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**The Effect of Training on Employee Performances in case of West Hararghe Zone Public Organization**

**MA Thesis**

**Anwar Musa Kemer**

**June 2024**

**Chiro, Ethiopia**

**The Effect of Training on Employee Performances in case of West Hararghe Zone Public Organization**

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**In Partial Fulfillment of the Requirements for the Degree of Masters of Business Administration**

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**June 2024**

**Chiro Ethiopia**

# APPROVAL SHEET

As thesis research adviser, I hereby certify that I have read and evaluated this thesis prepared under my guidance by Anwar Musa Kemer entitled ***-‘Effect of Training on Employees’ Performance at West Hararghe Zone Public Organization’*** I recommend that it be submitted as fulfilling the thesis requirement

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As members of the Board of Examiners of the M.A. thesis open defense examination, we certify that we have read and evaluated the thesis prepared by Anwar Musa Kemer and examined the candidate. We recommend that the thesis be accepted as fulfilling the thesis requirements for the degree of Master of Art in postgraduate program, i.e. MBA.

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**Internal Examiner**  **Signature**   **Date**



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**External Examiner Signature Date**

Final approval and acceptance of the thesis is contingent upon the submission of final copy of the thesis to council of postgraduate program (CPGP) through the departmental or school graduate committee (DGC or SGC) of the candidate

## DECLARATION

I dedicate my Master of Science thesis, "The Effect of Training on Employee Performance in case of West Hararghe Zone public organization," to the hardworking employees of the West Hararghe Zone public organizations who shared their experiences and insights, shaping this research. I hope this study enhances training programs for improved employee performance and job satisfaction. Special thanks to my supervisors, Bogale Alemu (PhD) and Nahwi Mohammad (MA), for their crucial guidance and support. I also extend my dedication to the faculty at Oda Bultum University and my family and friends, whose unwavering support has been my strength. With heartfelt appreciation,

**Anwar Musa Kemer**

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# STATEMENTS OF AUTHORS

I hereby attest that I have independently completed this thesis in accordance with ethical principles of scholarship. I have diligently followed proper citation and referencing protocols for all scholarly materials included in this document, and have taken all necessary measures to prevent plagiarism. This thesis is being submitted to satisfy the requirements for a Master of Business Administration degree at Oda Bultum University, and will be archived in the university library for borrowing in compliance with library regulations. I affirm that this work has not been previously submitted for any academic qualification elsewhere. Limited use of brief quotations from this thesis is permitted with proper acknowledgment of the source. Permission to reproduce or quote extensively from this work may be granted by the Head of the School or Department for scholarly purposes. Otherwise, authorization from the author is required.

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School/Department: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# BIOGRAPHICAL SKETCH

My name is Anwar Musa. I was born in Gelemso on February 12, 1995. GC I pursued my first degree in logistics and supply chain management at Hawassa University. I began my career at the Tulo Woreda Finance and Economic Development Offices, where I witnessed firsthand the challenges of poor HR practices and a lack of merit-based Training opportunities. Throughout my career, I have gained professional experience working in various roles within the Tulo Woreda finances and economic development offices, providing me with a deep understanding of the economic landscape and the challenges and opportunities within the Zone . My research interest is centered on the effects of Training on employee performance. I am passionate about addressing the disparities in training opportunities and the effect they have on the overall productivity and growth of the workforce. Through my work, I aim to advocate for improved HR practices and the implementation of merit-based Training programs to create a more equitable and efficient work environment. In addition, I am a dedicated professional with a commitment to driving positive change in my community through my expertise in finances and economic development. My passion for research and advocacy makes me a valuable asset in addressing the challenges faced by the workforce in the West Harare zone.

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# ACKNOWLEDGEMENT

All praise and thanks be to Alhaa the Lord of existence the most gracious and merciful. I also would like to express my deepest indebtedness to my parents; as always, they were right beside me in my sorrow and joy, and may Alhaa reward them all with his highest blessings. Secondly, heartfelt gratitude and appreciation go to those who helped me with their valuable guidance and in-depth understanding that they extended to me during the entire work of this research paper and enabled me to complete this thesis. True, this paper has made possible through the direct and indirect cooperation of various persons for whom I wish to express my appreciation and gratitude. Finally, I wish to acknowledge the efforts and support of those individuals and their institutions that led to the success of this study, such as WHZ public organization employees, customers, and their officials.

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# ACRONYMS AND ABBREVIATIONS

**ANOVA**…................................................…………………………………Analysis of Variance

**BIQ**................................……………………………Background of Information Questionnaires

**EP**………………………………………………………………………Employees’ Performance

**EPQ**......................................………………………………Employee performance questionnaires

**HRD**………………………………………………………………Human Resource Development

**HRDP…………………………………………………..**Human Resource Development Planning

**HRTDP**...........................………………….Human Resource Training Policy

**MOPSHRD**.............…………….Ministry of Public Service and Human Resource Development

**ONRS**....................................……………………………………Oromia National Zone al State

**SD**…………………………………………………………………………….Standard Deviation

**SPSS**……………………………………………………….Statistical Package for Social Science

**TD&D**…………………………………………………………..Training Design and Delivery

**TE**……………………………………………………………………….Training Evaluation

**TI**…………………………………………………………………….Training Implementation

**TNA**…………………………………………………………………..Training Need Assessment

**TQ**………………………………………………………………………Training Questionnaires

**WHZ……………………………………………………………………..**West Hararghe Zone

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# *ABSTRACT*

# *This study explores the effect of training on employee performance in public sector organizations within the West Hararghe zone. The research employed a mixed-method approach, combining descriptive and explanatory research designs. In total 167 participants from five public sector organizations were selected using a stratified systematic random sampling technique. Quantitative data analysis was conducted using SPSS (24), utilizing statistical measures such as mean, standard deviation, and multiple linear regressions. The evaluation focused on Training Need Assessment (TNA), Training Design and Delivery (TD&D), Training Evaluation (TE), and Training Implementation (TI), underscoring the significance of well-executed training processes in enhancing organizational success through improved employee performance. The multiple linear regression model of the study indicated that the four stages of the training process explained 54.4% of the variance in predicting performance, with Training Needs Assessment (TNA) emerging as the most influential factor. The results underscore the crucial connection between training processes and employee performance, suggesting improvements in training needs assessment, design, implementation, and evaluation to elevate performance levels and drive organizational success. By prioritizing regular needs assessments, enhancing training programs, ensuring proper implementation, and fostering a culture of continuous learning, organizations can elevate employee performance and cultivate an environment conducive to growth and development in public sector organizations.*

# *Keywords: Training Needs Assessment, Training Design, Training Delivery, Training Evaluation, Training Implementation*

# CHAPTER ONE

# 1. INTRODUCTION

## Employee training is a crucial aspect of organizational development, playing a significant role in enhancing overall employee performance and contributing to overall productivity. In today's fast-paced and competitive business environment, companies are increasingly realizing the importance of investing in training programs to equip their staff with the necessary skills to succeed. This study aims to investigate the impact of training on employee performance, exploring the various factors affecting the effectiveness of training initiatives and their influence on individual and organizational outcomes. By examining current research and empirical evidence, this study aims to offer valuable insights into the relationship between training and employee performance, highlighting best practices for maximizing the benefits of training programs. Through a thorough review of existing literature and an in-depth analysis of real-world case studies, this study will add to the growing body of knowledge on the subject, providing practical recommendations for organizations seeking to optimize their training initiatives and improve overall performance. Ultimately, this research aims to underscore the importance of continuous learning and development in driving employee success and organizational growth in today's ever-evolving business landscape.

## 1.1 Background of the Study

Training is a critical element of organizational development and plays a key role in enhancing employee performance and productivity Smith, (2018). In today's dynamic and competitive business environment, organizations continuously strive to enhance the skills and capabilities of their workforce to maintain a competitive edge. Training programs are tailored to provide employees with the necessary knowledge, skills, and competencies to effectively carry out their roles. Research has demonstrated that investing in training programs can yield numerous benefits for both employees and organizations Jones & Johnson, (2019). Well-trained employees tend to be more engaged, motivated, and confident in their positions, leading to increased job satisfaction and enhanced performance levels. Additionally, adequately trained employees are better prepared to handle challenges, adapt to changes, and contribute to the overall success of the organization.

To gain a competitive advantage and overcome challenges, organizations often require comprehensive human resource management strategies to transform their human resources into valuable assets. Providing high-quality training for employees is a crucial way to support businesses Abyssinia and Sultan, (2017). Employees are considered the most valuable asset of any organization, as they have the potential to either enhance profitability and reputation or diminish them. Training encompasses the acquisition of knowledge, skills, competencies, values, and attitudes, playing a critical role in organizational success Rahman & Malik, (2021). It is an essential aspect of human resource management that is rapidly evolving in the realm of employee activities. Training significantly contributes to improving the efficiency and effectiveness of employees and institutions globally, fostering a sense of belonging, promoting career development, enhancing employee skills, and cultivating a knowledgeable workforce with reduced errors Sherifah, (2022).

Training needs arise when there is a requirement to enhance skills, adapt to changes, and address issues to improve employee and organizational performance Vincent, (2020; Getahun, (2018). Therefore, the objective of a training needs identification program is to pinpoint the discrepancies between the actual capacities expected by the organization and its employees and the requirements to bridge these gaps through suitable training types. Development, on the other hand, involves training employees in new skills and enhancing existing ones, thereby expanding their knowledge and abilities Karim, (2019). Planned development opportunities are provided by businesses to employees to enhance their skills, as employee development is increasingly becoming a critical strategic imperative for organizations in the current business environment Abdullahi et al., (2018). Training is crucial for organizational development as it enhances productivity and performance, enabling companies to compete and maintain their leadership positions Birma & State, (2019). HR managers play a vital role in identifying training needs to implement appropriate programs and methods Younas et al., (2018). Employee training involves equipping employees with the skills and knowledge necessary to succeed in their current and future roles Younas et al., (2018). Employee performance is often evaluated based on results Mrunali, (2021). Models for enhancing organizational performance assume that training initiatives will result in changes in employees' attitudes, knowledge, and skills, leading to improved employee performance, subsequently boosting organizational performance (Solomon, 2020). Training aids organizations in achieving their strategic goals and objectives, such as maintaining a safe and healthy workplace and fostering a positive organizational culture Raphael & Kinisa, (2019).

Advantages of training for organizations include a deeper understanding of training as incentives that promote organizational commitment, teamwork, customer relations, among others Anderson, (2000). Training can also enhance intrinsic motivation at the individual level, discouraging organizational influence Megestu, (2014), citing Woldeyohannes et al., (2020). Furthermore, training programs have been associated with improved employee retention rates, as employees who receive continuous training and development opportunities are more likely to remain with their organizations in the long term Brown et al., (2020). This can result in cost savings for organizations by reducing turnover and recruitment expenses. The effectiveness of training programs in enhancing employee performance can be assessed through various metrics, such as productivity levels, work quality, customer satisfaction, and overall organizational performance Lee & White, (2021). By evaluating the effects of training on these key performance indicators, organizations can gauge the return on investment of their training initiatives and make informed decisions to continuously enhance and optimize their training programs.

Training programs not only benefit individual employees but also contribute to the overall growth and success of the organization. By investing in the development of their workforce, organizations can foster a culture of continuous learning and improvement, promoting innovation and creativity among employees. This, in turn, can lead to increased competitiveness, market relevance, and long-term sustainability. Therefore, the relationship between training and employee performance is a critical aspect of organizational success. By investing in comprehensive and targeted training programs, organizations can empower their employees to achieve their full potential, drive performance excellence, and attain sustainable competitive advantage in the market. This strategic approach to training and development can position organizations for long-term success in an ever-evolving business landscape. Hence,the aim of this study is to assess how Training affects employee performance in WHZ public organizations.

