



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**EFFECT OF TRAINING ON EMPLOYEES' PERFORMANCE: THE CASE OF
MINISTRY OF PLANNING AND DEVELOPMENT**

By

GETNET HAILE

JUNE, 2025

ADDIS ABABA, ETHIOPIA

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**A THESIS PROPOSAL SUBMITTED TO ST. MARY'S UNIVERSITY, SCHOOL OF
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GETNET HAILE

APPROVED BY BOARD OF EXAMINERS

Dean, Graduate Studies

signature

Advisor

signature

External examiner

signature

External examiner

signature

Declaration

I, Getnet Haile, declare that this thesis is my original work, prepared under the guidance of Asst. Professor Shoa Jemal. All sources of material used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institutions for the purpose of earning any degree.

Getnet Haile

Name

St. Mary`s University, Addis Ababa

signature

June 2025

ENDORSEMENT

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

Shoa Jemal

Advisor

St. Mary's University, Addis Ababa

Signature

June 2021

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List of Acronyms

ANOVA - Analysis of Variance

CSTI - Civil Service Training Institution

DOPU - drop-off/pick-up method

FCSC - Federal Civil Service Commission

HRM - Human resource management

KPIs - key performance indicators

MoPD - Ministry of Planning and development

OJT - On-The-Job Training

ROI - return on investment

SAMDI - South African Management Development Institute

SKA - skill knowledge and attitude

SPSS - Statistical Package for the Social Sciences

TNA - Training Needs Analysis

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Abstract

This study examined the effect of training on employees' performance in the case of Ministry of Planning and Development (MoPD), Ethiopia. Despite the critical role of training on enhancing employees' performance and overall organizational productivity, empirical research on this area is limited in higher governmental institutions and non-profit oriented organizations. This research contributed to fill this gap, since it is conducted on governmental institute. Also this study is conducted to fill the gap in training evaluation of MoPD. A quantitative method of data analysis is used to conduct the study. The study has primarily focused on assessing the effect of four independent variables, needs assessment, training design, training delivery, and training evaluation on employees' performance. Descriptive and inferential statistics were used to analyze the data collected through questionnaire. The finding of study revealed training design and delivery significantly enhance employee performance, with strong correlation ($r = 0.610$ and $r = 0.628$, respectively) and regression coefficient ($\beta = 0.478$ and $\beta = 0.479$). However, training needs assessment has shown a weak correlation ($r = 0.329$) and negative regression coefficient ($\beta = -0.282$), indicating there is gap in the need assessment process of the organization, such as reliance on external institutional offerings rather than systematic internal evaluation. Training evaluation had the weakest impact ($r = 0.298$, $\beta = 0.064$), indicating absence of mechanisms to assess post-training outcomes. Based on the finding the study concluded that, while training is a vital driver of employees' performance at MoPD, its effectiveness is moderated by the quality of training design, delivery, and evaluation method MoPD. In order to enhance training practices of MoPD in the future recommendations provided include strengthening needs assessment, diversifying training delivery approaches, and institutionalizing robust training evaluation framework.

Keywords: *Training, Employee Performance, Needs Assessment, Training Design, Training Evaluation, Public Sector.*

Chapter One

1.1 Background of the Study

We are living in the era of globalization, where the world is becoming one village. As the world is becoming one, business and organizations are becoming larger in light of competition and ever changing customer need, which are initiated by high level of globalization. According to Wasib Bin et.al (2019), Modern organizations are encountering intense competition in a rapidly evolving technological and business landscape. Globalization, along with constantly shifting customer demands, has further amplified the challenges faced by businesses. The best way to fit ones organization with the dynamic era of business and information is to constantly equip employees with the necessary Skill, Knowledge and Attitude (SKA). Training is commonly used to equip employees with the necessary SKA. This is explained by Kim (2019), as “Training refers to acquisition of ‘knowledge, skills, ability, values and attitude’ (KSAVA) by workers to perform their jobs better”.

Ethiopia being one of the developing countries in the world is open to common circumstances such as, technological advancement, globalization, growing and ever changing customer needs etc. All this circumstances necessitate change in both private business and public or governmental institutions. The way to survive in this ever changing environment and provide ones customers with satisfactory and up to date service is to initiate change within the organization. This is possible only when employees are capable enough to cope with the pressure of the changing environment (Kumpikaite & Sakalas, 2011). Every change that is introduced to the organization is followed by the need to equip employees to acquire new knowledge, skill or attitude, which are usually provided in form of training.

Human resource management (HRM) is an essential department of all organizations in the modern era. It is the human resource management that is responsible for developing effective and efficient human capital for the organization, and one of these roles is providing employees with necessary training. According to Niamatullah et. al. (2024) Training is a fundamental aspect of Human Resource Management, playing a pivotal role in employee growth and organizational effectiveness. Training is conceptualized as a critical function within human resource management, aimed at identifying the developmental and qualification needs of individuals

across various organizational levels. This process is informed by an evaluation of their performance and behavioral patterns in the workplace, with a focus on addressing areas of strength and mitigating weaknesses (Al-Hiti, 2017).

There are other researches done on impact of training on employee's performance and their results indicate there is positive relation between training and employees performance. According to Kessy and Temu,(2010), Several studies and research findings indicate that training has positive effect on the business outcomes through increased productivity, improved management skills, reduced production costs, easy access to profitability, and expanded market.

Even though several researches had been conducted in the area, most of them are focused on private institutions and business. In the case of Ethiopia most of researches conducted are focused on banking, insurance and telecom sector. There is shortage of insight on the area particularly from governmental institutions and non-profit organizations. According to Mohammed (2022) majority of empirical studies examining the impact of training on employee's performance in Ethiopia are primarily focused on the private sector and profit-driven organizations. To fill this gap this study will be conducted on governmental institute, Ministry of Planning and development (MoPD). This shall help the researcher to examine the training programs and their impact on employees' performance on non-profit oriented governmental institution at federal level.

One of governmental institutes at federal level is MoPD, and it currently has 148 employees. Multiple trainings, mostly off the job have been provided for employees of MoPD. But the impact of those training programs has not been evaluated objectively so far. The other gap this study will address is specifically for MoPD, providing them with insight on their training programs they had administered so far. Therefore the primary objective of this study is to investigate the impact of training on performance of MoPD employees and fill the gap on training evaluation process on the organization.

1.2 Definition of Terms

Training: Training is defined as the process of acquiring the fundamental skills and knowledge required for the effective performance of a specific job or group of jobs (Armstrong, 2006).

Employees' performance: Hermina and Yosepha (2019) define employees' performance as the work quality and quantity achieved by an employee in carrying out his function in accordance with the responsibilities given to him.

Human resource management: It can be defined as a strategic, integrated, and cohesive approach to the management, development, and overall well-being of individuals employed within organizations (Armstrong, 2010).

Training needs assessment: Training Needs Assessment is an organizational process involving the systematic collection and analysis of data to inform decisions regarding the appropriateness of a training program (Clarke, 2003)

Performance: It refers to the accomplishment of designated tasks evaluated against established standards of accuracy, completeness, cost-efficiency, and timeliness.

Training design: Design refers to the process of strategically planning a comprehensive training program, (Jameel & Abid, 2021).

1.3 Statement of the Problem

In today's dynamic world every organization strives to fit with the inevitable change that happens every now and then. To cope up with the change organizations update their strategy, technology, culture, structure, process, services or products to sustain their capabilities and stay competitive. All of this changes and updates would not bring about real change unless the peoples within the organization change; and one of the ways to change peoples within an organization is providing training to update their knowledge, skill or attitude as per the need.

Ethiopia has long history regarding employee training practice. Though its long historical journey on the sector, studies indicate that there is no solid civil service and governmental institutions training program policy in the country. The study of wondiye and Woube (2023) revealed Ethiopia has no legislation for civil service training, and it did not address the issue of public servants' training. Therefore, governmental institutions providing training for their employees have no external policy guiding them on how often and on what bases should trainings be provided for their employees. This indicates that institutions provide training for

employees are solely based on their own HRM assessment for the need of training and most organizations do not have internal policies on how often should they provide training for employees based on their specific needs. Absence of overseeing institution and policy, make the organizations not only inconsistent in providing training programs, but also in objectively evaluating the training provided, in order to optimize the training program for the future.

MoPD is one of the higher governmental institutes at federal level. The organization has been providing training for employees on different areas to improve their knowledge, skill and attitude. Even though it has been providing training on different areas, the organization had been not conducting an objective training evaluation to see if the training provided has brought about solid difference on employees' performance. This indicate there is a gap on the area and this study filled this gap by assessing the impact trainings provided so far on employee's performance generally while specifically the study assessed whether the organization conduct training evaluation or not through questionnaire and interview. Finding of the assessment is used to determine the overall effect of training on employees' performance and identified gap on the training practice of the organization and provided suggestions for further improvement.

Most of the studies conducted on assessing the impact of training on employees' performance are focused on private sectors and business organizations. According to Mohammed (2022), majority of empirical studies examining the impact of training on employees' performance are primarily concentrated on the private sector and profit-driven organizations. This shows the fact that there is limited study on the area that focuses on training and development of governmental institutions in our country. In addition to this, according to my preliminary study on the organization, data from HR management indicate, there is no research conducted to assess the impact of training on employees' performance on MoPD. To fill this gap, this study was conducted on governmental institute, Ministry of Planning and development to assess impact of training on MoPD employees.

1.4 Research Questions

1. To what extent the training programs conducted are aligned with MoPD strategic objective?
2. What is the relationship between training practices and employees' performance in MoPD?

3. What is the effect of training practices on employees' performance?
4. What is the attitude of employees about the overall training practice of the organization?

1.5 Research Objective

1.5.1 General Objective

The general objective of this study is to assess the impact of training on performance of Ministry of planning and development employees.

1.5.2 Specific Objective

1. To find out whether or not the trainings conducted are linked with strategic objective of the organization
2. To assess the relationship between training practice and employees performance in the organization
3. To examine the effect of training provided on employees' performance.
4. To determine the attitude of employees on the overall training practice of the organization

1.6 Significance of the Study

The finding and recommendation of this study will provide the following purposes:

- ✓ Primarily this study will shade light for human resource department of MoPD, by providing deep insight on their training practices so far.
- ✓ This study will help HR department of MoPD to identify their point of weakness and strength on trainings provided so far, which will enable them to improve further by working on their weakness and sustaining their strength.
- ✓ The findings of this study will be used as reference for governmental institutes to design their training programs, in such a way it can improve their employees' performance.
- ✓ This study will be used by governmental institutes as reference to examine their training services and make necessary changes according to the recommendations provided.
- ✓ Not only governmental institutes, but other business and organizations can learn from the findings and make necessary correction on their training practices according to the recommendations provided.

- ✓ This study will serve as empirical reference for any scholar who wants to investigate training practices or impact of training on employees' performance on Ethiopian governmental and non-profit oriented organizations.

1.7 Scope of the Study

This study is conducted at ministry of planning and development, with the scope of population and data within the same organization. Conceptual scope of the study is focused on assessing the effect four independent variables, training need assessment, training design, training delivery and training evaluation on the dependent variable, employees' performance without considering any mediating or confounding variable effects.

1.8 Limitation of the Study

There was shortage of up to date studies on governmental institutes at federal level which the researcher could use as reference, specifically regarding training and employees performance. This led to mostly using training and employees' performance related research references conducted on business institutes. Also both primary and secondary data was collected for the study; there was limitation on the sources of both primary and secondary data. In the primary data collection process, since the organization outsources its training design and delivery method, it was not possible to find and conduct in depth interview with external organizations who handle the training design and delivery process. Also there was shortage of secondary data sources, such as documents from previously held training programs.

1.9 Organization of the Paper

The research paper is organized in such a way that it can provide a coherent flow of ideas, presenting the research process and results found in a logical manner. Starting with an introduction, on chapter one to conclusion and recommendations on the fifth chapter. Main parts included in the first chapter are introduction of the overall research to be conducted, background of the study in relation to research topic and the organization selected. Also statement of the problem, objective of the study, scope of the study, limitation of the study and organization of the paper are covered in chapter one. The second chapter is dedicated for review of related literatures. Literatures related to types of training, factors influencing employees performance, impact of training on employees' performance and other relevant topics were reviewed from

different sources. Both the theoretical and empirical literature review followed by conceptual framework of the study is presented on this chapter. The third chapter presents methodology of the study. Methods and procedures followed to conduct the study. The method implemented for collecting, organizing, analyzing and presenting the data is presented on this section. Also the methods that are used to analyze the data collected are presented in detail. The result of the study was presented and discussed on the fourth chapter followed by conclusion and recommendations provided on the fifth chapter

Chapter Two

Review of Related Literature

2.1 Definition of Training

Training is a tool used by organizations to help improve their employees' knowledge, skill and attitude. It may be defined as a planned and systematic process of changing behavior through learning events, activities and programs, which assist the participants to acquire knowledge, skills, competencies and abilities to carry-out their work efficiently and effectively (Gordon, 1992). Gordon's definition clearly indicate how training is used as a means to equip employees with the necessary competencies so that they can carry out their work efficiently and effectively, ultimately leading the organization to achieve its strategic objective. Bagdi and Sharma (2018), support this definition as Training is a systematically structured process designed to provide learning opportunities that enhance knowledge, skills, and attitudes essential for the effective execution of tasks, thereby facilitating the achievement of organizational goals and objectives in a cost-effective manner.

