



ST. MARY`S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION (MBA)

**THE EFFECT OF TRAINING ON ORGANIZATIONAL PERFORMANCE: THE CASE
OF NATIVITY GIRLS' CATHOLIC SCHOOL AND LIDETA CATHOLIC
CATHEDRAL SCHOOL**

BY
HAYMANOT GIRMA DEBELA

JULY, 2025
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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES OF St. MARY'S
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DECLARATION

I hereby declare that this thesis entitled “The Effect of Training on Organizational Performance: The Case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School”, has been carried out by me under the guidance and supervision of Shoa Jemal (Asst.Professor).The thesis is original and has not been submitted for the award of any degree or diploma to any university or institutions.

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ENDORCEMENT

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

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Table of Contents

ACKNOWLEDGMENT.....	i
Abstract.....	vi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background of the Study.....	1
1.2 Statement of the Problem	3
1.3 Research Questions	4
1.4 Objectives of Study	5
1.4.1 General Objective of the Study	5
1.4.2 Specific Objectives of the Study	5
1.5 Significance of the Study	6
1.6 Scope of the Study.....	6
1.7 Limitation of the Study	7
1.8 Operational Definition of Key Terms	7
1.9 Organization of the Study	8
CHAPTER TWO	9
REVIEW OF RELATED LITERATURE	9
2.1 Theoretical Literature	9
2.1.1 Concept of Training.....	9
2.1.2 Benefits of Training.....	11
2.1.3 Training Process	12
2.1.3.1 Training Need Assessment	13
2.1.3.2 Training Objective.....	13
2.1.3.3 Training Designing.....	13
2.1.3.4 Training Implementation	14
2.1.3.5 Training Evaluation	17
2.1.4 Organizational Performance	18
2.1.5 Training and Organizational Performance	19
2.2 Empirical Literature Review	21

2.3. Conceptual Framework	23
2.4 Research Hypothesis	24
CHAPTER THREE	25
RESEARCH METHODOLOGY	25
3.1. Research Design	25
3.2 Research Approach	26
3.3. Target Population	26
3.4 Sampling Techniques and Sample Size	27
3.5 Source of Data	28
3.6 Method of Data Collection	28
3.7 Method of Data Analysis	29
3.8 Validity and Reliability	30
3.9 Model of Specification	31
3.10 Ethical Considerations	32
CHAPTER FOUR	32
DATA PRESENTATION, ANALYSIS AND INTERPRETATION	33
4.1. Response Rate	33
4.2. Personal Information of the Respondents	33
4.3. Analysis of Collected Data	35
4.3.1 Descriptive Data Analysis	35
4.3.2 Correlation Analysis	42
4.3. 3. Diagnostic Tests	43
4.3.3.1. Normality Test	43
4.3.3.2. Linearity Test	44
4.3.3.3. Multicollinearity Test	44
4.3.3.4. Heteroskedasticity Test	45
4.3.4. Regression Analysis	45
4.3.5. Hypothesis testing	49
CHAPTER FIVE	52
SUMMARY, CONCLUSION AND RECOMMENDATION	52
5.1. Summary of Findings	52

5.2. Conclusion.....	54
5.3. Recommendation.....	55
REFERENCE.....	57
APPENDIX.....	62
Appendix.....	63

LIST OF ACRONYMS

ANOVA - Analysis of Variance

DF- Degrees of Freedom

DV- Dependent Variable

HRM- Human Resource Management

IV- Independent Variable

R- Relation

SD- Standard Deviation

SPSS - Statistical Package for Social Science

VIF- Variance Inflation Factor

List of Tables

Table 3.1: Reliability statistics.....	31
Table 4.1: Response Rate.....	33
Table 4.2: Gender of Respondents.....	34
Table 4.3: Respondents' Age.....	34
Table 4.4: Educational qualification	34
Table 4.5: Work Experience	35
Table 4.6: Training Need Assessment	36
Table 4.7: Training Objective	37
Table 4.8: Training Design	38
Table 4.9: Training Implementation	39
Table 4.10: Training Evaluation	40
Table 4.11: Organizational Performance	41
Table 4.12: Correlation Analysis of the Effect of Training on Organizational performance Correlations.....	42
Table 4.13: Multicollinearity Test.....	44
Table 4.14: Model Summary.....	46
Table 4.15: ANOVA model.....	47
Table 4.16: Beta Coefficient	48
Table 4.17: Summary of Hypothesis Testing	51

List of Figures

Figure 2.1 Conceptual Framework of the Study	24
Figure 4.1: Normality assumption by using histogram.....	45
Figure 4.2: Normal Probability plot.....	46
Figure 4.3: Heteroskedasticity test.....	47

