



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

**THE EFFECT OF TRAINING ON EMPLOYEES PERFORMANCE:
THE CASE OF ETHIOPIAN ORTHODOX TEWAHIDO CHURCH
DEVELOPMENT AND INTERCHURCH AID COMMISSION
(EOC-DIAC).**

BY:

SARA ASSEFA SEYOUM

***A Thesis Submitted to School of Graduate Studies of St. Mary University in Partial
Fulfillment of the Requirements for the Degree of Master of Art in Human
Resource Department***

**JULY, 2023
ADDIS ABABA, ETHIOPIA**

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DECLARATION

I hereby declare that this thesis entitled “**THE EFFECT OF TRAINING ON EMPLOYEES PERFORMANCE: THE CASE OF ETHIOPIAN ORTHODOX TEWAHIDO CHURCH DEVELOPMENT AND INTERCHURCH AID COMMISSION (EOC - DIAC).**” has been carried out by me under the guidance and supervision of Chala Dechasa (PhD).

The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

Researcher's Name

Date

Signature

CERTIFICATE

This is to certify that the thesis entitles “**THE EFFECT OF TRAINING ON EMPLOYEES PERFORMANCE: IN THE CASE OF ETHIOPIAN ORTHODOX TEWAHIDO CHURCH DEVELOPMENT AND INTER CHURCH AID COMMISSION (EOC-DIAC)**” submitted to Saint Mary’s University for the award of the Degree of Master of ***Human Resource Management*** and is a record of research work carried out by **Miss SARA ASSEFA**, under my guidance and supervision.

Therefore, I hereby declare that no part of this thesis has been submitted to any other university or institutions for the award of any degree or diploma.

Adviser’s Name

Date

Signature

Chala Dechassa (Dr)

July, 2023

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LIST OF ACRONYMS

EOC-DIAC-Ethiopian Orthodox Tewahido Church Development and Inter Church Aid

Commission

TNA- Training Need Assessment

TPD-Training Program Design

TPDS-Training Program Delivery Style

ETP-Evaluation of Training

EP-Employee Performance

ABSTRACT

*The main aim of this study was examined the effect of training on employees performance in the case in Ethiopian Orthodox Tewahido Church Development and Inter church Aid Commission (EOC-DIAC). A descriptive in line with explanatory research framework that incorporates quantitative research approaches. The research approach which used for this study was Quantitative in Nature. The target population of this study were 940 employees actively working in EOC-DIAC. From 940 total population, 281 employees were selected. To undertake the study, Questionnaires were distributed to 281 employees and the respondents were found valid for analysis. The results of the study indicate that the independent variables (training need assessment, training program design, training program delivery style and evaluation of training) have a significant positive relationship with the dependent variable (employee performance). Correlation analysis and linear regression was used to analyze the gathered data. The result of the study indicates that there is a significant relationship between independent variables such as training need assessment, training program design, training program delivery style and evaluation of training program at ($r=.482^{**}$ $p<0.01$), ($r=.598^{**}$ $p<0.01$), ($r=.532^{**}$ $p<0.01$) and ($r=.426^{**}$ $p<0.01$) respectively with employee performance. Thus, it can be concluded that there is strong relationship between the independent and the dependent variable. Linear regression analysis revealed that these four independent variables significantly predict the level of employee performance, and all the dependent and independent variables were normal distribution. This shows that amount for $r = 0.911$ which explains a strong positive relationship between predictors and Employee performance. Further, from the R^2 result is safe to say that Employee performance is about 86.2 % dependent over training need assessment, training program design, training program delivery style and evaluation of training program Discussion and conclusions are made based on the results. Finally, some recommendations are indicated for possible interventions and further study.*

Key Words: *Employee Performance, training need assessment, training program design, training program delivery style and evaluation of training program*

CHAPTER ONE

1.1 Background of the study

Currently, managing human resources is the top responsibility for every firm. Employees are the most valuable resource for any business since they have the power to make or break it and have a positive or negative impact on profitability (Elnaga& Imran, 2013). To accomplish the goals of the organization, it is crucial to provide personnel with new information. In order to provide a sufficient supply of workers who are socially and technically competent for both departmental and management jobs, training is required(Mullins, 2007). According to Heathfield (2012), the organization will benefit much from the correct staff training at the right time in terms of increased productivity, knowledge, loyalty, and contribution.

According to Armstrong (2001), training is the formal and systematic adjustment of behavior that results from learning and is brought about through education, instruction, and deliberate experience. The process of giving the workforce the knowledge, skills, and attitude they need to handle their job responsibilities is known as training. Consequently, training is the systematic development of the information, abilities, and attitudes that people need in order to execute well on a particular activity or job (Abiodun, 1999). Elnaga and Imran (2013) go on to say that firms offer training to maximize the potential of their employees in order to prepare their staff to perform their jobs as intended.

Additionally, a key component of training operation is the capacity to identify an organization's systems and subsystems. The purpose of training is to foster individual and organizational excellence by giving chances for professional development. Without defining the many processes taking place within the system, effective training interventions cannot be designed or implemented (Laird, 2003). Thus, training is the core component of human resources and is described as a program of nutrition and exercise for growing the affective, cognitive, and psychomotor skills of employees. This aids firms in having a key strategy for developing employees in order to increase their productivity (Ezeani&Oladele, 2013).Devi &Shaik (2012) said that training is the key to unlocking potential chances for growth and development to get a competitive advantage. In this situation, businesses train and develop their workers to the utmost extent possible in order to increase their productivity. Therefore, in order for employees to effectively carry out their

responsibilities and contribute to the achievement of organizational goals, they must have the necessary knowledge and skills.

Training has become the most important factor in every organization all over world today, because training increases the efficiency and the effectiveness of both employees and the organization (Raja, Furqan& Mohammed, 2011). Similarly, Armstrong (2001) stated that training plays a critical process of improving the performance of employees in the organization. Further, Weil & Woodall (2005) stated that training is often used to close the gap between current performances and expected future performance of employees.

Ethiopian Orthodox Church Development and Inter Church Aid Commission (EOC-DICAC) was established as a development wing of the Ethiopian Orthodox Tewahido Church with the objective of enhancing the development efforts of the country by a legal notice in 1972. Since its establishment, the Commission has been engaged in various development programs and brought about a significant impact on the lives of the people of Ethiopia. Rural water supply, access road construction, small scale irrigation development, education, rural development, food security, prevention of HIV/AIDS, care and support, monastic institutions development and building the capacities of community, clergies and Sunday school youths are some of the major areas of intervention.

The Ethiopian government now places more focus on increasing the capacity and competency of its civil personnel in order to improve organizational performance (Federal NegaritGazeta, No. 515/2007). This shows that training is essential to ensure a sufficient supply of workers who are socially and technically competent for both departmental and managerial jobs (Mullins, 2007). Training is therefore need-based in the sense that they are carried out to close a knowledge gap within an organization (Gunu et al., 2013, as cited in Mekides T/Mariam, 2015).Therefore, organizations must assess the training needs of the workforce, prepare the necessary plans and budgets for training programs, and use training to maximize the ability and potential of all of their employees, regardless of their rank.

The aim of the paper is to determine the effect of training on employee's performance: a case in EOC-DIAC.

1.2 Statement of the Problem

Staff training is recognized as crucial element in the attainment of organizational goals and objectives. In order to sustain economic and effective performance, it's important to optimize the contribution of employees to the aims and goals of an organization (Armstrong, 1999). Training activities have implications for attempts to motivate and involve the workforce with an aim of improving performance. This study begins from the realization of the need to effectively administer the effect of training on employees' performance. Training is a systematic process to enhance employee's skill, knowledge and competency, necessary to perform effectively on job (Elnaga& Imran, 2013). Thus, it is obviously known that in the rapidly growing technology and competitive world, human resources are the most important in order for the organization to survive. They are determinants of development, productivity and competitiveness of the organization. Therefore, training plays a crucial role to improve the performance of employees.

Effective training requires the use of a systematic training process (Mathis & Jackson, 2011). The practice of a systematic training process involves four stages. The steps are training need assessment, training design, training delivery and implementation, and evaluation of the training program (Armstrong, 2000). Training, as defined by Gordon (1992), as referenced in Olubukunola (2015), is a sort of activity that is planned methodically and resulting in an improved level of skills, knowledge, and competency that are required to accomplish work successfully and efficiently. In a similar vein, Vemic (2007) holds that staff training should be a continual process because this is the only sensible course of action given the state of knowledge obsolescence, dynamic changes, and growing demand for ongoing product and service innovation. Additionally, firms are investing in training because they know that these are essential strategic tools for optimal employee and organizational performance and that doing so will provide them a competitive advantage in the marketplace.