Scholars also defined training in terms of employees' performance improvement. Beselam (2018) defined training as "Training refers to bridging the gap between the current performance and the standard desired performance". This shows how organizations use training as a means to get their employees to the desired level of performance. According to Morley et al (2016) Implementation and modeling of the training plan are directly related to the previous analysis of organizational and individual needs, to gather sufficient information regarding personal preferences, motivation, level of talent, and experience, to enable realistic and visible improvement of employee performance.

According to Armstrong (2006) Training is defined as the process of acquiring the fundamental skills and knowledge required for the effective performance of a specific job or group of jobs. In essence, training refers to the deliberate effort to enhance the skills and knowledge necessary for executing a particular role. This show that it is a structured process aimed at modifying employees' behavior, enhancing their knowledge, and fostering motivation to improve individual performance and contribute to the achievement of organizational goals. For an organization to

successfully achieve the objectives of its training program, the design and delivery of such programs must be meticulously planned and systematically structured to align with the goal of enhancing employee performance and improving overall organizational productivity.

2.2 Theoretical Literature Reviews

2.2.1 Types of Training

Types of training need to be understood well in order to select and design the appropriate training program for employees. Broadly training can be classified as on the job training and off the job training. Each of which include sub trainings types and the choice to implement any one of them depends on the situation on hand. As put forward by Armstrong (2006), Individual circumstances and the “who,” “what” and “why” of your training program determine which method to use. Accordingly one should slice and dice the circumstances both in the organization and regarding trainees, so that the right training types can be selected.

2.2.1.1 On the Job Training

According to Alipour et. al. (2009) the purpose of the On-The-Job Training (OJT) session is to provide employee with task-specific knowledge and skills in work area. On the Job Training “happens whenever an experienced worker shows an inexperienced worker how to do a job. On-the-job training ranges from formally organized programs, such as apprenticeships, to informal on the-job experiences where a peer shares a new skill or technique with others. On-the-job training (OJT) refers to a structured process through which employees, particularly new hires, acquire the knowledge and skills necessary to perform their job responsibilities effectively. This training is integrated into the workplace, enabling individuals to develop competencies through a systematic and practical approach while actively engaged in their work.

On-the-job training is conducted while employees carry out their routine job responsibilities, ensuring that learning occurs without a loss of productive time. Once a structured plan outlining the training content is established, employees should be informed of the specific details. Additionally, a timetable should be developed, incorporating periodic evaluations to provide employees with feedback on their progress. Methods of on-the-job training include orientations, job instruction training, apprenticeships, internships, assistantships, job rotation, and coaching.

Job Instruction Training: Job instruction training is a structured approach to training, which requires trainees to proceed through a series of steps in sequential pattern Alipour et. al. (2009). This systematic process reduces the need for learning transfer because the learning is happening where the task is performed. The key to a successful job instruction program is consistency in documenting the task. This simple process involves the OJT trainer demonstrating the task while verbally explaining what they are doing. The learner then repeats the instruction back to the trainer, as the trainer performs the task. Finally, the learner performs the task while stating what they are doing. The number of times each phase is repeated depends on the complexity of the task and how fast the learner is able to grasp the concepts.

Job Rotation: as put forward by woods (1995) Job rotation refers to the structured and systematic transfer of employees between various roles or projects within an organization. This practice is employed to achieve a range of human resource objectives, including effective job staffing, facilitating the orientation of new employees, mitigating job monotony or burnout, recognizing and rewarding employee contributions, fostering career development, and providing exposure to diverse work environments. Job rotation is the movement of an individual through a series of different roles in an organization with the end goal of them returning to their original role with a set of new skills and abilities. Depending on the skills needed in a job and how similar the tasks are to what they are already doing, rotations can be a few days to months or even years.

Mentoring: Mentoring is a one-to-one relationship between a mentor (an individual with expertise and experience) and a mentee (an individual who is new to a job). The relationship goes beyond telling the mentee how to do a task, to offering advice, and providing insight into why the task is important to the organization. These relationships can be assigned by leadership when a new manager is hired into a department or organization, or they can be self-selected by an individual when they feel a need to learn more. The relationship lasts until both the mentor and mentee feel it is no longer mutually beneficial. Depending on the training plan, this could be a few weeks, months, or years.

2.2.1.2 Off the Job Training

Off-the-job training refers to a type of learning that takes place outside of a person's regular work hours. Employees learn more about their job or the latest advancements in their field outside of their workplace. Alipour et. al. (2009) explains off the job training as “Training which takes place in environment other than actual workplace is called off-the job training”. Off-the-job training is usually designed to meet the shared learning needs of a group rather than a particular individual’s needs. There are different types of off the job training and some of the are discussed below.

Classroom lecture: Also known as the lecture method, classroom lectures often train white-collar or management-level employees. This type of off-the-job training takes place in a classroom-like environment and involves a trainer providing instruction in a lecture format. Trainees learn crucial skills needed for their jobs, get to know their job responsibilities, and have the opportunity to get their questions answered by experts. In addition, classroom lectures may teach trainees the administrative or management aspects of their job, make them aware of certain procedures or provide them with instruction on a certain subject matter.

Simulation training: Martin, et.al. (2013) Simulation training is particularly appropriate for scenarios where conducting training in a real-life environment would entail significant risk or incur substantial financial costs. Additional advantages of this method include the provision of opportunities for repeated practice, the ability to safely explore limitations, the facilitation of immediate feedback, and the delivery of a consistent and standardized experience for all participants.

The simulation method of off-the-job training involves training participants using equipment or machines that closely replicate those utilized in actual work settings. This approach enables trainees to develop the skills necessary for operating such equipment effectively in real-world scenarios. Commonly, this method is employed for employees responsible for managing complex or costly machinery and equipment. Simulation training is also recommended for situations where applied learning is necessary but the high volume of trainees makes it impractical to provide sufficient practice on-the-job.

Role playing: Often reserved for customer service professions, role playing involves trainees taking on roles and acting out certain situations to help them better understand the learning concepts. Trainees act as if they're facing the situation and having to solve it without guidance or prior rehearsal. According to Martin, et al. (2013) one major advantage of this method is that it provides the trainees with the opportunity to apply the content to a simulated situation, thereby getting the chance to practice without the possibility of failing on the job. However, as there is no consequence, there is the risk that the content will be taken lightly.

Role players have to quickly respond to the ever-changing situation and react as they would to the situation in real life. This off-the-job training method essentially involves realistic behavior in a hypothetical circumstance. Examples of situations trainees may face include hiring, discussing a workplace problem or making a sales pitch to a customer.

2.2.2 Relationship between Strategic Objective and Training

Training is widely recognized as a critical tool for enhancing employee capabilities, which in turn supports the strategic objectives of an organization. The alignment between training initiatives and organizational strategy has been a focal point in human resource management literature, emphasizing that training should not merely address immediate skill gaps but should also be strategically oriented to contribute to long-term organizational goals (Noe et al., 2017).

Several scholars argue that effective training programs are strategically designed to foster competencies that are integral to the organization's competitive advantage and overall mission (Aguinis & Kraiger, 2009). According to Armstrong and Taylor (2020), when training is linked to the strategic objectives, it results in a workforce that is not only skilled but also aligned with the organization's vision, thereby improving overall performance and ensuring organizational sustainability.

In the context of public sector institutions such as the Ministry of Planning and Development (MoPD) in Ethiopia, aligning training with strategic objectives is particularly crucial. Public organizations often operate within the framework of national development plans and policy directives. Consequently, employee training programs must be tailored to equip staff with the necessary skills and knowledge to effectively implement and monitor these strategic initiatives

(McCourt & Eldridge, 2003). Without this alignment, there is a risk that training efforts may become fragmented and fail to yield tangible improvements in organizational effectiveness.

Moreover, strategic training facilitates organizational adaptability and responsiveness to changing environments. According to Garavan et al. (2016), organizations that incorporate continuous learning and development into their strategic planning are better positioned to innovate, manage change, and maintain operational excellence. This argument is supported by Wright and McMahan (2011), who posit that strategically aligned training enhances employee engagement and commitment, as employees perceive their development as part of a broader organizational purpose.

2.2.3 Training Practices

2.2.3.1 Training Need Assessment

Organizations should prioritize Training Needs Analysis (TNA) to optimize the utilization of their limited training resources and ensure alignment with organizational objectives (Tao et al., 2006). The training objective would be achieved by first performing a Training Needs Analysis. TNA is the process of identifying training needs in a company to improve employee job performance. It is defined as the systematic study of a problem or innovation, using data and opinions from various sources to make effective decisions or recommendations about what should happen next.

Before training design issues are considered, a careful needs analysis is required to develop a systematic understanding of where training is needed, what needs to be taught or trained, and who will be trained. Unless such a needs assessment has been adequately performed it may be difficult to rationally justify providing training. Such a needs assessment should enable an explanation to be given on why the training activities should be done, and also show that training is, in fact, the best solution for the performance problem or development need.

The importance of TNA cannot be emphasized enough says Kura & Kaur (2021). Organizations need to understand the importance of analyzing training needs. TNA is considered an effective strategy to make training programs more effective. However, funding crises, lack of time, lack of human resource experts, and the unwillingness of managers to adopt TNA are seen as major

obstacles to TNA. If an organization is conducting a training program, it should assess the scope of growth for employees and the overall organization. This can be to start a new department, strengthen the existing teams, launch new products or upgrade existing products. Identifying the need for a training program and choosing one that fits organizational requirement is essential to make employees understand and adapt to new techniques and production flows.

As put forward by Clarke (2003) Training Needs Assessment (TNA) is an organizational process involving the systematic collection and analysis of data to inform decisions regarding the appropriateness of training as a strategy for enhancing individual performance, identifying the target audience for training, and determining the content to be delivered. In line with this argument Wright and Geroy (1992) said it should be a systematic process of collecting, analyzing, and interpreting data on individual, group, and organizational skills deficits.

Table 1 levels of training need assessment

Level	Type of analyses	Details
Macro-level	Sectoral analyses	Identification of key skills shortages and assessment of relative importance of identified shortages in the sector
Meso-level	Organisational analyses	Examines company-wide goals and problems to determine where training is needed
Micro-level	Task (job) analyses	Examines tasks performed and the knowledge, skills, attitudes and other behavioural aspects required to determine what employees must do to perform successfully
	Person analyses	Examines tasks performed and knowledge, skills, attitudes and other behavioural aspects required to determine what employees must do to perform successfully

Source: south African management development institute: training manual module2

Sectorial level needs assessment

This entails identifying critical skill shortages and evaluating their relative significance within the sector. Skill shortages that pose significant risks to the effective functioning of essential economic or social activities are classified as training priorities for the sector.

Organizational Analysis

According to South African Management Development Institute (SAMDI, 2007), organizational analysis examines organizational goals, available resources, and the organizational environment to determine where training should be directed. This analysis identifies the training needs of different departments or subunits. Organizational training needs analysis also involves systematically assessing manager, peer, and technological support for transfer of training or workplace application of training.

Organizational analysis is a systematic process of examining, gathering data, and evaluating the current state of an organization or institution, including its operations in relation to its mission statement and the performance of personnel across all levels, from top management to entry-level employees. This analysis involves identifying performance-related issues associated with various job categories. Given the substantial investment of time and financial resources required for this undertaking, it is imperative to exercise considerable caution when initiating needs analysis at the organizational level. It facilitates a comprehensive understanding of the organization's objectives, policies, and functions, as well as the current state of its business operations, work system processes, management structure, authority-responsibility relationships, and performance outcomes (pont, 2003).

Task analysis

Task analysis focuses on identifying the specific actions employees must undertake to perform their roles effectively. Similarly, job analysis involves the identification and detailed description of all tasks associated with a particular role, along with the requisite knowledge, skills, attitudes, and other behaviors essential for successful job performance. When available, the outcomes of a job analysis are highly valuable in identifying training needs.

People's analysis

This process determines which individuals within an organization should undergo training and the specific type of instruction required. Employee needs can be evaluated through various methods designed to identify areas of weakness that training and development initiatives can address. For instance, insights into employees' knowledge, skills, and attitudes may be derived from performance evaluation systems or 360-degree feedback mechanisms, both of which provide valuable input for training and development programs. Objective data, such as records of workplace accidents and job performance metrics, are frequently analyzed as part of the needs assessment. Additionally, written tests are employed to measure employees' existing job-related knowledge. Increasingly, assessments of learner characteristics, including personality traits, abilities, and prior learning experiences, are being integrated into the needs assessment process to enhance its effectiveness.

2.2.3.2 Designing a Training Program

Based on the results of the needs analysis, the manager then designs the training program. As explained by Jameel and Abid (2021), Design refers to the process of strategically planning the comprehensive training program, encompassing the establishment of training objectives, the selection of delivery methods, and the development of evaluation mechanisms. This process involves several sub-steps, including defining performance objectives, developing a detailed outline of the training program (encompassing all steps from initiation to completion), selecting an appropriate delivery method (e.g., lectures or web-based platforms), and ensuring the overall program design aligns with managerial approval.

The design phase should incorporate detailed summaries outlining plans to create a training environment that fosters motivation among trainees, enabling them to acquire knowledge effectively and apply it to their roles. Consequently, the manager evaluates the proposed training program's content, including materials such as workbooks, exercises, and activities, while also estimating the program's budget. If technology or software is to be utilized, the manager should conduct a thorough review of the intended technological tools as part of the analysis process.