## 

## 1.2 Statement of the Problem

In the ever-changing landscape of today's business world, organizations face increasing pressure to enhance employee performance and productivity to maintain competitiveness Smith, (2018). While training programs are widely recognized as essential for improving employee skills and capabilities, there is a notable gap in comprehensive research regarding the effectiveness of these programs in driving sustained performance enhancements. This gap hinders organizations' ability to develop and implement targeted training initiatives aligned with strategic goals and yielding measurable outcomes. Additionally, existing research often focuses on short-term effects of training on employee performance, neglecting long-term implications for organizational success Jones & Johnson, (2019). This limited perspective restricts understanding of how training programs can enhance employee engagement, job satisfaction, and retention rates - crucial elements for overall organizational performance. Although some studies have explored the link between training and employee performance, further investigation is needed to understand the specific factors influencing the effectiveness of training programs Lee & White, (2021). Identifying key drivers of successful training initiatives, such as program design, delivery methods, and organizational support, can offer valuable insights for organizations looking to optimize their training investments and achieve sustainable performance improvements.

The main goal of this study is to address the existing research gap by providing practical insights for managers, HR professionals, and organizational leaders in public organizations within the West Hararghe Zone. These insights aim to assist in designing and implementing effective training programs that enhance employee performance and contribute to overall organizational success in the competitive business environment of the study area. Previous studies, including meta-analyses by Salas (2012) and Tannenbaum et al. (2012), have highlighted a strong correlation between training effectiveness and various performance metrics, emphasizing the need for well-designed and personalized training programs. Furthermore, research by Goldstein and Ford (2002) and Kirkpatrick et al. (2006) has demonstrated that training can improve motivation, job satisfaction, and organizational effectiveness, underscoring the importance of more comprehensive investigations into its effects on employee performance. Local studies, such as Smith et al. (2019) focusing on in-house training programs for small businesses and Aklilu's (2022) quantitative study at the Addis Ababa City Administration, have shown positive effects of training on employee performance metrics and job satisfaction. Shanko Mamo's (2018) survey across commercial banks in Dawero District and Daniel Abeba's (2022) research on large Ethiopian commercial banks have also highlighted the benefits of training programs on individual and organizational performance. Gidey's (2016) research at the Commercial Bank of Ethiopia emphasized the importance of a strategic focus on training policies and approaches to enhance overall performance. However, there is limited research specifically examining training relationships within Ethiopian public sector organizations, indicating a need for further empirical studies in this area. Therefore, conducting research on the WHZ public organization is essential to address this gap in knowledge within the country. It is important to acknowledge that the findings of this study may differ from previous research due to variations in data, variables, organizational practices, and geographical contexts. The primary aim of this study is to investigate the effects of training on employee performance in the WHZ public organization, providing insights into strategies that can enhance performance and long-term productivity within the organization.

## 1.3 General Objective of the Study

## The primary objective of this research is to explore the effect of training on employee performance in the case of WHZ public organization.

## 1.4 Specific Objectives of the Study

The specific objectives of this research are:

* To evaluate the effect of Training Needs Assessment (TNA) practices on employee performance metrics in the organization.
* To examine the effectiveness of training design and delivery (TD&D) approaches in enhancing employee performance and skill development.
* To examine the effect training evaluation practices on enhancing employee performances.
* To evaluate the effect of training implementation approach on employee performances.

## 

## 1.5 Research Hypotheses

In order to achieve the objectives of this research, the researcher formulated the following three hypotheses.

## Null Hypothesis (H0): There is no statistically significant relationship between training needs assessment and employee performance.

## Alternative Hypothesis (H1): There is a statistically significant relationship between training needs assessment and employee performance.

## Null Hypothesis (H0): There is no statistically significant relationship between training design and delivery and employee performance.

## Alternative Hypothesis (H1): There is a statistically significant relationship between training design and delivery and employee performance.

## Null Hypothesis (H0): There is no statistically significant relationship between training implementation and employee performance.

## Alternative Hypothesis (H1): There is a statistically significant relationship between training implementation and employee performance.

## Null Hypothesis (H0): There is no statistically significant relationship between training evaluation and employee performance.

## Alternative Hypothesis (H1): There is a statistically significant relationship between training evaluation and employee performance.

## 1.6 Significance of Study

This study investigates the effect of training on employee performance in public organizations within the WHZ. It aims to help management identify key factors influencing employee performance and assess the effectiveness of previous training investments. By providing insights for improvement, the study guides the public sector in enhancing performance through employee training programs. The results are expected to assist organizational management in making informed decisions about training plans and contribute valuable data for future research in this area. Ultimately, the study is anticipated to stimulate further academic research and enrich the theoretical understanding of how training influences employee performance in the public sector.

## 1.7 Scope of the Study

Focusing on WHZ public organizations, specifically in WHZ Finance, WHZ Land Administration, WHZ Administration, WHZ Revenue, and WHZ Agriculture offices, this study highlights their vital role in the socioeconomic development of the study area. Exclusively considering organizations within the WHZ jurisdiction, the study adopts a cross-sectional approach using descriptive and explanatory methods to comprehensively explore the research problem and address pertinent research questions. Data collection occurred at intervals to ensure the accuracy and relevance of findings. The primary objective is to evaluate the effect of training and development on employee performance in the specified departments, analyzing various aspects such as training needs assessment, program design and delivery, evaluation of effectiveness, and implementation procedures. By focusing on these specific components, the study enables a thorough examination of training practices and their relationship with employee performance indicators in critical public service sectors. The defined research scope promotes clarity and specificity, facilitating a deep understanding of how training influences employee performance in key areas essential to the zone's overall advancement and welfare.

## 1.8 Organization of the Study

The paper is structured into five chapters. The first chapter introduces the study, addressing the problem statements, study objectives, significance, scope, and limitations. The second chapter reviews related literature, while the third chapter outlines the methodology, including research design, target population, sample size determination, sampling procedures, data sources, data collection tools, data processing, analysis methods, and operational variable definitions. The fourth chapter presents the results and discussions, and the final chapter summarizes the study, draws conclusions, and provides recommendations.

# 

## 

## CHAPTER TWO

## 2. LITERATURE REVIEW

## 2.0 Introduction

The introduction of this chapter provides an overview of the key variables under study, such as training, employee performance, attributes, benefits, disadvantages, functions, dependent and independent variables, and the findings from previous studies related to the research objectives. The chapter aims to explore various concepts of training, employee performance, the relationships between independent and dependent variables, and other relevant factors. Additionally, it evaluates the positive and negative effects of prior research.

## 2.1 Concepts of Training

Training in human resources is essential for maximizing the potential of employees. It involves the acquisition of knowledge, skills, and abilities through the teaching of vocational or practical skills relevant to specific job roles. Training is not only crucial for personal growth but also integral to organizational development. Armstrong (1959) defines training as the planned and systematic modification of behavior through learning activities, programs, and instructions that enable individuals to attain the necessary knowledge and skills for effective job performance. For an organization to successfully achieve its training objectives, it must meticulously plan, execute, and refine the design and implementation processes to enhance performance and productivity. Training equips employees with the requisite skills, technical knowledge, and abilities to excel in their current roles and prepares them for higher positions with increased responsibilities. Training programs are designed to enhance cognitive and psychomotor skills in employees, aiding organizations in cultivating a more efficient and productive workforce. Human resource development, as highlighted by Abdullahi et al. (2018), involves the long-term strategic effort of an organization to enhance the capabilities of its human resources to align with job requirements. Faulia (2022) underscores the importance of management development through strategies such as role assessment, competency boxes, mentoring, learning by doing, expanded assignments, and off-the-job training techniques.

Training is a fundamental technique used to impart essential skills, knowledge, and abilities to employees to enhance their performance in current and future roles. It plays a pivotal role in employee development by enhancing cognitive and psychomotor skills, ultimately contributing to increased productivity within organizations Sherifah, (2022). Identifying training needs and implementing tailored programs are essential for successful training outcomes Rahman & Malik, (2021). Employee training is crucial for organizational success as it ensures that employees are adequately equipped to fulfill their responsibilities and contribute to the daily operations of the business.

## 2.2 Overview of Training Policy

Training policies serve as established guidelines and procedures governing training and development activities within an organization. These policies outline the organization's approach and objectives concerning employee training. They provide clear direction for HR managers and employees, covering aspects such as recruitment, promotion, compensation, selection, and overall skill development. Training policies are essential for ensuring that employees receive the necessary training opportunities to enhance their performance and support organizational goals. By aligning training and development policies with strategic objectives, organizations can foster a culture of continuous learning and growth, leading to increased productivity, teamwork, and a positive work environment. Investing in training and development programs demonstrates a commitment to employee growth and development, resulting in a more engaged and motivated workforce. These initiatives help organizations stay competitive in a fast-paced business environment and adapt to industry changes. By prioritizing employee training and development, companies can attract and retain top talent, boost morale, and create a culture of ongoing learning and improvement. Organizations that neglect the importance of training and development risk stagnation, decreased morale, and a lack of innovation. Conversely, those that value continuous learning cultivate a dynamic environment where employees are empowered to reach their full potential, driving sustained success and excellence in today's evolving business landscape. Effective training and development initiatives lead to a skilled and adaptable workforce capable of driving innovation and meeting new challenges, positioning the organization for long-term success. In conclusion, investing in training and development is not just a strategic choice but a necessity for organizations to thrive in a rapidly changing world. By fostering a culture of growth and improvement, companies can build a workforce that is motivated, skilled, and committed to achieving both individual and organizational objectives. Training and development policies are essential for enhancing employee skills, improving performance, increasing job satisfaction, and ultimately driving organizational success in today's competitive business landscape.

## 2.3 Understanding the effect of Training on Employee Performance

A study by Smith and Johnson (2022) emphasizes the importance of feedback mechanisms in enhancing the effectiveness of training programs in improving employee performance. The research highlights the use of feedback loops to continuously monitor and adjust training programs based on performance outcomes. Organizations can optimize training interventions by leveraging feedback data to customize training content, delivery methods, and schedules to align with employee needs and preferences, ultimately leading to sustainable enhancements in employee performance. Smith and Johnson (2022) also stress the significance of fostering a culture of learning and development within the organization to complement training initiatives. They argue that creating a supportive environment that encourages ongoing skill development and knowledge growth is crucial for maximizing the long-term benefits of training on employee performance.

## 2.4 Exploring the Relationship Between Training and Work Efficiency

Research by Smith (2017) and others (Smith & Meade, 2017) underscores the pivotal role of training in enhancing work efficiency by equipping employees with the necessary skills and knowledge to perform their job functions effectively and productively. Proper training increases the likelihood of employees attaining competence in their roles, leading to improved efficiency. Training programs have been shown to streamline processes, reduce errors, and boost productivity, as concluded by Jones and Brown (2019). Moreover, investing in training enables employees to develop skills, stay abreast of industry trends, and effectively handle challenges, thereby enhancing motivation, morale, job satisfaction, and reducing turnover. Regular evaluations of training programs are essential for organizations to measure their effect on various work efficiency metrics and make necessary adjustments for continuous improvement. The alignment of training initiatives with organizational goals and objectives, as highlighted by Williams et al. (2021), is crucial for optimizing work efficiency. Continuous learning and development, as emphasized by Lee and Smith (2018), are vital for maintaining work efficiency and enabling organizations to adapt to market changes and technological advancements.

## 2.5 The Role of Professional Development in Enhancing Employee Skills

Professional development initiatives, such as workshops, seminars, certifications, and on-the-job training, play a pivotal role in enhancing employee skills and fostering a culture of continuous learning within organizations, as emphasized by Brown and Johnson (2020). These initiatives not only enhance technical skills but also contribute to personal and professional growth, leading to increased motivation, engagement, and commitment among employees, resulting in higher job satisfaction and productivity. Professional development also aids in attracting and retaining top talent, as employees are more likely to stay with organizations that invest in their growth and development, as suggested by Lee (2018). By prioritizing professional development, organizations empower their employees to reach their full potential, improve work efficiency, drive innovation, and enhance employee engagement and morale. Additionally, professional development plays a crucial role in succession planning and talent management, as highlighted by Garcia (2019), by identifying and nurturing future leaders within the organization. Inclusive professional development initiatives, as advocated by Patel and Nguyen (2018), promote diversity and inclusion within organizations, fostering a culture of respect, equality, and equal opportunities for all employees to advance in their careers. By investing in comprehensive professional development programs, organizations can cultivate a skilled, motivated, and diverse workforce that drives success, fosters innovation, sustains competitive advantage, and contributes to organizational performance and growth in today's dynamic business landscape.