As the researcher observed and communicate with EOC-DIAC human resource director and other concerned groups before the commencement of the research, training processes are unsystematic. The researcher had also an opportunity to see that most of training programs are not effective because problems are observed in the practice of training need assessment, who need to be trained?, training design is not matched with job requirement, training delivery is not seasonal and continuous, How will the training be monitored and evaluated? , Lack of evaluation is the most

series problem in most training efforts at EOC-DIAC. Furthermore, the researcher cannot be able to find other relevant studies at EOC-DIAC. This shows that most training in EOC-DIAC is practiced for the consumption of report but not considered and achieved objectives of the training. Therefore, such existing problems urged the researcher to carry out the research on the effect of training on employees' performance, at Ethiopian Orthodox Tewahido Church Development and Inter church aid Commission (EOC-DIAC).

1.3 Research Questions

The research questions of this project are:

- What are the existing practices of Training programs in EOC-DIAC?
- What was the general level of employees' performance in the EOC-DIAC?
- What was the major effect of training on employee performance in EOC-DIAC?
- How does training contribute to the improvement of employees' job performance, at EOC-DIAC?

1.4 Objective of the study

1.4.1 General Objectives

The main objective of the study is to examine effect of training on employee's performance in Ethiopian Orthodox Tewahido Church Development and Inter church Aid Commission (EOC-DIAC).

1.4.2 Specific Objectives

- To identify the effect of training need assessment on employee performance in EOC-DIAC
- To assess the general level of employees' performance in the EOC-DIAC.
- To determine the effect of training on employee performance in EOC-DIAC.
- To investigate the contribution of training on the improvement of employees performance at EOC-DIAC

1.5 Significance of the study

It is hoped that the findings of this study will yield results that would be useful to the human resource analysts, Consultants, who utilize the non-governmental aid organization sector human resources statistics to evaluate employee performance. The study also serves as a secondary source for those who want to make further study. Government officers and policy makers would also find the results of the research as a useful device to understand the problems facing employees' performance, to raise training strategies and how to overcome them. In addition, this study is hoped that it will enrich the existing shortage of literatures hence giving a better understanding on the training in the human resource sector.

1.6 Scope of the study

This study was conducted on Ethiopian Orthodox Tewahido Church Development and Inter church Aid Commission (EOC-DIAC). There are obviously numerous human resources practices that have an impact on how well employees perform inside an organization. However it only looked at how training affected workers' productivity. Although it is equally important to assess all employees and processes of the organization, as well as other organizations particularly organizations in the aid commission, due to time and financial resources constraints, this study cover employees and management only who work at EOC-DIAC main office.

1.7. Limitations of the Study

The study covered only one non-governmental aid organization therefore, its findings cannot generalize other private sector more updated contribution regarding to the effect of training on employees' performance. On the other hand, the study faced challenges like resistance from some respondents to fill parts of the questionnaire and shortage of related literature in our country.

1.8. Definition of Terms

Training: -According to Samson and Timothy (2014), training is a brief process involving a planned and organized approach by which non-managerial staff members acquire technical knowledge and abilities for a specific goal.

Training Need assessment -is the process of analyzing an organization, a specific employee, and a task to determine what, if any, training is required (Noe, HollenBeck, Gerhart, & Wright, 2008).

Training Design - is the process of creating an instructional plan for each training program to be provided in order to achieve the training objective(Goldstein & Ford, 2007).

Training Delivery Style -is a broad category of training techniques used to instruct staff members (Decenzo & Robbins, 2010).

Training Evaluation - is a method for assessing a training program's effectiveness based on cognitive, skill-based, affective, and result outcomes.(Noe, HollenBeck, Gerhart, & Wright, 2008).

Performance: -Employee performance is defined as the manner in which employees complete their assigned work and perform required responsibilities (Omar, 2010).

1.9 Organization of the Study

The study is structured into five chapters. The first chapter covers background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, limitation of the study, definition of terms and organization of the study. The second chapter deals with review of the related literature that deals with theoretical literature, Empirical review and conceptual Framework of the effect of training on employee's performance. The third chapter describes the research methodology of the research that clearly indicates the way the researcher conducted the study. The fourth chapter deals with data analysis and interpretations. Finally, conclusion and recommendations are presented in the fifth chapter.

CHAPTE TWO

REVIEW OF RELATED LITERATURE

In any research undertaking it is important to review what has been done on the area of the study topic. In this part of the study, relevant literatures on effect of training on employee's performance are reviewed and finally conceptual framework was formulated. Moreover, lessons drawn from literature are forwarded.

2.1 The Concept of Training

Employees can learn knowledge, skills, and behavior that are relevant to their jobs through organized training. It entails developing the knowledge, abilities, and behaviors that increase an employee's capacity to handle the difficulties of a variety of new or existing occupations, including the client and customer demands of such jobs (Noe, 2011).

Training is defined as "a systematic acquisition of the knowledge, skills, and attitudes required by employees to adequately perform a task or job or to improve performance in the work environment" (Tharenou, Saks, and Moore, 2007:252). Training, according to some academics, is "a planned process to modify attitude, knowledge, or skill behavior through learning experience to achieve effective performance in any activity or range of activities" (Beardwell and Holden, 2001:324). Its goals are to help people grow as individuals and to meet the organization's needs now and in the future.

Employee training programs, in accordance with Kulkarni (2013), are created to achieve particular goals and enhance organizational and employee effectiveness. These include examining organizational goals, assessing the organization's current management capabilities, identifying individual needs, creating and implementing training programs, assessing the success of these programs, and gauging the effect of training on participants' quality of work life.

According to Richard, Swanson Elwood, and Holton III (2008), training is the process of methodically fostering in individuals the knowledge and competence necessary for their line of work in order to enhance performance. Training is a process that helps people who work in organizations become more productive and effective at what they do by developing their abilities, sharing information, and nurturing their personal qualities. Training contributes to the entire

development of employees while assisting the company in achieving its objectives. In addition to being vital for improving and reforming a job so that it truly contributes value to the company, training is also necessary to help workers get qualified for a job, accomplish the job, or advance in their careers. (Richard, Swanson, Elwood and Holton III, 2008).

2.2 Benefits of Training

Implementing formal training programs gives various possible benefits to high-caliber work performance in business organizations, according to Joseph (2009). For instance, training enables businesses to develop talent pools of skilled successors for workers who might depart or be given promotions to more responsible jobs. Additionally, it assists in ensuring that businesses will have the human resources required to sustain corporate growth and expansion. Training can also help a small firm employ cutting-edge technologies and adjust to a dynamic competitive climate. The effectiveness and motivation of employees can be increased by training, which will increase both productivity and job happiness. The fundamental financial health and vitality of a firm are likely to be directly impacted by each of these advantages (Ambler, 2006).

Increased job satisfaction and morale, increased motivation, increased process efficiencies, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and decreased employee turnover are the general benefits of employee training (Amir and Amen, 2013).

The basic goal of training is to increase knowledge, abilities, and attitudes towards tasks that are connected to the workplace. One of the most significant possible motivators, it can assist people and organizations in the short and long terms. The advantages of training are innumerable Cole (2001).

The recent increase in competitiveness and the relative success of businesses that place a high priority on staff development have both had a significant impact on the public's understanding of the value of training. They continue by saying that organizational and technical changes have progressively made some businesses realize that their employees' skills and abilities are crucial to their success, which necessitates a sizable and ongoing investment in training and development (Afshan et al., 2012).

In order to improve everyone's performance and promote organizational growth, training is a crucial tool for the business. Employers and employees of an organization can both benefit from it. If a worker is properly trained, he will become more effective and productive. Businesses can improve the quality of their current staff by offering thorough training.

In addition to boosting productivity, training is crucial for inspiring and motivating employees by emphasizing the significance of their professions and equipping them with the knowledge they need to do them (Anonymous, 1998). Additionally, personnel training are required to boost productivity and economic growth. Great levels of education and training can lead to great returns on investment. Since computerization has made manual skills less valuable than it once was, employees' skills should evolve as technology advances (Anam, 2013).

Implementing training methods helps the organization achieve its main objective and benefits both the organization and the people who make up that company. Training helps the organization become more profitable while fostering a more favorable attitude toward profit-oriented behavior. Training helps people become more knowledgeable about their jobs and identify with the objectives of the company (Neelam et al., 2014).