2.2.3.3 Implementing the Training Program

During the implementation of the training program, the trainer must ensure that the training aligns with the established objectives, addresses the specific needs of the identified target group, and effectively bridges the gaps in knowledge, skills, and attitudes. Additionally, the training should be designed to meet the expectations and satisfaction of the participants (Harris and De Simon, 1994). The trainers should possess effective communication skills, so that they are able to impart training and information to the individuals in an appropriate manner. It needs to be ensured, whether the selected trainers are adequately prepared to deliver the training. The resources and the materials need to be implemented in the manner, so the programs can be organized well.

The employees attending the training programs should be well-informed of the timings, location and duration of the programs. When the program content is complicated, then the trainers are required to make sure that they provide notes and other written materials to the participants, so that they are able to adequately understand. Facilitating knowledge and understanding is the primary objective of the training programs.

2.2.3.4 Evaluating Training Program

According to Jameel and Abid (2021), Depending on the objectives, the evaluation could use one or more of the following, trainee satisfaction with the program, acquired knowledge or capabilities, use of new skills and behavior on the job (training transfer), improvements in the individual and organizational performance. Evaluating training outcomes is essential to ensure that the training program aligns with its intended goals, either upon completion or at designated intervals during the program. The foundation for effective training program evaluation is established during the program development phase. In addition to formulating the course objectives and content, planners must also define the methods and criteria by which the attainment of these objectives will be assessed.

2.2.4 Levels of Training Evaluation

As originally proposed by Kirkpatrick (1959), the four sequential steps of training evaluation are: (i) Reaction; (ii) Learning; (iii) Behavior; and (iv) Results.

1. Reaction

Evaluation on this level measures how participants react to the training program. It is important to get a positive reaction. Although a positive reaction may not ensure learning, if participants do not react favorably, they probably will not be motivated to learn. “Evaluating reaction is the same thing as measuring customer satisfaction. If training is going to be effective, it is important that trainees react favorably to it. Otherwise, they will not be motivated to learn (Kirkpatrick 2006)

2. Learning

The subsequent stage of learning pertains to the degree to which participants undergo a transformation in attitudes, enhance their knowledge, and develop their skills as an outcome of engaging in the learning process. It seeks to address the critical question: Did the participants acquire any new insights or competencies?

The evaluation of learning necessitates the implementation of post-assessment methods to determine the specific skills acquired during the training process. However, the validity of post-assessment results is contingent upon their integration with pre-assessment measures, enabling a clear distinction between prior knowledge and the competencies developed through the training program. Learning evaluation, therefore, involves the systematic measurement of the enhancement in knowledge or intellectual capacity observed from the beginning to the conclusion of the learning experience.

3. Behavior

With Performance (behavior), this evaluation involves testing the student’s capabilities to perform learned skills while on the job, rather than in the classroom. It determines if the correct performance is now occurring by answering the question, “Do people use their newly acquired

learning on the job?” Behavior evaluation is the extent to which the trainees applied the learning and changed their behavior, and this can be immediately and several months after the training, depending on the situation.

In the final level, Results it measures the training program’s effectiveness, that is, “What impact has the training achieved?” These impacts can include such items as monetary, efficiency, moral, teamwork, etc. Results evaluation is the effect on the business or environment resulting from the improved performance of the trainee.

According to Francis (nd.), Measures would typically be business or organizational key performance indicators (KPIs), such as volumes, values, percentages, timescales, return on investment (ROI), and other quantifiable aspects of organizational performance, for instance; numbers of complaints, staff turnover, attrition, failures, wastage, non-compliance, quality ratings, achievement of standards and accreditations, growth, retention, etc.

2.2.5 Reasons for Evaluating Training Programs

Depending on the objectives, contents, participants, and other factors, each training program might have different purposes of evaluation. Therefore, the evaluation design can be adjusted for each training program to meet the specific purposes of the evaluation. Some reasons for evaluating training programs are:

- To determine whether the program was an appropriate solution for the specific need.
- To determine the effectiveness of training programs in order to improve future programs.
- To compare the costs and benefits of a human resource development program.
- To identify the strengths and weaknesses in the human resource development process.
- To determine success or otherwise in accomplishing program objectives.
- To establish a database that can assist management in making decisions.
- To identify which participants were the most successful with the program.
- To test the clarity and validity of tests, cases and exercises provided during the training
- To decide who should participate in future programs.

2.2.6 Benefits of Training

As listed on the conceptual study of Jehanzeb and Bashir (2013), benefits of training program are both for the organization as a whole and for employees personal growth. Some they are discussed as follows:

1. Increased Career Competencies of employees

Employees get a lot of benefits from training and program; they learn the soft and technical skills as required by their jobs. Training programs help employees to build necessary knowledge, skill and attitude on their current job, which in long run help employees grow on their career based on training programs they have attended over years.

2. Increased Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organization is not caring about them. Companies which are willing to spend money on their employees, employees give value to work with those companies, even though that investment eventually benefits the organization (Wilson 2000). Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career (Rosenwald 2000).

Employees who experience job satisfaction tend to perceive their work as meaningful and integral to the success of their organization. High-performing employees are generally less likely to leave their positions solely for financial incentives. While salary and benefits remain significant factors in both the selection and retention of employees, individuals consistently seek opportunities to develop new skills, engage with diverse responsibilities, and pursue personal and professional growth.

3. Improved Employees' performance

Most training programs are focused on improving the overall performance of employees. The primary objective of any organization is to improve employee performance; however, achieving this goal is unattainable without the implementation of effective learning and development programs aimed at bridging gaps in skills, knowledge, and attitudes (Abebe et al., 2015)

4. Alignment with organizational goal

When an organization builds a training initiative and makes access to knowledge a priority, it communicates its values and priorities. Employees know that their employer values professional development and growth, remaining competitive, and adapting well to change.

5. Enhancing organizational productivity

In today's rapidly changing marketplace, an organization's productivity heavily relies on the skillset of its employees. Training and development programs enable employees to stay updated and acquire new competencies, thereby positively impacting the organization's productivity. Through strategic investments in successful training programs, employers experience the benefits of a motivated, devoted, and engaged workforce, while employees find value in an organization that prioritizes their growth and well-being.

6. Development of future leaders

Acquiring skilled leadership may begin with the new talent acquisition or with the selection of existing employees for a leadership role. By establishing leadership development programs, an organization may not have to look out for candidates outside the organization, as they may train the right talent to assume a leadership role.

7. Employee retention

Employers have continual challenges in recruiting and retaining talent, yet one method to retain employees is to provide a professional development program. Development programs instill a sense of worth in employees, encourage loyalty, and eventually enhance employee retention.

2.2.7 Employees' Performance

Employee's performance or work performance is the actual achievement level of an employee. Hermina and Yosepha (2019) define employees' performance as the work quality and quantity achieved by an employee in carrying out his function in accordance with the responsibilities given to him. According to Al Mehrzi and Singh (2016), Performance refers to the outcome or

degree of success achieved by an individual over a specific period in fulfilling assigned tasks. It is evaluated in comparison to various benchmarks, including work standards, established targets, or predetermined criteria that have been mutually agreed upon.

Performance management is the entire activity carried out to improve the performance of a company or organization, including the performance of each individual and work group in the company. According to Shmailan (2016) employee performance is an action what employees do in carrying out the work done by the company. Performance in carrying out its functions is not independent, but always relates to employee job satisfaction and the level of reward given, and influenced by individual skills, abilities, and traits.

Task performance encompasses job-specific behaviors that align with the core responsibilities outlined in an individual's job description. According to (Conway, 1999) this form of performance is heavily reliant on cognitive abilities and is primarily supported by three key components: task knowledge, task skills, and task habits. Task knowledge refers to the technical expertise and understanding of principles necessary to execute job responsibilities effectively, including the capability to manage multiple assignments. Task skills involve the application of technical knowledge to successfully complete tasks with minimal supervision. Task habits represent inherent tendencies in responding to assigned responsibilities, which can either enhance or hinder overall performance.

Borman, and Motowidlo (1997) defined job performance in the context of task performance as effectiveness with which job occupants execute their assigned tasks, that realizes the fulfillment of organization's vision while rewarding organization and individual proportionately. Werner (1994) has synthesized the earlier propositions of task performance through relating it to organizational formal reward stating as "the demonstrated skill and behavior that influences the direct production of goods or service, or any kind of activities that provides indirect supports to organization's core technical processes.

Within an organizational framework, task performance represents a contractual agreement between a manager and a subordinate to complete designated responsibilities. Entrusted task performance is categorized into two distinct segments: technical-administrative task

performance and leadership task performance. Technical-administrative task performance involves the execution of planning, organizing, and managing daily operations through technical expertise, sound business judgment, and related competencies. Conversely, leadership task performance is characterized by the establishment of strategic goals, the maintenance of essential performance standards, and the ability to inspire and guide subordinates. This is achieved through encouragement, recognition, and the provision of constructive feedback.

2.2.8 Relationship between Training and Employees Performance

Training is widely acknowledged as a fundamental factor influencing employee performance across various organizational contexts. Numerous scholars assert that effective training enhances the knowledge, skills, and competencies of employees, which subsequently translates into improved individual and organizational performance (Aguinis & Kraiger, 2009). The human capital theory emphasizes that investments in employee development, such as training, yield returns in the form of increased productivity and efficiency (Becker, 1993).

According to Armstrong and Taylor (2020), training serves not only to bridge the gap between existing competencies and job requirements but also to foster innovation and adaptability among employees. When employees receive relevant and well-structured training, their confidence and ability to perform tasks improve significantly, contributing to higher levels of job performance. This is corroborated by the findings of Khan, Khan, and Khan (2011), who demonstrated a positive and significant relationship between training programs and employee job performance in their empirical study.

Furthermore, training has been identified as a mechanism for enhancing employee motivation and job satisfaction, both of which are critical determinants of performance. As noted by Noe et al. (2017), employees who perceive that their organization invests in their development are more likely to exhibit higher levels of commitment and engagement, leading to improved work outcomes. Similarly, an empirical study by Jehanzeb and Bashir (2013) revealed that organizations that provide continuous training opportunities experience lower turnover rates and higher employee performance metrics.

In the public sector context, particularly in ministries such as the Ministry of Planning and Development in Ethiopia, training is essential for improving the efficiency and effectiveness of public service delivery. Public organizations often face challenges such as skill shortages, bureaucratic inefficiencies, and rapidly changing policy environments. Training programs tailored to address these challenges can enhance the capacity of employees to meet organizational goals and public expectations (McCourt & Eldridge, 2003).

2.2.9 Effect of Training on Employees Performance

Employees are one of the basic resources of an organization. Elnaga and Imran (2013) explained the importance of employees for an organization as “employees are the most precious asset for any organization in building up or destroying its reputation and profitability”. Many other studies also show the same result regarding the role of employees on organizational success or failure.

There are number of factors which affect the effectiveness of employees within an organization. According to Aktar et. al. (2012) Several factors influence employee performance, including the provision of training, the implementation of organizational policies, the quality of working conditions, levels of job satisfaction, and the nature of interpersonal interactions within the organization. Out of those factors and many others, this study is focused on the impact of provision of training on employees’ performance, specifically the impact of training on performance of MoPD employees.

Most of researches show there is positive relation between training and employees performance. As shown by the study of Musae’dah (2008) Training serves as a fundamental mechanism for enhancing and advancing the human element within an organization; this is accomplished by equipping human resources with essential knowledge and information, fostering the development of their competencies and skills, and shaping their attitudes and beliefs; the ultimate objective is to elevate efficiency, optimize productivity, and enable the achievement of both individual and organizational goals with the highest standards of quality, timeliness, and cost-effectiveness. This shows how training is intrinsically correlated with employees; performance, which ultimately determines organizational success.

Organizations conduct training to support employees to perform their activities more efficiently and to accept and absorb various changes those happen in today's dynamic business environment. As explained on Sung and Choi (2018) the primary objective of providing training is to cultivate a workforce capable of effectively facilitating the transfer of knowledge in alignment with routine business operations, this process ensures the continuous enhancement of both individual and organizational performance. Their explanation clearly indicates the fact that training programs help by organizations are intended to improve the overall performance and employees and ultimately increase organizational performance.

Effective training enhances the knowledge, skills, attitudes and behavior of people and hence their performance (Alipour et al., 2009). Providing training and enhancing individuals' performance in an organization is directly related to the achievement of organizational objectives. As explained on Alipour et al. (2009) Training activities and businesses objectives are related to each other as links; an effective training program plays a pivotal role in enabling organizations to achieve their strategic objectives; the primary aims of training initiatives include orienting new employees to the organization and their roles, enhancing employees' proficiency in their current positions, preparing them for future responsibilities, ensuring they remain informed about organizational changes, and fostering opportunities for personal and professional development. All these improvements on employees' competences directly contribute to organizational development.

2.3 Empirical Review

Several studies are conducted on the effect of training on employees' performance both in Ethiopia and abroad on different sectors. The researcher had thoroughly studied their research findings and summarized their findings as follows.