Abstract

The general objective of the study was examining the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The sample size for the study was 104 employees of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa. This study employed explanatory and descriptive research design. The researcher used census which is the procedure of selecting all employees hence no sampling method is used on this research. The primary data for this study was collected through questionnaires. Data analysis was done by using statistical package for social sciences (SPSS). The study used descriptive and inferential statistics to analyze the data. The study was conducted by modeling the relationship between organizational performance and the following independent factors: training need assessment, training objective, training design, training implementation and training evaluation. The researcher identified the major determinants of organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa. The analysis found out that training objective, training design, training implementation and training evaluation are statistically significant with organizational performance. The R square result is .803 which means 80.3 % of variables which directly and indirectly affect organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School is assessed and evaluated in this research paper. The study came out with the following recommendation for rescuing the problem: the responsible bodies should give a chance for employees to participate in the designing and development of the organization training as it helps the organization to easily understand the need and want of employees regarding the training, strongest and positive training parameters in the organizations is its evaluation, so to enhance evaluation; feedbacks from employees on training should be collected before and after training and the organizations should engage in increasing the qualities and quantities of the training program so as to increase their employees 'performance and organizations 'performance.

Key words: Training, Organizational performance, Nativity Girls' Catholic School and Lideta Catholic Cathedral School

CHAPTER ONE

INTRODUCTION

The introduction part of this study includes background of the study, statement of the problem, research questions, objective of the study, significance of the study , scope of the study, limitation of the study, organization of the study and operational definition of terms.

1.1 Background of the Study

For an organization to grow and succeed, training is an important and necessary instrument for restoring the performance of every employee. It benefits an organization's employees as well as its employers. A well-trained individual will prove to be more productive and efficient. By offering extensive training and development, businesses may produce and improve the quality of their current workforce. By letting employees understand the importance of their jobs and giving them all the knowledge they need to perform them, training helps to inspire and motivate them in addition to increasing productivity (Anonymous, 2000). The general advantage received from employee training are: increased job satisfaction and increased motivation, morale, resulting in financial gain, increased efficiencies in processes, increased capacity to adopt new technologies and methods, increased innovation in strategies and products and reduced employee turnover.

Change continues to be a recurring topic as we enter the second decade of the twenty-first century. Organizations in both the public and commercial sectors will need to adapt quickly to social, technological, economic and political change if they hope to thrive. This implies that the organization's ability to meet both internal and external demands will determine its survival and expansion. According to Roger and Jim (2009), this suggests that both new and current employees will need to continuously learn new information, abilities, attitudes and viewpoints. Training is the process by which individuals get the abilities and information required to improve the accomplishment of corporate objectives. Since learning process is tied to a variety of organizational purposes, training provides employees with specific, identifiable knowledge and skills for use on their present job. It is no longer a question of whether an organization wants to develop its human resources or whether it should develop its human resources, it is a matter of survival. The goal of employee training is to increase the capabilities and potential of employees

in carrying out their duties. Effective training program contribute significantly to the improvement of organizations competitiveness, productivity, sustainability and the quality of product/ service to customers; reduce the need for close supervision, increased moral and adaptability to new methods Zeleke, M. A. (2024)..Therefore, if training programs are implemented in a methodical and planned manner, they are very important for both the firm and its employees. Since teachers are the main forces behind innovation and the spread of information in the modern education sector, the significance of staff training has increased dramatically. Training initiatives have a key role in improving teacher competencies, which raise organizational performance. This translates into increased operational efficiency, better staff collaboration and better student outcomes for schools. Even while training is essential, many institutions find it difficult to properly allocate resources for professional growth, especially in developing nations.

Employers will have to teach their staff members throughout their careers. They would struggle to keep ahead of the competition if they decide not to offer ongoing training. Employee motivation will be maintained through training. Gaining new abilities and information helps lessen boredom. Additionally, it shows the worker that their company values them enough to support their growth and development. By outlining the attitudes and behaviors that are required of employees, training can help foster positive attitudes. It is economical since training current staff members is less expensive than hiring new hires with the necessary capabilities (Othman, 2009).