Pallavi (2013) asserts that training programs are essential for every firm. These programs help employees perform better at work, keep their knowledge current, develop their individual skills, and prevent managerial obsolescence. The management can more easily assess employee performance on the job and make decisions on employee promotions, awards, compensation, welfare benefits, etc. by using these tools. These training courses also aid managers in staff retention, motivation, and succession planning. It produces productive and efficient workers for the company. The employee's performance shortfall is calculated as follows to determine whether training is necessary:

There are several ways that training improves an organization's overall performance. The main areas where employees are typically trained in an organization are soft skills, personality development, interpersonal relationships, problem solving techniques, managerial and supervisory training programs, technical processes, quality circle programs, time management skills, employee efficiency development programs, violence prevention programs, regulatory compliances, goal setting and implementation of programs, workplace Training initiatives raise work-life balance by fostering an environment that values their employees.

Implementing formal training programs gives various possible benefits to high-caliber work performance in commercial organizations, according to Joseph (2009). For instance, training enables businesses to develop talent pools of skilled successors for workers who might depart or be given promotions to more responsible jobs. Additionally, it assists in ensuring that businesses will have the human resources required to sustain corporate growth and expansion. Training can also help a small firm employ cutting-edge technologies and adjust to a dynamic competitive climate. The effectiveness and motivation of employees can be increased by training, which will increase both productivity and job happiness. The fundamental financial health and vitality of a firm are likely to be directly impacted by each of these advantages (Ambler, 2006).

Increased job satisfaction and morale, increased motivation, increased process efficiencies, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies and products, and decreased employee turnover are the general benefits of employee training.2013 (Amir and Amen). When training is planned, the majority of the advantages gained from it are simple to achieve. This indicates that the organization, instructors, and trainees are well-prepared for the training.

2.3 Designing Effective Training Program

Elnaga and Imran (2013) came to the conclusion that training programs are the catalyst needed by employees to enhance their performance and capabilities, which subsequently boost organizational productivity. As a result, the goals and demands of the company should be taken into consideration when designing the training. The intelligent intervention known as effective training aims to achieve the learning required for improved employee performance. The study supported the idea that employee performance is improved through training.

In order for training design to be effective, training must adhere to a systematic approach, as shown in the following figure 2, according to Wendy (2007), referenced in AberashJenberu (2013).

- Assessing needs- Assessing needs is the first step in determining the kind of training required. This can be done by organizational analysis, person analysis, or task analysis.
- Trainee acceptance- The person must accept the necessity for training and possess the drive and fundamental abilities necessary to learn the course material.

- Learning environment- refers to determining if the conditions are right for learning to happen. The learning goals and objectives to be met, the materials available, feedback, the evaluation process, and other administrative procedures will all be identified.
- Training method- specify the type of training that will be provided, such as on- or off-the-job. The teaching strategy must be suitable for the classroom setting.
 - Application of new skills - ensures that trained employees are able to apply their new skills to the job and should involve self-management strategies
 - Evaluation - determines whether training has achieved its objectives of changed behavior and improved performance.

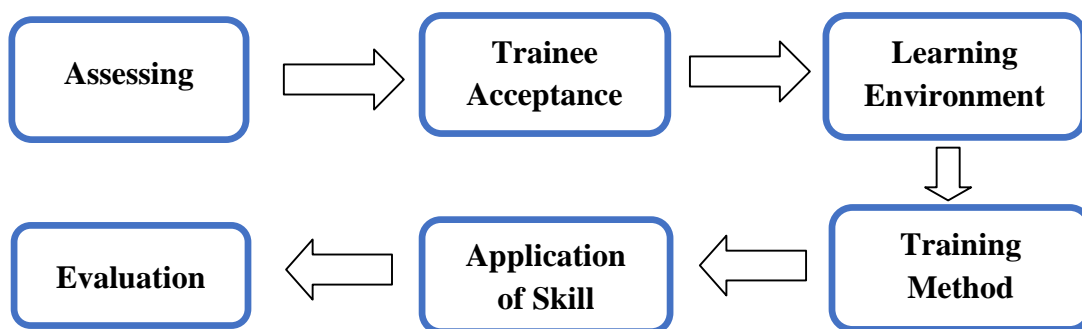


Figure 2.1 : Designing Effective Training Program

Source:-Aberash, (2013) adopted from Wendy (2007)

2.4 Training Process

According to (Armstrong, 2000), training needs analysis is sometimes thought to be limited to identifying the difference between what is occurring and what ought to. The gap between what people already know and can accomplish and what they ought to know and be able to do needs to be closed by training. The five stages that must be taken in order to create a successful program are listed below.

2.4.1. Training Need Assessment

The process of evaluating whether a training need exists and, if so, what kind of training is necessary to close the gap is known as Training Needs Assessment. Through target surveys, interviews, observations, secondary data, and/or workshops, it aims to precisely pinpoint the levels of the current condition. The difference between the desired level and the current status may point to issues that call for additional training.

By providing participants with knowledge and skills and by pushing them to develop and improve their capabilities, training can narrow, if not completely erase, the gap. For the evaluation or impact study in the later stages of the training cycle, the data on the current situation is essential. These will act as the baseline information. Here are a few methods for gathering this information. These can be used separately or in conjunction.

Training need assessment also refers to the procedure of gathering data regarding a stated or implausible organizational need that might be satisfied by holding training. A performance that falls short of the present norm may be the cause of the need. It indicates that there is a recommended or optimum approach to complete a task, and that deviating from it is posing a challenge. The training need assessment process aids in defining the training requirement or performance shortcoming for both the trainer and the person requesting training. Assessments can be formal (using techniques from surveys and interviews) or informal (only asking a few questions of the participants).

2.4.2. Training Design

Training priorities and objectives must be created when the need for training has been determined utilizing the various analyses. A gap analysis, which calculates the gap between an organization's current personnel capabilities and where it needs to be, is created using all of the information received. The process of creating an instructional strategy for each training program that will be made available in order to achieve a training target is known as training design (Goldstein & Ford, 2007).

A methodical technique to creating training programs is referred to as the training design process. The process of creating training should be methodical yet adaptable enough to meet company demands (Noe, Gerhart, & Wright, 2008). Training must be created to address the precise objectives, regardless of whether it is job-specific or more general in scope. The goal of the training is to close the gap. The objectives set should be used to gauge the effectiveness of the training.

Measurable goals are useful. This goal allows you to assess your level of internationalization and how much you actually learnt. Any of the following four dimensions, such as quality, quantity, timeliness, and cost savings as a result of training, can be used to define training objectives in any field (Sishan Solomon, 2014).

In order to promote learning, effective training design takes into account the characteristics of the learner, instructional approaches, and the best way to transfer the training from the classroom to the workplace (Mathis & Jackson, 2011).

2.4.3. Training Delivery (Implementation)

Several training techniques have demonstrated their high efficacy and are frequently used to support new employees, impart new abilities, and enhance existing skills. New instructional techniques are always being developed. Structured on-the-job training and off-the-job training techniques are among them.

i. On-the-job training Methods

Under these strategies, new or inexperienced employees learn by watching coworkers or bosses execute the job and attempting to mimic their behavior, claims Greer (2003). Because employees are always working, training is provided on the same machines, experience would be based on criteria that have already been accepted, and most importantly, the learner is learning while earning, these approaches are less expensive and disruptive. Among the often employed techniques are:

- 1. Coaching:** Coaching is one-on-one instruction. It aids in swiftly pinpointing the weak points and tries to concentrate on them. The ability to apply theoretical knowledge to practice is another advantage. The primary issue is that it perpetuates the current practices and stylistic preferences (Dessler & Varkkey, 2010).
- 2. Mentoring:** The improvement of attitude is the main objective of this training. Employees in management use it. A senior insider always provides mentoring. In a similar way to coaching, it involves one-on-one engagement (Dessler & Varkkey, 2010).
- 3. Job Rotation:** When a person switches jobs periodically to test their skills and gain a broader grasp of the entire firm (Dessler & Varkkey, 2010).

4. **Apprenticeship:** is a method by which individuals develop their expertise as employees, typically through a combination of formal education and extensive on-the-job training (Dessler & Varkkey, 2010).

ii. Off-the-job Training Methods

The study materials are provided, there is a complete focus on learning rather than performing, and there is freedom of expression when using off-the-job training methods (Geer, 2003). Important techniques consist of:

1. **Classroom Lectures and Seminars:**The mainstays of traditional education are formal lecture courses and seminars. These aid in knowledge acquisition and the improvement of conceptual and analytical skills. Many organizations provide these either internally, externally, or both (Decenzo & Robbins, 2010).
2. **Vestibule training:**a technique wherein learners receive off-the-job training but learn on the real or simulated equipment they will use on the job. When training personnel on the job would be too expensive or unsafe, it is necessary (Dessler & Varkkey, 2010)
3. **Multimedia Learning:** can show off technical abilities that are difficult to showcase through other training techniques. Online-available DVDs and movies may also fall under this category (Decenzo & Robbins, 2010).