The study of Khawaldeh (2023) is a case study on the impact of training on improving employee performance in the case of the Directorate of Education of Ma'an district. The objective of the study was to find a cognitive dimension that contributes to clarify the concept of training and its dimensions (type of training, training period and trainers) and its impact on the job performance of employees. In order to accomplish this objective the study implemented descriptive analytical

methodology and collected data through questionnaire designed by the researcher. The results of the simple regression analysis of the study revealed that overall training has a moderate effect on improving worker performance. Furthermore, the results of the multiple regression analysis revealed that there is a statistically significant effect in improving worker job performance due to the trainers' dimension, but no effect in improving performance through the other two dimensions (quality training, duration of training). The results also revealed that there were no statistically significant differences in the responses of the study sample based on gender.

A case study conducted by Yimam (2022) on impact of training on Bahir-Dar University administrative staff shows there is significant positive relation between training and employees training. The study was held using a cross-sectional descriptive approach, in which the researcher collected data from 316 respondents and analyzed using both descriptive and inferential statistics. The study revealed that training design, need assessment, delivery style, and evaluation exert a significant positive impact on employees' performance. Consequently, the research recommends that human resource management prioritize enhancing both the quality and quantity of training programs. Moreover, the systematic application of the four phases of the training process is suggested to improve the performance of administrative staff at Bahir Dar University, especially the technology institutions.

Motlokoa and Sekantsi (2018) studied the impact of training on employees' performance on banking sector of Lesotho. They conducted the research using qualitative research design and used primary data collected through self-administered questionnaire consisting of open-ended questions and close ended questionnaires. The study conducted on 171 respondents selected through stratified sampling on different commercial bank branches on Lesotho. The results of the study revealed that the majority, 61 percent, of the respondents linked training to improved employees' performance in the banking sector in Lesotho while only 39 percent of the respondents argued that training had no positive impact on the employees' performance in the banking sector in Lesotho. This study still shows that there is positive relation between training and development.

The study of Blen (2021) effect of training practice on employees' job performance in Addis Ababa city government plan and development commission was held using qualitative cross

sectional approach. The researcher conducted the research on 95 employees out of 191 employees in the Headquarter. The final finding of the researcher shows that Training holds significant importance for organizational success and, therefore, should undergo regular and ongoing evaluation throughout the training process. The goals and objectives established by the organization for the training program must be effectively and efficiently adhered to. Furthermore, the organization should assess employees' performance by comparing the skills acquired during training with their on-the-job performance to ensure alignment with the intended outcomes of the training program.

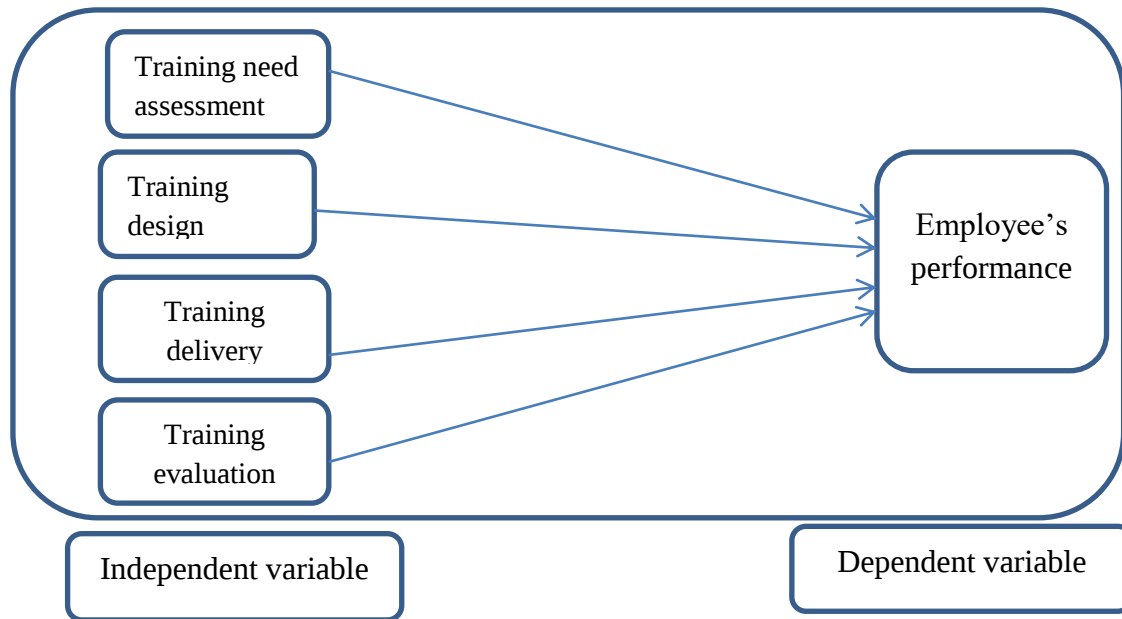
Achackzai et. al. (2024) conducted a survey study on impact of Training on Employee's Performance on Ministry of Education, Afghanistan. The researchers conducted cross sectional study by collecting data from 71 employees through purposive sampling. The results indicate a positive perception of training benefits among employees, including improved performance, productivity, job satisfaction, and skill development. The placed some recommendations to improve the training program of the institute including, tailoring training programs to specific needs, promoting diversity and inclusion, focusing on safety and innovation, and maintaining employee motivation and engagement.

Another empirical study by Negasa (2020) regarding effect of training and development on employee performance, on Nile insurance company shows there is positive relation between training and development. The researcher used both qualitative and quantitative approach to collect and analyze data from 109 employees at head quarter of Nile insurance company. The researcher used exploratory design to explain the result of the study, which shows there is significant relation between training provided and employees' performance. The researcher found that employee training and development programs were not through organized separate department which is responsible for manpower training and which affect the effectiveness of the overall training practice of the company.

All the empirical literatures reviewed by the researcher, which are conducted both in Ethiopia and other countries indicate there is significant relation between training and employees performance. This study will assess the impact of training on performance of MoPD employees.

2.4 Conceptual Framework

On this section the researcher has developed a conceptual framework that is based on the study objective and literature review. The conceptual framework shows the relationship between the independent variables and dependent variable. The conceptual framework for this study is depicted below with the help of diagram



Source: adopted from Blen(2021) with modification

2.5 Hypothesis Formulation

Hypothesis 1

H₀₁ training need assessment has no significant effect on employees' performance

H₁ training need assessment have significant effect on employees' performance

Hypothesis 2

H₀₂: training design has no significant effect on employees' performance

H₂: training design has significant effect on employees' performance

Hypothesis 3

H₀₃: training delivery has no significant effect on employees' performance

H₃: training delivery has significant effect on employees' performance

Hypothesis 4

H₀₄: training evaluation has no significant effect on employees' performance

H₄: training evaluation has significant effect on employees' performance

Chapter Three

Research Design and Methodology

This chapter of the research is dedicated to present the research design and methodologies used to conduct the overall research. It starts with selecting the research design and approach and justifying the reason. This is followed by explanation regarding the research population, sample size and sampling technique, next to which explanation regarding primary and secondary data sources and instruments used to collect data are discussed. Also procedures of data collection, method of data analysis and ethical consideration while conducting the research are discussed in this chapter.

3.1 Research Design and Approach

This study is conducted using qualitative approach. The quantitative approach helped the researcher to collect data from large number of employees in MoPD, and conduct objective analysis to arrive at conclusion based on the mass response on questionnaire. This helped the researcher to draw a reliable conclusion from the research based on the result found from analysis of questionnaire. This also enabled the researcher to draw reasonable conclusion and provide actionable recommendations.

The study was conducted based on cross-sectional style, in which the researcher collected data through questionnaire from selected sample respondents once within specific period of time. The research implemented a controlled deductive hypothesis process to achieve the study objective and answer the research questions.

The study implemented explanatory research design. The researcher selected explanatory design because the study objective is to assess the impact of training on employees' performance, it is more appropriate choice to explain the performance of employees in relation to the training program provided.

3.2 Population, Sampling Technique and Sample Size

3.2.1 Research Population

The research population is comprised of the administrative level and line workers of MoPD. The study was conducted solely on the main office of the ministry which is located around Sidist kilo square. The Headquarter has 5 top administrative staff and 143 line workers resulting in total of 148 populations.

3.2.2 Sampling Technique

The number of the population in the main office is 148. The researcher implemented two types of sampling techniques based on the data collection need. For the purpose of quantitative study part, data was collected using questionnaire, for which the whole population on the Headquarter was participated since the number is manageable; there was no need to take samples from the population.

3.2.3 Sample Size

The sample size is equal with the total population, which are 148. Since the population is not too vast to collect the data from the whole population using questionnaire there is no need to select only part of the population.

3.3 Sources of Data

To gather pertinent, comprehensive, and accurate information regarding the impact of training on employees' performance within the Ministry of Planning and Development, the researcher used primary data collection methodology. The primary data was collected through questionnaire. A questionnaire was developed by the researcher based on the research question and objective. The developed questionnaire was then administered for all employees at Headquarter of MoPD.

3.4 Data Gathering Instruments

The researcher implemented the use of questionnaire instruments to collect primary data from employees of ministry of planning and development. The use of questionnaire helped the

researcher conduct a survey study in which the researcher administered specific questions with the goal to understand the topic from the respondents' point of view. The questionnaire was typically designed in Likert scale format, so that making it easier for respondents to scale out their level of agreement with each question and suitable for further statistical analysis.

3.5 Procedures of Data Collection

Questionnaire used to collect data from employees was organized and sequenced according to the research questions making it easier for further analysis. The researcher has chosen to adopt questionnaire as a means of data collection because it ensures that data collection is standardized, such that all respondent get the same question and in the same format. Questionnaires enabled collection of original data from the sample of the population within a short time and at low cost for purposes of studying and describing the entire population within the available time frame.

Frist the questionnaire was developed based on the research question and hypothesis and researchers understanding from literature review. A hard copy prepared questionnaire was administered using drop-off/pick-up (DOPU) method. This method was selected because it is an alternative that helps the researcher elicit high response rate and reduce non-response bias issues. With the help of DOPU method the researcher distributed the questionnaire personally for respondents; provided briefing for respondents on how necessary their cooperation is for effective study and regarding ethical considerations. After reasonable gap of days the questionnaire was collected from respondents for further analysis.

3.6 Pilot Test

Before administering the questionnaire for all respondents the researcher administered a pilot questionnaire. The pilot questionnaire was administered for 20 sample respondents after letting them know its purpose. The researcher conducted pilot test to check and confirm the internal consistence or reliability of the questionnaire that was to be distributed for all sample respondents. The reliability of the response was tested with the help of Cronbach's Alpha test, from SPSS software. The Cronbach's alpha for the independent variables alone was 0.891 and when considering all the questions it is 0.927, which indicates the high level of reliability on the response.

3.7 Method of Data Analysis

In order to arrive at result that represents the data collected, analysis was done by cleaning data to remove any misrepresentative data, outliers and incomplete responses. Next the data was analyzed with the help of SPSS software.

The quantitative analysis was done using both descriptive and inferential statistics. From descriptive statistics mean, percentage and frequency of the data was calculated and from inferential statistics correlation and regression analysis of data was performed.

3.8 Ethical Consideration

For both primary and secondary data, sources of data were kept anonymous as per the requirement of the source. Respondents of questionnaire were informed that their response will be confidential and stay with the researcher alone until the data is processed. Respondents were informed once again about the privacy of their response on the top of their questionnaire paper.

Chapter Four

Data Analysis and Interpretation

This chapter is dedicated to analysis and interpretation of the data collected to examine the impact of training on employees' performance in the Ministry of Planning and Development, Ethiopia. The purpose of this chapter is to transform the raw data obtained through questionnaires, interview and document review into meaningful findings that address the research objectives and the research questions. Both descriptive and inferential statistical techniques are employed to analyze the responses, providing insights into the relationship between training practices and employee performance within the Ministry. The results are presented using tables followed by explanations to ensure clarity and coherence. The findings are further interpreted in light of the literature reviewed in Chapter Two, thereby offering a basis for the conclusions and recommendations discussed in the subsequent chapter.

4.1 Response Rates

Table 2: questionnaire response rate

Questionnaire distributed	141	100%
Questionnaire unreturned	7	4.9%
Total collected	134	95%
Rejected	3	2.2%
Total used for analysis	131	92.9%

Source: own survey

As shown in the table above response rate for the questionnaire distributed was very high, this indicate strong participation and engagement from the respondents. Out of the 141 questionnaires distributed, 134 were returned, yielding a collection rate of 95%. Of these, 3 questionnaires were rejected because of outlier and incompleteness problem. This resulted in 131 valid responses suitable for analysis. This corresponds to a usable response rate of 92.9%, while only 7(4.9%) of the distributed questionnaires were unreturned.

4.2 Demographic Characteristics of Respondents

Table 3 demographic characteristics of respondents

Valid		Frequency	Percent	Cumulative Percent
Gender	Male	79	60.3	60.3
	Female	52	39.7	100.0
	Total	131	100.0	
Age	18-25	7	5.3	5.3
	26-35	60	45.8	51.1
	36-45	40	30.5	81.7
	46-55	22	16.8	98.5
	above 55	2	1.5	100.0
	Total	131	100.0	
Academic qualification	degree	96	73.3	58.0
	masters	31	23.6	96.9
	PHD	4	3	100.0
	Total	131	100.0	
Work experience	1-5 years	32	24.4	24.4
	6-10 years	72	55.0	79.4
	11-15 year	14	10.7	90.1
	15+ years	13	9.9	100.0
	Total	131	100.0	
Number of participation	once	2	1.5	1.5
	twice	15	11.5	13.0
	thrice	9	6.9	19.8
	above three	105	80.2	100.0
	Total	131	100.0	

Source: own survey

The table above shows the gender distribution of respondents. Out of the total 131 respondents, 79(60.3%) of respondents are male and 52(39.7%) of respondents are female. This indicates there is relatively higher representation of male employees in the Ministry of Planning and Development.

