18.193$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 18.193, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 18.193$  is smaller than Chi-Square table value  $\chi^2_t = 36.42$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of job period on attitude and behaviour on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H24)**

**H<sub>0</sub>:** There is no significant influence of current job position on T&D attitude and behaviour impact on HR performance.

**H<sub>1</sub>:** There is significant influence of current job position on T&D attitude and behaviour impact on HR performance.

**Table 4.30**  
**Influence of Current Job Position on T&D Attitude and Behaviour Impact on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.457 <sup>a</sup>	24	.493

*Note: From Researcher's Survey 2017/18*

Table 4.30 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 23.457$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 36.42$ ) with 24 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 23.457$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 23.457$  is smaller than Chi-Square table value  $\chi^2_t = 36.42$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of current job position on attitude and behaviour on T&D instructional design impact on HR performance.

**Statement of Hypothesis (H2s)**

**H<sub>0</sub>:** There is no significant influence of gender on T&D employee performance impact on HR performance.

**H<sub>1</sub>:** There is significant influence of gender on T&D employee performance impact on HR performance.

**Table 4.31**  
**Influence of Gender on T&D Employee Performance on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	7.321 <sup>a</sup>	9	.604

*Note: From Researcher's Survey 2017/18*

Table 4.31 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of

agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 7.321$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 16.92$ ) with 9 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 7.321$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 7.321$  is smaller than Chi-Square table value  $\chi^2_t = 16.92$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of gender on T&D employee performance impact on HR performance.

**Statement of Hypothesis (H26)**

**H<sub>0</sub>:** There is no significant influence of age on T&D employee performance impact on HR performance.

**H<sub>1</sub>:** There is significant influence of age on T&D employee performance impact on HR performance.

**Table 4.32**  
**Influence of Age on T&D Employee Performance on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	23.422 <sup>a</sup>	27	.662

*Note: From Researcher's Survey 2017/18*

Table 4.32 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 23.422$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 40.11$ ) with 27 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 23.422$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 23.422$  is smaller than Chi-Square table value  $\chi^2_t = 40.11$ , the alternate hypothesis is rejected and the null hypothesis is

accepted. Thus we concluded that there is no significant influence of age on T&D employee performance impact on HR performance.

**Statement of Hypothesis (H27)**

**H<sub>0</sub>:** There is no significant influence of education on T&D employee performance impact on HR performance.

**H<sub>1</sub>:** There is significant influence of education on T&D employee performance impact on HR performance.

**Table 4.33**  
**Influence of Education on T&D Employee Performance on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	31.698 <sup>a</sup>	18	.024

*Note: From Researcher's Survey 2017/18*

Table 4.33 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 31.698$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 28.87$ ) with 18 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 31.698, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 31.698$  is smaller than Chi-Square table value  $\chi^2_t = 28.87$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of education on T&D employee performance impact on HR performance.

**Statement of Hypothesis (H28)**

**H<sub>0</sub>:** There is no significant influence of position on T&D employee performance impact on HR performance.

**H<sub>1</sub>:** There is significant influence of position on T&D employee performance impact on HR performance.

**Table 4.34**  
**Influence of Position on T&D Employee Performance on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	15.136 <sup>a</sup>	18	.653

*Note: From Researcher's Survey 2017/18*

Table 4.34 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi_c^2 = 15.136$ ) is smaller than the Chi-Square tabulated value ( $\chi_t^2 = 28.87$ ) with 18 degrees of freedom (df) at 0.05 level of alpha ( $\chi_c^2 = 15.136, p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi_c^2 = 15.136$  is smaller than Chi-Square table value  $\chi_t^2 = 28.87$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of position on T&D employee performance impact on HR performance.

**Statement of Hypothesis (H<sub>29</sub>)**

**H<sub>0</sub>:** There is no significant influence of job period on T&D employee performance impact on HR performance.

**H<sub>1</sub>:** There is significant influence of job period on T&D employee performance impact on HR performance.

**Table 4.35**  
**Influence of Job Period on T&D Employee Performance on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	45.452 <sup>a</sup>	27	.015

*Note: From Researcher's Survey 2017/18*

Table 4.35 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 45.452$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 40.11$ ) with 27 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 45.452$ ,  $p < 0.05$ ).

**Decision**

Since the Pearson Chi-Square computed  $\chi^2_c = 45.452$  is smaller than Chi-Square table value  $\chi^2_t = 40.11$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of job period on T&D employee performance impact on HR performance.

**Statement of Hypothesis (H<sub>30</sub>)**

**H<sub>0</sub>:** There is no significant influence of current job position on T&D employee performance impact on HR performance.

**H<sub>1</sub>:** There is significant influence of current job position on T&D employee performance impact on HR performance.

**Table 4.36**  
**Influence of Current Job Position on T&D Employee Performance on HR Performance**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	29.710 <sup>a</sup>	27	.327

*Note: From Researcher's Survey 2017/18*

Table 4.36 is the output of the computed Chi-Square values from the cross tabulation statistics of observed and expected frequencies with the response options of agree and disagree based on the responses of the research subjects from ADBL. Pearson Chi-Square computed value ( $\chi^2_c = 29.710$ ) is smaller than the Chi-Square tabulated value ( $\chi^2_t = 40.11$ ) with 27 degrees of freedom (df) at 0.05 level of alpha ( $\chi^2_c = 29.710$ ,  $p < 0.05$ ).