2.4.4. Evaluation of training program

The evaluation stage is quite important. It focuses on gauging how effectively the training met the expectations of those who designed it. Even if a training program has yielded the intended results for other businesses and even if similar programs have yielded the same results for the organization, it is still necessary to assess the program's performance after implementation (Garg, 2009). These are the goals of training evaluation are to keep track of training quality, to offer commentary or feedback, to evaluate the overall success of the training investment & to assist the learner in assessing their own learning.

The goal of evaluation is to gather data (feedback) on the outcomes of training initiatives and determine the training's worth in light of that data. We respond to the query: To what extent has the training been successful? To distinguish the effects of training on job performance from other potential environmental influences involves effort, money, and skills, thus it is not an easy process (Itika, 2011).

It is advisable to think about training evaluation methods before they are implemented. Donald L. Kirkpatrick created the most well-known and widely-used model for evaluating the success of training programs in the late 1950s. Kirkpatrick outlined four stages for evaluating training.

(I). Reaction: Assess how the participants felt about the training by asking them whether they thought they learned anything new, whether they felt they met their learning objectives, how much they enjoyed the trainers, and if they have any suggestions for how to make the training better. (2010) Decenzo & Robbins How much did the participants think the training to be beneficial, difficult, well-structured, and so forth?

(II). learning: evaluates the extent to which trainees have absorbed new knowledge in the form of concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be done by giving the participants tests before and after, or by comparing them to a control group that hasn't received any training (Jackson, 2011). How much did participants' knowledge, abilities, and attitudes increase as a result of the training?

(III). Behavior: evaluates whether the employee's behavior after the training has taken place when they return to their jobs. The participants, managers, or trainer may evaluate this (Decenzo & Robbins, 2010). This entails observing job performance to determine the impact of training on job performance. How much did the training affect how the participants behaved when they returned to the workplace?

(IV). Results: determines whether or not the training was beneficial to the company. This entails assessing how training impacts the accomplishment of organizational goals. This form of evaluation can be carried out by calculating ROI or by comparing a behavior to another standard, such as a benchmark, because outcomes including productivity, turnover, quality, time, sales, and costs are reasonably tangible (Mathis & Jackson, 2011).

2.5 Relationship between Training and Employee Performance

Myles (2000), states that a company that seeks to train and develop its employees well and reward them for their performance has its employees in turn motivated and thus are more likely to be engaged in their work hence improving performance and loyalty to their company. These same employees, being the point of contact with customers will provide better service, leading to more business and more referrals from the satisfied customers. The increase in sales through referrals and repeat businesses will translate into an increase in business profits thus improving shareholders' investment. The shareholders are therefore benefiting from increased returns on their investment in the business. In addition, good financial performance also attracts new shareholders to the business. Suppliers will be eager to do business with the company due to its financial strength and its positive reputation. The company is therefore able to negotiate friendly purchase terms with suppliers. This example illustrates the virtuous circle 'as described by Lisk (1996) where there is a reciprocal relationship between training & development and performance.

Moreover, employee performance is an important building block of an organization and factors which lay the foundation for high performance must be analyzed by the organizations. Since every organization cannot progress by one or two individual's effort, it is collective effort of all the members of the organization. Performance is a major multidimensional construct aimed to achieve results and has a strong link to strategic goals of an organization (Mwita, 2000). Therefore, impact of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano, 2007).

Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Obisi (1996) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth.

Also Taiwo (2001) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and

the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations. According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

Satisfaction: - Job satisfaction can come from feeling comfortable within the organization, job proficiency and even from the knowledge that an employee can work hard and get promoted. Training programs can contribute to all of these factors and lead to more satisfied employees who perform at exceptional levels.

Knowledge: - Training programs increase an employee's job knowledge. An increase in job knowledge means that the employee will feel more comfortable doing his job and will perform at a high level.

Employee Commitment: - Employee commitment is the feeling of loyalty that employees have towards the organization that they work for, which largely depends on the extent to which they believe in the values and aims of the organization and feel personally involved in the task of making the organization successful (Brum, 2007).

According to Harrison's work from 2000, learning through training is stated to be a crucial component in achieving organizational goals because it increases employee performance. However, putting in place training programs as a strategy to address performance concerns like closing the gap between expected and actual performance is a good way to boost worker productivity. According to Swart et al. (2005), closing the performance gap entails putting in place a pertinent training intervention with the goal of improving employee performance and the development of specific skills and abilities among the workforce. He goes on to further develop the idea by noting that training helps organizations realize that their employees are underperforming and that their knowledge, abilities, and attitudes need to be adjusted in order to meet the needs of the company. Employee underperformance may be caused by a variety of factors, including a lack of motivation to use one's skills, a lack of confidence in one's talents, or a conflict between one's work and personal life. The corporation must take into account all of the aforementioned factors when deciding on the best training intervention, one that will assist in resolving all issues and boosting employee enthusiasm to take part and perform to expectations. According to Swart et al. (2005),

this employee outstanding performance is only possible as a result of high-quality training programs that inspire employees and meet their needs.

Wright and Geroy (2001) claim that efficient training initiatives changed staff skills. It enhances the knowledge, abilities, and attitudes of the workers necessary for the future employment, as well as their overall performance to do the current job effectively, which contributes to greater organizational performance. Employee skills are built through training, allowing for efficient job-related work implementation and competitively achieving of company goals.

The environment, including corporate culture, organizational structure, job design, performance rating systems, power and politics in the workplace, and group dynamics, also has an impact on employee performance. If the business is experiencing the aforementioned issues, employee performance will suffer—and not because of a lack of knowledge, aptitude, or attitude. These factors should be taken into account in order to ensure training effectiveness and a favorable impact on employee performance (Wright and Geroy, 2001).

Cheramieet al. (2007) noted that management generally feels hesitant while investing in its human resource owing to a variety of factors, despite the fact that the aforementioned literature provides proof about the advantages of training and its favorable influence on employee performance. Sometimes, despite receiving efficient and timely training, employees are motivated by their own market value and employment opportunities or are willing to switch jobs simply because the pay is higher, and as a result, a firm's investment in training turns out to be a cost rather than a profit. Additionally, it has been noted that the organization's opposition to providing training encourages people to make investments in their own professional growth and improved performance (Baruch, 2006).

2.6 Employee performance

Employees Performance means employee productivity and output as a result of employee development. Employee performance will ultimately affect the organizational effectiveness, (Hameed&Waheed, 2011). Employee training plays an important role as it enhances efficiency of an organization and helps employees to boost their performance in an efficient manner.

There are many reasons that create the barriers to perform the task, such as organization culture and politics. Some of the employees lack skills, abilities, knowledge and competencies due to this they

will be failed to accomplish task on timely basis (Athar& Shah, 2015). According to Zehra (2014) stated that an effective Human Resources Management gives chance employees to contribute effectively and productively to the overall company direction and the accomplishment of the organization's goals and objectives. In working life, the most important value is employees. That is why Human Resources Management is the key factor for success of a business. Being a global world and being a part of global competitive market processes force businesses to manage human factors more truly for every level. As Mekdes, (2015) cited from Armstrong (2000), and Kenney et al, (1992), employee performance is the important factor and the building block which increases the performance of the overall organization.

Employees' performance depend on many factors like job satisfaction, knowledge, commitment and the management view but the most important factor of employee performance is training and development. As Kenney.et al (1992) cited in Mekdes, (2015) stated that employees' performance is measured against the performance standards set by the organization. Employee performance is normally looked at in terms of outcomes. However, it can also be looked at in terms of behavior. There are a number of measures that can be taken into consideration when measuring performance for example using of productivity, efficiency, effectiveness, quality and profitability measures are as follows.

- 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.
- Efficiency is the ability to produce the desired outcomes by using as minimal resources as possible.
- Effectiveness is the ability of employees to meet the desired objectives or target.
- Productivity is expressed as a ratio of output to that of input.
- Quality is the characteristic of products or services that bear an ability to satisfy the stated or implied needs. (Kotler& Armstrong, 2002 cited on Mekdes, 2015) it is increasingly achieving better products and services at a progressively more competitive price.

2.7 Empirical Review

Various related studies are conducted by different researchers in different parts of the world. However, there are limited numbers of studies conducted in Ethiopia on the effect of training and development on Employee performance.

