

How Organizational and Trainee Characteristics Influence the Training Program of Employees in Djibouti Port

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Abstract— *The present paper aims to examine how the organizational and trainee characteristics influence the effectiveness of a training program in Djibouti Port. To prove this, quantitative analysis was carried out with the help of a questionnaire. The survey was given to port employees and gets their opinion about the effectiveness of the training program in their port. The survey was framed from the perspective of independent and dependent variables chosen from the literature. Further for collecting the sample the random sampling method was adopted. All aspects of training and organizational characteristic variables were utilized. Data analysis involved like correlation and regression, chi-square test with the help of SPSS 21 version. Confidentiality was maintained throughout the research. Study findings observed that there is a positive impact of organization and trainee related factors that impact the training effectiveness. Further, it is noticed that the current level of training and development programs in Djibouti Port Trust was effective. Overall from the study found it is concluded that the training and development need in the ports and explore whether the needs differ between the ports.*

Rundown phrases—*Organizational and Trainee Characteristics, Djibouti Port, Training Program Effectiveness*

I INTRODUCTION

Ports constitute an inter-modal interface between maritime, road, rail and general cargo transport. The role of the labour force in the port industry significantly changed over the years, in particular, they are expected to have suitable abilities to cope with contemporary port issues, leverage trade-offs, and control in port production and contribute to port planning. Moreover, in ports, the labour forces have developed flexibility in following supply processes and port production (Chlomoudis & Pallis, 1999). Therefore, a new model for port labor is being developed, triggered also by the technological explosion that lowers unskilled labor requirements, but increases demand for skilled/specialized labor is called a training model. Requirements for new investments in the port industry were also triggered by amendments in sea transport standards, influencing the skill set requirements pertaining to cargo handling technologies. As a result, re-training and re-educating of port employees is now a necessity.

For enhancing the workforce an imperative requirement is Training and also for HRM it is an effective element because it enhances employee's knowledge. For employees

and employers, training and development are established as a beneficial program, hence it is deliberated as an essential HRM practice and is developed as an attractive element towards global organization management. Thus, training and development programs are accompanied as a portion of the workforce in ports, for instance, various programs are being developed by the Port of Djibouti in association with UNCTAD by HR development segment of the trainee for the trading program. Ever since from the beginning of 1996, the program was certified by around 850 middle managers in the port communities of Latin America, Africa and Asia (UNCTAD, 2012). The importance of training programs was accepted by many organizations, where they began to finance more on these training programs. Therefore, these training programs are developing as a requirement for evaluating efficiency. However, there is a lack of studies on what is the chief impact of organizational and trainee characteristics on the effectiveness of the training program in Djibouti Port.

Therefore the main purpose of this study is to examine how the organizational and trainee characteristics influence the effectiveness of a training program in Djibouti Port. To meet this purpose, this paper decided to examine the Organizational characteristics include Training needs and priorities, Organization support and Content of training programme influence on training program by empirical evidence. In this paper, to analyse the trainee characteristics effect on the training program, the paper considers Employee commitment, Training motivation, and Trainee self-efficiency. This paper tries to clarify this important issue for researchers by demonstrating the How organizational and Trainee characteristics influence the training program of employees in Djibouti Port. The purpose of choosing this port is increasing the importance of the training program in inside the port for employee's development induces the researchers to make this paper. Further, it is identified that during 2005–2008, the GDP of Djibouti increased from 3% to 4.8% by utilizing foreign direct investment (FDI) (Hamid, 2015).

The following segment displays a survey of the literature concerning training and organizational attributes. The four measurements of organizational training are bantered in the third area where the theories of the examination are produced. The technique of the exploration is then set out. A further area demonstrates the examinations attempted and

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the resultant discoveries. The last area examines the discoveries, makes determinations and features the suggestions for the two specialists and professionals.