As shown in the table above age distribution of respondents. The largest group (45.8%) falls within the 26–35 age range, this is followed by 30.5% in the age group 36–45, followed by 16.8% of respondents fall between 46–55 years range. Only a small portion of respondents fall is in the youngest (18–25) and oldest (above 55) age category. The distribution reflects the ministry

is predominantly occupied by mid-career workforce, suggesting that the Ministry is staffed largely by employees in the productive and professionally active age brackets. This indicates the work force is well positioned to benefit from and apply training provided in their organization.

As shown in Table 5 above, most of the respondents 96(73.3%) are a bachelor's degree holder. While 31 (23.6%) respondents hold a master's degree, and 4 (3%) are at higher level of education, PhD. This shows there is highly educated workforce in the Ministry, with the majority of respondents having attained higher education. Such a qualification profile indicates a favorable foundation for the successful application of training programs, as the majority of employees are expected to grasp and utilize training content effectively.

The above table indicates the work experience of respondents within the Ministry. Most of respondents, 72(55.0%), have 6–10 years of experience, followed by 32 (24.4%) with 1–5 years, 14 (10.7%) with 11–15 years, and 13 (9.9%) with more than 15 years of experience working within the ministry. This suggests that a significant portion of the staff have considerable experience within the institution, which enhances the impact of training, as experienced employees are often better positioned to link training content with job performance, because they know from experience how much their skill, knowledge and attitude has been enhanced through training programs.

The table above shows frequency of training participation among respondents. Most of respondents 105(80.2%), have participated in training programs more than three times. Only a small proportion of respondents 2(1.5%), have participated in training program once. While the number of respondents who participated in training programs twice is 15(11.5%) and thrice is 9(6.9%). This result indicates a strong exposure to training programs across the employees of MoPD, indicating that the Ministry has given great attention for employee career growth and development through continuous training initiatives.

4.3 Analysis of Collected Data

Table 4 Training Programs and MoPD Strategic Objectives

Valid		Frequency	Percent	Cumulative Percent	Mean
As an employee I understand	Neutral	22	16.8	16.8	4.18

	Agree	64	48.9	65.6	
	Strongly Agree	45	34.4	100.0	
	Total	131	100.0		
The training programs I attend are clearly aligned with MoPD's strategic goals.	Disagree	14	10.7	10.7	3.87
	Neutral	26	19.8	30.5	
	Agree	54	41.2	71.8	
	Strongly Agree	37	28.2	100.0	
	Total	131	100.0		
Training topics are directly connected to the MoPD strategic priorities.	Disagree	17	13.0	13.0	3.76
	Neutral	35	26.7	39.7	
	Agree	42	32.1	71.8	
	Strongly Agree	37	28.2	100.0	
	Total	131	100.0		
My training experiences help me better contribute to MoPD's mission and goals.	Disagree	9	6.9	6.9	4.01
	Neutral	25	19.1	26.0	
	Agree	53	40.5	66.4	
	Strongly Agree	44	33.6	100.0	
	Total	131	100.0		

Source: own survey

The results presented show that a significant number of respondents said they strongly understands the strategic objectives of MoPD. In detail 64(48.9%) of employees agree and additional 45(34.4%) strongly agreed, bringing the cumulative percentage of positive responses to 109(83.3%), showing high level of employees understating of the strategic objective of MoPD. Only 16.8% of respondents remained neutral, and none disagreed or strongly disagreed. The mean score for this item is 4.18, which is relatively high on a 5-point Likert scale, indicating a strong overall agreement. This suggests that the majority of employees are well aware of the strategic direction and objectives of the Ministry, a factor which positively influence the employee's overall training attitude. This is because the organizations provide trainings to help the employees work to achieve its strategic objective.

As shown in the table above the response reflects a favorable view of employees regarding the linkage of trainings they had attended with strategic goal of MoPD. A total of 54(41.2%) of the participants agreed and 37(28.2%) strongly agreed with the statement, amounting to 69.4% in overall agreement. Neutral responses were recorded at 19.8%, while 10.7% of the respondents

disagreed. The mean score of 3.87 reinforces the interpretation that trainings provided are based on the strategic goal of the organization.

As depicted in the table above there is more distributed response regarding the alignment of training topics with strategic priorities. About 32.1% of the respondents agreed and 28.2% strongly agreed, together comprising 60.3% of the total sample. This indicates still majority of the respondents believe the training topics selected are directly connected to the strategic objective of the organization. However, a considerable portion (26.7%) remained neutral, indicating 35 of the respondents either do not understand the strategic objective of the organization so that they can relate their training topic with the strategic objective of the organization or do not properly understood their training topics.

Another 13% disagreed with the statement; this indicates consistency of the response from employees when compared to their 10.7% disagreement on the second statement. Still showing there is a need to refine the training topics, to align with strategic objective of the organization or make those small portions of the employees understands how the training topic is directly connected to the strategic objective of the organization. Also the mean score of 3.76 still reflects a generally positive perception among employees; it is with more reservations compared to the first two sentences. These findings imply, while a majority of employees perceive a connection between training topics and strategic objective of MoPD, there are notable segment of staff that are either unconvinced or unsure about connection of strategic objectives with trainings provided, pointing to potential gaps in communication or content design.

On the above table it is clearly indicated that majority of the respondents 53(40.5%) agrees the training received help them better contribute to MoPD mission and goal. Another 44(33.6%) strongly believe the training they had attended help them better contribute to the MoPD mission and goal. Total of 74.1% of the employees believe they are helping their organization achieve its mission and goal because of the training they had received. Still 19.1% choose to say nothing regarding their contribution to the mission and goal of MoPD with the help of the training they had received, still showing there is some gap in communicating the mission and goal of the organization or in explaining how the training employees receive is meant to help them contribute to the mission and goal of the organization. Only a small portion of the employees,

6.9% disagreed on the help of training they received to contribute for the MoPD mission and goal.

The result from the above four questions within the first part of the questionnaire, which is regarding linkage between training programs and strategic objective of MoPD indicate that there is strong linkage between trainings provided and the strategic objective of the organization. This result provides answer to first research question, which asks the extent of alignment between training programs and MoPD strategic objective. As depicted in the above tables and subsequent explanations most of the employees believe there is strong alignment between trainings provided and strategic objective of MoPD. From tables above in terms of the mean, 3.96 and in terms of percent 71.7% indicate there is high level of alignment between strategic objective of MoPD and trainings provided.

Table 5 Responses regarding training needs assessment of MoPD

Valid		Frequency	Percent	Cumulative Percent	Mean
I believe my organization conduct training based on training needs assessment.	Strongly Disagree	5	3.8	3.8	3.58
	Disagree	5	3.8	7.6	
	Neutral	45	34.4	42.0	
	Agree	61	46.6	88.5	
	Strongly Agree	15	11.5	100.0	
	Total	131	100.0		
My skill gaps are properly identified before I receive training.	Strongly Disagree	12	9.2	9.2	3.03
	Disagree	25	19.1	28.2	
	Neutral	47	35.9	64.1	
	Agree	41	31.3	95.4	
	Strongly Agree	6	4.6	100.0	
	Total	131	100.0		
The objective of trainings I had attended are clearly communicated	Strongly Disagree	3	2.3	2.3	3.73
	Disagree	17	13.0	15.3	
	Neutral	13	9.9	25.2	
	Agree	78	59.5	84.7	
	Strongly Agree	20	15.3	100.0	
	Total	131	100.0		
I have a say in identifying my training needs.	Disagree	12	9.2	9.2	3.65
	Neutral	43	32.8	42.0	

	Agree	55	42.0	84.0	
	Strongly Agree	21	16.0	100.0	
	Total	131	100.0		

Source: own survey

This section of the questionnaire evaluates employees' perception regarding whether training programs conducted within MoPD are based on systematic training needs assessments (TNA) or not. The distribution of responses indicates most of respondents agree with the statement, with 61(46.6%) agreeing and an additional 15(11.5%) strongly agreeing, together 58.1% of respondents agree the training provided is based on need assessment. Neutral responses account for 34.4%, which reflects a moderate level of uncertainty or lack of clear awareness about TNA practices. Only a minor proportion disagreed (3.8% disagreed and 3.8% strongly disagreed). The mean score of 3.58, which is above the neutral midpoint of 3, suggests a generally positive perception, although the high neutrality indicates room for increasing transparency or communication about the TNA process within the organization.

This question explores whether training interventions are tailored to address specific individual competency gaps. The results are mixed, with only 31.3% agreeing and 4.6% strongly agreeing (totaling 35.9%), while the same amount, 35.9% remained neutral. The number of neutrality is nearly the same as that of the first question, indicating the level reliability of the respondents. Notably, a considerable proportion of respondents expressed disagreement—19.1% disagreed and 9.2% strongly disagreed—indicating a level of dissatisfaction or uncertainty regarding the diagnostic rigor of the training planning process. The mean value of 3.03 is marginally above the neutral point, implying a relatively weak agreement. This suggests that although some employees believe their needs are assessed, there is significant scope for improving the accuracy and visibility of skills gap assessments before training is delivered.

The item in the table above indicates whether the Ministry clearly communicates the aims of its training programs. Large number of employees responded positively, with 59.5% agreeing and 15.3% strongly agreeing, amounting to 74.8% expressing affirmation. A smaller portion remained neutral 9.9% or disagreed, 13.0% disagreed and 2.3% strongly disagreed. The mean score of 3.73 on five Likert scale questionnaire shows that most respondents perceive training objectives to be well communicated among participants. This reflects positively on the

Ministry's communication strategy in relation to training programs, suggesting that employees are generally well informed of the expected outcomes of their learning experiences. A well communicated objective means employees understand in advance what to expect from the training program and this helps them take the most out of the training program.

This question probes the participatory nature of training needs assessment. A significant majority of the respondents—42.0% agreed and 16.0% strongly agreed, indicating their involvement in identifying their own training needs, making up 58.0% in favor. Neutral responses constituted 32.8%, which is closer to the responses of for the first two questions, still indicating there significant level of is a gap or misconception regarding the training need assessment process of the organization. Also 9.2% of employees showed disagreement in the sentence, further indicating there is a room for improvement in the training need assessment process of the organization. The mean score of 3.65 reflects a positive tendency toward employee inclusion in the TNA process. However, the relatively high neutral response imply not all employees feel equally involved on identifying their training need or they are unaware of their role in the training need assessment process. This implies there is a need to further refine the process of need assessment process, so that each participant can proved ideas regarding their training need.

As it can be seen from the above four questions there is generally positive perception of the Ministry's training needs assessment practices. Most employees acknowledge that TNA is being conducted, that training objectives are communicated, and that they are partially included in identifying their own development needs. However, concerns about the actual identification of skill gaps suggest that more robust diagnostic procedures should be followed and there should be increased transparency in the process of need assessment to enhance the alignment between training delivery and individual performance requirements. The overall result shows there is both strengths and areas for improvement in MoPD approach of training need assessment.

Table 6 Responses regarding training design of MoPD

Valid		Frequency	Percent	Cumulative Percent	Mean
Training programs	Strongly Disagree	8	6.1	6.1	3.45
	Disagree	18	13.7	19.8	

are designed based on need assessment	Neutral	25	19.1	38.9	
	Agree	67	51.1	90.1	
	Strongly Agree	13	9.9	100.0	
	Total	131	100.0		
The training module is designed to directly address my performance gaps	Strongly Disagree	11	8.4	8.4	3.26
	Disagree	19	14.5	22.9	
	Neutral	43	32.8	55.7	
	Agree	41	31.3	87.0	
	Strongly Agree	17	13.0	100.0	
	Total	131	100.0		
Well-structured training programs help me perform better in my role.	Disagree	6	4.6	4.6	3.98
	Neutral	28	21.4	26.0	
	Agree	59	45.0	71.0	
	Strongly Agree	38	29.0	100.0	
	Total	131	100.0		
The time provided for my training session was sufficient	Strongly Disagree	8	6.1	6.1	3.1
	Disagree	33	25.2	31.3	
	Neutral	39	29.8	61.1	
	Agree	40	30.5	91.6	
	Strongly Agree	11	8.4	100.0	
	Total	131	100.0		

Source: own survey

The first question designed to assess the design of training programs indicate that a significant proportion of the respondents (61%) agreed or strongly agreed that training programs at the Ministry of Planning and Development are designed based on need assessment. A mean score of 3.45 supports this positive inclination, suggesting a moderate to high level of alignment between training initiatives and assessed needs. However, 13.7% of respondents disagreed and 6.1% of respondents strongly disagreed that the training design is based on need assessment; highlighting that some employees perceive a gap in the alignment process. The relatively large neutral response (19.1%) suggests that a notable portion of employees may be uncertain about the procedures underlying training design.

The response in the above table shows there is somehow mixed perception among employees regarding the direct relevance of training modules to individual performance gaps. While 31.3% of respondents agree and 13% strongly agree that the training module is designed to directly address their performance gap, on the other hand a substantial 32.8% remained neutral,

indicating there is a need to well communicate the content of the module and how it contributes to their performance gap, also 22.9% expressed disagreement emphasizing on the need to well communicate and make necessary adjustment on training module design. The mean value of 3.26 indicates a moderate level of perceived effectiveness. The data imply a need for more targeted training content that is tailored to specific performance deficiencies.