Studies have tried to demonstrate that high skills are contributory factors responsible for the success of organizations (Tamkin, 2005). Research indicates a substantial relationship amongst an effective workforce and employee performance mainly gauged by the level of workforce productivity.

A report confirmed that employees of manufacturing companies with on average a higher/additional qualification performer better (Haskel and Hawkes 2003).

Employees' innovation are sparked through the acquisition of higher skills which leads to a more refined production process and higher quality products. Similarly, in the US it was found that an additional year of education increased productivity in the range of 4.9 - 8.5% in the manufacturing sector and 12.7% in the services sector (Lynch and Black, 1995).

The impact of training on performance has been analyzed for different indicators including improved output, profits, salary bandwidth. Increased training led to a more effective work force with increased productivity across several sectors. The manufacturing companies participating in trainings showed increased level of productivity, higher intensity, conducted more research, and had a more competent workforce.

According to Mahapatro (2010) the evaluation and validation of any training process is a very important key element not to be overlooked or treated lightly in the development of any training and development process. Because of it becomes the tool used to tell us if we reached our intended goals or objectives. Training refers to the teaching, learning activities carried on for the primary purpose of helping members of an organization to acquire and reply the knowledge, skills, and abilities and attitudes needed by that the organization.

According to Armstrong (2006), training and development helps the employee to adjust to rapid changes in job requirements and keeps them updated to new technologies and methods. On the whole, there are two broad types of training and development methods available to organizations: On-the-job and Off-the-job training methods. What method should be used for the organization is

determined by the individual circumstances and other factors like, “who”, “what” and why of your training and development program.

Since employee skills and abilities account for the majority of an organization's achievement, significant and ongoing investment in training is necessary to achieve success. This would guarantee a sufficient supply of socially and technically qualified employees. According to Tahir et al. (2014), it is crucial for an organization to hire capable and skilled workers for better performance. Workers will be competent once they possess the knowledge and skills necessary to complete a task, and training will give them the chance to advance their careers and secure better positions within the company. The effectiveness of the organization would rise as a result.

Additionally, a study by Kasau (2014) examining the connection between training and performance revealed that employees should receive training to equip them with positive attitudes toward their jobs, as well as training with the goal of developing the "how" to provide quality services to customers. In order for employees to perform properly, they should first receive training before being set up for any personal growth chances the organization may offer. Falola et al. (2014) have made the case that training is crucial for any company to survive. Additionally, it is essential for effective employee performance, improving employees' capacity to adapt to a complex and ever-changing corporate environment and technology, and increasing employees' awareness on how to develop innovative and problem-solving abilities. The following studies on the effect of training on employee performance were deemed to be useful by the researcher in bolstering the literature. Hameed and Waheed A. (2011) conducted research analyzing the models and theoretical framework related to employee development and the effects of those models on employee performance. According to the writers, employees are crucial components of any firm. Employee performance has such a big impact that it determines whether an organization succeeds or fails. Because of this, businesses place a high priority on staff development and make significant lump sum investments in this area.

2.8 Conceptual Framework

The conceptual framework of this study is designed based on the review made above about the effect of training and development on employee performance. The propose model is self-made and explains the relationship between employees training and development on employees' performance. To this end, this study would guide by the following conceptual framework, which used to explain the interrelationship between the variables. Thus, the framework of this study is presented as shown in the figure 2.2 below.

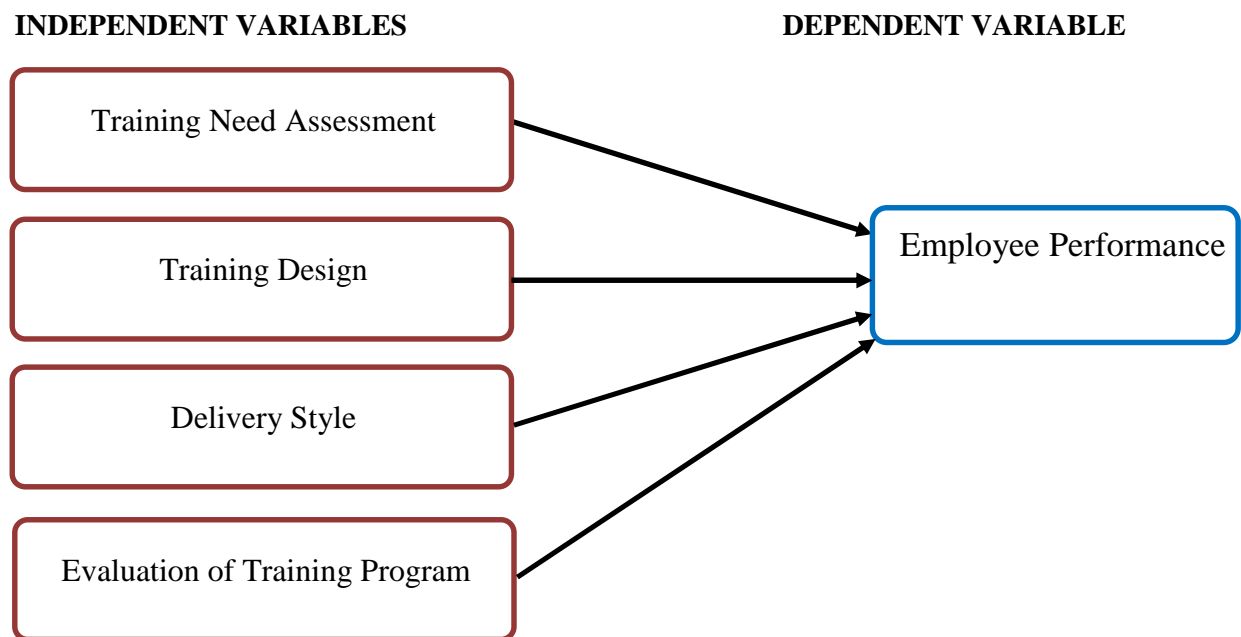


Figure 2.2 Conceptual framework

Source: Raja, Furguan, Mohammed (2011)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter provides an explanation of the methodology that was used in the study. It also outlines the research design and technique that were used, the research population and sample, and the research procedure and the measuring devices used were detailed. This section generally discusses the study methodology, including the data type and sources, sample size and sampling strategies, data gathering tools , and data processing techniques used to examine the collected data. Finally, the ethical issues surrounding this research were also brought up.

3.1. Research Design and Approach

Research design, according to Kothari (2004), is a conceptual framework for research that provides the guidelines for data collecting, measurement, and analysis. According to Singh (2006), descriptive research methods are sufficient when the aim is to describe facts and explain events that occurred previously.

The primary goal of the study was to clarify how training practices affect worker performance. In order to gather thorough and factual information, the researcher used a descriptive study design method. Explanatory research was also used to find any significant connections between variables that were relevant to the research problem. Both descriptive and explanatory research approaches were utilized to examine and determine whether training practice has an effect on employee performance in Ethiopian Orthodox Church Development and Inter Church Aid Commission (EOC-DICAC).

The quantitative research approach were used to quantify variables which are gathered data as numeric through closed ended questions and to interpret statistical data. Quantitative data was collected through distribution of questionnaires.

3.2.Sources of Data and Type

Data were collected from employees working in Ethiopian Orthodox Church Development and Inter Church Aid Commission (EOC-DICAC)main office.

Both primary and secondary data sources were used to collect information for this research project. With the support of well-structured questionnaires, primary data were collected. The researcher also collected secondary data from annual reports, internal publications, an internal archive of personal records, Human Resource information, EOC-DIAC policies and guideline, and external websites and newspaper.

3.3. Population and Sampling

3.3.1 Population

A population is a group of people, objects, or things from which measurement samples are taken (Saunders et al., 2009).The study is undertaken to examine the effect of training and development on employee performance in EOC-DIAC. According to the information gained from the EOC-DIAC, currently there are 940 employees actively working in EOC-DIAC. The target population are mainly employees working EOC-DIAC including managerial, supervisory, technical and support staff which are 940.Therefore, the population of the study were all employees working in EOC-DIAC of Main Office.

3.3.2 Sample size and Sampling Techniques

Sample size to be referred to the appropriate number of respondents chosen for the study, and it was extracted from the total population of employees working in the organization; considering the fact that studying a subset of the population would be manageable size relative to study the entire population due to time, cost and accessibility. Thus, the sample size was chosen so as to represent the whole population

Sample Size Determination

Samplings is process of choosing a smaller and more manageable number of people to take part in the research process and generalize the results to the whole of the research population (Catherine, 2002).