## 2.6 Assessing the Benefits of Training for Organizational Success

To understand the effect of training programs on performance indicators and strategic goals, it is essential to evaluate the benefits that training offers to an organization's overall success. According to Smith and Brown (2021), organizations should assess the effectiveness of their training programs to ensure they deliver tangible benefits and contribute to overall success. One of the key benefits of training for organizations is the improvement in employee performance and productivity. Research by Johnson et al. has shown that well-trained employees are more effective, productive, and produce superior work outputs. Training programs aimed at enhancing employees' skills and knowledge can lead to increased productivity, reduced errors, and improved outcomes. Training also plays a crucial role in increasing employee engagement and job satisfaction, which are vital factors for organizational success. Studies by Lee and Garcia (2020) suggest that employees dedicated to their professional development tend to be more productive, engaged, motivated, and committed to their work.

Moreover, training can result in cost savings and efficiency improvements within organizations. Analysis by Patel et al. (2018) indicates that properly trained employees are more likely to perform their roles effectively, leading to a decrease in errors, waste, and rework. Effective training can enhance employee skills and competencies, leading to better resource utilization and cost reduction. Additionally, training can help in retaining employees and nurturing talent. Research by Nguyen (2017) suggests that companies focusing on employee growth and development are more successful in retaining their workforce. Providing valuable training and career development opportunities can help attract and retain talented employees, creating a workforce of highly skilled individuals poised for long-term success. In summary, organizations must evaluate the effect of training on organizational success and determine how their investments can be leveraged to achieve optimal outcomes. By analyzing the results of training programs on employee performance, engagement, cost savings, and talent development, organizations can assess if their training initiatives align with strategic objectives and contribute to overall success in a competitive business environment.

## 2.7 Training as a Key Factor in Employee Productivity Improvement

Training is a crucial element in enhancing employee productivity, making it an essential aspect of organizational success. Research by Smith and Lee (2022) highlights that effective and targeted training programs play a key role in improving employee productivity and performance by enhancing skills, knowledge, and competencies. Addressing job-specific competencies and skill gaps through training significantly contributes to boosting employee productivity. Studies by Brown et al. (2020) suggest that employees who receive targeted training are better equipped to perform their tasks efficiently, make informed decisions, and adapt to changing work environments, ultimately leading to increased productivity levels. Moreover, training helps employees stay abreast of industry trends, technological advancements, and best practices, enabling them to work more effectively and efficiently. Research by Johnson and Nguyen (2019) indicates that continuous learning and skill development through training programs can enhance employee capabilities and enable them to deliver high-quality work outputs. Employees who are well-trained and knowledgeable in their roles are more likely to meet or exceed performance expectations, leading to improved productivity levels within the organization. Furthermore, training fosters a culture of continuous improvement and innovation within the workforce. By providing opportunities for employees to enhance their skills and explore new ideas, organizations can drive creativity, problem-solving, and efficiency. Studies by Lee et al. (2021) suggest that organizations that invest in employee training and development initiatives create a culture of learning and growth, which motivates employees to strive for excellence and contribute positively to organizational productivity. In conclusion, training plays a pivotal role in enhancing employee productivity by equipping them with the necessary skills, knowledge, and tools to perform their roles effectively. By investing in targeted training programs that address skill gaps, promote continuous learning, and foster a culture of innovation, organizations can drive employee productivity improvements and achieve sustainable success in today's competitive business environment.

## 2, 8 Conduct A Strategic Training Needs Analysis

Training needs are discrepancies between identifiable shortfalls in the knowledge, skills, and attitudes of the employee vis-a-vis what is required by the job or the demand for organizational change. Training need is the gap between actual performance and desired performance, or between current abilities and job requirements, that can close by training. McConnell (2003) refers to needs assessment as the process used to determine if training is necessary. Needs assessment occurs at two levels: group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is a performance deficiency. Inadequacy in performance may be due to a lack of skill, knowledge, or any other problem. The problems of performance deficiency caused by the absence of skills or knowledge can remedy by training. Faulty selection, poor job design, improving the quality of supervision, or discharge will solve the problem. Solomon, (2020) Assessing organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help. Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. Before deciding if training will help and determine the type of training needed, it is necessary to find out what is happening and what should be happening. Determining training needs typically involves generating answers to several questions. Taan et al., (2018) The first step in training that needs analyzing is what training might be necessary. Sherifah, (2022), A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. Needs assessment typically involves organizational analysis, person analysis, and task analysis.

**A, Organizational analysis** is a process for determining the business appropriateness of training. Organizational analysis considers the context in which training will occur. That is, organizational analysis involves determining the business appropriateness of training given the company’s business strategy, its resources available for training, and the support of managers and peers for training activities Sudhakar, (2018). Training needs can diagnose by analyzing organizational outcomes and looking at future organizational needs. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies should be pinpointed Haryono et al., (2020).

**B, Analysis of Current Training Needs;** As important as strategic training is, most training efforts are aimed at improving current performance, especially training new and under performing employees. How you analyze your current training needs depends on whether you are training new employees. The main task of the new employee needs analysis is to determine what the job requires and break it down into sub-tasks, which you then pass on to the new employee. Analyzing the training needs of your current workforce is more complicated because you also need to decide if training is the answer. For example, poor performance may be due to unclear standards or unmotivated people. Managers use job analysis to determine the training needs of new employees and performance analysis to determine the training needs of current employees.

**C.** **Job Analysis:** Analysis of the training needs of new employees especially for entry-level employees, it is very common to hire and train inexperienced employees. Your goal is to give these new hires the skills and knowledge they need to do their jobs. A job analysis is a detailed study of a job to determine the specific skills required by the job. For job analysis, job descriptions and job specifications are essential. This lists the specific tasks and skills of the position, which is the basic reference point for determining the training required. Managers can also identify training needs by reviewing performance standards, completing tasks, and interviewing current staff and their supervisors. Some managers supplement job descriptions and specifications with job analysis checklists. It consolidates information about tasks and skills required in a format that is particularly useful for identifying training needs. It includes information such as "required skills or knowledge".

**D, Talent Management:** Using Competency Profiles and Models Talent management is the integrated and focused process of planning, recruiting, selecting, developing, and compensating employees. At its core, talent management consists of recruiting, selecting, training, evaluating, and compensating employees using the same profile (set of necessary skills, attributes, knowledge, and experience). For training, it summarized as follows, Strategy: behavior required of employees; skills and aptitudes required of employees; Training needs; implementation and evaluation of the training plan. Many employers use competency models to compile and summarize training needs for jobs. Competency models usually combine in a diagram the set of competencies (knowledge, skills, and behaviors) that a person needs to do a job well. Employers can then develop training objectives and specific training programs designed to develop these skills and competencies. For example, the top of the pyramid of the human resources manager competency model shows four primary roles: Human Resources Manager (Dessler, G)

## 2.9 Issues in Implementing Training

HRTD activities in an organization are influenced by various factors, Working with HRTD is subject to some common errors and issues. Poor planning and a lack of coordinated efforts caused most of the problems. According to Yacob Uloro (2011) Emiru, (2017), common problems with HRTD are inadequate needs analysis, attempts at outdated training curriculum or methodologies,the abdication of responsibility for employee development, attempts to replace training with selection, lack of training to lead development activities and "Curriculum as a development path" to describe managers' development attitudes,resource availability, and financial concerns. A, Management capacity and attitude: - The attitude of top management is mainly the main problem for the success of organizational Training. Senior management commitment to support Training programs is one of the most important factors influencing the program process and expected results. Management knowledge and attitudes are critical to the success and effectiveness of Training programs. Therefore, managers must "provide real support at all levels, especially senior management,for the Training of employees in the organization". In addition to managing people,they must also commit to participating in the human resource management process, which is essential to integrating Training activities into the strategic process.

## 2.10 Employee Performance

According to Birma & State, (2019), performance refers to the effective achievement of objectives. Employee performance depends on many factors, such as job satisfaction, knowledge, and management, but there is a connection between training and performance. Today's high-performing organizations are increasingly recognizing the need to utilize Training best practices to increase their competitive advantage. Training are essential parts of every business if the value and potential of its employees are to be harness and developed. Implementing Training programs is a key factor that most organizations need to improve the performance of their employees. Arguably, a need for training exists when there is a gap between the current performance of an employee (or a group of employees) and the desired performance. Training is critical to successful leadership development. Improving employee skills is the goal of Training. Training aim to reap these benefits, this traditional or conventional training can be formal or informal, In order to maintain economic growth and efficient performance, it is important to optimize employee contributions to organizational goals and objectives, which achieved through Training. According to Durai, (2012), training evaluation is actually a comprehensive process that includes activities such as goal setting training evaluation and employee rewards. It is an objective-based process designed to ensure that organizational processes deliver the performance expected of employees and the organization. It starts with setting performance standards for employees, followed by Training. Finally, it ends with a performance evaluation in order to fairly and objective set employee rewards. Performance review is an annual event, while performance management is a dynamic, ongoing process. Performance management is the process by which managers and employees work together to plan, monitor, and review employees' work objectives and their overall contribution to SAI. Performance management is more than an annual performance review; it is an ongoing process of setting goals, evaluating progress, and providing ongoing coaching and feedback to ensure employees are achieving their goals. In addition, their career goals The performance management process defines the following phases: a) Planning; b) Monitoring; c) Informal feedback; d) Formal feedback; e) Evaluation; f) Managing under performers.

## 2.11 The Link Between Training Intensity and Performance Metrics

The intensity of training interventions, including duration, frequency, and depth, significantly effects employee performance outcomes and productivity levels Smith & Lee, (2022). Research shows that increased training duration with more intensive sessions leads to better employee knowledge, skills, and performance outcomes Brown et al., (2023). Moreover, the frequency and consistency of training sessions play a role in reinforcing learning, maintaining skill proficiency, and encouraging continuous improvement. Regular and ongoing training sessions help employees retain knowledge, practice skills, and adapt to changing job requirements Nguyen & Garcia, 2019). By aligning training intensity with strategic objectives and performance targets, organizations can ensure that training initiatives directly improve employee performance and contribute to organizational success.

## 2.12 Investigating the Correlation Between Training Investments and Performance Gains

The study of the relationship between training expenditures and performance enhancements is a vital area of research that seeks to comprehend the effect of organizational training programs on key performance metrics and business outcomes. Brown and Lee (2019) have identified the following factors in their research on the correlation between training expenditure and performance improvement:

**1. By conducting a cost-benefit analysis,** organizations can evaluate the ROI of training programs for performance improvements. Organizations can evaluate the cost-effectiveness of their training investments by analyzing costs and benefits, which can then inform their decision making processes regarding resource allocation and program improvement.

**2. Long-Term Performance Monitoring:** By examining performance metrics over an extended period, one can gain insight into the long-term effects of training expenditure on employee output, productivity, and overall business outcomes. The measurement of performance indicators before, during, and after a training program is used by organizations to determine the effectiveness of training programs in driving continuous improvement, identify trends,track trends with long-term benefits from investment in training, etc. The third is a form of personal finance.

**3. Feedback and Engagement:** Collecting employee responses to how well training programs have affected employee performance and productivity can provide valuable insights into the relationship between investment in training and performance. The effectiveness of training programs can be determined by organizations that seek feedback on surveys,focus groups, or performance reviews, seeking to determine whether their efforts are meeting employee needs, improving job performance, and driving productivity up. The purpose of the program is to provide a platform for students to showcase their skills and knowledge. The effectiveness of training investments depends on balancing their investment and strategic business objectives, which can help achieve performance gains. By connecting training programs to organizational goals, performance targets, and key performance indicators, organizations can establish a direct link between their investment in training and the desired business outcomes, driving targeted and quantifiable performance improvements.

**4. Conducting Benchmarked** studies and comparing them with industry peers can assist organizations in determining the effectiveness of their training investments relative to competitors and industry standards. The use of benchmarking techniques to assess performance metrics,training outcomes, and investment levels against industry standards enables organizations to identify areas for improvement, best practices, or opportunities to maximize the effect of training on employee performance and productivity.

**6 Continuous Evaluation of Training:** Organizations can enhance their training program's effectiveness by continuously reviewing and revising its outcomes, as evidenced by continuous evaluation and adjustment of performance data and feedback. Organizations can improve their training initiatives by regularly reviewing the effectiveness of training programs, identifying areas that need improvement, and making data-driven adjustments to training strategies to enhance their relevance, effectiveness, effect, or effect on employee output and business performance. Through the use of a comprehensive and data driven approach, organizations can gain insight into the effectiveness of their training programs, identify areas for improvement, and maximize the effect of training on employee performance, productivity, and undoing, as well as business success. By adopting a strategic and evidence-based approach, organizations can evaluate their training investments to ensure effective decision-making, continuous improvement, and sustainable competitive advantage by measuring employee performance and organizational effectiveness.