II. LITERATURE REVIEW

Organisational characteristics

A company must have highly trained staffs because they have the capacity to complete the high-risk task within a small time period. Baines *et al.* (2005) denoted that each and every staff members are supporting the development of an organization like achieving their visions and missions and for increasing the company' investment size. The need of analyzing the training process along with the objectives mentioned in the performance measurement (Mullins 2016). The main purpose of the training process is to improve the organization performance after the training session. Among the CEOs, a study was carried in the year 2004, from which we can know how the companies can attain the adaptability, flexibility, high performance, and speediness to take actions for clearing the competition toughness in the organizations. The results of this study show that all the above-mentioned factors are achieved only after completing proper training sessions. From the research, it was found that only 15% of CEOs are really satisfied with the training process (Meredith & Benton, 2005). Also, the research work of Zhong Liu and Seddon (2009) has stated that training truly changes the company' default activities like high employee performance, a good relationship between the employees and high performance. A statement was published by Accenture (2004) in which it has stated that the training sessions are making the employees to move towards the higher position in the organizational structure and also their contribution for improving the present condition of the company is high. These training will be helpful in improving the industry also it acts for the better evaluation system. Klein and Weaver (2000) have examined the effectiveness of training programs where it has provided the new employees in the society and organizational level. In the research, quasi-experiment is used to know the effect of the full training program in the company where all the new employees are attending the training in their own interest. The study is analyzing six dimensions collected from different occupation. On comparing, the results show that employees who have attended the training sessions were socialized in 3 of 6 dimensions like values/goals, history and people but employees who did not attend that program were not proficient in those mentioned dimensions. Additionally, the research has said that trained employees will have an emotional connection with the organization were compared with, non-trained employees and found that they have moderate feelings in the dimensions of goals and history. Reiners and Fuchs (2011) have analyzed all the basic requirements of the effective training program. The result shows that there is some mutual dependence existing between the learning mode, the tutor regarding effectiveness and sustainability, the background of trainees, course material, and selection of course. Additionally, the results have clearly explained the importance of finding the demands in comparing with other factors.

Regarding the training priorities and needs, Ircha and Garey (1992) have mentioned the essential things for a conducting a training in an organization like transportation administration, bad result because of improved maintains of freight management. This happens not just there is no latest machinery but also there is no proper administration. In accordance to Chlomoudis and Pallis (1999), re-educating and training of port employees are the essential one. There is a strong bond between the training programs and employees' motivation (Kumar 2014). Sahinidis and Bouris (2008) have conducted a research with 14 Greek organizations, from that they have found that there is a strong relationship between the attitudes of job and the effectiveness of training like satisfaction, motivation and job commitment. Important relationships are obtained between the job attitudes and the training effectiveness is examined in the research. But the linkages can show some specific movement for the variables where there is no causality between the variables. Therefore in this study, the outcomes are not crisp and clear. So the causality between the training effectiveness and job attitudes must be analyzed in a multivariate framework where it can be used for empirical methods. The different levels of training will be examined so that the factors regarding the individual and specific job can be found. Kurosawa *et al.* (2005) have explained several training programs where it all facilitates the benefits of the organization (Black & Lynch, 2000, 1996). Through clear measuring system, problems can be found. But it is important to know that company' main decision makers were trained only then they can use additional resources for explaining the training program and this requires measuring system.

Regarding the contents of the training programme, Klein and Weaver (2000) have examined the effectiveness of training programs given to the employees who were in both organizational and societal level. From the research, it was found that the employees who attended the program would have a more emotional connection and this cannot be expected from the people who did not attend the training session because of the some moderate connection with the company. Switzer *et al.* (2005) have determined the outcomes and after-effect support from managers, pre-training motivation and perceived reputation in training of the employees by simply transferring the training syllabus with the private companies. The method of systematic review is used by Timmermans *et al.* (2010) for examining the effect and impact of training content given in task-oriented method. The results of the study show that there avails zero similarity between the training components and the effective size of the treatment. The existing relationship between the staff's transfer and evaluation is found by Saks and Burke (2012) and this was conducted between 150 training professional in Canada. Their finding featured that the assessment of training is decidedly related to the exchange of training.