The sample size will be determine using the Catherine's (2002) formula:

$$n = \frac{N}{1 + N(e)^2}$$

Where n = minimum sample size required for the study

N = the population size = 940

e = is the level of precision ($e = 0.05$)

$$n = \frac{N}{1 + N(e)^2} = \frac{940}{1 + 940(0.05)^2}$$

$$n = 280.59 = \mathbf{281}$$

3.4. Data Collection Methods

The researcher gathered data for this study using a questionnaire, which is said to be the most efficient method for gathering accurate and relevant information (Easterby-Smith et al., 2001). Close-ended questions are included in the questionnaire. Closed-ended questions are like single-select questions with a five-point Likert scale ranging from 1 to 5, with 1 indicating strong disagreement, 2 indicating disagreement, 3 indicating neutral, 4 indicating agreement, and 5 indicating strong agreement. Several scholars, including Kothari, (2004), have endorsed the use of the Likert scale to assess people's sensitivity to issues or their level of agreement with a given situation in social science studies.

3.5. Methods of Data Analysis

Data processing, according to Zigmund (2003), starts with data editing and coding. Following the appropriate data collection, the researcher used a quantitative approach of data analysis to analyze and interpret the data. The Statistical Package for Social Sciences (SPSS) version 26 was used to analyze the data that the researcher obtained, and after that, the researcher produced descriptive statistics including frequencies, percentages, means, and standard deviation and Pearson's correlation analysis

Descriptive Analysis: helps to describe the respondents' overall degree of agreement. It shows how reliable respondents' responses are. For the independent and dependent variables, descriptive statistics such as standard deviation and means are collected. To make data interpretation simple and convenient, representation such as tables are used.

Correlation Analysis: it's a statistical technique for determining if two variables are "interdependent." It shows the association between variables, but not which relationship is stronger; regression analysis is used to show the relationship's strength.

3.6. Reliability and Validity

To ensure the quality of the research content validity of the study is checked. The research topic involves personal attitudes and feelings towards engagement of the answers and/or employees may not be interested in or willing to reveal their true feelings. In addition, Open-ended questionnaires would be difficult to be reliable and are time consuming. Thus, close ended questions are reliable for this research. The researcher used most popular reliability test which is Cronbach's coefficient alpha. Consequently, Cronbach's alpha is employed to test the reliability of the questionnaire. Nunnally (1978) has suggested that score reliability of .70 or better is acceptable when used in basic social science research.

Table 3.1: Cronbach alpha, coefficient of reliability

Reliability Statistics	
Cronbach's Alpha	N of Items
.954	27

(Source: Own Survey Result, 2023)

Validity is the most critical criterion and indicates the degree to which an instrument measures what it is supposed to measure (Kothari, 2004). Measuring the validation of the research method is to examine to what extent the research method can be used to identify areas where the EOC-DIAC needs to improve its training program. The researcher used face validity which was advisor approval (experts) and standard questionnaire.

3.7. Ethical Consideration

This research was administered under the condition of confidentiality to encourage employee honesty and openness. Accordingly, there is no need to include names or ID numbers on the questionnaires and the assistant would be responsible for ensuring all questionnaires distributed are completely fill and return to the researcher within the specified timeframe. The questionnaires are self-explanatory, and the assistant will be instructed to provide further explanation to respondents only on request and contact me if she is not able to address issues that may come up during survey administration.

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

This section deals with the analysis, interpretation and discussion of data collected to examine the Effect of Training on Employees Performance in the case of EOC-DIAC. Therefore, the findings from the questionnaire and the results are discussed as per the objectives in this chapter. It includes a report of results from descriptive analysis like frequency tables, a report of results from correlation of coefficients and finally, regression analysis is done to show the strength of Effect of Training on Employees Performance.

4.1. Socio-demographic Characteristics of the Respondents

The personal profile of the respondents is analyzed as per their age, gender, educational level, and experience. Descriptive statistics was performed on the demographic variables as a means of describing the respondents. The final study involved 281 respondents of which 45.6% were female and 54.4% were male, as indicated below in Table 4.1.

Table 4.1 : Summary Profile of the Respondents.

	Frequency	Percent	Valid Percent	Cumulative Percent
Gender				
Male	153	54.4	54.4	54.4
Female	128	45.6	45.6	100.0
Total	281	100.0	100.0	
Age				
20 – 29 Years	102	36.3	36.3	36.3
30 – 39 Years	99	35.2	35.2	71.5
40 - 49 Years	54	19.2	19.2	90.7
50 and above Years	26	9.3	9.3	100.0
Total	281	100.0	100.0	
Educational Level				
Below Grade 12	15	5.3	5.3	5.3
Diploma / Level IV	202	71.9	71.9	77.2
Bachelor Degree	64	22.8	22.8	100.0
Master Degree	15	5.3	5.3	5.3
Total	281	100.0	100.0	
Experience				
1 – 5 Years	105	37.4	37.4	37.4
6 – 10 Years	96	34.2	34.2	71.5
11 – 15 Years	80	28.5	28.5	100.0
Above 16 Years	105	37.4	37.4	37.4
Total	281	100.0	100.0	

(Source: Own Survey Result, 2023)

Further, majority of the respondents were within the age between 20 – 29years (36.3%) followed by those with age group 30 – 39 years (35.2%) and 40 – 49years (19.2%). This indicates that the sample is consistent with the distribution of young employees in the organization. When the researcher assess respondent with their educational level, Diploma(71.9%), Bachelor Degree (22.8%), Master Degree and Below Grade 12(5.3%)of the respondents were having from highest to

lowest, respectively. The highest proportion of respondents having an experience both 1 – 5 years and above 16 years (37.4%) followed by 6 – 10 years (34.2%), and 11 – 15 years (28.5%), were almost at lowest. This implies that most of the employees of the organization have an experience of less than 5 years and above 16 years which is a result of most of the employees of the organization being young & fresh graduates and well experienced.

Therefore, from the findings of the above demographic results the researcher can observe that the sample is reasonably representative.

Table 4.2 : Frequencies of Demographic Characteristics.

		Gender	Age	Educational Level	Experience
N	Valid	281	281	281	281
	Missing	0	0	0	0
Mean		1.46	2.01	3.17	1.91
Standard Deviation		.499	.964	.502	.808

(Source: Own Survey Result, 2023)

Further, as clearly described in Table 4.2 above, the mean level of gender, age, educational level, and experience of the respondents were found 1.46, 2.01, 3.17, and 1.91 with standard deviation of .499, .964, .502, and .808 respectively.

4.2. Descriptive Analysis of study variable

This section is made up of the descriptive part of the results. In this section responses obtained on the general consideration of effect of training on employees performance were presented and interpreted.

Table 3.3: Mean Score Measurement

Mean Score	Description
above 3.80	High
3.30 - 3.79	Moderate
below 3.29	Low

Source: Zaidatol, (2009)

The survey questionnaire items were scored on a 5-point Likert scale, with 1 indicating "strongly disagree" and 5 indicating "strongly agree." Negatively phrased items were rescored so that the mean was rescored in the higher scores. A mean score of above 3.80 is considered high, 3.30-3.79 is considered moderate, and below 3.29 is considered low (Zaidatol, 2009).

Table 4.4: Descriptive statistics of the Effect of Training on Employees Performance

		Training Need Assessment	Training Program Design	Training Program Delivery Style	Evaluation of Training Program
N	Valid	281	281	281	281
	Missing	0	0	0	0
Mean		3.7038	3.3324	3.7020	3.4010
Std. Deviation		.73758	.94638	.78570	.86521

(Source: Own Survey Result, 2023)

As shown in the Table 4.4 above, result of the descriptive analysis of the effect of training on employees performance was mean 3.703, 3.332, 3.702 and 3.401 with standard deviation .737, .946, .785 and .865 respectively which shows that the respondents perceived the existence of moderate training need assessment, training program design, training program delivery style and evaluation of training program respectively in EOC-DIAC. The mean statistics for all variables ranged between 3.70 to 3.77 indicating all variables are almost equally practiced to enhance employee performance. Training program design appears to be the least practiced with a mean statistic of 3.33 but it is also moderate, this indication that employees believe this is an area of importance where training need assessment is enforced within the EOC-DIAC.

4.3. Correlation Analysis

In this section, correlation analysis is conducted to examine the effect of training on employee's performance in the case of EOC-DIAC. This provided correlation Coefficients which indicated the strength and direction of relationship. The p-value also indicated the probability of this relationships significant.