## 2, 13 Empirical Review

An international examination carried out by Smith et al. (2018) marked the importance of conducting comprehensive training needs assessments to identify specific skill gaps and training requirements in different organizational settings. The study concluded that after conducting thorough needs assessments,the design of targeted training programs was successful and improved job performance by addressing employee skill gaps. The authors of this paper, are Chen et al (2019). The effect of new training program designs on employee performance in multinational corporations was investigated in a study conducted. Their findings showed that training programs that incorporated simulations and role-plays were particularly effective in increasing employee engagement and knowledge retention. It was concluded that culturally sensitive training designs are crucial for the transfer of new skills across cultures, as highlighted in the study. In a meta-analysis of international studies on employee performance using training evaluation methods, Johnson and Brown (2020) found that organizations using effective evaluation techniques, such as Kirkpatrick's method, were able to accurately measure the success rate of training programs and make data-driven decisions to improve training outcomes. Assessing the effectiveness of training programs was deemed necessary to maximize the returns on invested capital. The effectiveness of training implementation strategies and their quantifiable effects on employee performance in multinational corporations were explored in a study conducted by Lee and Park (2017). The study suggests that to ensure successful transfer of learning into the workplace, ongoing support,feedback, and opportunities for skill application are essential. Training programs that were effective in engendering employees' engagement and enhancing their job satisfaction and performance. Ethiopia's Tesfaye and Mengistu (2019) highlighted the importance of customized training needs assessments to identify specific skill gaps and challenges encountered by employees in Addis Ababa. The implementation of specialized training by organizations in Ethiopia resulted,for the most part, in substantial improvements in employee competencies and job performance. The authors of Alemu et al, (2020). Aiming to determine the effect of culturally sensitive training designs in Ethiopia on employee performance. Employers' ability to learn through hands-on experience and local examples in training programs was found to improve learning outcomes and skill application, according to the study. In Ethiopia,the implementation of culturally sensitive training designs was crucial in ensuring the effective transfer of new skills to the workplace. In Ethiopia, Abate and Tadesse (2018). argued that "Richard-type training evaluation mechanisms are required to assess the effect of training on employee performance. The use of both quantitative and qualitative evaluation methods is essential for organizations to accurately measure the effectiveness of training programs and identify areas for improvement to enhance employee job performance. Girma and Assefa (2019) emphasized the effect of employees' performance on the implementation of training strategies to enhance their performance. Post training support and skill application opportunities were found to be effective in achieving tangible improvements in employee job performance and productivity, according to the research. In Ethiopia's West Hararghe Zone, customized training and development programs are necessary due to the unique socioeconomic conditions, cultural disparities, and labor market dynamics. The effect of training on employee performance is poorly researched in this area, and there is a dearth of empirical research. The use of a study in this area can help to address 'one of the most significant research gaps in the field and provide valuable insights for organizations, policymakers, and training providers looking to improve workforce competencies and productivity. Limited access to quality training is also often limited in the West Hararghe Zone, area in Ethiopia where skills are not evenly dispersed. Through the examination of how training programs can aid in addressing skill gaps and improving employee performance, it can guide the design of targeted interventions to improve the workforce's capabilities and abilities. A study on the effect of training survivability in the West Hararghe Zone is necessary to meet specific training needs, enhance workforce capabilities, and promote socioeconomic development in that area. By conducting research in this context,researchers can gain valuable insights into the effect of training programs on job performance and their potential to promote positive change, innovation, and sustainable development in the West Hararghe Zone.

## 2.14 Conceptual Framework

**Training Needs Assessment**

Training Needs Assessment is a critical aspect of effective training programs within organizations. This method involves a systematic process to identify the necessary knowledge, skills, and competencies required by individuals or teams. A thorough training needs assessment helps organizations pinpoint areas where training interventions can have the most effect, leading to tailored programs that address identified gaps and developmental needs. This process entails collecting data through surveys, interviews, performance evaluations, and observations. By aligning organizational objectives with individual learning needs, companies can enhance the effectiveness and relevance of their training programs. Analyzing employee skill levels and future training needs enables organizations to design targeted training that enhances job performance and contributes to organizational success. Proactively assessing training needs sets the foundation for creating effective and strategic training programs that directly align with organizational objectives.

**2 Training Design and Delivery**

Training Design and Delivery play a crucial role in ensuring that employees receive effective learning experiences within organizations. It is essential to design training programs around clear learning goals that align with organizational objectives and ensure that the content is relevant and engaging. Training programs should incorporate a variety of learning approaches and cater to different learning preferences to maximize engagement and knowledge retention. The success of training programs hinges on factors such as course delivery, content sequencing, resource allocation, and evaluation criteria. By considering these elements, organizations can optimize their training offerings to meet the specific needs of their employees and achieve desired learning outcomes. Integrating interactive elements, real-life examples, and opportunities for practice and feedback can facilitate the transfer of knowledge and skills from training sessions to the workplace. This approach not only enhances employee performance but also fosters job satisfaction and contributes to organizational success. Effective training design and delivery create a learning environment that promotes continuous development, growth, and success for employees in organizations.

**3,Training Evaluation**

The evaluation of Training Programs is a pivotal component of the training process, enabling organizations to assess the effect of their training programs on employee performance and organizational outcomes. Through surveys, assessments, performance metrics, and feedback mechanisms, organizations can gather valuable data to evaluate the effectiveness of their training initiatives and identify areas for improvement. Utilizing continuous evaluation and monitoring methods, organizations can make data-driven decisions about their training programs. By analyzing training outcomes and return on investment (ROI), organizations can enhance their training investments by maximizing employee competencies. Rigorous evaluation of training programs helps organizations identify gaps and opportunities, make necessary adjustments, and ensure that their efforts are aligned with organizational objectives. Through training evaluations, organizations can enhance employee growth and success by continuously improving existing training programs.

**4. Training Implementation:**

The implementation phase of training programs within an organization is crucial for the delivery and application of new skills and knowledge by employees. Clear communication and well-defined implementation timeliness are essential for successful training initiatives. Establishing a structured implementation framework streamlines the training process, providing employees with the necessary resources and support to engage with the content effectively. Effective training implementation involves engaging stakeholders at all levels, offering ongoing support during the training period, monitoring progress, and fostering a culture of continuous learning and development. By involving key stakeholders from the outset, organizations can increase employee engagement and support for training initiatives. Ongoing support mechanisms such as resources, mentorship, and feedback reinforce learning and application of skills in the workplace. Organizations can gauge the effectiveness of training programs, identify areas for improvement, and make adjustments to enhance overall effect through progress reports. Cultivating a culture of learning and development can lead to improved performance, job satisfaction, and organizational success for employees.

**The variable for the study are**

Dependent Variables

Independent Variables

**Training Need Assessments**

Employee performances

**Training Design and Delivery**

**Training Evaluation**

Training Implantation

Berhanu and Assefa (2018)

Figure 1 Conceptual Framework Design

# 

# CHAPTER THREE

# 3. RESEARCH METHODOLOGY

## 3.0 Introduction

## This chapter covers research design, sample unit, sampling framework, measurement of sampling size, methods for sampling, data collection techniques,research tool, validity and reliability of research tools, and data analysis method. This research employs a descriptive approach.The method is employed to prioritize crucial data, demographic data, and the responses of participants in order to generate responses for the study instrument.This research will use the survey method, which uses the questionnaire as an information recovery tool.

## 3.1 Description of the Study Area

The West Hararghe Zone, situated in the Oromia region of Ethiopia, is a vibrant area with alternating urban and rural areas. This zone hosts a variety of public organizations crucial for driving the sociology-economic progress of the area. Public bodies in West Hararghe Zone are responsible for managing finances, allocating resources, and ensuring financial transparency and accountability. The sustainability and growth of public services in the region require effective financial management. West Hararghe Zone's public organizations are also concentrated on administration. These organizations are accountable for managing daily operations, implementing policies, and promoting effective governance practices. Public services require strong administrative structures to function effectively. The West Hararghe Zone's economy is based on agriculture, and public organizations are crucial in supporting and regulating agriculture. These organizations promote sustainable farming practices, offer agricultural extension services, and ensure food security for residents. West Hararghe Zone public organizations play a crucial role in revenue generation. These organizations generate revenue for their services and infrastructure projects by collecting taxes, fees, and other means to provide general welfare. Achieving sustainable public services requires the effective management of revenue. Public organizations in the West Hararghe Zone are also involved in managing land. Land use, land disputes to settle, and equitable access to land resources are the responsibility of these organizations. The promotion of social stability and economic development in the region requires sound land management practices. The public institutions in the West Hararghe Zone are responsible for managing finances, administration, agriculture, revenue, and land administration to promote the growth and prosperity of the area. This study will examine these organizations thoroughly to identify areas for improvement and help improve public service delivery in the area.

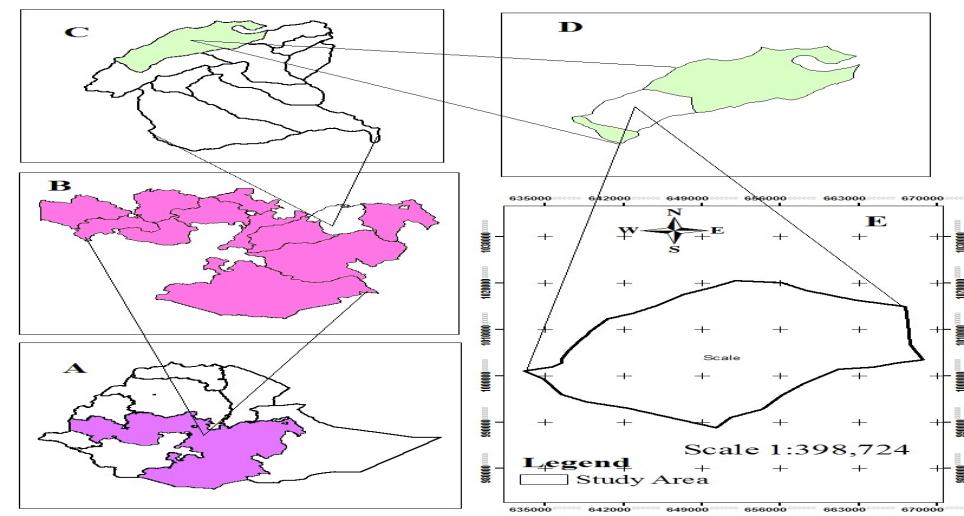
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Figure 2 Map of the Study Area

## 3.3 Research Design and Approach

This study utilized a blend of descriptive and explanatory research methodologies.To fulfill their objectives,the researchers merged these two approaches. The explanatory design was employed to explore the relationships between variables and ascertain causality. This approach proved valuable in pinpointing the underlying reasons for employee performance and assessing training programs.Through the explanatory design,the researchers established a cause-and effect relationship between the independent variable (training) and the dependent variable (employee performance), while accounting for other potential influencing variables.This method enabled a precise determination of the effect of training on performance outcomes. By integrating descriptive and explanatory research methods,the study delved deeply into the research problem, identified causal links among variables (such as time-dependent factors like temperature, humidity, and room temperature), pinpointed crucial factors influencing employee performance, evaluated data integrity, presented pertinent details, and bridged gaps in statistical analysis.

## 3.4 Target population

A total of 286 people work in five public organization offices in West Hararghe, the focus of this study. These individuals hold various positions in WHZ Finance, WHZ Revenue, WHZ Agricultural, WHZ Administrative, and WHZ Land Administration offices. The study also includes the five managers overseeing these offices. A sample was taken from this population, with 167 individuals chosen for analysis and evaluation.