## **Decision**

Since the Pearson Chi-Square computed  $\chi_c^2 = 29.710$  is smaller than Chi-Square table value  $\chi_t^2 = 40.11$ , the alternate hypothesis is rejected and the null hypothesis is accepted. Thus we concluded that there is no significant influence of current job position on T&D employee performance impact on HR performance.

## **4.5 Correlation Analysis**

A correlation analysis was conducted to establish whether there existed any relationship between content and deliverability, instructional design, skills, knowledge, ability, attitude, behaviour and employee performance.

The findings showed that the attitude and behaviour was leading and had a positive and significant relationship with employee performance, with Pearson correlation coefficient of (0.566); at  $p < 0.01$ ; second was skills, knowledge and ability with employee performance, with a positive and significant relationship and a Pearson correlation coefficient of (0.391); at  $p < 0.01$ ; third was instructional design with employee performance which had a positive and significant relationship with a Pearson correlation of (0.262); at  $p < 0.01$ ; and fourth was content and deliverability with employee performance which had a positive and significant relationship with a Pearson correlation of (0.244); at  $p < 0.01$ .

The other positive relationships tested included the independent variables against themselves and as well the results showed that they were statistically significant with positive Pearson correlations coefficients as shown. Content and deliverability versus instructional design, Pearson correlation coefficient of (0.414); followed by attitude and behaviour versus content and deliverability, with a Pearson correlation coefficient of (0.320); at  $p < 0.05$ ; Content and deliverability versus skills, knowledge and ability, Pearson correlation coefficient of (0.282): at  $p < 0.05$ . Likewise instructional design versus skills, knowledge and ability, Pearson correlation coefficient of (0.538); followed by instructional design versus attitude and behaviour, Pearson correlation coefficient of (0.247): at  $p < 0.05$ ; and finally skills, knowledge and ability versus attitude and

behaviour, with a Pearson correlation coefficient of (0.458); at  $p < 0.01$ . All the relationships tested were positive and statistically significant as illustrated in Table 4.37.

This is a true reflection that the independent variables that were studied in the study had a positive and significant influence on the employee performance in banking sector of Nepal in ADBL.

**Table 4.37**  
**Correlation Analysis**

		Content and deliverability	Instructional Design	Skills, knowledge and Ability	Attitude and Behaviour	Employee Performance
Content and deliverability	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	67				
Instructional Design	Pearson Correlation	.414**	1			
	Sig. (2-tailed)	.000				
	N	67	67			
Skills, knowledge and Ability	Pearson Correlation	.282*	.538**	1		
	Sig. (2-tailed)	.021	.000			
	N	67	67	67		
Attitude and Behaviour	Pearson Correlation	.320**	.247*	.458**	1	
	Sig. (2-tailed)	.008	.044	.000		
	N	67	67	67	67	
Employee Performance	Pearson Correlation	.244*	.262*	.391**	.566**	1
	Sig. (2-tailed)	.047	.032	.001	.000	
	N	67	67	67	67	67

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

\* . Correlation is significant at the 0.05 level (2-tailed).

Note: From Researcher's Survey 2017/18

#### 4.6 Regression Analysis

Since all relationships exhibited were statistically significant relationships, a regression analysis was conducted to determine the level of significance between the

variables. It indicates a degree of positive correlation between the dependent and independent variables.

The findings in the regression summary model show the  $R$  and  $R^2$  values. The  $R$  statistic indicates that the fitted model explains 58.9 percent and the R-squared statistic indicates that the fitted model explains 34.7 percent of the variability in employee performance. The adjusted  $R^2$  value is 0.305 which means that about 30.5 percent of variation explained employee performance and was attributed to training and development, content and deliverability, instructional design, skills, knowledge, ability, attitude and behaviour as shown in Table 4.38. Training and development has a significant impact on employees' performance. It has a positive relationship with the employee performance variables contents and deliverability, instructional design, skills, knowledge, ability, attitude and behaviour. The other 69.5 percent of variation in employee performance is attributed to other factors that were not considered in this study.

**Table 4.38**  
**Model Summary**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
1	.589 <sup>a</sup>	.347	.305	.42391

a. Predictors: (Constant), Content and deliverability, Instructional design, Skills, knowledge, ability, attitude and behaviour

*Note: From Researcher's Survey 2017/18*

The analysis of variance (ANOVA) revealed a statistically significant relationship between training-development and employee performance which have  $F= 8.241$  at (4, 62) degrees of freedom. The regression model was significant at 0.000 ( $p < 0.001$ ) as indicated in Table 4.39. The model's p-value as shown in the analysis of variance is 0.000, i.e., less than 0.01, which implies that a statistically significant relationship exists for the variables under consideration at a 99 percent confidence interval. It shows degree of positive correlations between the predictors and the dependent variables.