Table 4.5: Correlation Analysis

		Training Need Assessment	Training Program Design	Training Program Delivery Style	Evaluation of Training Program	Employee Performance
Training Need Assessment	Pearson Correlation	1				
	Sig. (2-tailed)					
	N	281				
Training Program Design	Pearson Correlation	.760**	1			
	Sig. (2-tailed)	.000				
	N	281	281			
Training Program Delivery Style	Pearson Correlation	.310**	.432**	1		
	Sig. (2-tailed)	.000	.000			
	N	281	281	281		
Evaluation of Training Program	Pearson Correlation	.292**	.432**	.351**	1	
	Sig. (2-tailed)	.000	.000	.000		
	N	281	281	281	281	
Employee Performance	Pearson Correlation	.482**	.598**	.532**	.426**	1
	Sig. (2-tailed)	.000	.000	.000	.000	
	N	281	281	281	281	281

(Source: Own Survey Result, 2023)

Table 4.5 above shows that there is a positive significant relationship between training need assessment, training program design, training program delivery style, evaluation of training program and employee performance. The correlation between training need assessment, training program design, training program delivery style, Evaluation of Training Program at ($r=.482^{**}$ $p<0.01$), ($r=.598^{**}$ $p<0.01$), ($r=.532^{**}$ $p<0.01$), and ($r=.426^{**}$ $p<0.01$) respectively was direct which means as the independent variable is good and the dependent variable will be good. Thus, it

can be concluded that there is strong relationship between the independent and the dependent variable.

Similarly, as per Pearson correlation any score from + 0.5 to +1 indicates a very strong positive correlation which means that they both increase at the same time, any score from -0.5 to -1 indicates strong negative correlation which means that as one variable increase the other decrease proportionally and the score of 0 indicate that there is no correlation, or relationship between the two variables. Therefore, this output gives us a correlation matrix for four correlations requested above table 4.5 shows that result five unique correlation coefficient there is a positive correlation coefficient number the variables are directly related.

Moreover, we can conclude from the correlation results any corresponding change in the independent variables such as increase on improvement in training need assessment, training program design, training program delivery style and evaluation of training program would have a positive, moderate, and substantial relative impact on the dependent variable, employee performance.

4.4. Assumptions for Regression Analysis

Various statistical methods used for data analysis make assumptions about normality, including correlation, regression, t-tests, and analysis of variance. Before going to analytical tests an assessment of the normality of data is a prerequisite because normal data is an underlying assumption in parametric testing (Bland M, 2015).

4.4.1 Normality of the Error Term Distribution

Screening data for assessing the normalization of variables is a critical step in multivariate analysis (Hair, 2010). Normality refers to the shape of a normal distribution of the matrix variable (Robert, 2006). For variables with normal distribution, the values of skewness and kurtosis are zero, and any value other than zero indicated deviation from normality (Hair, 2010). In order to make regression analysis the researcher was conducted test of normality, test of multicollinearity, test of autocorrelation, and test of correlation.

Table 4.6: Test of Normality

	Skewness		Kurtosis	
	Statistic	Std. Error	Statistic	Std. Error
Training Need Assessment	-.228	.145	-.447	.290
Training Program Design	-.713	.145	-.249	.290
Training Program Delivery Style	.569	.145	-.550	.290
Evaluation of Training Program	.374	.145	-.465	.290
Employee Performance	.146	.145	-1.101	.290
a. Lilliefors Significance Correction				

The normality tests are used to determine whether a data set is modeled for normal a distribution is normal or nearly normal. Statistically, two numerical measures of shape – Skewness and excess kurtosis- can be used to test for normality. If Skewness is not close to zero, then the data set is not normally distributed and if Skewness less than – 1 or greater than 1, the distribution is highly skewed (Good Data Corporation, 2007). According to above table 4.6 depicted result shows that all variable are under acceptable range for normality. The index of skewness takes the value zero for a symmetrical distribution. A positive skewness value indicates right skew while a negative value indicates left skew (Tabachnick and Fidell, 2001).

4.4.2 Multi-collinearity Analysis

To check whether these predictor variables are highly correlated with each other researcher used Multicollinearity. Statistics indicates that all values of variance inflation factor (VIF) below 10.00 as correlated (Morrow-Howell, 1994). As shown in Table 4.7 below the researcher checked the assumption for multicollinearity among these three independents (predictor) variables and found out that the predicted variables are highly multicollinear. The result of correlation matrix shows that all VIF values are well below 10 and the tolerance level for all variables is above 0.2. This indicating that the assumption is met, and the researcher was safe to say that variables are strongly correlated.

The output below shows that the VIF may be moderately correlated. Therefore, diagnosing the VIF and tolerance values, multicollinearity is not a problem and this would tell us there is an opportunity to overcome the overall regression analysis.

Table 4.7: Multicollinear Analysis of Independent variables with the Effect of Training on Employees Performance

Model		Unstandardized		Standardized	T	Sig.	Collinearity	
		Coefficients		Coefficients			Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	.314	.248		1.266	.001		
	Training Need Assessment	.061	.052	.081	1.176	.001	.421	2.373
	Training Program Design	.354	.066	.390	5.403	.000	.379	2.638
	Training Program Delivery Style	.458	.067	.338	6.841	.000	.812	1.231
	Evaluation of Training Program	.367	.071	.347	6.841	.000	.721	1.481
	Employee Performance	.314	.248		1.266	.001		

a. Dependent Variable: Employee Performance

(Source: Own Survey Result, 2023)

4.5. Regression Analysis

The regression analysis was conducted to know by how much the independent variable explains the dependent variable. Therefore, regression analysis of training need assessment, training program design, training program delivery style, and Evaluation of Training Program was conducted, and the results of the regression analysis are presented as following:

Table 4.8: Model Summary ^b result of predictor variable over the dependent variable**Model Summary ^b**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.911 ^a	.862	.757	.13590

a. Predictors: (Constant), Training need assessment, training program design, training program delivery style, Evaluation of Training Program.

b. Dependent Variable: Employee Performance

(Source: Own Survey Result, 2023)

Table 4.8 above show that amount for $r = 0.911$ which explains a strong positive relationship between predictors and Employee Performance. It means that the relationship between training need assessment, training program design, training program delivery style and evaluation of training program inEOC-DIACis very strong, and by increasing the quality of one the other one will increase as well. Further, from the R^2 result in the summary table above it is safe to say that Employee performance is about 86.2 % dependent over training need assessment, training program design, training program delivery style and evaluation of training program.

Table 4.9: Analysis of Variance (ANOVA^a) result of predictor variable over the dependent variable

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	87.856	5	21.964	260.401	.000 ^b
	Residual	11.555	226	.084		
	Total	99.411	231			

a. Dependent Variable: Employee Performance

b. Predictors: (Constant training need assessment, training program design, training program delivery style, Evaluation of Training Program)

(Source: Own Survey Result, 2023)

Table 4.9 above indicates that in the regression model the independent variable training need assessment, training program design, training program delivery style, and Evaluation of Training Program significantly predicts the dependent variable employee performance ($p < 0.05$). Here, $p < 0.0005$, which is less than 0.05, and indicates that, all independent variables statistically significantly predicts employee performance had a good fit with the data. The significance of the employee performance for each independent variable indicates the overall factors predicting the

organization. This is in line with other findings Onyebuchi, B., et al. (2016) but differ on user intention and user attitude having insignificant relationships.

Table 4.10: Coefficients^a of Regression Variables

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	.314	.248		1.266	.001
	Training Need Assessment	.061	.052	.081	1.176	.001
	Training Program Design	.354	.066	.390	5.403	.000
	Training Program Delivery Style	.458	.067	.338	6.841	.000
	Evaluation of Training Program	.367	.071	.347	6.841	.000
	Employee Performance	.314	.248		1.266	.001

a. Predictors: (Constant training need assessment, training program design, training program delivery style, Evaluation of Training Program.)

(Source: Own Survey Result, 2023)

Regression Model:

The table of coefficient above measures the individual contribution of each independent variable change in the dependent variable. This represented by the coefficient Betas () for each predictor. Table 4.10 distribution coefficients model number of scored unstandardized coefficient B and Std. Error, Standardized coefficients Beta, T and significance (Sig.): (Constant).

Analysis of Table 4.10 were based on the below assumptions

Dependent factor: Employee Performance

$$Y = EP \text{ (Employee Performance)}$$

Independent factor: Training effects

$$X_1 = TNA \text{ (Training Need Assessment)}$$

$$X_2 = TPD \text{ (Training Program Design)}$$

$$X_3 = TPDS \text{ (Training Program Delivery Style)}$$

X_4 = ETP (Evaluation of Training Program)

C = Constant

The regression model is

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

The results show that all these variables are positive and significant in influencing employee performance. These effects are Employee performance - EP (.314, $p = .001$), Training Need Assessment- TNA (.061, $p = .001$), Training Program Design – TPD (.354, $p = .000$), Training Program Delivery Style – TPDS (.458, $p = .000$), Evaluation of Training Program – ETP (.367, $p = .000$). Hence the empirical model is $Y = .061X_1 + .354X_2 + .458X_3 + .367X_4$.