Regarding the support of the company, development, and training programs were used by the company who has more

effect on job satisfaction and companies' commitment to the employees (Meyer & Allen, 1991). Training can be described as giving a significant role to the companies effectiveness (Schuler & MacMillan, 1984). A poor research was conducted in Malaysia (Ahmad & Bakar, 2003), America (Bartlett, 2001), and Middle East (Al-Emadi & Marquardt, 2007) and found that there is a positive connection between the training and companies commitment. Bartlett (2001) conducted a study on the US healthcare and found that there is a positive relationship between the organizational commitment and training. In order to find the efficiency of the training, it suggests analyzing the connection with the company in commitment level. Each step in the whole training process must be designed in a unique way for achieving and increasing the commitment level towards the organization (Lang, 1992). The commitment of the organization seems to be more important in industries and cultures where the employees will have more interest to work in the same company for a long time (Beyer, 1990). Certain researchers have recommended that the capacity of the employee training and development will positively influence the organization commitment and job satisfaction and the results would probably affect the retention rate of the employees (Lam & Qiu Zhang, 2003). This connection with the performance of the company is positive (Bartlett, 2001). Also, the researcher has analyzed the connection in the health care sector between the training and commitment. With the 337 nurses from five different hospitals, research was conducted. The research has adopted the social exchange theory for examining the relationship. From the results of the research, the nurses have more social support, well-trained in giving training, gives the motivation to learn and the key advantages of training are that they can positively and emotionally get attached with the organization and becomes loyal employees. Also, the relationship found from the training opportunities is identified as an effective commitment to the company. Training must be used to get the expected results because it is incorporated with a power to improve organizational commitment (Bartlett, 2001). Almost it will make an employee psychological attach with the company. The current research states that training and development programs are considered by the company as an endorsement to its people because only with its employees any company can achieve anything. This social exchange commitment has produced a strong emotional bondage between the organization and employees (Garrow, 2004). All the training would possibly have a positive impact on the organizational commitment and employee motivation. The overall organizational commitment and interpersonal organizational citizenship behavior are connected to one other and link all corporate ethics with the company' financial performance (Chun *et al.* 2013).

III. TRAINEE CHARACTERISTICS

In order to know about the employee commitment in the characterizes of the trainee, Tan *et al.* (2003) have examined the responsibilities of an employee in predicting the effectiveness of training. The study distinguishes the difference that affects the cognitive employee's reaction that predicts how the trainees will be learning. The results have

emphasized that the reaction of the cognitive employee is associated with learning capabilities and behavior of the employees. Also, the study states that the contradictory statement is the popular idea where the negative reaction can be predicted easily with the learning capabilities. In accordance with the training the self-efficacy people that the trainees are assuming to complete the training program where all the employees have the capability to accomplish all the challenging tasks. Same as like that Yi and Davis (2003) have conducted a study on the training and it was monitored to train the self-efficacy and learns to motivate, consequently it allows the staffs to concentrate on self-efficacy of post-training. Generally, self-efficacy can be separated as pre-training and post-training. Wen and Lin (2014) have analyzed the characteristics of individual trainees especially in the transfer of training. Their research has focused on the connection between the motivation to transfer, training transfer, self-efficacy and motivation for learning can be used by the survey questionnaire. Also, the results show that the responsibilities of predicting the motivation on self-efficacy to training transfer were stated clearly. A research states that there is the main relationship between the training programs and motivation of employees (Kumar 2014). Additionally examined about a portion of the variables that support the representatives and chiefs too much of the time adjust novel abilities and aptitudes as for current changing conditions and further higher their following motivation level. Those helpers may join expanding the confidence and level of certainty, expanding number of vocation fulfillment and further advancement open doors for the individuals who uncover expanded ensuing execution. Besides, the analyst likewise inspected a couple of hindrances in the motivation training that incorporate absence of boss s acknowledgment and money related help and low level of training program information. Assist their investigation suggested that the organizations must diminish such obstructions and persuades the encouragers due to viably execute the training, get the need results and along these lines enhances the association and motivation of workers and about their activity.