**Table 4.39**  
**ANOVA**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	5.924	4	1.481	8.241	.000 <sup>b</sup>
Residual	11.142	62	.180		
Total	17.065	66			

*a. Dependent Variable: Employee Performance*

*b. Predictors: (Constant), Content and deliverability, Instructional Design, Skills, knowledge, ability, attitude and behaviour*

*Note: From Researcher's Survey 2017/18*

The regression coefficient revealed that constant variable in this study is statistically significant that is employee performance is significant at 0.036 ( $p < 0.05$ ) as indicated in Table 4.40.

**Table 4.40**  
**Regression Coefficients**

<b>Model</b>	<b>Unstandardized Coefficients</b>		<b>Standardized Coefficients</b>	<b>t</b>	<b>Sig.</b>
	<b>B</b>	<b>Std. Error</b>	<b>Beta</b>		
(Constant)	1.385	.646		2.143	.036
Content and deliverability	.036	.149	.028	.243	.809
Instructional design	.071	.135	.067	.529	.599
Skills, knowledge, ability	.139	.138	.130	1.007	.318
Attitude and behaviour	.453	.112	.480	4.034	.000

*a. Dependent Variable: Employee Performance*

*Note: From Researcher's Survey 2017/18*

The signs and magnitudes of the variables shown in multiple regression are in line with the expected results. Training attitude and behaviour has a significant impact on employees' performance. It has a positive relationship with the employee performance variable, implying that the more effective a training program and the more positive change occurs in employee attitude and behaviour. Content and deliverability in training and development is also an important variable as evident from our findings. The main focus of the training and development need to be included in the programmes. The

contents and deliverability of training and development must be as per the requirement of the employee job to improve employee performance. An effective instructional design should cover all the work related topic that can later be applied on assigned work to improve employee performance. The training and development must be work oriented to increase skills, knowledge and ability of the employee to improve the performance. The more efficient the performance of their employees, the better the banks' problem solving abilities will be. This justifies the positive significant relationship between contents, deliverability, instructional design, skills, knowledge and ability in training-development and employees performance.

**Table 4.41**  
**Multiple Regression of Independent Variables on Dependent Variable**

Dependent Variable: Employee Performance (EP)	
$EP = a_0 + \beta_1 CD + \beta_2 ID + \beta_3 SKA + \beta_4 AB + e_i$	
Coefficients	
(Constant)	1.385** (0.646)
Factor 1: Content and deliverability (CD)	0.036 (0.149)
Factor 2: Instructional design (ID)	0.071 (0.135)
Factor 3: Skills, knowledge, ability (SKA)	0.139 (0.138)
Factor 4: Attitude and behaviour (AB)	0.453* (0.112)
<i>F</i> -value	8.241* (.000)
$R^2$	0.347
Adjusted $R^2$	0.305

Note: The numbers in the parentheses are the p-values. \*  $p < .01$ , \*\*  $p < 0.05$

- a. Dependent Variable: Employee Performance
- b. Predictors: (Constant), Content and Deliverability, Instructional Design, Skills, Knowledge, Ability, Attitude and Behaviour.

Note: From Researcher's Survey 2017/18

#### **4.7 Summary**

This chapter has presented the results and findings. The study revealed that the variables studied had positive and significant relationships that existed between them. The findings have indicated that employee T&D influences employee performance by positively influencing the content and deliverability, instructional design, skills, knowledge and ability and attitude and behaviour. The next chapter presents the summary, conclusion, and recommendations that can be drawn from this study.

## **CHAPTER V**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary, conclusions and recommendations from this study. The presentation is in a way that tries to answer the research questions of this study.

#### **5.1 Summary**

The purpose of this study was to explore the effects of training and development on employee performance among the employee members of ADBL. The study was guided by the following research objectives: To identify the association between training, development and employee performance, to examine the effectiveness of T&D on employee performance.

A survey research design was used for this study. The survey design was appropriate for this study because it allowed investigation of possible relationships between variables as well as data collection from broader category and comparisons between variables. The study population was 185 officers and senior and junior assistants of ADBL, head office. A sample of 67 was drawn using a random stratified sampling approach from a list of sample frame provided by the human resource department employee list at ADBL. The primary data were collected by using a questionnaire for three days. Data were analyzed for descriptive statistics using percentages, means, standard deviation, analysis of variance, bi-variate analysis in form of cross tabulations and correlation. The findings were presented using Tables and figures. The Statistical Package for Social Sciences (SPSS) version 21 was used to do the analysis.

The research question on influence of T&D revealed the existence of a statistically significant relationship between T&D and employee performance. All areas examined under T&D including training and development content and deliverability, instructional design, skills, knowledge, ability, development of employee attitude and behaviour change in employee were all significant.