Performance encompasses the achievement of objectives and the effectiveness of operations. Within an organization, performance manifests at the organizational, process and individual levels, with the interactions among these levels shaping the organization's perspectives. To support the overarching goals of the organization, training and development initiatives are instituted, benefiting both the organization and its individual members. The operation of any business is fundamentally reliant on its workforce; thus, human resources are essential and invaluable for organizational success, particularly in achieving profitable outcomes that align with its ultimate objectives. Merely having a nominal presence of personnel is insufficient to ensure organizational success. Equally important is the technical competence and suitability of employees in every production phase. This necessitates ongoing enhancements in employee performance through training, support, effective communication and motivation. Such measures are crucial for an organization to remain competitive in the rapidly evolving global marketplace. In due course the

survival of an organization implies the prosecutions of sustainable competitive advantages within the framework high performance, competitiveness and advancement of the knowledge and skills level of employees (Edgar & Gear, 2005).Nativity Girls' School and Lideta Catholic Church School in Addis Ababa exemplify two distinct educational institutions striving for excellence in their respective domains. Nativity Girls' School was established in 1952, with 50 students in Addis Ababa, Ethiopia and is affiliated with the Catholic Church of Ethiopia. The school is known for its commitment to fostering academic achievement and holistic development in young women, emphasizing both intellectual growth and social responsibility. Lideta Catholic Cathedral School, on the other hand, is a private primary and secondary School in Addis Ababa, Ethiopia. Founded in 1954, it is affiliated with the Catholic Church of Ethiopia. It combines rigorous academic instruction with strong moral and ethical values, aiming to develop well-rounded individuals. Therefore, this study was exploring the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

1.2 Statement of the Problem

Human resource development encompasses the integration of individual, career and organizational development functions to optimize productivity, quality, opportunities and the overall satisfaction of organizational members as they strive to meet the organization's objectives (Pace, Smith and Mills 1991, 6). This development is a comprehensive and continuous array of activities, including training initiatives, designed to elevate an individual or organization to a higher level of performance, often in preparation for a specific job or new role in the future (McNamara 2008). Enhancing the quality of the teaching workforce is regarded as a crucial economic necessity (Hanushek, 2009).

Training is a structured and methodical activity designed to improve the skills, knowledge, and competencies essential for effective job performance (Gordon, 1992). It serves as a means to cultivate skills, boost productivity and work quality and foster employee loyalty to the organization (Uzoamaka and Innocent, 2017). The significance of training has become increasingly apparent due to the escalating complexity of the work environment, rapid organizational changes and technological advancements, all of which underscore the necessity for employee training and development to address emerging challenges. Training ensures that members of the organization possess the requisite knowledge and skills to perform their roles effectively, embrace new

responsibilities and adapt to evolving circumstances (Jones, George and Hill, 2000). Training plays a crucial role in enhancing quality, customer satisfaction, productivity, morale, management succession, profitability and overall organizational performance. Employees are essential for any organization to achieve its goals and thrive in a competitive landscape. This necessitates significant investment in their development through training initiatives. Despite the numerous training programs available in Ethiopia's education sector, the quality of education continues to rank among the lowest. Additionally, schools encounter difficulties in effectively designing and executing training programs that directly contribute to improved organizational performance. The purpose in conducting this research is identifying problems, proposing solutions and then making an impact on academic performance through empowering staff by training teaching staffs in the light of existing challenges.

The study addressed the following gaps although literature highlights the relationship between training and performance. Limited research has been conducted on the education sector, especially in developing countries. Current studies fail to offer adequate information regarding the training practices implemented in schools across Ethiopia. Furthermore, the study areas have established employees training initiatives but the effectiveness and impact of the programs on their organizational performance remain unexplored. By identifying these gaps in existing training programs and evaluating their outcomes, the research seeks to provide actionable recommendations that can help these schools and others in similar contexts optimize their approach to professional development. As a result, the study was identifying the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia by modeling the relationship between organizational performance and the following independent factors: training need assessment, training objective, training design, training implementation and training evaluation.

1.3 Research Questions

The study was guided by the following five questions:

- ✓ What is the effect of training need assessment on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia?

- ✓ What is the influence of training objective on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia?
- ✓ How does training design affect organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia?
- ✓ What is the relationship between training implementation and organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia?
- ✓ What is the impact of training evaluation on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia?

1.4 Objectives of Study

1.4.1 General Objective of the Study

The general objective of the study was examining the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

1.4.2 Specific Objectives of the Study

The study was organized by the following five specific objectives:

- ✓ To examine the effect of training need assessment on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia
- ✓ To identify the influence of training objective on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia
- ✓ To examine the effect of training design on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia

- ✓ To examine the impact of training implementation on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.
- ✓ To investigate the effect of training evaluation on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia

1.5 Significance of the Study

The significance of this study is to provide insights for the two schools (Nativity Girls' Catholic School and Lideta Catholic Cathedral School) by analyzing the relationship between training and organizational performance, so the study assists the companies training or human resource to give due emphasis to training and devise different mechanisms in order to scale up and continuously upgrade the employee's expertise to improve organizations' performance.