This model indicates that changing one of X_1 , X_2 , X_3 , and X_4 while others remains unchanged, Y will change by 1.281 units.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The primary results and conclusions from the study's findings, which are presented, discussed, and analyzed in chapter four, are summarized in this part. The chapter also contains suggestions made in response to the effects of training practices on workers' performance that have been determined.

5.1 Summary of major findings

In the review of literature, the researcher explored the variables that are the Effect of Training on Employees Performance. The review further identified relevant variables to examine in relation to the Employee performance. This review generated four research questions, which were subsequently tested in the pilot and final studies. To examine the Effect of Training on Employees Performance, the specific objectives were: To identify the existing practice of Training programs in EOC-DIAC, To assess the general level of employees' performance in the EOC-DIAC, To determine the effect of training on employee performance in EOC-DIAC, and To investigate the contribution of training on the improvement of employees performance at EOC-DIAC.

Before going to the main analysis of the study, a reliability test was administered to check whether the questionnaire is reliable or not. In this regard as Table 3.1 illustrates all the questionnaires were reliable and acceptable with Cronbach's Alpha result were above the minimum acceptable value (0.7). Then the descriptive statistics were applied to the demographic variables as a means of describing the respondents and to examine the level of employee performance.

Result of the descriptive analysis of training need assessment was found to be ($M = 3.70$, $S.D = .737$) which implies that respondents perceived the existence moderate training need assessment in EOC-DIAC. While training program design was found to be ($M = 3.33$, $S.D = .946$) indicating that a moderate of training program design is perceived by employees of the organization. In addition, training program delivery style and evaluation of training was found to be ($M = 3.70$, $S.D = .785$) & ($M = 3.40$, $S.D = .865$) respectively, implying a moderate of training program delivery style and evaluation of training is perceived by employees of the organization.

In addition, the result of correlation analysis was made. In this regard Table 4.5 shows that all the independent variables training need assessment, training program design, training program delivery style and evaluation of training are positively and significantly correlated with the dependent

variable (employee performance) at 1 %level of significance ($P<.000$).The correlation between variable training need assessment, training program design, training program delivery style and evaluation of training at ($r=.482^{**}$ $p<0.01$), ($r=.598^{**}$ $p<0.01$), ($r=.532^{**}$ $p<0.01$) and ($r=.426^{**}$ $p<0.01$) respectively was direct which means as the independent variable is good, and the dependent variable will be good.

Finally, a multiple regression analysis was conducted to test the strength of the relationship. In this regard Table 4.8 depicts the results of multiple regressions. The result shows that the model tested is significant ($p<.000$) with the adjusted R square 0. 862. This value indicates that 86.2 % of variance in Employee performance is attributed to the four independent variables entered into the regression. The remaining 13.8 % of the variance in employee performance may attribute to other factors. Regarding the extent to which the independent variables contribute to employee commitment, statistically significant relationships were found between the variables. The amount of variance accounted by independent variable significantly predicts the level of employee performance and the variables are normally distributed.

5.2 Conclusion

The positive correlation between level of employee performance and the independent variables (training need assessment, training program design, training program delivery style and evaluation of training) showed that it was significantly and positively related to employee performance at EOC-DIAC. Therefore, the following conclusions could be made.

- The training delivery style and the training design stages of the training process were practiced in a good extent or level, while there was poor level of the practices of the training need assessment stage of the process in Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC).
- Generally, there was poor level of the practices of the training program in Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC) at the study area.
- The general level of employees' job performance in Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC) at the study area was low, which was as perceived and reported by the organization employee participants involved in this study.
- The stages of the training process that was being practiced in Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC) at the study area had casted significantly enormous effects in determining the employees' job performance.

5.3 Recommendations

The researcher gave the following recommendations for Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC), future researchers, human resource administrators and other concerned bodies:

- Departments of the Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC) in collaboration with the human resource department and the top-level management, or any concerned bodies in the organization should exert their at most efforts for the betterment and scaling up of the poor level of practices of the personnel or staff training programs.
- Departments of the Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC) in collaboration with the human resource department and the top-level management, or any concerned bodies should rethink of revising their personnel training programs through especially giving prior attention to the training need assessment stage of the process.
- Additionally, Departments of the Ethiopian orthodox tewahido church development and inter church aid commission (EOC-DIAC) in collaboration with the human resource department and the top-level management, at the study area should exert their efforts to boost their poor practices of their personnel training programs.
- Also, the selection of trainer, Training delivery of adult learning, and Learning style should be designed carefully from the beginning so as, to improve employee performance.
- Other potential researcher could take advantage of the results of this study to pursue similar studies in a deeper, wider and sounder fashion.

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Annex A: Questionnaire for Data Collection

St. Mary's University
School of Graduate Studies
Master of Art in Human Resource Management

001Branch: _____

My name is _____, I am working as data collector in a survey conducted by **Sara Assefa**, to find out the Effect of Training on Employees Performance: A case in Ethiopian Orthodox Tewahido Church Development and Inter church Aid Commission. The purpose of the study is to generate information necessary for the planning of appropriate interventions and to track the trend on behaviors that are associated with Training program. Please note that all your responses will be kept confidential and just only used for the purpose of the research. Your frank responses to the questionnaire will have great impact on the success of the research. The researcher would appreciate your collaboration in advance.

If you would like further information about this study or have problem in completing this questionnaire, please contact me via +25191 388 4141 or +25191 284 2127

Thank you for your cooperation!

Sara Assefa

Department of Human Resources Management

SMU

Section I: Demographic Information

DIRECTIONS: Circle on the following Demographic Information

1. Gender
 - a) Male
 - b) Female
2. Age
 - a) 20 – 29 Years
 - b) 30 – 39 Years
 - c) 40 – 49 Years
 - d) 50 and above Years
3. Educational level
 - a) Below Grade 12
 - b) Diploma/Level IV
 - c) Bachelor's degree
 - d) Master's degree and above
4. Work Experience
 - a) 1 – 5 Years
 - b) 6 – 10 Years
 - c) 11 – 15 Years
 - d) Above 16 Years

Section II: Components of questions related to Effect of Training and Development on Employee Performance.

DIRECTIONS: Please read each statement in this section carefully and show the extent of your agreement on the statements by putting “X” mark in the boxes using the following rating scales.

Strongly Agree (SA)=5

Agree (A) =4

Neutral (N) = 3

Disagree (D) = 2

Strongly Disagree (SD) = 1

No	Items	Responses				
	Training Need Assessment	1	2	3	4	5
1	Training need assessments are conducted properly					
2	The selection for training is based on proper need assessment.					
3	The organization assesses the trainee's knowledge before selecting the training program.					
4	Employees attend the trainings that fit departments' needs with the alignment of the organization objective.					
	Training Program Design	1	2	3	4	5
5	Training programs are designed based on need assessments.					
6	The objectives of trainings were coherent with employees trainings need.					
7	Training programs are designed at level of abilities and					

	educational background of employees.					
8	There is an opportunity for training .					
9	The content was organized and easy to follow.					
10	The language used in the training sessions was easy to understand.					
11	I received updated training which is required for my position					
	Training Program Delivery Style					
12	The training exercises best help trainees learn and apply different types of knowledge or skill					
13	The trainer clearly described what to expect from the presentation					
14	The training session is flexible and includes variety of energizers					
15	The training program I received accommodates different learning styles					
16	I assume the material, hand-outs and/or activities useful to the training provided to me are adequate					
17	The trainer made sure materials could be read easily from where I was sitting.					
	Evaluation of Training Program					
18	Trainings are given to the employees to be satisfied to their job					
19	Training programs are evaluated during or at the end of the program					
20	Employees are satisfied with the overall aspect of the training programs at the organization.					
21	Employee training is considered as a crucial factor for improving individuals and organizational performance at the organization.					
	Employee Performance					
22	The training provided by the organization helped me to perform my task quickly and efficiently					
23	Trainings are important in improving the employees' performance to give quality service.					
24	Employees become more committed and responsible toward their					

	jobs after receiving trainings					
25	Job performance helps to in enhancing the employees' efficiency and effectiveness.					
26	Because of the knowledge and attitude that I learned from the training I am better off to rely on myself for a solution when things are looking difficult in my work.					
27	I feel a strong sense of belonging to my organization since it has a good training methods to acquire the needed skills.					