## **5.2 Conclusions**

Based on the findings, the following conclusions have been drawn:

### **5.2.1 T&D Content and Deliverability Influence on Employee Performance**

The first research question for this study was to determine the impact of T&D on employee performance at ADBL. The findings of this study revealed the existence of a significant relationship between training, development and employee performance,  $r(0.244)$ ;  $p < 0.05$ . These findings are in line with the arguments placed by Wexley and Latham (2002) that the need to consider skill and tasks characteristics in determining the most effective training delivery approaches should be highlighted. Jones and George (2005) says that good performance of employees is enhanced by providing better contents and delivery of employees. Similarly, Bunch (2007) posited that the training content and deliverability process are meant to either improve performance of employees' present job functions, transfer new skills for a new job or position as a way of developing the employee for growth within the organization. Weil and Woodall (2005) noted that organizations that use appropriate training content and deliverability programmes enhance employee performance gaps.

Lane and Robinson (2009) are of the opinions that training and development impart positively and effectively for optimum performance to achieve corporate goals of the organization. Aguinis and Kraiger (2009) stated that the application of appropriate training and development design and delivery methods can help maximize the benefit of training and development resulting positive impact on employee performance. An effective content and deliverability of training and development helps to accelerate an employees' professional development and prepares them to excel in their role increasing for better employee performance. A properly designed training and development programme aids the learning, development and improvement of the performance of individual employees, which ultimately results in employee performance development. Similarly, Noe (2010) argued that using appropriate training and development contents and deliverability provide employees with the flexibility to manage the personal learning

and balancing work, non-work and responsibilities that creates positive impact on employee performance.

### **5.2.2 Training and Development Instructional Design Influence on Employee Performance**

This study established that majority (60 percent) of the respondents believed that instructional design of training and development enhance the employee's job performance,  $r(0.262)$ ;  $p < 0.05$ . The present study findings confirm those of the study of Creswell and Clark (2007) who argued that instructional design of training and development is an organized procedure that includes steps of analyzing, designing, developing, implementing and evaluating instruction by enhancing the employee performance. Similarly, Smith and Rogan (2005) argued that instructional design is significant to training and development implementation as it enhance the employee performance. Instructional design is the systematic and reflective process of translating principles of learning into plans for instructional materials, activities, information, resources and evaluation. It justifies that instructional design in training and development leads to positive impact on employee performance. Raiser and Dempsay (2007) had indicated that instructional design is a systematic procedure in which educational training and development programmes are developed and composed aiming at a substantial improvement of employee performance. Dick and Carey (2001) also proved that training and development instructional design determines the best teaching methods for specific learners in a specific context attempting to obtain positive employee performance.

### **5.2.3 Training and Development Skills, Knowledge and Ability Influence on Employee Performance**

This study also found out that skills, knowledge and ability is an important component of employee performance,  $r(0.391)$ ;  $p < 0.01$ . Majority of the respondents at 56 percent agreed and 34 percent strongly agreed that skills, knowledge and ability enhanced employees' performance. This finding was in line with Bailey (2012) who argued that T&D ensured employee has necessary skills, knowledge and ability to cope

with changes through high-quality, flexible education, information and mobility programmes to improve employee performance. Similarly, Stavrou (2004) had argued that right kind of skills, knowledge and abilities are performed from T&D as it plays crucial role towards the growth and success of organization by making positive impact on employee performance. Knowledge, skills and attitudes requires the systematic conduct of training and development for an individual to perform adequately a given task or job. The main goal of training and development is to provide, obtain and improve the necessary skills in order to help organization achieve their goals and create competitive advantage by adding value to their key resources that is managers. Training and development is the organized procedure by which people learn knowledge or skills for a definite purpose (Jones & George, 2005). Training and development programmes are formal efforts to help employees learn new skills, improve existing skills and to perform in the organization (Collis & Hussey, 2009). Similarly, Benedicta (2010) argued that training and development generates benefits for the employee knowledge, skills, ability, competencies and behaviour.

Few employees have the requisite skills, knowledge, abilities and competencies needed to work. As a result, it may require extensive training and development to acquire the necessary skills to be able to make substantive contribution towards the organization growth (Armstrong, 2014). According to Isyaku (2000), the process of T&D is a continuous one. It is an avenue to acquire more and new knowledge and develop further the skills, knowledge, abilities and techniques to function effectively. Thus, there is a positive impact of T&D on employee performance by developing skills, knowledge and ability.

#### **5.2.4 Training and Development Attitude and Behaviour Influence on Employee Performance**

This study found that there exists a strong positive relationship between attitude, behaviour and employee performance,  $r(0.566)$ ;  $p < 0.01$ . This is in line with study by Grobler (2006) who revealed the existence of a positive relationship between influence of positive attitude and behaviour on employee performance by training and

development. The argument was that the training and development is the use of specific means to inculcate specific learning, using techniques that can be identified and described. These techniques and methods should be continually improved. Training and development therefore is a deliberate effort to teach specific skills, knowledge and attitudes to serve a specific purpose. The objective of training and development is to achieve a change in the behaviour of those trained. This means that the trainees shall acquire new manipulative skills, technical knowledge and skills on the job in such a way as to aid in the achievement of organizational goals (Archive, 2008).