The outcomes of this study further serve as input for other organizations to develop and/or re-examine their human resource management strategy with particular relevance to employee development as a key to success factor for productivity.

This study creates insights to researchers and academicians. By using the findings of this study, academicians and researchers can able to conduct further studies on related areas.

1.6 Scope of the Study

This study was examining the effect of training on organizational performance at Nativity Girls' Catholic School and Lideta Catholic Cathedral School. It specifically addressed how different trainings influence organizational performance. Thus, the scope was restricted to training's direct relationship with organizational performance.

The study was geographically confined to Nativity Girls' Catholic School and Lideta Catholic Cathedral School, focusing exclusively on the operations and employees within these companies. The findings are specific to the organizational context of Nativity Girls' Catholic School and Lideta Catholic Cathedral Schools not intended to be generalized to other companies or geographical

regions. The research did not extend to other locations or organizations outside of this companies operational framework.

The research employed a quantitative methodology with both explanatory and descriptive elements. The study used quantitative data to measure and analyzes the impact of training on organizational performance. This approach allowed for a detailed statistical analysis of the relationship between training and organizational performance, but did not include qualitative methods or explore other influencing factors outside of the defined research parameters.

1.7 Limitation of the Study

The general objective of the study was examining the effect of training on organizational performance at Nativity Girls' Catholic School and Lideta Catholic Cathedral School. There are many schools in Addis Ababa, Ethiopia; however, because of time and budget constraint, the study covers only Nativity Girls' Catholic School and Lideta Catholic Cathedral School. The study cannot be considered as a representative of the whole schools in Addis Ababa. As a result, the finding of the study and the conclusion drawn were limited to Nativity Girls' Catholic School and Lideta Catholic Cathedral School. Furthermore, the study is limited to determinants of organizational performance and applied descriptive & explanatory research designs and quantitative research approach. Thus, because of these factors the study is limited to this extent.

1.8 Operational Definition of Key Terms

The researcher used the following operational definitions of basic terms for this specific research:

- **Organizational performance:** Organizational performance is defined as the ability of an organization to generate the outcomes the organization wants to full fill (Etzioni, 2012).
- **Training Needs Assessment:** Training Needs Assessment is a systematic process used to identify gaps in employee skills, knowledge and abilities relative to the organization's goals and objectives. It involves analyzing current performance, determining the skills required for optimal performance and identifying the training necessary to bridge the gap (Goldstein, I. L., & Ford, J. K. ,2002).
- **Training Objective:** A training objective is a specific statement that outlines what participants are expected to learn or achieve as a result of a training program. Objectives

should be clear, measurable and aligned with the overall goals of the organization, guiding the design and evaluation of the training (Mager, R. F., & Pipe, P., 1997).

- **Training Design:** Training design refers to the process of creating a structured plan for a training program, including the selection of content, instructional methods, materials and assessment strategies. It ensures that the training is effective, engaging and aligned with the identified needs and objectives (Dick, W., Carey, L., & Carey, J. O. (2015).
- **Training Implementation:** Training implementation is the phase in which the training program is delivered to the participants. This includes the execution of the training plan, the facilitation of learning activities and the management of logistics to ensure that the training occurs as intended Noe, R. A. (2022).
- **Training evaluation:** Training evaluation is defined as a process to determine the value or meaning of a training program and its effect on an organization (Phillips, 2003).

1.9 Organization of the Study

The study is organized into five chapters. Chapter one introduces the study by giving the background information, the research problem, questions, objectives, significance of the study, scope of the study, limitation of the study and operational definition of key terms. Chapter two discusses the review of relevant literature on the research problem. Chapter three discusses the research methodology for the study and relevant justifications. Chapter four will present the findings on the effect of compensation practices on employee job satisfaction. Finally chapter five will provide summary of findings, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents a review of the related literature on training and organizational performance. It includes a theoretical literature review, focusing on key theories explaining the relationship between training and organizational performance, as well as an empirical review highlighting relevant studies in the field.