Training motivation was seen by Aziz and Ahmad (2011) gave human asset professionals useful data on the attributes of a training program that invigorates training motivation. An investigation was completed by Seyler *et al.* (1998) called attention to the components affecting the motivation to exchange training. Such motivation incorporate exchange the information and abilities in training program has been collected into five boss factors, for example, general or individual states of mind, learning, responses, workplace factors and situational particular dispositions. Their investigation results appeared there is a variety in exchange for the learning and aptitudes motivation, assist the people's states of mind alongside the natural factors assumes a noteworthy part. Umesh (2014) contemplated the significance of the training and improvement in Cochin port trust. The examination utilized distinct and logical investigation plan and utilize both



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essential and optional information. This investigation concentrated on the staff administration, training and advancement in connection to the administrative exercises and furthermore proposed that the significance of training among the gatherings and people.

IV. HYPOTHESIS DEVELOPMENT

The accompanying theoretical structure is proposed,

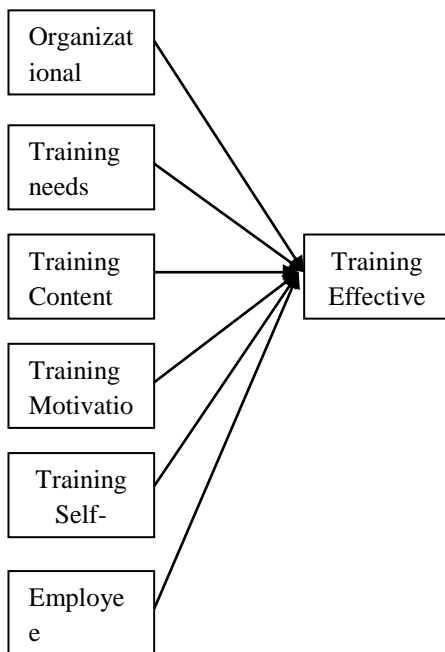


Figure 1: Hypothetical Framework
Source: Author (2013)

V. ORGANIZATIONAL CHARACTERISTICS

H1: The characteristics of the organization have major impact on the training program.

Training needs and priorities

The criticalness of authoritative condition on training was contemplated by a few agents and the need to survey the part of training by assessing the hierarchical condition pre- and post-training (Ford, 1997). The viewpoints noted are necessities and needs (Costa & Giannecchini, 2005), institutional commitment (Ford et al., 1992) and training content (Reiners & Fuchs, 2011). The organization needs to classify the staff individuals, for example, learners, newcomers, and students relying on the sort of training (Costa & Gianecchini, 2013). Staff individuals could be characterized in light of positions and progressive level or ability. Anyway, these sorts of respondents require an assortment of techniques and methodology in training. More customized techniques are expected to look at the proficiency of training exercises for different sorts of workers.

H1a: Training needs and priorities has an effect on promoting the effectiveness of the training programme.

The content of the training programme

The training adequacy depends on the training strategies and substance. Reiners and Fuchs (2011) expressed that training programs directed to achieve worldly outcome create a higher level of group spirit than by programming training programs. All training techniques are able to do, and for sure are proposed to impart particular aptitude, learning, attitudinal, or undertaking data to students, diverse training strategies can be chosen to convey distinctive substance (i.e., expertise, information, attitudinal, or assignment) data. Three sorts of training content (i.e., intellectual, relational, and psychomotor) were coded. For instance, if the focal point of the training program was to prepare psychomotor aptitudes and undertakings, at that point the psychomotor trademark was coded as 1 while alternate attributes (i.e., subjective and relational) were coded as 0.

H1b: Content of training programme has an effect on promoting the effectiveness of the training programme

Organization support

Ford et al. (2006) recommended the impact of hierarchical help on the viability of projects of training and advancement to enhance worker's productivity. Furthermore, Noe et al. (1997) expressed that the work climate goes about as an imperative determinant in the learning propensity of students. Interest inclination of representatives in training programs is affected by hierarchical help. Useful use of training learning is impacted by workplace (Tracey, Tannenbaum, & Kavanagh, 1995). In the event that a strong workplace is available, the staff individuals can effectively apply their training to work. At last, Tannenbaum and Yukl (1992) prescribed future research on concentrate the relationship among organizational support and training adequacy.