Similarly, Oliseh (2005) had argued that training and development is the systematic development of the attitude and skill behavioural pattern required by an individual in order to perform adequately a given task. The study states that training and development is designed to change the behaviour of the employee in the work place in order to stimulate efficiency and higher performance standards. Training and development develops employee skills, positive change in attitude towards work and builds the loyalty to the company and hence improved employee performance. Terry and Hogg (2001) had also indicated that there exists a significant relationship between attitude and behaviour and employee performance. Attitude is an unobservable cognitive constructs that are socially learned, socially changed and socially expressed. Churchill and Frankiewicz (2006) equally noted that attitudes are learned or acquired dispositions. It is widely acknowledged that attitude affects performance. Wright and Geroy (2001) equally noted that the T&D programmes improve the overall performance of the employees to effectively perform the current jobs and also to enhance the knowledge, skills and attitudes of the employees necessary for the future job, thus contributing to increased employee and organization performance.

### **5.3 Key Conclusions**

Based on the research findings, this chapter concentrates on improvement suggestions and personal assessment on impact of T&D on employee performance.

- 1) This study has established a statistically significant relationship between T&D and employee performance. Appropriate training and development content and

deliverability enhance competency and productivity and helps in minimizing errors of employee performance. The findings also showed that there is no significance between training and development content and deliverability and demographic variables.

- 2) This study sought to determine whether training instructional design have influence on employee performance. Instructional design of training and development according to work helps to increase effectiveness at work and enhance employee performance. The findings also showed that there is no significance between training and development instructional design and demographic variables.
- 3) This study sought to determine whether training skills, knowledge and ability do influence on employee performance. T&D expand job knowledge base and outlook, increases the ability at work of employee and enhance employee performance by influencing employees to learn new ideas and ways of doing work. The findings also showed that there is no significance between training and development skills, knowledge and ability and demographic variables.
- 4) This study sought to determine whether training make positive change in attitude and behaviour to enhance employee performance. T&D bring positive attitude in employees and improve job behaviour and attitude making significant changes in performance of employees. The findings also showed that there is no significance between training and development positive attitude and behaviour and demographic variables.

#### **5.4 Recommendations**

This section provides recommendations for improvement based on the findings of this study.

- a) Since this study revealed the existence of significant relationship between training, development and employee performance, the study recommends that management at ADBL should focus on training content and

deliverability process to enhance employee performance. Equally, management should conduct training time to time to ensure that employees have necessary engagement for enhancing employee and organizational performance. Organization should design specific training programmes that target senior and junior assistant employee with the aim of enhancing their readiness in taking up tasks and accepting change. Further the organization should carryout different training programmes to confine the training contents and deliverability process so that the training would be job-oriented.

- b) The study has also shown that training enhances employee performance by influencing good instructional design and ensuring the identification of employee skill gaps. Therefore, this study recommends that ADBL should invest in T&D programmes by focusing in instructional design to enhance employee performance. When employees are provided with systematic instructional design training programmes, employees feel training related to the work that will increase the output level and dedication to the organization. Equally, the management should concentrate on employees work responsibilities after training since the study has indicated that employees provided with better instructional design training increase employee performance.
- c) This study also established the existence of a significant relationship between employee skills, knowledge and ability with their performance. Therefore, study recommends that training should be job-oriented to enhance skills, knowledge and ability of employee that helps to improve employee performances. Equally, management should enhance job-oriented training programmes within the organization as a way of improving skills, knowledge and ability to enhance employee performance. Finally, there is need for management to ensure that

employees who need professional training are to be identified and scheduled for training.

- d) The study has shown that training enhances employee performance by influencing positive change on attitude and behaviour. Training positively influences attitude and behaviour by providing the opportunity and identifying the employee growth and potential for further development. Therefore ADBL needs to ensure training strategies to influence positive change on attitude and behaviour to enhance employee performance.

### **5.5 Recommendations for Future Research**

The study only focused on the Agricultural Development Bank Limited at head office, Ramshahpath. The study variables were limited to training, development, contents, deliverability, instructional design, skills, knowledge, ability, attitude and behaviour. These variables are not conclusive in themselves to explain the influence of T&D on employee performance. Further studies should focus on other factors that are not considered in this study. Thus, other studies on different populations and at different time zones would be welcome to ensure strong empirical conclusions on how T&D impact on employee performance.

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**APPENDICES**  
**APPENDIX I: COVER LETTER**

October 12, 2017

Dear Sir/Madam,

**RE: A RESEARCH QUESTIONNAIRE**

I am a Student currently pursuing a Master of Science in Organization Development at People's Campus. I am presently carrying out a research on the impact of T&D on employee performance. I kindly request you to fill in the questionnaire of the aforementioned topic under study. The information required is purely for academic purposes and will be treated with complete confidentiality.

The results of the report will be used for academic purposes and will also add to the existing body of findings meant to address employee performance. Your cooperation during the exercise will be highly appreciated.

Thank you.