As shown in the table most of the respondents have shown agreement, on the effect of well-structured training programs on their performance. 45% of respondents have shown agreement and 29% of respondents strongly agreed with the statement. Also the mean score is high, 3.98 further confirms this trend. Only a small fraction (4.6%) disagreed, and 21.4% remained neutral. This shows that employees generally recognize the utility of structured training in enhancing their job performance, which shows the importance of investing in systematic and organized training designs.

The data show a more divided opinion concerning the adequacy of time allocated for training sessions. While 38.9% agreed or strongly agreed that the training time was sufficient, a nearly equal 31.3% disagreed or strongly disagreed, indicating that time provided for training is controversial issue among the employees. 29.8% of respondents expressed their neutrality in addition to disagreements, pointing to the uncertainty among employees regarding the sufficiency of time provided for training. The mean score of 3.10 also shows a marginally positive perception overall. This also signals the need for adjusting the duration and pacing of training programs to ensure comprehensive coverage and adequate participant engagement.

Table 7 responses regarding training delivery of MoPD

Valid		Frequency	Percent	Cumulative Percent	Mean
The trainers in my training sessions are knowledgeable and engaging.	Strongly Disagree	6	4.6	4.6	3.98
	Neutral	25	19.1	23.7	
	Agree	59	45.0	68.7	
	Strongly Agree	41	31.3	100.0	
	Total	131	100.0		
I am happy with	Strongly Disagree	5	3.8	3.8	3.94
	Disagree	3	2.3	6.1	

training delivery methods used during my training sessions.	Neutral	24	18.3	24.4	
	Agree	62	47.3	71.8	
	Strongly Agree	37	28.2	100.0	
	Total	131	100.0		
The training programs I had attended encourage trainees' participation.	Strongly Disagree	5	3.8	3.8	3.9
	Disagree	3	2.3	6.1	
	Neutral	30	22.9	29.0	
	Agree	55	42.0	71.0	
	Strongly Agree	38	29.0	100.0	
	Total	131	100.0		
The training delivery methods used are effective in addressing my performance gaps	Strongly Disagree	6	4.6	4.6	3.73
	Disagree	10	7.6	12.2	
	Neutral	27	20.6	32.8	
	Agree	59	45.0	77.9	
	Strongly Agree	29	22.1	100.0	
	Total	131	100.0		

Source: own survey

The table above shows the level of knowledge trainers possess regarding the training topic and the level of engagement they allow during the training session. Majority of the respondents 45% agree that the trainers are knowledgeable and engaging; also 31.3% strongly agreed the trainers are knowledgeable and engaging, totally adding up to 76.3%. This indicates most of the trainees believe they have received training from knowledgeable and engaging trainers. The mean value of 3.98 indicates the overall high level of agreement with the question. Still 19.1% of the respondents choose to be neutral on the question indicating that there is a need to some extent to further refining the process of allocating the right trainer for trainings; also a very small portion of respondents 4.6% strongly disagreed with the question strengthening the former assertion about the need to further refine the trainer allocation process.

The second question of this section evaluated employees' satisfaction with the training delivery methods used on their training session. Only a small portion of respondents 3.8% strongly disagreed, and 2.3% disagreed, while 18.3% remained neutral. However, a most of reponsents 47.3% agreed and 28.2% strongly agreed, adding to 75.5% of overall agreement. This result shows widespread approval of training delivery methods used during respondents training

session. The mean score of 3.94 also shows this trend, further confirming that training delivery methods, whether lectures, presentation, or discussion are well-received by most employees. This positive reception is essential for ensuring active participation and knowledge retention.

This question examined whether training programs encourage active trainee participation. The responses show 3.8% strongly disagreed and 2.3% disagreed indicating only a small portion of respondents perceive trainings do not encourage participation. Only 22.9% of respondents have chosen neutrality. 42.0% of respondents agreed and 29.0% strongly agreed that trainings they had attended encourage participation. The mean score of 3.9 show high level of agreement on the question. This suggests that the training programs are designed to foster interaction and engagement.

The fourth question investigated whether the training delivery methods effectively addressed employees' performance gaps. While 4.6% strongly disagreed and 7.6% disagreed, 20.6% were neutral. Notably, 45.0% agreed, and 22.1% strongly agreed, resulting in a mean score of 3.73. Although this score is slightly lower than the previous questions, it still reflects a generally positive perception. The results show while the delivery methods are largely effective, there are areas which need refinement to better target specific performance gaps, so that small portion of respondents who expressed disagreement can catch up with the majority.

Table 8 response regarding training evaluation of MoPD

Valid		Frequency	Percent	Cumulative Percent	Mean
My organization evaluates the level of knowledge and skill I gained from the training	Strongly Disagree	14	10.7	10.7	2.88
	Disagree	30	22.9	33.6	
	Neutral	47	35.9	69.5	
	Agree	38	29.0	98.5	
	Strongly Agree	2	1.5	100.0	
	Total	131	100.0		
After the training my behavioral improvements are evaluated	Strongly Disagree	11	8.4	8.4	2.86
	Disagree	35	26.7	35.1	
	Neutral	50	38.2	73.3	
	Agree	31	23.7	96.9	
	Strongly Agree	4	3.1	100.0	
	Total	131	100.0		

My organization evaluates the result of my training in terms of my improved performance and satisfaction	Strongly Disagree	16	12.2	12.2	3.11
	Disagree	23	17.6	29.8	
	Neutral	38	29.0	58.8	
	Agree	39	29.8	88.5	
	Strongly Agree	15	11.5	100.0	
	Total	131	100.0		
My organization evaluates my reaction regarding the overall training program	Strongly Disagree	13	9.9	9.9	3.18
	Disagree	26	19.8	29.8	
	Neutral	34	26.0	55.7	
	Agree	41	31.3	87.0	
	Strongly Agree	17	13.0	100.0	
	Total	131	100.0		

Source: own Survey

The table above shows descriptive analysis result of training evaluation within MoPD. According to Krikpatrick training evaluation steps assessing whether the organization evaluate the level of knowledge and skill participants acquired from the training provided. The result show 10.7% of respondents strongly disagreed and 22.9% disagree with the statement. Also a significant proportion (35.9%) remained neutral, suggesting uncertainty or lack of awareness about such evaluations. only 29.0% agreed, and only 1.5% strongly agreed, indicating only minority of employees perceives their organization effectively assess the knowledge and skills gained from training programs. The mean score of 2.88 further reflects a generally lukewarm perception, leaning slightly toward disagreement. This result shows the organization's efforts in evaluating training outcomes in terms of knowledge and skill acquisition need great deal of improvement.

This part of the question examines whether the organization evaluate the behavioral improvement of employees after training program. The results show negative responses, 8.4% of respondents strongly disagree and 26.7% disagree, showing lack of evaluation on employee's behavioral change after training programs. The largest group, 38.2% were neutral, indicating there is potential gap in the area, which kept most of respondent's skeptic on the issue. Relatively small number of respondents, 23.7% agreed, and only 3.1% strongly agreed. Also the mean score of 2.86 suggests a most respondents believe there is no such evaluation within the organization,

reinforcing the need to further assess the issue and make necessary arrangement for the future. This finding highlights a potential gap in the organization's training evaluation framework, as behavioral changes are a key indicator of training success.

The third question focuses on assessing the result of training programs conducted, which is employees' performance, satisfaction. The question assessed whether the organization evaluates training results in terms of improved performance and employee satisfaction or not. The response shows 12.2% of respondents strongly disagreed and 17.6% disagreed, totaling number of disagreeing respondents to 29.8%. On the other hand 29.0% of respondents remained neutral. A total of 58.8% of respondents did agree that the organization conduct such evaluation. On the other side 29.8% of respondent's agreed and 11.5% strongly agreed that the organization conduct such training evaluation after training. The mean score of 3.11 indicates a neutral to slightly positive perception, suggesting that evaluations of performance and satisfaction are somewhat more prevalent than evaluations of knowledge or behavior. However, the significant number of neutral and disagreeing responses show the organization need to improve in this area.

According to the Krikpatrick evaluation criteria for training, the fourth question is designed to assess whether the organization evaluate employees reaction on training programs provided. As shown in the table above 9.9% of respondents strongly disagreed, and 19.8% disagreed, totally 29.8% of respondents disagree the company conduct such evaluation. Also a considerable 26.0% remained neutral on the issue, implying there is uncertainty and skepticism on the issue. 31.3% agreed and 13.0% strongly agreed, summing up to 44.3% of total agreement. The mean score of 3.18 is the highest among the four questions. The result indicates employees perceive their organization as relatively less attentive to gathering feedback about their training experiences. Also the presence of disagreement and neutral responses indicates such evaluations are not systematically conducted across all employees.

Table 9 responses regarding employees' attitude towards trainings

Valid		Frequency	Percent	Cumulative Percent	Mean
Training opportunities in my	Strongly Disagree	21	16.0	16.0	3.07
	Disagree	25	19.1	35.1	
	Neutral	22	16.8	51.9	

organization are fairly distributed among employees.	Agree	50	38.2	90.1	
	Strongly Agree	13	9.9	100.0	
	Total	131	100.0		
I am motivated to participate in training programs because they benefit me.	Strongly Disagree	3	2.3	2.3	4.08
	Disagree	6	4.6	6.9	
	Neutral	23	17.6	24.4	
	Agree	70	53.4	77.9	
	Strongly Agree	29	22.1	100.0	
	Total	131	100.0		
I believe training programs I attend contribute positively to my professional growth	Strongly Disagree	3	2.3	2.3	3.89
	Disagree	6	4.6	6.9	
	Neutral	23	17.6	24.4	
	Agree	70	53.4	77.9	
	Strongly Agree	29	22.1	100.0	
	Total	131	100.0		
My organization values my feedback regarding training programs.	Strongly Disagree	16	12.2	12.2	3.18
	Disagree	18	13.7	26.0	
	Neutral	38	29.0	55.0	
	Agree	45	34.4	89.3	
	Strongly Agree	14	10.7	100.0	
	Total	131	100.0		

This section presents the descriptive analysis of employees' attitude toward training programs conducted within MoPD, focusing on four key statements. The responses are measured based on Likert scale and the result are summarized in frequency table. The mean score also provide additional insight into the central tendency of employees' perceptions.

As shown in the table above 16.0% of respondents strongly disagrees with the statement and 19.1% disagreed with the statement, indicating significant number of employees (35.1%) perceived inequity on the distribution process of training opportunities. Conversely, 38.2% agreed and 9.9% strongly agreed suggesting nearly half of the respondents (48.1%) viewed the distribution as fair. Also 16.8% remained neutral. The mean score of 3.07 slightly above the midpoint (3.00) reflect a marginally positive but lukewarm perception overall. This shows while some employees believe training opportunities are fairly distributed among employees a substantial minority holds contrary view, highlighting potential disparities in the issue indicating further investigation to make necessary adjustment for the future.

The response for this question is highly positive. As depicted in the table only 3.8% of respondents strongly disagreed while the majority 36.6% agreed with the statement and 39.7% strongly agreed summing up to total of 76.3% of employees recognize the personal benefits of training. A small portion of respondents 19.8% were neutral. The high mean score of 4.08 shows strong motivation among employees suggesting training programs are perceived as valuable input for their growth.

The results in the table above further affirmed favorable attitude of employees regarding their overall training experience. The table shows 53.4% agreed with the statement while 22.1% of respondents strongly agreed summing up to 75.5% of respondents who associated training with career advancement. A minority (6.9%) disagreed or strongly disagreed while 17.6% remained neutral. The mean score of 3.89 approaching the "Agree" threshold indicates robust confidence in the professional value of training. This result provides answer for the research question number four regarding the attitude of employees on the overall training practice of the company, which is positive according to the result in this response.

The table above shows 12.2% of respondents strongly disagreed and 13.7% disagreed that the organization collect and value their feedback on trainings provided; showing a total of 25.9.0% expressed skepticism about the organization's receptiveness to their feedback. Meanwhile, 34.4% agreed and 10.7% strongly agreed, with a substantial 29.0% neutral. In addition to the response frequency of responses, the mean score of 3.18 also slightly above neutral suggests modest confidence in the organization's feedback collection and optimizing the training programs accordingly. This divergence indicates a gap between employee expectations and organizational practices on feedback collection emphasizing the need for stronger communication channels to enhance perceived inclusivity in training program evaluations.