Table 3.1 Summary of Total Population

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| No Name of Organization | | Number of Employees | | | Remark |
| 1 | West Hararghe Zone Finance and Economic Development Offices | F | M | T |  |
| 15 | 66 | 81 |  |
| 2 | West Hararghe Zone Agriculture Offices | 26 | 60 | 86 |  |
| 3 | West Hararghe Zone Revenue Office | 13 | 26 | 39 |  |
| 4 | West Hararghe Zone Administration Office | 14 | 29 | 43 |  |
| 5 | West Hararghe Zone land Administration and Management Offices | 7 | 30 | 37 |  |
| Total | | 75 | 210 | 286 |  |

***Source; Documented In The WHZ Administration From Field Survey (2023)***

## 3.5 Sample Size and Sampling Technique

The study sample was chosen by researchers through a stratified random selection process.This method divided the target population into sub-categories ("subgroups") or strata based on certain characteristics.The selection of individuals within each stratum was done through a systematic random sampling technique, with k being chosen for each individual.By sampling randomly within each stratum,the study was able to accurately represent subgroups in the sample.The Yamane equation n = N /(1+ Ne2) is frequently utilized to gauge sample size in research.This formula is especially useful for larger studies, as it provides a simple and efficient way to calculate the size of the sample.The correct sample size (n) for research is dependent on researchers entering the total population size and the margin of error specified.To achieve this,the Yamane formula is deemed to be both straightforward and productive.There are several statistical techniques to determine the size of a sample, and researchers should carefully choose the appropriate formula for the research context to ensure data analysis is accurate.To ensure the validity and suitability of a research study, it is essential to determine the appropriate method for measuring sample size.The Yamane formula is a valuable resource in research contexts where it is often cost-effective to determine the appropriate sample size for studies with large populations, and its importance in academic research.

## )

## Given: N = 286 (total population) e = margin of error (assumed to be a specific value, such as 0.05 or 0.1) margin of error (e) of 0.05 for this calculation:

## n = 286 / (1 + 286\*(0.05)^2)

## n = 286 / (1 + 286\*0.0025)

## n = 286 / (1 + 0.715)

## n = 286 / 1.715 n ≈ 166.77

## Therefore, the calculated sample size for a total population of 286 with a margin of error of 0.05 using the Yamane formula is approximately 167.

## 3.6 Data type and sources

The study utilized both primary and secondary data sources. Primary data was collected from sample respondents through questionnaires and interviews, involving employees and management. Secondary data was obtained from existing literature, research papers, and other relevant sources to provide additional insights and background information for the study.

## 3.7 Data Collection Procedures

The researcher obtained a research permit from WHZ administration and received a letter of introduction to all WHZ public organizations. Visiting each office in person, the researcher obtained permission from officials to conduct the study and distributed questionnaires to employees and management.

## 3.8 Method of Data Collection

Questionnaires were the primary method of data collection due to their affordability and precision. Structured interviews were conducted with five managers who responded in English. A mixed-method approach combining questionnaires and interviews was used to ensure a comprehensive understanding of the research topic for enhanced data analysis and interpretation.

## 3.9 Method of Data Analysis

Descriptive statistics were used to summarize data, while inferential statistics were employed to draw conclusions on how training practices effect employee performance in public organizational settings. A multiple linear regression analysis was conducted to determine the specific effect of training practices on employee performance, considering other variables. IBM SPSS Statistics 24 was used for data analysis, providing a user-friendly interface and powerful analytical tools.

## 3.10 Model Specification:

The study utilized a regression model to predict variables, focusing on the relationship between employee performance and independent variables related to training practices. The model equation included dependent variable (Employee Performance) and independent variables (Training Need Assessment, Training Design and Delivery, Training Evaluation, and Training Implementation) to analyze how training practices influence employee performance in organizational settings.

The model is represented as follows:

Yi = **β**0 + **β**1X1 + **β**2X2 + **β**3X3 + **β**4X4 + Ʃi

Where:

Y: is the dependent variable (Employee Performance).

**β**1: represents the independent variable "(Training Need

Assessment).

**β**2: represents the independent variable (Training Design and

Delivery).

**β**3: represents the independent variable (Training Evaluation).

**β**4: represents the independent variable "(Training Implementation).

**β**0: is the intercept term.

**β**1, **β**2, **β**3, and **β**4 are the coefficients associated with each independent variable, indicating the change in the mean value of Y per unit change in the respective independent variable.This regression model aims to analyze the relationships between employee performance and the selected independent variables, providing insights into how training practices affect employee performance in the organizational setting.

## 3.11 Validity and Reliability

### 3.11.1 Validity

In this academic thesis, ensuring validity was crucial for accurately representing the constructs being assessed. According to Fuey and Idris (2017), validity is the extent to which a measure effectively captures the intended construct. Prioritizing validity aimed to improve the accuracy and significance of the research results. The study used training questionnaires adapted from reputable sources such as Lokesh (2014), Lise and Gilbert (2003), and Knebel B. (2008). The employee performance questionnaires were inspired by Linden Koopna's (2014) model. Data collection involved engaging respondents from respected sources in WHZ public organizations, specifically in finance,revenue, agriculture, land administration, and administration sectors. By using validated instruments and reliable data sources,the study aimed to maintain the validity of the research outcomes and ensure the credibility of the findings in the specified organizational contexts.

**3.11.2 Reliability**

Reliability is a fundamental aspect of this study,focusing on the internal consistency of items measuring the same construct. Introduced by Lee Cronbach in 1951, Cronbach's Alpha is a widely recognized reliability metric that assesses the internal consistency of a psychometric test for a sample of participants, as outlined by Malhotra (2007). By utilizing Cronbach's Alpha,the study aimed to evaluate the reliability of the research and data collection tools employed in the research process. The calculation of Cronbach's Alpha was instrumental in testing the internal consistency and reliability of the research instrument and data collection tool utilized in this study. This statistical measure provided valuable insights into the extent to which the items within the instruments consistently measured the intended constructs,thereby ensuring the reliability and trustworthiness of the research outcomes. By adhering to rigorous reliability assessments,the study upheld the integrity and robustness of the data analysis and interpretation, contributing to the overall quality and validity of the research findings.

Table 3.2 Summary of reliability analysis

|  |  |  |
| --- | --- | --- |
|  | Cronbach's  Alpha | N of  Items |
| TNA | .828 | 3 |
| TD | .811 | 2 |
| TE | .726 | 3 |
| EP | .730 | 5 |

In Table 3,2 Cronbach's Alpha values are crucial in academic research, providing insights into internal consistency and measurement reliability. For this study, Cronbach's Alpha values per construct offer vital information. For example, a high Cronbach's Alpha of 0.828 for Training Needs Assessment (TNA) indicates strong internal consistency, ensuring reliable measurements. Similarly, Training Design (TD) shows a Cronbach's Alpha of 0.811, indicating good consistency in related items. Conversely, Training Evaluation (TE) has a Cronbach's Alpha of 0.726, suggesting moderate internal consistency with some variability. Employee Performance (EP) also demonstrates moderate consistency with a Cronbach's Alpha of 0.730. These results are crucial for researchers to evaluate the quality of their measurement tools, ensuring research outcomes' validity and reliability.

## 3.12 Ethical Considerations

The study adhered to rigorous ethical principles to ensure integrity and credibility. Consent was obtained from participants, privacy and confidentiality were maintained, and participants had the freedom to withdraw. The research was impartial and objective, with considerations for diversity, cultural sensitivity, and participant rights. Approval was obtained before conducting the study to uphold ethical standards and maintain trust in the research process.

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# CHAPTER FOUR

# 4. RESULT AND DESICCATION

## 4.0 Introduction

This chapter presents data analysis and presentation. It consists of two parts. The first section covers the background information of respondents, including their sex, age, education, and work experiences. The second section deals with the main topic of the study: the analysis and interpretation of data gathered through questionnaires and interviews with the director of human resource development and other interested parties regarding the organization's Training practices. Results regarding the effect of Training on employees' performance in terms of training need assessment, training design, training implementation, and training evaluation presented in the context of the West Hararghe zone public organization. SPSS version 24 was used to analyze and present the data collected in this study. To present data analysis, the study utilized both descriptive and inferential approaches. Data for this study was gathered using an unstructured interview schedule and a questionnaire to select sample respondents.

## 4.1 Response Rate

The researcher achieved a 100% response rate by collecting 167 distributed questionnaires. This response rate was very good for concluding the effects of training on employee performance. The analysis of this study is therefore based on the quality of the questionnaires that were collected.

## 4.2 Demographic Characteristics of Respondents

The first sections of the questionnaire include four questions regarding the demographic characteristics of the respondents. These questions aim to gather information about their gender, age, educational background, and work experience. The purpose of collecting this data is to categorize the employees, as the West Hararghe Zone public organization employs a diverse range of staff members. The table below provides summaries of the collected information about the respondents.

The study aimed to classify the workers based on gender, age, educational background, and work experience, providing valuable insights into the demographic composition of the sample. The results from Table 4 revealed that the majority of respondents were male, comprising 66.4% of the sample, while female respondents accounted for 33.6%. This gender distribution highlights the under representation of female respondents within the sample. Furthermore, the age distribution of the respondents showed that the 36–45 age group constituted the largest proportion at 58.1%, followed by the 26–35 age group at 37.7%. These findings indicate a predominantly middle-aged workforce, suggesting a potential high demand for training activities, particularly among individuals actively involved in business and economic activities within this age bracket. In terms of educational background, the study found that 68.9% of respondents held a bachelor's degree, while 25.1% had only a diploma, and 6.0% held a master's degree. This distribution underscores the prevalence of degree-educated professionals within the sample, emphasizing the importance of planned and systematic managerial training for this demographic.

Regarding work experience, the majority of respondents had 6–10 years of experience, comprising 63.5% of the sample, followed by those with 11-15 years of experience at 24.6%. This suggests a mix of moderately experienced professionals within the organization, highlighting the ongoing need for training 11–15 to enhance skills and performance, particularly for those with mid-level work experience. Overall, the classification of workers based on these demographic factors provides valuable insights into the composition of the sample, shedding light on potential training needs within the organization.

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | Count | Layer % |
| Gender | Male | 132 | 66.4% |
| Female | 35 | 33.6% |
| Total | 167 | 100% |
| Age | Below 25 | 2 | 1.2% |
| 26-35 | 63 | 37.7% |
| 36-45 | 97 | 58.1% |
| 45-55 | 5 | 3.0% |
| Total | 167 | 100% |
| Level of Education | Diploma | 42 | 25.1% |
| Degree | 115 | 68.9% |
| Master | 10 | 6.0% |
| Total | 167 | 100% |
| Experiences | Below 5 | 13 | 7.8% |
| 6-10 | 106 | 63.5% |
| 11-15 | 41 | 24.6% |
| Above 15 | 7 | 4.2 |
| Total | 167 | 100% |

Table 4.1 Summary of Demographic Characteristics of Respondent

Sources: *own survey data, 2023*

## 4.3 Descriptive Statistics

In the research methodology, a comprehensive analysis of the collected data was conducted. This involved computing descriptive statistics like the mean and standard deviation for all variables and responses provided by the participants. These statistical measures offer valuable insights into the central tendency and variability of the data, providing a better understanding of the patterns and characteristics within the research findings. The questionnaires addressed various research questions related to training needs assessment, training program design and delivery, training implementation, and training evaluation, along with employee performance. A Likert scale approach was utilized to guide respondents, ranging from strongly disagree (1) to strongly agree (5).

## 4.3, To Evaluate the Effect of Training Needs Assessment Practices on Employee Performance

The discussion of findings from Table 4.2 provides insights into how employees perceive training needs assessment and its alignment with organizational goals. The mean scores and standard deviations for each item illuminate the level of consensus and variability among respondents on key aspects related to training and development processes. The first item on conducting thorough needs assessments received a mean score of 2.3892 with a standard deviation of 1.27464, indicating a moderate level of agreement among respondents. This suggests recognition of the importance of comprehensive needs assessments in identifying training gaps. The second item focusing on using individual development plans and competency assessments received a mean score of 2.1497 with a standard deviation of 1.10109, showing slightly lower agreement. This indicates differing opinions among employees regarding the effectiveness of these methods. The third item on prioritizing training based on organizational goals received a mean score of 2.0659 with a standard deviation of 1.09840, indicating a relatively lower level of agreement. This implies varying perspectives on setting training priorities based on organizational objectives. The fourth item on stakeholder input received a mean score of 2.1617 with a standard deviation of 1.20899, suggesting moderate agreement. This highlights the recognition of involving stakeholders in the training needs assessment process. The data reveals diverse viewpoints among employees on different aspects of training needs assessment and alignment with organizational goals, providing valuable insights for shaping training and development strategies within the organization.