Yours faithfully,  
Babita Ghale



7. Period at current position job:
- |                   |                          |                    |                          |
|-------------------|--------------------------|--------------------|--------------------------|
| 5 years and below | <input type="checkbox"/> | 6-10 years         | <input type="checkbox"/> |
| 11-15 years       | <input type="checkbox"/> | 15 years and above | <input type="checkbox"/> |

8. Present Division: .....

***Part II***      **RESPONDENT TRAINING INFORMATION**

9. How often do you attend training and development programmes at ADBL?
- |          |                          |           |                          |           |                          |
|----------|--------------------------|-----------|--------------------------|-----------|--------------------------|
| Very low | <input type="checkbox"/> | Low       | <input type="checkbox"/> | Undecided | <input type="checkbox"/> |
| High     | <input type="checkbox"/> | Very high | <input type="checkbox"/> |           |                          |

10. How many times have you attended T&D since you joined the ADBL?
- |            |                          |                    |                          |
|------------|--------------------------|--------------------|--------------------------|
| Only once  | <input type="checkbox"/> | 2-5 times          | <input type="checkbox"/> |
| 6-10 times | <input type="checkbox"/> | more than 11 times | <input type="checkbox"/> |

11. How many times have you attended T&D programme **last year**?
- |             |                          |            |                          |
|-------------|--------------------------|------------|--------------------------|
| Only once   | <input type="checkbox"/> | 2 –3 times | <input type="checkbox"/> |
| 4 – 5 times | <input type="checkbox"/> | Not at all | <input type="checkbox"/> |

12. Mostly on what basis selection for T&D was made?
- |                             |                          |                        |                          |
|-----------------------------|--------------------------|------------------------|--------------------------|
| Supervisors' recommendation | <input type="checkbox"/> | Performance evaluation | <input type="checkbox"/> |
| Union recommendation        | <input type="checkbox"/> | Job requirement        | <input type="checkbox"/> |

13. Do you think T&D has helped improve your job performance?
- |                   |                          |                |                          |         |                          |
|-------------------|--------------------------|----------------|--------------------------|---------|--------------------------|
| Extremely helpful | <input type="checkbox"/> | Fairly helpful | <input type="checkbox"/> | Neutral | <input type="checkbox"/> |
| Not much helpful  | <input type="checkbox"/> | Not at all     | <input type="checkbox"/> |         |                          |

14. Are you satisfied with the overall aspect of the T&D programmes at ADBL?
- |                     |                          |                  |                          |         |                          |
|---------------------|--------------------------|------------------|--------------------------|---------|--------------------------|
| Extremely satisfied | <input type="checkbox"/> | Fairly satisfied | <input type="checkbox"/> | Neutral | <input type="checkbox"/> |
| Not much satisfied  | <input type="checkbox"/> | Not at all       | <input type="checkbox"/> |         |                          |

15. To what extent does employee T&D affects overall performance of employees at ADBL?

To a very low extent       To a low extent       Undecided   
 To some extent       To a very high extent

***Part III***

Please indicate whether you agree or disagree with each statement:

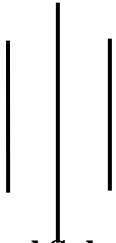
**SD=Strongly Disagree    D=Disagree    N=Neutral    A=Agree    SA=Strongly Agree**

S.N	Questions	SD	D	N	A	SA
<b>Training Content and Deliverability</b>						
16	The content of T&D programmes in ADBL is relevant to the work schedule of the employees (trainees).					
17	The T&D deliverability process of ADBL is effective.					
18	T&D provided by ADBL contains appropriate T&D content and delivery methods that can assist you in achieving your job performance objectives.					
19	T&D contents help improving the work scheduling at your job.					
20	T&D contents help me increase my skills to approach the new technology.					
<b>Training Instructional Design</b>						
21	Good instructional design ensures identification of employee skill gaps.					
22	T&D instructional design affects your performance at job.					
23	T&D instructional design creates meaningful learning experiences and facilitate professional development.					
<b>Skills, Knowledge and Ability Development</b>						
24	T&D enhance skills and knowledge of employees.					
25	T&D that increase my skills and knowledge are job oriented.					
26	T&D expand my job-knowledge base and outlook.					
27	T&D of ADBL increases my ability at work.					

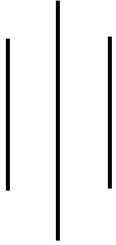
<b>Attitude and Behaviour</b>					
28	T&D improve my job behaviour and attitude change.				
29	T&D brings about positive attitude in employees including me.				
30	ADBL T&D programme has provided the opportunity to identify your growth potential for further development.				
<b>Employee Performance</b>					
31	T&D enhance competency and productivity of my performance.				
32	Employee T&D help me in minimising errors at work and improve my overall performance.				
33	T&D increase my effectiveness at work.				
34	T&D help enhance quality of employee performance through its quality programme.				
35	T&D contribute to employee performance that causes profit to increase.				

**A Proposal on**  
**IMPACT OF TRAINING AND DEVELOPMENT ON**  
**EMPLOYEE PERFORMANCE:**  
*A CASE STUDY OF*  
*AGRICULTURAL DEVELOPMENT BANK LTD*

**Submitted By**  
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**People's Campus**  
**Paknajol, Kathmandu**  
**T.U Reg. No.: 7-2-291-7-2008**



**A Proposal Submitted to**  
**Tribhuvan University**  
**Faculty of Management**



*In partial fulfilment of the requirement for the degree of*  
**Master of Business Studies (M.B.S)**

**Kathmandu**

**June, 2017**

# **1. INTRODUCTION**

Training and development has important role in the achievement of organizational goal by integrating the interest of organization and the workforce. From an organization point of view, training and development of employees are essential for organization operations and advancement whereas from an employee point of view, training and development activities are important for skills and development, employee performance and career advancement. Employees training and development play an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner. Employees are required to be creative, competent, innovative, flexible and trained enough to handle the information effectively. Skilled employees can handle the critical situation in a well organize manner.