Table 10 effect of training on employees' performance

Valid		Frequency	Percent	Cumulative Percent	Mean
The training programs I receive improve my overall	Strongly Disagree	3	2.3	2.3	3.86
	Disagree	9	6.9	9.2	
	Neutral	20	15.3	24.4	
	Agree	70	53.4	77.9	

job performance.	Strongly Agree	29	22.1	100.0	
	Total	131	100.0		
Training enhances my job performance and efficiency at work.	Disagree	5	3.8	3.8	4.1
	Neutral	15	11.5	15.3	
	Agree	73	55.7	71.0	
	Strongly Agree	38	29.0	100.0	
	Total	131	100.0		
The training provided has positively contributed to my professional career development.	Strongly Disagree	3	2.3	2.3	3.89
	Disagree	12	9.2	11.5	
	Neutral	15	11.5	22.9	
	Agree	67	51.1	74.0	
	Strongly Agree	34	26.0	100.0	
	Total	131	100.0		
My performance improves significantly after attending training programs	Strongly Disagree	3	2.3	2.3	3.9
	Disagree	6	4.6	6.9	
	Neutral	18	13.7	20.6	
	Agree	78	59.5	80.2	
	Strongly Agree	26	19.8	100.0	
	Total	131	100.0		

Source: own survey

Most of the respondents (53.4%) agreed the training programs they had attended improved their overall job performance, while an additional 22.1% of respondents strongly agreed with this statement; a total of 75.5% of respondents perceived training as beneficial to their performance. Only a small proportion (9.2%) expressed disagreement, indicating only small portion of the employees do not believe training programs improve their overall performance. Also the mean score of 3.86 further confirm this positive perception of respondents suggesting that training programs contribute significantly to overall job performance of employees.

As shown in the table above majority of respondents 55.7% agreed that training enhance their performance and efficiency and another 29% strongly agreed that training enhances their job performance and efficiency with only 3.8% expressing disagreement. Also the high mean score, 4.1 further confirm the strong positive correlation between training and employee's performance improvement and workplace efficiency. This finding aligns with existing literature, which suggests that structured training programs equip employees with the necessary skills to perform tasks more effectively.

The response for this question is in line with previous responses, which is dominated by positive response. A total of 77.1% agreed and strongly agreed training positively impacted their professional career development while only 11.5% disagreed. Also the mean score of 3.89 further imply overall positive response of respondents regarding the role of training in career advancement. This shows employees perceive training not only as a tool for immediate job performance but also as a long-term investment in their professional growth.

As shown in the table above a significant majority of respondents, 79.3% reported their performance is improved after attending training programs with only 6.9% expressing disagreement. Also the mean score of 3.9 further supports the positive view that training has a positive effect on employees' job performance. This finding is consistent with the vast majority of findings in the empirical literature review section, which has concluded that knowledge, skill and attitude development through training leads to enhanced productivity and job performance.

4.4 Correlation Analysis

On this section the analysis and interpretation of Pearson's correlation coefficient between the dependent variable, Employees' Performance and independent variables Need Assessment, Training Design, Training Delivery and Training Evaluation has been explained. The result as shown in the correlation matrix below provides insights into the strength and direction of the relationship among these variables.

Correlation between Independent Variables and Employees' Performance

Need assessment and employees performance

As shown in the table below the correlation coefficient between Need Assessment and Employees' Performance is 0.329, which is statistically significant at 0.01 level ($p = 0.000$). This shows a weak to moderate positive relationship between the two variables. The significance of this correlation suggests that conducting a thorough needs assessment prior to training programs has a measurable and significant relationship with employees performance, even though it is modest.

Training Design and Employees' Performance

Training Design demonstrates a stronger correlation with Employees' Performance, its coefficient is 0.610 ($p = 0.000$). This shows a moderately strong positive relationship, implying

that the quality and structure of training design play a significant role in improving employee performance. The higher coefficient suggests that well-designed training programs are more likely to translate into better performance of employees when compared to need assessment relation with employee's performance.

Training Delivery and Employees' Performance

The correlation coefficient between Training Delivery and Employees' Performance is 0.628 ($p = 0.000$), which shows training delivery has also moderately strong positive relationship with employees performance. This finding implies the importance of effective delivery methods on ensuring training content is comprehensible, engaging and applicable to employees' role, thereby ultimately enhancing their performance.

Training Evaluation and Employees' Performance

Training Evaluation shows the weakest correlation with the independent variable among the independent variables examined so far with coefficient of relationship 0.298 ($p = 0.001$). Although statistically significant, the weaker relationship suggests while evaluating training outcomes contributes to performance improvement, its direct relation is less pronounced compared to Training Design and Delivery. This implies there is weakness in the training evaluation process of the organization suggesting further improvement on the area.

Table 11 correlation analysis result retrieved from SPSS

Correlations						
		Need Assessment	Training Design	Training Delivery	Training Evaluation	Employees performance
Need Assessment	Pearson Correlation	1	.629**	.552**	.706**	.329**
	Sig. (2-tailed)		.000	.000	.000	.000
	N	131	131	131	131	131
Training Design	Pearson Correlation	.629**	1	.581**	.480**	.610**
	Sig. (2-tailed)	.000		.000	.000	.000
	N	131	131	131	131	131

Training Delivery	Pearson Correlation	.552**	.581**	1	.424**	.628**
	Sig. (2-tailed)	.000	.000		.000	.000
	N	131	131	131	131	131
Training Evaluation	Pearson Correlation	.706**	.480**	.424**	1	.298**
	Sig. (2-tailed)	.000	.000	.000		.001
	N	131	131	131	131	131
Employees performance	Pearson Correlation	.329**	.610**	.628**	.298**	1
	Sig. (2-tailed)	.000	.000	.000	.001	
	N	131	131	131	131	131
**. Correlation is significant at the 0.01 level (2-tailed).						

Source: Own survey

Inter-Correlations among Independent Variables

Need Assessment is strongly correlated with Training Design ($r = 0.629$, $p = 0.000$) and Training Evaluation ($r = 0.706$, $p = 0.000$) and it is moderately correlated with Training Delivery ($r = 0.552$, $p = 0.000$). These relationships highlight the interconnectedness of the training process with each other where each stage influences the other.

Training Design and Training Delivery exhibit moderately to strong correlation ($r=0.581$, $p=0.000$), showing well-designed training programs are more likely to be delivered effectively.

Training Evaluation shows weaker but significant correlations with Training Design ($r= 0.480$, $p=0.000$) and Training Delivery ($r=0.424$, $p=0.000$) indicating training evaluation processes are somewhat dependent on the preceding stages of training practice.

The correlation analysis revealed all independent variables are positively and significantly associated with Employees' Performance even though it is to varying degree. The stronger correlations of Training Design and Delivery with the independent variable shows these stages are particularly critical in driving performance improvements. In contrast, the weaker correlations of Need Assessment and Training Evaluation with independent variable imply, while they contribute to employees' performance, their effects is not sound because of the ineffective training need assessment and evaluation process of the organization.

The inter-correlations among the independent variables show training process is holistic, with each stage influencing the other. This means a well-executed need assessment is essential for creating a better-designed training content, this in turn is essential for delivering training more effectively and finally this process shall lead to critical evaluation of training process as a whole. This interconnectedness shows the importance of holistic approach to training within the Ministry of Planning and Development, Ethiopia.

All training practices (Need Assessment, Training Design, Training Delivery, and Training Evaluation) are positively and significantly correlated with employees' performance. Training Design and Training Delivery show the strongest relationships showcasing the organization a good training design and delivery method which in turn has significant relationship with employees' performance. On the other hand need assessment and training evaluation show relatively weak correlation with the independent variable, showcasing there is gap on the organizations need assessment and training evaluation process, this argument is further supported by regression analysis and qualitative data analysis results presented below. This correlation analysis section ultimately provide answer to research question number two, which asks the relationship between training practices and employees performance.

4.5 Regression Analysis

4.5.1 Assessment of Regression Assumptions

The following section evaluates whether the data meet the key assumptions of regression analysis, specifically autocorrelation, multicollinearity, normality, homoscedasticity and linearity. These assessments are critical to ensure the validity and reliability of the regression results.

Autocorrelation

The Durbin-Watson statistic is commonly used to detect autocorrelation among variables. It is interpreted in such a way, value close to 2 suggests no autocorrelation while a value significantly below or above 2 shows positive or negative autocorrelation among variables, respectively. The Durbin-Watson statistic for this model is 1.934, which is very close to the ideal value of 2. This indicates there is no significant autocorrelation in the residuals, fulfilling the assumption of independence of errors. The absence of autocorrelation implies that the residuals are independent

of each other, which strengthens the validity of the regression coefficients and their significance tests.

Table 12 Model summaries retrieved to check autocorrelation

Model Summary^b					
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.720 ^a	.519	.504	.48018	1.934
a. Predictors: (Constant), Training Evaluation, Training Delivery , Training Design, Need Assessment					
b. Dependent Variable: Employees performance					

Source: own survey

Multicollinearity

The VIF values for the predictors are as follows:

- Need Assessment: 2.680
- Training Design: 1.907
- Training Delivery: 1.656
- Training Evaluation: 2.004

Tolerance values range from 0.373 (Need Assessment) to 0.604 (Training Delivery).

All VIF values are well below the threshold of 10, and tolerance values exceed 0.1. This indicates multi-collinearity of variables is not a concern in this model

Table 13 regression analysis result retrieved from SPSS

Coefficients^a								
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	1.552	.268		5.795	.000		
	Need Assesment	-.302	.108	-.282	-2.784	.006	.373	2.680
	Training Design	.476	.085	.478	5.598	.000	.524	1.907
	Training Delivery	.428	.071	.479	6.022	.000	.604	1.656

	Training Evaluation	.046	.062	.064	.737	.462	.499	2.004
a. Dependent Variable: Employees performance								

Source: own survey

Homoscedasticity

The residual statistics presented in the table below shows the standardized residuals range from 1.989 to 2.006, with a mean of **0** and a standard deviation of 0.984. The absence of systematic patterns in the residuals (e.g., funnel-shaped dispersion) and the relatively symmetric distribution around zero support the assumption of homoscedasticity. Visual inspection of a scatterplot of standardized residuals versus standardized predicted values is provided the table below.

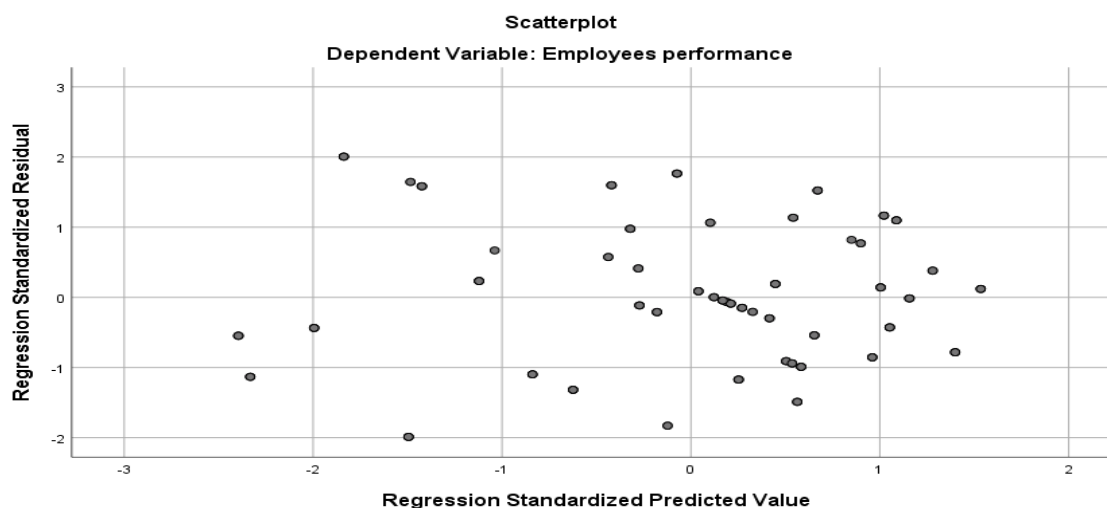


Figure 1 scatter plot retrieved from SPSS indicating homoscedasticity

Source: own survey result

Linearity and normality

The test for linearity and normality are also analyzed based on scatter plot and Q-Q plot respectively. The scatter plot is more accurate with two variables, training design and training delivery with the dependent variable, while the scatter plot of need assessment and training evaluation are linear with small amount of outliers in the scatter plot. The normality test also

shows no much skew from the normality test line, indicating the overall linear regression analysis assumptions being fulfilled.

4.5.2 Regression Analysis Results

Regression analysis was conducted to examine the effect of training practices, Need Assessment, Training Design, Training Delivery, and Training Evaluation on employees' performance at the Ministry of Planning and Development, Ethiopia. The analysis was mint at to determine the extent to which the independent variables collectively and individually influence the independent variable, employee performance. The results are presented in three key sections as retrieved from SPSS in Model Summary, ANOVA, and Coefficients table.

Figure 2 regression analysis retrieved from SPSS

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.720 ^a	.519	.504	.48018
a. Predictors: (Constant), Training Evaluation, Training Delivery , Training Design, Need Assesment				

Source: own srvey

The regression model shown above indicates an R-value of 0.720, showcasing a strong positive correlation between the independents variables or training practices and the dependent variable, employees' performance. The R Square value of 0.519 also show that approximately 51.9% of the variation in employee performance is explained by the combined effect of Need Assessment, Training Design, Training Delivery, and Training Evaluation. In addition to this, the Standard Error of Estimate, 0.48018 also shows the model's predictions of employee performance deviate from the actual values by an average of 0.48 units, indicating a reasonably precise fit.

Figure 3 regression analysis retrieved from SPSS

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.

1	Regression	31.334	4	7.833	33.973	.000 ^b
	Residual	29.053	126	.231		
	Total	60.386	130			
a. Dependent Variable: Employees performance						
b. Predictors: (Constant), Training Evaluation, Training Delivery , Training Design, Need Assesment						

Source: own survey

The Analysis of Variance (ANOVA) was conducted to assess the overall significance of regression model. As it can be seen from the results the model is statistically significant with $F=33.973$ and $p=0.000$, confirming the findings on empirical literature that training practices have significant effect on employee performance. The Sum of Squares for independent variables, 31.334 represents the variance explained by the model and the Residual Sum of Squares, 29.053 denotes the unexplained variance. In addition to this the high F-value and low significance level, $p < 0.05$ indicate the overall regression model is good fit for the data.