H1c: Organization support has an effect on promoting the effectiveness of the training programme

VI. TRAINEE CHARACTERISTICS

H2: Trainee characteristics have a significant effect on a training program

Employee commitment

The steady strain to keep up prevalence in the commercial center incites the need to continually redesign worker aptitudes and learning and to enhance positive business-related states of mind (Scott I. Tannenbaum, 1997). The strategy most ordinarily used to accomplish these objectives is training. Locke and Latham (2002) proposed that the result of training is straightforwardly related to worker attributes, for example, level of inspiration, self-viability, and responsibility. Various examinations corresponded representative promise to training proficiency. Representative duty could be depicted as the number of individuals required with an association. The relationship between training viability and association duty can be broke down by researching the effect of training on workers (Scott

I. Tannenbaum, Mathieu, Salas, & Cannon-Bowers, 1991). Tracey et al. (1995) proposed comparative discoveries. The self-adequacy in pre-training affects the duty of association. The relationship between association duty and viability of training can be examined by the impact of training on trainees (Colquitt et al., 2000).

H2a: Employee commitment has an impact on stimulating the training programme's efficiency.

Trainee self-efficiency

This quality is characterized by the individual's conviction that he/she can effectively meet training prerequisites and ace training program substance (Stevens and Gist, 1997; Gist et al., 2006). It has reliably ended up being emphatically connected to training execution (Mathieu & Martineau, 1997), most presumably on the grounds that it assumes a motivational part, influencing the measure of exertion connected to assignment execution. Bandura (1991) decided self-efficiency as a certain level of a person to play out a given employment. Salas and Cannon-Bowers (2001) prescribed that self-efficacy is the main thrust of the worker's execution. Additionally, self-adequacy goes about as a preparation result marker (Mathieu et al., 1992; Tannenbaum and Yukl, 1992). Assignment self-viability and learning self-adequacy are two segments in assessing the accomplishment of a training program. The useful relationship between's self-adequacy and employment-related working was perceived by Stajkovic and Luthans (1998). Self-efficacy should be reinforced for a thriving work routine (Mager, 1992). The structure for deciding self- efficacy exhibitions, enhancing the result of training and different factors were offered by Salas and Cannon-Bowers (2001).

H2b: Trainee self-efficiency has an impact on the stimulating the training programme's efficiency.

Training motivation

This term alludes to the goal to put large amounts of steady exertion in a specific preparing program. A few examinations propose that procurement is affected by the inspiration to learn (Mathieu & Martineau, 1997), yet this conflict has hitherto gotten just restricted experimental help, maybe on the grounds that inspiration is not effectively quantifiable. Another huge thought in training evaluation was portrayed by Salas and Cannon-Bowers (2001), is the motivation of training wherein learners are energized pre-, post-and amid instructional meeting. The preparation inspiration effect was perceived by Baldwin et al. (1991). They noticed that students who were not getting the preparation choice can work exactly at a lower degree than the learners who were offered preparing. The training motivation is viewed as an element of factors, for example, institutional responsibility recommended that higher examination is required for training motivation. Training motivation was incorporated into this examination as there could be the likelihood of impacts affecting training motivation pre, post-and amid training (Colquitt et al., 2000).

H2C: Training motivation influences the stimulating efficiency of training programme.

VIII METHODOLOGY

The present study adopted a quantitative methodology for doing the research. In this method, the survey method was applied, and the data in this study were collected from Djibouti port. The target population is employees from Djibouti port were selected. Further for collecting the sample the random sampling method was adopted. This port is one of the familiar port experienced a massive economic growth during 2003–2010, under the governance of Dubai. During 2005–2008, the GDP of Djibouti increased from 3% to 4.8% by utilizing foreign direct investment (FDI) (Chorin, 2010). For this achievement, training is essential and play a major role, therefore the present study chooses this port for further analysis. In the survey method, a questionnaire was prepared based on the framed study objectives. All aspects of training and organizational characteristic variables were utilized. Data analysis involved like correlation and regression, chi-square test with the help of SPSS 21 version. Confidentiality was maintained throughout the research.