Human resources are the main asset at modern organizations, which makes the skills and abilities mastered by employees an important factor in determining the current situation as well as the future of an organization. Training is necessary to introduce a new process, improve the efficiency of the staff, equips unskilled workers to make them more valuable to the firm and development has become the most essential aspect in the business world because it enhances the productivity, efficiency and confidence level in employees. Training and development are important for employees because organizational profitability relies on the good performance of employees.

T&D is an efficient process of getting knowledge, abilities, skills and the behavior to meet the requirements of the job (Gomez & Mejia, 2007). T&D helps employees to adopt the market chances and make them capable to meet the technology changes and competition (Dessler, 2008). The major purpose of the research is to determine the impact of training and development on employee performance in ADBL.

## **1.1 Background**

Throughout the centuries, the kinds of work to be completed, the skills needed and the tools used to do work have changed. The trends in human resource management practices throughout the world are changing dynamically. In the absence of planned and

systematic training and development, employees learn jobs with the help of observation and trial and error method that contain additional cost, time and energy. Thus, training and development is essential for effective learning at reasonable cost, time and energy. In order to manage the changes in the complexity, volume and content of work, job training and development evolved.

Agricultural Development Bank Limited was established in 1968 under the ADBN act 1967. The bank was established with the main objective of providing institutional credit for enhancing the production and productivity of the agricultural sector in the country. ADBL has been incorporate as a public limited company on July 14, 2005. To provide quality bank services, to adopt market driven strategy and to obtain sustained and competitive return on investment, training and development is necessary to increase skill and knowledge of employee that will help to enhance productivity and performance.

## **1.2 Problem Statement**

The problem of the present study relates to the impact of training and development to fill the gap between the expected performance and the actual performance of the employees at ADBL. This gap can be bridge through well execute training and development programs. The recognition of the importance of training and development in recent years has been heavily influence by the intensification of competition and the relative success of the organizations where investment in employee development is considerably emphasizes. T&D is necessary to ensure an adequate supply of staff that is technically and socially competent and capable of career development into specialist departments or management positions.

Despite the increasing effects on T&D of employees by organizations, it was report that the number of employee are not capable enough to perform the task in an efficient manner due to which the employee performance in this bank was termed as one of the main causes of the problem in banks inefficiency. The main problem in this study is to what extent the training and development impact over employee performance in ADBL. To provide services as a mass based complete network from branches of rural to urban cities, the experienced employees are essentials for the banks in order to increase the productivity.

The present study explores the impact of in-service training and development programs on the performance of employees at ADBL. So the ways in which the training and development affect the level of performance of the employees is the problem statement in impact of training and development on employee performance of ADBL. Therefore in this research the quantitative study examines how training and development impact on the performance of employees in banks.

### **1.3 Objectives of the Study**

Main objective is to examine the impact of training and development on employee performance of Agricultural Development Bank Limited.

To achieve the main objective, the following specific objectives have been set:

1. To identify the association between training-development and employee performance at Agricultural Development Bank Limited.
2. To examine the impact of training and development on employee performance at Agricultural Development Bank Limited.

### **1.4 Research Hypothesis**

1. Appropriate training can result in efficient performance of the job function.
2. Appropriate training cannot result in efficient performance of the job function

## **2. REVIEW OF LITERATURE**

This chapter will present a comprehensive review of literature related to the study. It will discuss findings of related researches to this study. The literature review provides an explanation of the theoretical rationale of the problem studied as well as research that has done and how the findings relate to the problem.

Training and development is a part of human resource development. T&D is a learning process in which employees acquire knowledge, skills, experience and attitudes that they need in order to perform their job better for the achievements of their organizational goals (Ngirwa, 2009). T&D is a planned and systematic effort by management aimed at altering behavior of employees, in a direction that will achieve organizational goals (McGhee, 1996). In the field of human resource management, T&D is the field concerned with organizational activity aimed at bettering the performance of individuals and groups in organizational settings (Noe, 2005). The more highly motivated a trainee, the more quickly and systematically a new skill or knowledge is acquired. That is why T&D should be related to money, job promotion and recognition that the trainee desires (Flippo, 1976). Unlike in developed countries, T&D in China was usually intended to remedy skills deficiencies, rather than enhance productivity (Ying, 2004).

T&D can be a proactive means for developing skills and expertise to prevent problems from arising and can be an effective tool in addressing any skills or performance gaps among staff. In the development of organizations, T&D plays a vital role, improve performance as well as increase productivity eventually putting companies in the best position to face competition and stay at the top. Organizations dedicated to generate profits for its owners, providing quality service to its customers and beneficiary, invest in the training and development of its employees (Evans & Lindsay, 1999). Performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed. Efficiency and effectiveness are ingredients of performance apart from competitiveness and productivity thus, T&D is a way of increasing individual's performance (Cooke, 2000).