Table 3.2 Mean and St Deviation Concerning the Effect of Training Need Assessment on Employee Performances

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | The Item | Mean | St, Deviation | Level |
| 1 | I conduct thorough needs assessments (e.g., surveys, interviews, performance analysis) to identify training gaps within the organization. | 2.3892 | 1.27464 | Medium |
| 2 | I use individual development plans, competency assessments, and performance reviews to identify specific training needs for employee | 2.1497 | 1.10109 | Lower |
| 3 | I prioritize training based on organizational goals, critical skills, and employee roles.’” | 2.0659 | 1.09840 | Lower |
| 4 | Stakeholder input is essential for identifying relevant training needs and ensuring alignment with organizational objectives. | 2.1617 | 1.20899 | Medium |

Sources: *own survey data, 2023*

## 4.4 To Examine the Effectiveness of Training Design and Delivery (TD&D) in Enhancing Employee Performance.

The data presented in Table 4.3 delves into employees' perceptions of effective training program design and its alignment with organizational goals. The mean scores and standard deviations for each item offer insights into the level of consensus and variability among respondents on critical aspects related to designing effective training programs.

The first item on considering key elements in training program design received a mean score of 2.1078 and a standard deviation of 1.13557, indicating a moderate level of agreement among respondents regarding the significance of these elements. The second item on seeking input from participants and stakeholders received a mean score of 2.2335 with a standard deviation of 1.22202, indicating a slightly higher level of agreement. This underscores the importance of incorporating input from key stakeholders.

The third item on prioritizing training based on organizational goals received a mean score of 2.2455 with a standard deviation of 1.15887, showing a notable level of agreement. This highlights the importance of aligning training priorities with organizational objectives. The fourth item on adapting training methods based on learning styles received a mean score of 2.2036 with a standard deviation of 1.11690, indicating a moderate level of agreement. This emphasizes the significance of tailoring training approaches to accommodate diverse learning styles. The data showcases varying levels of agreement among employees on different facets of effective training program design and alignment with organizational goals, providing valuable inputs for shaping training and development strategies within the organization.

Table 4.3 Mean and St Deviation on the Effect of Training Design and Delivery on Employee Performances

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | The Item | Mean | St, Deviation | Level |
| 1 | 1.‘Considering key elements such as learning objectives, content relevance, and participant engagement is crucial for effective training program design.’” | 2.1078 | 1.13557 | Medium |
| 2 | ‘I actively seek input from participants and stakeholders to ensure training content aligns with their needs and interests. | 2.2335 | 1.22202 | Medium |
| 3 | 1.‘I prioritize training based on organizational goals, critical skills, and employee roles.’” | 2.2455 | 1.15887 | Medium |
| 4 | 1.‘I adapt training methods and materials based on individual learning styles (e.g., visual, auditory, kinesthetic).’” | 2.2036 | 1.11690 | Medium |

Sources: *own survey data, 2023*

## 4.5 To Examine the Effect Training Evaluation Practices on Enhancing Employee Performances.

The data presented in Table 4.4 offers insights into employees' practices and perceptions regarding training effectiveness measurement and improvement strategies. The mean scores and standard deviations for each item shed light on the level of consensus and variability among respondents on key aspects related to evaluating and enhancing training effectiveness.

The first item on tracking training effectiveness received a mean score of 3.0539 with a standard deviation of 1.27183, indicating a moderate level of agreement on the importance of using metrics to assess training effectiveness. The second item on incorporating interactive activities received a mean score of 2.8862 with a standard deviation of 1.23902, showing a notable level of agreement on the importance of interactive elements in enhancing participant engagement. The third item on analyzing performance data received a mean score of 2.8982 with a standard deviation of 1.37812, indicating a moderate level of agreement on the significance of analyzing performance data to measure training effects. The fourth item on using evaluation results for improvements received a mean score of 2.9880 with a standard deviation of 1.38837, suggesting a moderate level of agreement on leveraging evaluation findings for enhancing training programs. The data highlights employees' focus on tracking training effectiveness, incorporating interactive activities, analyzing performance data, and using evaluation results for continuous improvement in training programs. These insights can aid in refining training evaluation processes and enhancing the efficacy of training initiatives to drive improvements in individual and organizational performance.

Table 4.4 Mean and St, Deviation Concerning the Effect of Training Evaluation on Employee Performances

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | The Item | Mean | St, Deviation | Miudiam |
| 1 | ‘I track training effectiveness using metrics such as participant satisfaction, knowledge retention, and application of skills on the job.’” | 3.0539 | 1.27183 | Miudiam |
| 2 | ‘I incorporate interactive activities (e.g., role-playing, group discussions) to enhance participant engagement during training.’” | 2.8862 | 1.23902 | Miudiam |
| 3 | I analyze performance data (e.g., productivity, quality, customer satisfaction) before and after training to measure its effect on both individual and organizational outcomes. | 2.8982 | 1.37812 | Miudiam |
| 4 | I use evaluation results to make targeted improvements, such as adjusting training content, delivery methods, or follow-up support.’” | 2.9880 | 1.38837 | Miudiam |

Sources: *own survey data, 2023*

## 4.6 To Evaluate the Effect of Training Implementation Approach on Employee Performances.

Table 4.5 provides valuable insights into employees' practices and attitudes towards the implementation and support strategies for training initiatives. The mean scores and standard deviations for each item offer a glimpse into the level of consensus and variability among respondents on key aspects related to executing and supporting training programs effectively.

The first item stresses the importance of creating detailed implementation plans, involving relevant stakeholders, and monitoring progress for successful training initiative execution. With a mean score of 2.9701 and a standard deviation of 1.32822, there is a moderate level of agreement among respondents regarding the significance of thorough planning, stakeholder engagement, and progress monitoring for successful implementation. The second item focuses on proactively addressing challenges like resistance to change, resource constraints, and scheduling conflicts to ensure smooth implementation of training initiatives. It received a mean score of 2.9102 and a standard deviation of 1.28394, indicating a slightly lower but still notable level of agreement compared to the first item, highlighting the importance of addressing challenges proactively for smooth implementation. The third item emphasizes providing job aids, ongoing coaching, and reinforcement activities to help employees apply newly acquired skills to their daily tasks. With a mean score of 2.9581 and a standard deviation of 1.31421, there is a moderate level of agreement among respondents regarding the significance of providing support mechanisms for employees to effectively apply newly learned skills. The fourth item addresses the importance of considering diverse needs, such as language, accessibility, and cultural differences, in designing training programs that cater to a wide range of learners. It received a mean score of 2.9940 and a standard deviation of 1.15902, indicating a moderate level of agreement among respondents regarding the importance of designing inclusive training programs that accommodate diverse learner needs.

The findings underscore the focus on detailed planning, proactive problem-solving, ongoing support, and inclusive design and implementation of training programs by employees. These insights can guide the development of strategies to enhance the effectiveness of training initiatives within organizations, ultimately leading to improved learning outcomes and employee performance.

Table 4.5 Mean and St, Deviation Concerning on the Effect of Training Implementation on Employee Performances

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| No | The Item | Mean | St, Deviation | Level |
| 1 | ‘I create detailed implementation plans, involve relevant stakeholders, and monitor progress to ensure successful execution of training initiatives.’ | 2.9701 | 1.32822 | Medium |
| 2 | I proactively address challenges such as resistance to change, resource constraints, and scheduling conflicts to ensure smooth implementation.’” | 2.9102 | 1.28394 | Medium |
| 3 | I provide job aids, ongoing coaching, and reinforcement activities to help employees apply newly acquired skills in their day-to-day tasks.’ | 2.9581 | 1.31421 | Medium |
| 4 | ‘I consider diverse needs (e.g., language, accessibility, cultural differences) and design training programs that accommodate a wide range of learners | 2.9940 | 1.15902 | Medium |

*Source: survey data 2023*

## 4.7 Qualitative Result of Data

The findings from the methodologies, experiences, and outcomes associated with Training Needs Assessment (TNA), Training Design and Delivery (TDD), Training Evaluation (TE), and Training Implementation (TI) within the organization provide valuable insights. The structured methodology for TNA involved surveys, interviews, and performance evaluations to identify training requirements. The alignment of training needs with organizational goals was ensured through skills evaluations, feedback from supervisors, and strategic alignment with the organization's objectives. The positive effect of TNA on employee performance was highlighted, addressing skill deficiencies, enhancing job satisfaction, and increasing overall productivity levels. In Training Design and Delivery (TD&D), factors like learning preferences, job responsibilities, and industry trends were considered in program design and delivery to create effective training initiatives. Customized training programs through interactive workshops, personalized coaching, and on-the-job training catered to specific employee needs. Successful programs, including leadership development workshops, technical skills training, and customer service modules, resulted in improved employee performance metrics.

Regarding Training Evaluation (TE), the assessment of training effectiveness involved preparation and training assessments, feedback surveys, and performance evaluations to measure the effect of training programs. Metrics such as employee engagement, knowledge retention, and performance enhancement were used to evaluate the effectiveness of training on employee performance. Participants noted a direct link between positive training evaluation outcomes and improvements in employee performance, highlighting the effectiveness of training efforts.

In Training Implementation (TI), strategies for successful execution included clear communication, stakeholder involvement, and post-training assistance to ensure efficient delivery of training programs. Challenges like resistance to change, resource constraints, and scheduling conflicts were identified and addressed through proactive planning and adaptability in implementation. Effective training implementation played a crucial role in enhancing employee performance by refining skills, boosting morale, and fostering a culture of continuous learning within the organization. These summarized findings emphasize the importance of well-executed training processes in improving employee performance and driving organizational success.

## 4.8 Inferential Statistic

### 4.8.1 Testing Linearity (Correlations Analysis)

One of the fundamental regression assumptions outlined by Gordon (2001) involves evaluating linearity, which posits an approximately linear relationship between the dependent variable and the independent variables, both individually and collectively. To ascertain whether this assumption holds true in this study, the Pearson Product Moment correlation was computed for the independent and dependent variables. The analysis of the correlation structure among the variables TNA, TDD, TE, TI, and EP has provided valuable insights into their interrelationships. By utilizing Pearson correlation coefficients, the strength and direction of the linear associations between these variable pairs were thoroughly examined. The analysis revealed the following significant findings:

A strong positive correlation of 0.807 was observed between TNA and TDD, indicating a robust linear relationship between the two variables. Additionally, the correlation coefficient of 0.331 between TNA and TI indicated a moderately positive association, which was statistically significant at the 0.01 level (2-tailed), signifying a meaningful correlation between the two variables. Furthermore, a substantial positive correlation of 0.701 was identified between TNA and EP, emphasizing a strong linear association between these variables. The relationship between TDD and EP also demonstrated a strong positive correlation of 0.680, underscoring a robust linear association between the two variables. Lastly, the correlation analysis unveiled a notable positive correlation of 0.353 between TI and EP, suggesting a meaningful relationship between these variables. The identified significant relationships among the variables TNA, TDD, TE, TI, and EP imply systematic links between variations in one variable and changes in another.