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1.552	.268		5.795	.000
	Need Assessment	-.302	.108	-.282	-2.784	.006
	Training Design	.476	.085	.478	5.598	.000
	Training Delivery	.428	.071	.479	6.022	.000
	Training Evaluation	.046	.062	.064	.737	.462
a. Dependent Variable: Employees performance						

Source: own survey

The Unstandardized (B) and Standardized (Beta) Coefficients were examined to determine the individual contributions of each independent variable to employee performance:

Need Assessment (-0.302, $p = 0.006$): The negative coefficient (Beta = -0.282) shows that an increase in Need Assessment is associated with a decrease in employee performance. This counterintuitive finding collaborates with the previous finding of correlation analysis on the above section. Even though there is statistically significant correlation between need assessment and employees performance it is relatively lower than other independent variables, specifically

training design and delivery. This does not contradict with the literature finding, rather it indicates there is potential gap on the need assessment process of the organization,

Training Design (0.476, $p = 0.000$): This predictor has strong positive effect (Beta = 0.478) on employees performance, indicating that well-structured training programs significantly enhance employees' performance. Also the high t-value (5.598) further confirms its importance in determining the employees' performance.

Training Delivery (0.428, $p = 0.000$): similar to training Design also Training Delivery exhibits a positive and significant influence on the independent variable (Beta = 0.479), suggesting effective delivery methods are critical training practice which contributes to employees' performance improvement.

Training Evaluation (0.046, $p = 0.462$): in the case of training evaluation the coefficient is not statistically significant ($p > 0.05$), implying post-training evaluation processes are inconsistently applied in some cases and do not exist at all on the other cases. This finding corroborate with the correlation analysis result presented above further confirming the weakness of training evaluation process within the organization

4.6 Hypothesis Testing

Hypothesis 1

H₀₁ training need assessment has no significant effect on employees' performance

H₁ training need assessment have significant effect on employees' performance

The significance level of "need assessment" is 0.006, which is less than the alpha values of 0.05. The result leads to rejecting the null hypothesis and accepting the alternative hypothesis, concluding the effect of need assessment on employees' performance is significant.

Hypothesis 2

H₀₂: training design has no significant effect on employees' performance

H₂: training design has significant effect on employees' performance

The significance level of "training design" is 0.000, which is less than the alpha values of 0.05. The result leads to rejecting the null hypothesis and accepting the alternative hypothesis, concluding the effect of training design on employees' performance is significant.

Hypothesis 3

H₀₃: training delivery has no significant effect on employees' performance

H₃: training delivery has significant effect on employees' performance

The significance level of "training delivery" is 0.000, which is less than the alpha values of 0.05. The result leads to rejecting the null hypothesis and accepting the alternative hypothesis, concluding the effect of training delivery on employees' performance is significant.

Hypothesis 4

H₀₄: training evaluation has no significant effect on employees' performance

H₄: training evaluation has significant effect on employees' performance

The significance level of "training evaluation" is 0.462, which is greater than the alpha values of 0.05. The result leads to retaining the null hypothesis and, concluding the effect of training evaluation on employees' performance is insignificant. This aligns with the finding on the correlation analysis and qualitative analysis below indicating potential gap on training evaluation mechanism of the organization.

4.8 Discussion of Findings

In summary, both the correlation results and regression analysis support the hypothesis that training components particularly Training Design and Delivery have a significant positive relationship and effect on Employees' Performance. This finding goes in line with literature findings discussed in chapter two emphasizing the importance well designed and implemented training programs in enhancing employees performance. However, the weaker association of Need Assessment with employee's performance in correlation analysis and unexpected negative

relationship shown in regression analysis indicate the gap in training need assessment process of the organization. This is further supported by qualitative data analysis, where it is explained that the training need assessment is mainly done based on the offer from external organization for training need. Also this external assessment is not filled directly by employees rather by higher management and some employees alone, indicating the potential gap in the need assessment process of the organization.

Also from the correlation analysis training Evaluation shows the weakest correlation among the independent variables with the dependent variable. Even though statistically significant, the weaker relationship suggests its direct impact is less pronounced compared to other independent variables. This is further confirmed from regression analysis where, even though the overall model fit is perfect and statistically significant, on coefficient section, where the relationship between each independent variable and the dependent variable is examined it shows the specific effect of training evaluation on employee's performance is insignificant.. According to the research results, there is no consistent and formal way of evaluating training programs, suggesting the need for more robust evaluation mechanisms to be implemented by the organization.

The result regarding alignment of organizational strategic objective and training programs conducted revealed high level of alignment between training programs and overall objective of the organization. In terms of the mean, 3.96 and in terms of percent 71.7% of alignment between strategic objective of MoPD and training program is available. This result also implied employees have high level of awareness about the organizations strategic objective, which in turn leads to overall performance improvement of employees, because they better conceive the training since they know its end purpose.

The other dimension examined was employee's attitude regarding the overall training practice of the organization. The questionnaire based result revealed that employees have positive attitude regarding the overall training practice of the organization, though part of employees have concern regarding the fair distribution of training opportunities across employees.

Chapter Five

Conclusion and Recommendation

5.1 Conclusion

The purpose of this study was to examine the impact of training on employees' performance: the case of Ministry of Planning and Development, Ethiopia. The finding revealed training practices significantly enhance employee performance, aligning with existing literature examined in chapter two which underscores the role of training in improving knowledge, skills, attitude and overall job efficiency of employees.

Key Conclusions drawn from the analysis include:

Alignment of training programs with Strategic Objective of MoPD: Majority of employees (71.7%) perceive training program they had attended align with MoPD's strategic objective. This in turn contributes for the fulfillment of long-term organizational mission. However, a minority (10.7%) expressed skepticism, suggesting a need for clearer communication regarding training relevance and its contribution for the strategic objective of MoPD.

Training Practices and Performance:

Training Design and Delivery: this two independent variables are the most influential factors on the dependent variable, with strong positive correlations ($r = 0.610$ and $r = 0.628$, respectively) and significant regression coefficients ($\beta = 0.478$ and $\beta = 0.479$). This shows the effectiveness of the training design and delivery process of the company and the all rounded awareness and agreement among employees on the contribution of these two variables on their performance.

Need Assessment: has showed a weak to moderate correlation ($r = 0.329$) and negative regression coefficient ($\beta = -0.282$), indicating there is a gap in the need assessment process of the organization. This is further supported by qualitative data analysis revealing gaps in the need assessment process, as training topics were often selected based on external institutional offerings rather than systematic internal evaluations.

Training Evaluation: has the weakest impact on the dependent variable with ($r = 0.298$, $\beta = 0.064$, $p = 0.462$), reflecting weak, almost absent evaluation mechanisms within the organization. Employee's response implies minimal post-training assessments of knowledge, behavior, or performance improvements, implying the need to make potential change on the area.

Employee Attitudes: as seen on the questionnaire analysis section above over 75% of respondents agreed training programs they had attended improved their performance and career growth, demonstrating high motivation to participate on trainings. However a considerable 35.1% perceived inequities in training opportunity distribution process across employees, indicating potential biases in fair distribution process of the organization.

Organizational Context: the research has shown MoPD's reliance on outsourced training programs, which limit customization of training contents to employee-specific need. While this approach ensures access to expert-led training sessions, which are highly effective, as seen on correlation and regression analysis section above, it lacks customization of training contents to address specific employees need and post training evaluation to ensure further refinement of training process.

In summary, training is perceived as critical driver of employees' performance at MoPD, but its effectiveness is affected by the quality of training need assessment, training design, training delivery method, and evaluation of training programs. This study has identified gaps on training practice of MoPD, specifically on its training evaluation and need assessment process and provided necessary recommendation to fill the gap. The study also contributes to bridge the gap existing as lack of empirical researches on governmental and non-profit oriented organizations in Ethiopia, offering insights for governmental institutions and non-profit oriented organizations seeking to optimize their human resource training strategies.

5.2 Recommendations

Based on the findings of the study, the following recommendations are provided to enhance training practices of MoPD and similar institutions:

Recommendations for MoPD

Strengthen Training Needs Assessment process (TNA):

- ❖ The MoPD should conduct systematic, employee inclusive TNA using surveys, focus groups, and performance data to identify gaps on employee's performance.
- ❖ Align training topics with both organizational objectives and individual developmental needs, moving beyond reliance on external institutional offering to conduct training need assessment.

Improve Training Design and Delivery:

- ❖ The MoPD should collaborate with training providers to tailor training contents to its specific operational challenges.
- ❖ The MoPD should diversify the training delivery methods to enhance engagement and knowledge retention.

Institutionalize Robust Evaluation Mechanisms:

- ❖ MoPD should dopt Kirkpatrick’s four-level model of training evaluation (reaction, learning, behavior, and results) to assess effectiveness of trainings provided systematically.
- ❖ MoPD should implement pre- and post-training assessments and long-term performance tracking to measure ROI.

Ensure Equity and Transparency:

- ❖ MoPD should develop a clear criterion for employees to be selected as participant on training programs, to address perceptions of unfair distribution.

Recommendation for Future Research

- ❖ Other researchers should investigate the long-term effects of training on career progression and retention in public sector settings, like MoPD.
- ❖ Other researchers should also explore the role of organizational culture and leadership support in training effectiveness.

By addressing these areas, MoPD can transform its training programs into a strategic tool to improve employees’ performance and organizational excellence, ultimately contributing to Ethiopia’s broader development goal.

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Appendix 1

Questionnaire Distributed for MoPD Employees

Below is the questionnaire distributed for employees of MoPD to conduct this research



ST. MARY'S UNIVERSITY

SCHOOL OF GRADUATE STUDIES: SCHOOL OF BUSINESS

QUESTIONNAIRE TO BE FILLED BY MoPD EMPLOYEES

Dear Participants,

The purpose of this questionnaire is to assess the effect of training programs on employees' performance within MoPD. Your responses are highly valuable for successful completion of this study. Therefore I sincerely request you to provide your genuine responses. Your response will remain confidential and it will be used only for academic purpose.

If you have any question or need further explanation on the questions, feel free to contact me at getnethaile5@gmail.com or 0919360139

Part I: Basic demographic information

Put (✓) mark on your preferred box

1. Gender. male: ☐ female: ☐
2. Age. 18-25 ☐ 26-35 ☐ 36-45 ☐ 46-55 ☐ above 55 ☐
3. Academic qualification. College Diploma ☐ degree ☐ masters ☐
PHD ☐

4. Work experience in MoPD. 1-5 years ☐ 6-10 years ☐ 11- 15 years ☐
15+ years ☐
5. How many times have you participated in training programs? Once ☐ twice ☐
Thrice ☐ above three ☐

Part II: Opinion regarding training experience in MoPD

Express your level of agreement with sentences inside the table by putting (✓) **mark** on your preferred box. The following are Likert scales:

1 = Strongly Disagree, 2 =Disagree, 3 =Neutral, 4 =Agree, 5 =Strongly Agree

Training Programs and MoPD Strategic Objectives

Sentences	1	2	3	4	5
1. As an employee I understand the strategic objective of MoPD.					
2. The training programs I attend are clearly aligned with MoPD's strategic goals.					
3. Training topics are directly connected to the MoPD strategic priorities.					
4. My training experiences help me better contribute to MoPD's mission and goals.					

Training needs assessment and employees performance

Sentences	1	2	3	4	5
1. I believe my organization conduct training based on training needs assessment.					
2. My skill gaps are properly identified before I receive training.					
3. The objective of trainings I had attended are clearly communicated					
4. I have a say in identifying my training needs.					

Training Design and employees' performance

Sentences	1	2	3	4	5

1. Training programs are designed based on need assessment					
2. The training module is designed to directly address my performance gaps					
3. Well-structured training programs help me perform better in my role.					
4. The time provided for my training session was sufficient.					

Training delivery and Employees' Performance

Sentences	1	2	3	4	5
1. The trainers in my training sessions are knowledgeable and engaging.					
2. I am happy with training delivery methods used during my training sessions.					
3. The training programs I had attended encourage trainees' participation.					
4. The training delivery methods used are effective in addressing my performance gaps.					

Training Evaluation and Employee Performance

Sentences	1	2	3	4	5
1. My organization evaluates the level of knowledge and skill I gained from the training					
2. After the training my behavioral improvements are evaluated.					
3. My organization evaluates the result of my training in terms of my improved performance and satisfaction					
4. My organization evaluates my reaction regarding the overall training program					

Employees' attitude regarding Training Practices of MoPD

Sentences	1	2	3	4	5
1. Training opportunities in my organization are fairly distributed among employees.					
2. I am motivated to participate in training programs because they benefit me.					

3. I believe training programs I attend contribute positively to my professional growth.					
4. My organization values my feedback regarding training programs.					

Effect of training on employees' performance

Sentences	1	2	3	4	5
1. The training programs I receive improve my overall job performance.					
2. Training enhances my job performance and efficiency at work.					
3. The training provided has positively contributed to my professional career development.					
4. My performance improves significantly after attending training programs					

Thank you, for your cooperation!