Kenny & Schroeder (1992) stated that employee performance are measured against the performance standards set by the organization. Functioning and presentation of

employees is also termed as employee performance. This means that effective administration and presentation of employee task that reflect the quality desired by the organization can also be termed as performance.

Cole (2002) argues training and development is one element many corporations consider when looking to advance people and offer promotions. Although many employees recognize the high value of training, some employees are still reluctant to be trained. T&D offers more than just increase knowledge. It offers the added advantage of networking and drawing from others' experiences. Mwita (2000) put emphasizes that organizations invest huge amount on the human resource capital because the performance of human resource will ultimately increase the performance of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization.

T&D increase the overall performance of the organization although it is costly to give training and development to the employees but in the long run it give back more than it took (Shepard & Greene, 2003). Organizational learning makes use of training and development as one of the several responses, deals with the acquisition of understanding and know the techniques and practices. These intellectual intangibles can be translate into an organizational resource through the people that acquire, infer and utilize such towards the achievement of the organization-wide training and development (Armstrong, 2014).

Training and development are planned learning experiences that teach employees how to perform current and future jobs more effectively. Closing the skills gap is now a critical area of human resource development for organizations to penetrate the market continuously. Skills gap threatens the productivity and competitiveness both in organizational and operational levels. This requires that human resource management professionals should start the cultivation of the workforce from the recruitment period. However, this is not easy considering that there are specific work that require customization of skills and that not all newly hired employees acquire social skills aside from the basic skills. In responding to the challenges of the skills gap and skills deficiency, HR professionals have to develop programs that will address the problem (Sims, 2006).

The purposes of learning from the employee perspective are to acquire skills and knowledge to do the job and to gain promotion and advance career. In facilitating career changes, training and development also caters for the personal and professional developments of the employees. Learning can be defined as knowledge obtained by self-directed study, experience, or both; the art of acquiring knowledge, skills, competencies, attitudes, and ideas retained and used; or a change of behaviour through experience (Maycunich, 2000).

It is obvious that training and development plays an important role in the development of organization, improving performance as well as increasing productivity and eventually putting companies in the best position to face competition and stay at the top. Training and development describes the formal, ongoing efforts that are made within organizations to improve the performance and self-fulfilment of their employees through a variety of educational methods and programs. In recent years, training and development has emerged as a formal business function, an integral element of strategy and a recognized profession with distinct theories and methodologies. T&D is a means of promoting employee growth and acquiring a highly skilled work force. The quality of employees and the continual improvement of skills and productivity through training and development are widely recognized as vital factors in ensuring the long-term success and profitability of small businesses and in addition create a corporate culture that supports continual learning (Mckenna & Beech, 2002).

### **3. RESEARCH METHODOLOGY**

Research methodology is a way of systematically solve a research problem by logically adapting various steps (Scridhar, 2008). This chapter will look at the research methodology as will use in the study. This chapter will present the following: research design, population design, sampling design and data collection.

### **3.1 Research Design**

The survey research design will be use in this research design. It deals with planning the strategy or overall design of the study. The study is based on an analytical and causal research designs as the dependent variable is the employee performance and the independent variable is employee training.

### **3.2 Population Design**

The target population for this study will be supervisor and non-supervisor members of ADBL head office; they are 184 in number. The choice of this population will be bases on ease of accessibility.

### **3.3 Sampling Design**

For this study, sample is taken from head office because more number of staff member are posted in head office. A sample of 66 employees will be select to represent the staff member of 184. A stratified random sampling will be uses to obtain the sample size.

### **3.4 Data Collection**

Primary data will be collected in the research by distributing the questionnaire among non-supervisor staff of ADBL. Secondary data will be collected from available annual reports, articles, books, internet and human resource department.

### **3.5 Data Collection Procedures**

The primary data will be collected through the uses of survey questionnaire by drop and pick strategy to ensure high response rate. The questionnaire will be structure according to the research questions.

This chapter provides a description of the procedures follow in conducting the study on the impact of training and development on employee performance at Agricultural Development Bank Limited, head office. It also covers the design and the resources that are uses to obtain the required information in order to make the correct conclusions.

### **3.6 Limitations of the Study**

1. This study will only cover the employees of ADBL, therefore findings may not be totally applicable in other banks.
2. The study will only deal with the banks only, its findings may not be applicable to other financial institutions experiencing the same problem.
3. The study only deals with employees training and development, hence other factors that make impact on bank performance are not considered.

### **3.7 Organization of the Study**

This study is structured into three category. It starts with a brief introduction to the subject of the study. It presents the background of the study, problem of the study, highlights the objective of the study and research hypothesis.

It also includes the limitations of the study. It gives a brief definition of the key concepts presented and at the end of the chapter the structure of the study is described.

It continues by discussing the theoretical positioning of the study. The focus is mainly on any issues related to training and development. The review of literature is done.

Then it presents the research methodology. It starts with research design, population design and sampling design. It presents the data collection and data collection procedures. In the end, the limitations of this study and structure of the study is discuss.

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