VII. RESULTS AND DISCUSSION

Table 1: Correlation analysis of organization and trainee characteristics

	Organizational commitment	Training needs and priority	Training content	Training motivation	Training self-efficacy	Employee Commitment	Training Effectiveness
Organizational commitment	1	.926**	.974**	.915**	.964**	.971**	.935**
Training needs and priority	.926**	1	.950**	.881**	.907**	.941**	.844**
Training content	.974**	.950**	1	.944**	.968**	.970**	.925**
Training motivation	.915**	.881**	.944**	1	.963**	.935**	.866**
Training self-efficacy	.964**	.907**	.968**	.963**	1	.960**	.898**
Employee Commitment	.971**	.941**	.970**	.935**	.960**	1	.930**
Training Effectiveness	.935**	.844**	.925**	.866**	.898**	.930**	1

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

The relationship existing between trainee characteristics and organizational characteristics was computed using Pearson correlation coefficient r as depicted in the table 1. . There

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seems to be positive correlation among all the factors and is said to be significant at $p < 0.01$. The nature of relationship existing denotes that higher standards of organizational features can influence the level of trainee features positively. There exists strong relationship between trainee characteristics and organizational characteristics in the port.

Table 2: Regression analysis of training and commitment of the organization

	Unstandardized Coefficients		R Square	F value	p value
	B	Std. Error			
(Constant)	.219	.042	0.962	1462.836	0.000**
Training needs and priority	.036	.039			
Training content	.644	.069			
Training motivation	-.266	.043			
Training self-efficacy	.519	.057			
Dependent Variable: Organizational commitment					

Table 2 shows the relationship between training and organizational commitment using multiple linear regression test. The p value for priority and training ($\beta = 0.036$, $p = 0.000 < 0.01$) has a favorable impact on training. In addition, training content ($\beta = 0.644$, R-Square = 0.962). ($\beta = -0.266$, $p = 0.000 < 0.01$) the p value of training motivation has positive impact on training. () p-value for training self-efficacy is positively related to training ($\beta = 0.519$, $p = 0.000 < 0.01$). Therefore there exists a relationship between training and organizational commitment. Therefore the hypothesis,

H1c: promotion of training programme is positively dependent on the support got from the organization.

Table 3: Regression analysis of Employee commitment and Training

	Unstandardized Coefficients		R Square	F value	p value
	B	Std. Error			
(Constant)	.270	.047	0.954	1196.932	0.000**
Training needs and priority	.243	.043			
Training content	.325	.076			
Training motivation	.053	.047			
Training self-efficacy	.304	.062			
Dependent Variable: Employee commitment					

Table 3 deals with the relationship existing between training and employee commitment using multiple linear regression tests. The p value of priority and training needs ($\beta = 0.243$, $p = 0.000 < 0.01$) has a favourable influence of training. In addition, training content ($\beta = 0.325$, R-Square = 0.954). the p value ($\beta = 0.053$, $p = 0.000 < 0.01$) for training motivation has a favorable influence on training. The p value for training self-efficacy ($\beta = 0.304$, $p = 0.000 < 0.01$) has a favorable influence on training. Therefore there exists relationship between training and employee commitment. Therefore the hypothesis,

H2a: Promotion of training programme is highly dependent on the employee commitment.

Table 4: Regression analysis of Training and Training Effectiveness

	Unstandardized Coefficients		R Square	F value	p value
	B	Std. Error			
(Constant)	.688	.070	0.870	391.172	0.000**
Training needs and priority	-.316	.064			
Training content	1.175	.113			
Training motivation	-.135	.070			
Training self-efficacy	.077	.093			
Dependent Variable: Training Effectiveness					

Table 4 indicates the relationship between training efficiency and training using multiple linear regression test. As the p-value for the priority and needs of training ($\beta = -0.316$, $p = 0.000 < 0.01$) is positive effect towards training. Furthermore, training content is ($\beta = 1.175$, $p = 0.000 < 0.01$) is a positive impact on training. Likewise, the p-value to train self-efficacy ($\beta = 0.077$, $p = 0.000 < 0.01$) that is positively associated with effectiveness of the Training. Therefore, there is relationship between effectiveness of training and training. Thus, the following hypothesis is acknowledged.