**Table** **4.6, Summary of Correlation Analysis**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Correlations** | | | | | | |
|  |  | TNA | TDD | TE | TI | EP |
| TNA | Pearson Correlation | 1 | .807\*\* | .079 | .331\*\* | .701\*\* |
| Sig. (2-tailed) |  | .000 | .311 | .000 | .000 |
| N | 167 | 167 | 167 | 167 | 167 |
| TDD | Pearson Correlation | .807\*\* | 1 | .030 | .322\*\* | .680\*\* |
| Sig. (2-tailed) | .000 |  | .704 | .000 | .000 |
| N | 167 | 167 | 167 | 167 | 167 |
| TE | Pearson Correlation | .079 | .030 | 1 | -.029 | .092 |
| Sig. (2-tailed) | .311 | .704 |  | .714 | .238 |
| N | 167 | 167 | 167 | 167 | 167 |
| TI | Pearson Correlation | .331\*\* | .322\*\* | -.029 | 1 | .353\*\* |
| Sig. (2-tailed) | .000 | .000 | .714 |  | .000 |
| N | 167 | 167 | 167 | 167 | 167 |
| EP | Pearson Correlation | .701\*\* | .680\*\* | .092 | .353\*\* | 1 |
| Sig. (2-tailed) | .000 | .000 | .238 | .000 |  |
| N | 167 | 167 | 167 | 167 | 167 |
| \*\*. Correlation is significant at the 0.01 level (2-tailed). | | | | | | |

*Source: survey data 2023*

### 

### 4.8.2 Assessing Normality (Test of Distribution)

Another critical assumption, as per Gorard (2001), is evaluating the normality in the distribution of both the independent and dependent variables in the study. The normality of data is crucial in statistical analysis as it provides insights into the distribution of the variables under consideration. Skewness and kurtosis are key measures used to assess the normality of data. Skewness quantifies the symmetry of the data distribution, with a skewness value of 0 indicating perfect symmetry. Positive skewness suggests a right-skewed distribution, while negative skewness indicates a left-skewed distribution. Conversely, kurtosis measures the peakedness of the data distribution. A kurtosis value of 3 signifies a normal distribution, with values higher than 3 indicating leptokurtic (peaked) data and values lower than 3 indicating platykurtic (flat) data. The examination of skewness and kurtosis values for the variables TNA, TDD, TE, TI, and EP revealed that the data approximates a normal distribution, as indicated by skewness values close to 0 and kurtosis values around 3. This suggests that the assumption of normality is met, enhancing the validity of the statistical analysis conducted in this study.

Table 4.7 Summary of Normality Test Result for Distribution Assessment

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Statistics** | | | | | |
|  | | TNA | TDD | TE | TI |
| N | Valid | 167 | 167 | 167 | 167 |
| Missing | 0 | 0 | 0 | 0 |
| Mean | | 2.1916 | 2.1976 | 2.9566 | 2.9581 |
| Std. Deviation | | .84799 | .88147 | .64878 | .66804 |
| Skewness | | .509 | .460 | -.261 | -.363 |
| Std. Error of Skewness | | .188 | .188 | .188 | .188 |
| Kurtosis | | -.814 | -1.133 | -.196 | -.290 |
| Std. Error of Kurtosis | | .374 | .374 | .374 | .374 |

Sources: *own survey data, 2023*

In the second approach utilized to assess data normality in the present study, a histogram was utilized to visualize the distribution of scores for the dependent variable (performance). The primary objective was to determine if the data exhibited a distribution that closely resembled a bell-shaped curve centered around the mean. The histogram depicted in Figure 5 showcases this distribution, with data points spread around the central point. While a few outliner were present, they were infrequent and did not deviate significantly from the standard bell curve or the mean. Consequently, based on this examination, it was concluded that the data representing the dependent variable adhered to a pattern of normal distribution, presenting no significant concerns for the regression model's validity.

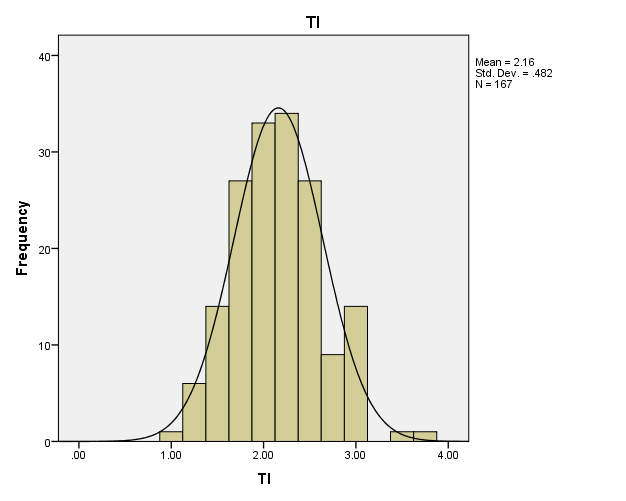
Sources: *own survey data, 2023*

Figure 3 Histogram Test of Normality

### 4.8.3 Test of Multicollinearity

The table displays multicollinearity statistics, providing information on the tolerance and variance inflation factor (VIF) values for the independent variables TNA, TDD, TE, and TI in the regression model with EP as the dependent variable. TNA has a tolerance of 0.340, corresponding to a VIF of 2.942, while TDD has a tolerance of 0.345 with a VIF of 2.901. In contrast, TE shows a high tolerance of 0.988, resulting in a low VIF of 1.012, and TI has a tolerance of 0.879, leading to a VIF of 1.137. Tolerance values indicate the proportion of variance in an independent variable that is not predictable from the other independent variables. TNA and TDD exhibit relatively low tolerance values, suggesting a significant portion of their variance is shared with the other independent variables in the model. On the other hand, TE and TI have high tolerance values, indicating that most of their variance is independent of the other variables. Additionally, VIF values provide insights into the presence of multicollinearity among the independent variables. Typically, VIF values above 10 suggest high multicollinearity, while values below 5 are considered acceptable. In this instance, all VIF values are below 5, indicating that multicollinearity is not a significant concern in the regression model. These results enhance the credibility of the analysis regarding the relationships between the independent variables and their effect on employee performance.

Table 4.8 Summary of Malticolinarity Analysis

|  |  |  |  |
| --- | --- | --- | --- |
| **Coefficients** | | | |
| Model | | Collinearity Statistics | |
| Tolerance | VIF |
| 1 | TNA | .340 | 2.942 |
| TDD | .991 | 1.009 |
| TE | .969 | 1.032 |
| TI | .515 | 1.942 |
| a. Dependent Variable: EP | | | |

## Sources : survey data 2023

## 

## 4.10 Regression Analysis

The primary aim of this study was to investigate the effects of Training on the job performance of employees in public sector organizations within the west Hararghe zone. Participant responses to the 20 items on the scale evaluating employee performance in public organizations, along with the four stages of the training process, were examined through multiple linear regressions and the ANOVA test to determine significance. The model summary table 4.9 indicated that R was 0.738 and R squared was 0.544, showing a statistically significant prediction capacity (F=48.318, df=4, 162, 166, p=0.000). The results suggested that the stages of the Training process (training need assessment, training design and delivery, training implementation, and training evaluation) accounted for 54.4% of the variances in predicting employees' job performance in public sector organizations in the study area. The study found that the Training Needs Assessment (TNA) variable had the most significant effects on employee performance, explaining 40.5% of the variance. Following closely was the Training Design (TD) variable, explaining 31.3% of the variance. Additionally, Training Implementation (TI) predicted 12% of the variance, while Training Evaluation (TE) had a minimal contribution of 0.54% in predicting the variance.

Table 4.9 Summary of ANOVA and Coefficient

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Model | R | R square | Adjusted R Square | Std. Error of the Estimate | Sig | Effect |
| 1 | .738a | .544 | .533 | .49690 | .000b | 54.4% |
| Model | Sum of Squares | Df | Mean Square |  |  | F |
| Regression | 47.722 | 4 | 11.930 |  | 48.318 |
| Residual | 40.000 | 162 | .247 |  |  |
| Total | 87.722 | 166 |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Model | | Unstandardized Coefficients | | Standardized Coefficients | T | Sig. | Individual effect |
| B | Std. Error | Beta |
| 1 | (Constant) | .443 | .254 |  | 1.742 | .083 |  |
| TNA | .347 | .078 | .405 | 4.449 | .000 | 40.5 |
| TD | .258 | .075 | .313 | 3.463 | .001 | 31.3 |
| TE | .060 | .060 | .054 | 1.011 | .314 | 0.54 |
|  | TI | .131 | .062 | .120 | 2.120 | .036 | 12 |

*Sources: own survey data, 2023*

## *Note: that TNA, TD and D, TI and TE referred to training need assessment, training design and delivery, Training implementation and training evaluation respectively*

## 4.11 Findings

The preceding section's key findings provide significant insights into training needs assessments,training design and delivery, and training evaluation within public sector organizations in the West Hararghe zone. These findings directly align with the study's specific objectives and yield quantitative results.

The primary goal of the study was to investigate the effects of training needs assessments on employee performance in public sector organizations within the West Hararghe zone. The data revealed valuable insights into employees' perspectives on training needs assessments and their alignment with organizational objectives. While employees generally recognized the importance of thorough needs assessments for identifying training gaps, opinions varied on the efficacy of individual development plans and prioritizing training based on organizational goals. Stakeholder input was seen as significant in aligning training needs with organizational objectives. These diverse viewpoints can guide the development of customized training strategies to enhance both employee performance and organizational success. Interviews highlighted the importance of utilizing surveys, interviews, and performance evaluations in conducting Training Needs Assessments (TNA) in an organized manner. The positive effects of TNA on employee performance were evident, addressing skill gaps, enhancing job satisfaction, and boosting overall productivity levels. The findings indicated a need for improved training needs assessment practices, consistent with similar studies conducted in the Ethiopian context (Lee & Kim, 2022;Gebre & Alemu, 2019; Hailemariam & Tilahun, 2021).

The second objective aimed to explore how the design and delivery of training affect overall employee performance. The findings revealed sound practices in training design within public sector organizations in the study area and offered insights into employees' perceptions of effective training program design and alignment with organizational goals. Respondents emphasized the importance of elements such as learning objectives, content relevance, participant engagement, and aligning training content with participants' needs and organizational objectives. Prioritizing training based on critical skills and organizational goals was also highlighted. Customization through interactive workshops, personalized coaching, and on-the-job training proved pivotal in meeting specific employee needs and enhancing performance metrics within the organization. Previous research in Ethiopian private organizations (Tadesse

& Woldie, 2019; Abebe & Shiferaw, 2020; Alemu & Kebede, 2021), supported the notion that well-structured training programs significantly improve employee performance.

The third objective focused on how training evaluation affects employee performance. The findings revealed employees' practices and perceptions regarding training effectiveness measurement and improvement strategies. Respondents emphasized the importance of tracking training effectiveness using metrics like participant satisfaction, knowledge retention, and skill application. Incorporating interactive activities to enhance participant engagement and analyzing performance data before and after training was deemed crucial. Interview insights highlighted the role of Training Evaluation (TE) in assessing training program effectiveness and its positive effects on employee performance. Similar studies by Asres & Tafesse (2020), Worku (2018), Suggest (2018), and Desalegn & Zeleke (2021) supported the positive correlation between comprehensive training evaluation processes and improved employee performance.

The fourth objective focused on how training implementation affects employee performance. The findings underscored the importance of meticulous planning, stakeholder engagement, continuous monitoring, and providing support mechanisms to ensure successful implementation. Addressing challenges such as resistance to change and resource constraints proactively was highlighted as crucial for the smooth execution of training initiatives. Effective training implementation played a pivotal role in enhancing employee performance by improving skills, boosting morale, and fostering a culture of continuous learning. The study emphasized the need for thorough planning, proactive problem-solving, ongoing support, and inclusive design in training program implementation to enhance learning outcomes and employee performance. The study highlighted the significant influence of the Training process phases on employee performance in public organizations in the West Hararghe zone. Effective training processes, including needs assessment, design and delivery, implementation, and evaluation, are crucial for enhancing employee skills, knowledge, and overall performance. The findings underscored the importance of prioritizing thorough training needs assessment, designing programs aligned with employee needs, and implementing comprehensive evaluation processes to drive continuous improvement in employee performance.

The primary focus of the study was to examine how the phases of the Training process (training needs assessment,training design,training evaluation, and training implementation) influence employee performance in public organizations in the West Hararghe zone. Analysis using multiple linear regressions and ANOVA tests revealed that these Training stages significantly affect employee performance gaps in the region's public organizations,accounting for a substantial share of 54.4%, The predictive capacity of the Training process stages demonstrates their ability to capture a significant portion of factors affecting employee job performance within public sector organizations. Similar studies conducted in Ethiopian contexts support the positive correlation between training and employee performance. Furthermore,the study identified the training needs assessment phase as exerting the most substantial influence on employee performance in the study area, predicting 40.5% of the variances,followed by training design and delivery at 31.3%. Training evaluation positively predicted 0.58% of the variances, while training implementation positively predicted 12% of the variances. The study emphasized four important factors that affect employee performance in public sector organizations in the West Hararghe zone:training needs assessment,training design and delivery,training implementation, and training evaluation. Feedback from participants emphasized the need for improved training assessment practices, greater involvement in identifying developmental requirements, and enhancements in training design methodologies. While Positive feedback has been received.regarding training design practices, opportunities for improvement, especially in integrating new methodologies and technologies, were identified. Concerns were raised about the effectiveness and comprehensiveness of current evaluation methods, indicating a need for enhancements in this area.

Thus, the research findings highlight the significant influence of the Training process phases on employee performance in public organizations in the West Hararghe zone. Effective training processes, including needs assessment, design and delivery, implementation, and evaluation, are crucial for enhancing employee skills, knowledge, and overall performance. Organizations should prioritize thorough training needs assessment, design programs aligned with employee needs, and implement comprehensive evaluation processes to drive continuous improvement in employee performance.

# CHAPTER FIVE

# SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

## 5.0 Introduction

Chapter Five summarizes the key findings from Chapter Four and draws conclusions and recommendations based on the defined objective. The research aimed to assess the effect of training on the performance of employees in the WHZ public organization.

## 5.1. Summary

The demographic characteristics of the respondents in the study revealed a gender distribution where 66.4% were male and 33.6% were female, indicating a higher representation of male respondents. The age distribution indicated that the highest percentage was in the 36–45 age bracket at 58.1%, with the 26–35 age group following closely at 37.7%, indicating a mostly middle-aged staff. In terms of educational background, 68.9% held a bachelor's degree, 25.1% had a diploma, and 6.0% had a master's degree, highlighting a prevalence of degree-educated professionals in the sample. Regarding work experience, 63.5% of respondents had 6–10 years of experience, while 24.6% had 11–15 years of experience, indicating a mix of moderately experienced professionals in the organization. These demographic insights provide valuable information on the composition of the sample and potential training needs within the organization. The general objective of this study was to examine the effects of training on employees’ performance in West Hararghe zone public organizations. More specifically,the study aimed to determine the effects of different stages (training need assessment,training design, and training evaluation) of the Training process on the employees ’performance in the study area. The study used descriptive and explanatory designs by both qualitative and quantitative study methods to achieve all of these goals. A sample of 167 public sector employees participated in the study. Participants were chosen through stratified random sampling by selecting a random number from each of the five public sector organizations. 5-point Likert scales were used to give accurate answers to items on the quantitative questionnaire and quantitative data was analyzed with the use of the SPSS (Version 24) computer program. The primary statistical tools used in this study to analyze the quantitative data included the mean, standard deviation, and multiple linear regressions. Data analysis focused on Training Need Assessment (TNA), Training Design and Delivery (TD&D), Training Evaluation (TE), and Training Implementation (TI) within the organization,revealing valuable insights into effective training practices. The findings emphasized the importance of well-executed training processes in driving organizational success through improved employee performance. The result of multiple leaner regression shows, that the stages of the Training process had a 54.4% share in determining the variances in predicting the employees' job performance in the west Hararghe zone public sector organizations. This prediction capacity is statistically significant at (F = 48.318, df = 4, 162, 166, at sig =0.000). Training Needs Assessment (TNA) was identified as the most crucial factor, with Training Design (TD), Training Implementation (TI), and Training Evaluation (TE) following closely behind. Overall,the study underscores the critical link between training processes and employee performance in public sector organizations. It Recommends improvements in training needs assessment, design, implementation, and evaluation to enhance performance and promote organizational success. By prioritizing regular need assessments, improving training programs,focusing on proper implementation, and fostering a culture of continuous learning, organizations can enhance employee performance and create a positive environment for growth and development.

## 5.2. Conclusions

The findings and discussions from this study provide valuable insights into the relationship between Training processes and employee performance within public sector organizations in the West Hararghe zone. A study reveals the importance of training processes to improve employee performance. These findings highlight the importance of assessing training requirements, creating and delivering training, measuring training effectiveness as well as implementing it to drive improvements in employee job performance and organizational effectiveness. According to the research,training needs assessments can help identify knowledge and skill gaps, improve job satisfaction, and lead to increased productivity levels. They concluded that effective training design and delivery was necessary to "align training programs with organizational goals; enhance participant participation; and address the skills essential for enhanced performance." In addition,the research highlighted that robust training evaluation processes are crucial for measuring and tracking training effectiveness, gauging participant satisfaction, and improving skill application. Effective training programs were identified as a key factor in achieving successful outcomes, with meticulous planning, stakeholder involvement, and ongoing monitoring being highlighted. It was believed that the implementation of training programs would require proactive steps to address resistance to change and resource constraints.Through the use of multiple linear regressions and ANOVA tests,the study

found that the Training process phases had a significant effect on employee performance in public sector organizations located in the West Hararghe zone. Training needs assessment was the most significant factor,followed by training design and delivery,training implementation, and training evaluation. These findings, which are in line with earlier studies conducted in Ethiopian settings, highlight the positive effects of well-structured training programs on employee performance. The study concludes that it is crucial to conduct thorough assessments of training requirements, create effective training programs, maintain effective and consistent training processes, and carry out comprehensive evaluations to promote continuous improvement in employee performance. The improvement of the Training process phases is a key factor in encouraging an overall culture of continuous learning and employee skills and knowledge, leading to greater organizational success for public sector organizations in the West Hararghe zone.

## 5.3 Recommendations

Based on the findings of the study conducted in public sector organizations in the West Hararghe zone regarding the effect of Training on employee performance, several professional recommendations can be made.

* Organizations must conduct frequent and comprehensive training needs assessments to identify employee gaps in knowledge and skills. Consequently, personalized training programs will be created to optimize job performance.
* The improvement of training program design and delivery within organizations is essential to ensure alignment with organizational goals. Innovative methodologies, technologies, and interactive approaches can enhance participant engagement and maximize the potential of training initiatives.
* Strengthen training evaluation processes are needed to evaluate the effectiveness of training programs, participant participation, and application of acquired skills in work settings.
* Continuous monitoring and feedback systems will be necessary to improve training outcomes.
* To ensure effective implementation, organizations must involve stakeholders, plan effectively, and take proactive steps to address challenges such as resistance to change and resource constraints. The training program's success is dependent on ongoing support and oversight.
* Public sector organizations must foster a culture of continuous training and development that promotes employee growth, improvement, skill, knowledge, and performance. Regularly providing training and promoting growth mindsets will result in an engaged and productive workforce."
* The West Hararghe zone's public sector organizations can improve their performance by sharing best practices, lessons learned, and effective training implementation strategies through collaboration.
* Building a network for knowledge sharing and collaboration can significantly enhance employee performance.
* The West Hararghe zone's public sector organizations can use these suggestions to improve their training programs, enhance employee performance, and achieve organizational success.

## 5.4 Limitation of the Study

The study's limitations include geographical restrictions within the WHZ public organization and specific departmental focuses. The cross-sectional design may not capture post-data collection trends, and the study's sole focus on training may limit the understanding of employee performance. Data dependence on specific departments could affect the study's conclusions. Despite these limitations,the research provides valuable insights into training's effect on employees within the WHZ public organization and suggests avenues for further investigation.

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# APPENDIX I

**ODA BULTUM UNIVERSITY**

**COLLEGE OF BUSINESS AND ECONOMICS**

**DEPARTMENT OF MANAGEMENT**

The purpose of this questionnaire is purely academic It is to collect the right information that will help to develop improve and improve the performance of human resources to achieve the required level of effectiveness and identify the real problems. Recommend possible solutions for the identified problems of the Training programs conducted by the public organization of the West Hararghe area and its sectors in the field. The effect of Training on employee performance in the West Hararghe Zone public organization in the context of a master's degree in business administration Thank you in advance for your cooperation and for wasting your precious time. Dear respondent, the purpose of this questionnaire is to collect data on the effectiveness of Training on employee performance and the functioning of employees of the public organization WHZ. The researcher is conducting this study as part of a partial master's degree in business administration. Your authentic answer to the following questions is extremely important to the success of this study. The information you provided was for academic purposes only and kept strictly confidential. The researcher would like to thank you in advance for your cooperation and for sacrificing your time on behalf of Oda Bultum University.

**Directions for filling the questionnaires**

Do not write your name Put **“Y or X”** mark in the box provided for choice questions

Your response will utilize only for the purpose of this survey.

**Part I: Background Information**

1.Sex? Female Male

2. Educational level: Diploma Degree Masters

PhD Other (Specify) \_\_\_\_\_\_\_\_\_\_\_\_

3. In which age group are you? 25 and below 26-35 36-45

46-55 55 & above

4. Level of experiences?

Below 1 1-5 6-10 11-15 Above 15

**Part II: Questions Related to Training**

**Instruction:** Please indicate the extent to which you either agree or disagree with the following statements by marking a tick mark √ or × in the appropriate column to the right side where

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

**A, Training Needs Assessment**

1, Identification of techniques and indicators to assess training needs.

Table 1.1 identification of techniques and indicators to assess training needs

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| Lack of knowledge is used as a factor in assessing training needs |  |  |  |  |  |
| The training gap between the requested service and the current service is the indicator for assessing training needs |  |  |  |  |  |
| Work environment interference with training is an indication for assessment of training needs (e.g. lack of equipment, lack of time to use new skills) |  |  |  |  |  |
| The lack of alignment of the training program with the strategic needs of the company constitutes an input for the assessment of the training needs |  |  |  |  |  |
| Low employee morale and low motivation are inputs for the assessment of training needs |  |  |  |  |  |

**B, Training delivery**

Table 1.2 questionnaires related to training design

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** | **Item** | Strongly Disagree | Disagree | Note Sure | Agree | Strongly Agree |
| A | Before I arrived, I received enough information about the training course's goals. |  |  |  |  |  |
| B | The training program successfully promoted information sharing and creative expression. |  |  |  |  |  |
| C | The training's goals aligned with what I needed. |  |  |  |  |  |
| D | The course's goals were accomplished |  |  |  |  |  |
| E | To what extent did the training delivery methods facilitate your learning and skill development? |  |  |  |  |  |

**C, Training Evaluation Methods or Techniques**

Table 1.3 questionnaires related to training evaluation or techniques

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** |  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| A | Have employees complete a questionnaire at the end of the program. . |  |  |  |  |  |
| B | Interview trainees at the end of each training program. |  |  |  |  |  |
| C | Test trainees before and after training programs |  |  |  |  |  |
| E | Performance review reports |  |  |  |  |  |
| |  | | --- | | If any other, specify \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | | | | | | | |

D, Training Implementation

Table 1.4 Questionnaires Related to Training Implementation

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **No** |  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| A | ‘I create detailed implementation plans, involve relevant stakeholders, and monitor progress to ensure successful execution of training initiatives.’” |  |  |  |  |  |
| B | I proactively address challenges such as resistance to change, resource constraints, and scheduling conflicts to ensure smooth implementation.’” |  |  |  |  |  |
| C | ‘I provide job aids, ongoing coaching, and reinforcement activities to help employees apply newly acquired skills in their day-to-day tasks.’” |  |  |  |  |  |
| D | ‘I consider diverse needs (e.g., language, accessibility, cultural differences) and design training programs that accommodate a wide range of learners. |  |  |  |  |  |

**Part iii:** **Questionnaire on Employee Performance**

Questions / descriptions: **strongly agree, Agree, Neutral, Disagree, Strongly Disagree**

Table 1.5 Questionnaires on Employee Performances

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| No |  | Strongly Disagree | Disagree | Neutral | Agree | Strongly Agree |
| 1 | Do you think the knowledge of the job has increased? Through workouts? |  |  |  |  |  |
| 2 | Did the organization's training help me do my job quickly and efficiently? |  |  |  |  |  |
| 3 | The knowledge, skills and attitude that I have acquired during the training allow me to carry out activities without waste |  |  |  |  |  |
| 4 | Do you think the job performance directly? Improve customer satisfaction in services |  |  |  |  |  |
| 5 | Thanks to good training practices, I am committed to my work and organization. |  |  |  |  |  |

**Interview Question**

1. How was the Training Need Assessment (TNA) conducted within the organization, and what methodologies were used to identify training requirements?

2. What strategies were employed in the Training Design and Delivery (TDD) process to ensure effective training programs aligned with organizational goals and employee needs?

3. How was the effectiveness of training programs evaluated in terms of employee performance, and what specific metrics were used in the Training Evaluation (TE) process?

4. What were the key strategies for successful Training Implementation (TI) within the organization, and how were challenges such as resistance to change and resource limitations addressed?

5. How did the findings from the methodologies, experiences, and outcomes associated with TNA, TDD, TE, and TI contribute to enhancing employee performance and driving organizational success within the organization?