H1a: The priorities and needs of the training has an impact towards stimulating the training programme's effectiveness.

Table 5: Chi-square test of Organizational commitment and Training Effectiveness

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2348.987 ^a	374	.000
Likelihood Ratio	973.834	374	.000
Linear-by-Linear Association	207.359	1	.000
N of Valid Cases	238		
a. 412 cells (99.5%) have expected count less than 5. The minimum expected count is .00.			

The key result in the Chi-Square Tests table was mentioned above. The test statistic value is 2348.9. The footnote for this statistic pertains to the expected cell count assumption (i.e., expected cell counts are all greater than 5): no cells had an expected count less than 5, so this assumption was met. The corresponding p-value of the test statistic is .000. Since the p-value is greater than the chosen significance level ($\alpha = 0.05$), we do not reject the null hypothesis. Therefore it is concluded that there is a correlation between Organizational commitment and Training Effectiveness.

Table 6: Employee commitment and Training Effectiveness

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	2759.714 ^a	340	.000
Likelihood Ratio	1015.602	340	.000
Linear-by-Linear Association	.205.037	1	.000
N of Valid Cases	238		
^a . 375 cells (99.2%) have expected count less than 5. The minimum expected count is .00.			

The key result in the Chi-Square Tests table was mentioned above. The test statistic value is 2759.7. The footnote for this statistic pertains to the expected cell count assumption (i.e., expected cell counts are all greater than 5): no cells had an expected count less than 5, so this assumption was met. The corresponding p-value of the test statistic is .000. Since the p-value is greater than the chosen significance level ($\alpha = 0.05$), we do not reject the null hypothesis. Therefore it is concluded that there is a correlation between employee commitment and Training Effectiveness.

IX. DISCUSSION

The findings of the study revealed that a significant association is present between trainee characteristics and organizational characteristics. This was along the lines of Allen *et al.* (2003) also indicated the association between job satisfaction and organizational commitment due to trainee characteristics. Another study supported this argument by De (2005) evaluated the role of training and development programmes on performance development of employees in Indian ports. Further, the study finding examined that there is an association between Organizational commitment and training. This finding was agreed by some previous researchers include Zaitouni *et al.* (2011) investigated the training practices of Human Resource Management (HRM) is effective, continuance, and normative organizational commitment among banking employees. Likewise, Al-Emadi & Marquardt (2007) examined the relationship between the beliefs of senior staff Qatari national employees regarding training benefits as measured by the benefits of employee training and employees' organizational commitment. In addition to this, findings revealed that there is a positive and significant association between employee commitment and training. Farndale *et al.* (2011) explored the relationship between employees' perceptions of a particular subsystem of HRM practices (performance management) and their commitment to the organization. In the study finding, the association between training and training effectiveness was noticed. It was in line with the earlier finding of Bulut & Culha (2010) investigated the impact of organizational training on employee commitment focusing on employees emotional and affective responses towards their organization. According to the present study as there is a correlation among training effectiveness and employee and organization commitment. The similar findings was proven in the past discoveries of Tharenou *et al.* (2007) performed a study on organizational level and training results. Likewise, Yang *et*

al. (2012) examined the relationship between the perception of the employees on training regarding the perceived support of supervisor, perceived access to training, and perceived benefits related to training and their three organizational commitment type: normative, effective and continuance.

X. CONCLUSION

Overall from the study found it is concluded that the training and development need in the ports and explore whether the needs differ between the ports. The study concluded that the existing programs of training and development in Djibouti Port Trust were effective. Study findings observed that there is a positive effect of trainee and organization associated factors which affects the effectiveness of the training.

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