2.1 Theoretical Literature

2.1.1 Concept of Training

Training is a structured process designed to cultivate the skills, knowledge and abilities of employees, thereby improving their job performance and contributing to the overall effectiveness of the organization. As defined by Aguinis and Kraiger (2022), training is an organized endeavor aimed at delivering information and instructions to enhance the performance of individuals or to assist them in reaching a necessary level of expertise. Dessler (2020) further elaborates that training consists of systematic activities intended to bolster employees' technical, managerial or interpersonal skills for specific roles. The impact of training on organizational performance is significant, as it has been demonstrated to elevate employee skills and motivation, ultimately enhancing overall organizational effectiveness. Training encompasses a variety of approaches, such as on-the-job training, workshops, seminars and e-learning platforms. For training to be effective, it must align with the strategic goals of the organization and address particular skill deficiencies within the workforce. Globally, training is acknowledged as an essential element for achieving organizational success. Organizational performance is defined by how effectively an organization meets its objectives, including profitability, productivity and market share. This performance is shaped by numerous factors, including employee efficiency, innovation and the optimal use of resources, and is often associated with the development of human capital, as noted by Becker (2000).

A research study conducted by Otoo et al. (2019) revealed that training and development have a beneficial impact on organizational performance, with organizational commitment acting as a

moderating variable. Armstrong (2021) defines training as a formal and systematic approach to modifying behavior through learning, which is facilitated by education, instruction, development and planned experiences. Training plays a crucial role in achieving organizational objectives by aligning the interests of both the organization and its workforce (Stone R. J., 2002). For training to effectively enhance performance, it is essential that its design and implementation are executed proficiently. Training is fundamental to improving employee performance. The level of organizational commitment, defined as the degree of an individual's identification with and involvement in an organization (Pool & Pool, 2007), is influenced by the effectiveness of training and development initiatives. These authors assert that organizations with a strong understanding of their workforce's training needs make appropriate provisions to address them. Cheng and Ho (2001) suggest that sufficient training leads to significant enhancements in employee communication and performance proficiency, as well as increased retention rates. Furthermore, when training programs focus on improving communication skills among colleagues, there are notable increases in profitability and a higher incidence of positive working relationships. Additionally, training and education have been demonstrated to significantly enhance job involvement, job satisfaction and organizational commitment Karia and Asaari, (2006). Conversely, inadequate job training can lead to poor performance evaluations, resulting in employee dissatisfaction and conflict.

Training is a systematic process through which individuals acquire the necessary skills or knowledge to facilitate the attainment of specific objectives. Given that learning processes are associated with various organizational aims, training can be perceived in both narrow and broad contexts. Its primary purpose is to equip learners with the essential competencies required for their current roles, as noted by Mathis and Jackson (1994). Examples of training include instructing an employee on equipment operation or guiding a supervisor in daily production scheduling, as highlighted by Mondy et al. (2002). Various scholars have articulated their interpretations of training. For instance, Gomez-Mejia et al. (2001) describe training as primarily aimed at equipping employees with particular skills or addressing performance deficiencies. While the immediate goal of training is to enhance employees' current job performance, its advantages can also contribute to an individual's professional development throughout their career preparing them for future roles and responsibilities.

2.1.2 Benefits of Training

Training serves as a crucial motivator that can yield numerous advantages for both individuals and organizations. It is widely recognized that employee training is a fundamental aspect of human resource management. Arthur and Bennett (2003), highlight that training is a prevalent approach to improving individual productivity and conveying organizational objectives to new employees. This underscores the notion that human capital is vital for driving productivity, enhancing competitiveness and fostering economic development. The caliber of skilled personnel significantly influences an organization's efficiency, effectiveness and overall success in achieving its mission.

It is widely recognized that sustainable economic growth and optimal performance can be attained by maximizing the skilled contributions of employees in alignment with the mission, goals and objectives of business organizations. Danziger and Dunkle (2005), through their empirical research on American workers aimed at identifying effective workplace training methods, affirmed that “virtually all modern organizations accept that a well-trained workforce is a critical success factor.” In light of this, as the world evolves and rapid technological advancements influence an organization’s productivity and competitiveness, the role of training becomes essential in enhancing the knowledge, attitudes, behaviors and skills of the workforce. In conclusion, the significance of training lies in its ability to improve the current and future effectiveness of employees, prepare them for career advancement and ensure their adaptability to changes within organizational programs.

The influence of training on employee behavior and skill development has been shown to lead to improved performance and positive organizational changes (Satterfield and Hughes, 2007), thereby enhancing overall employee productivity (Krieger, 2002). Arthur et al. (2003) found that, compared to conditions without training or pre-training, training generally yields beneficial outcomes for job-related performance. Although the differences in effect sizes were not substantial, the effectiveness of training varied depending on the transfer methods employed and the specific skills being developed. The advantages of training programs are also linked to the technical competencies of employees.

Training is recognized as a crucial factor contributing to organizational effectiveness. Research in this area suggests that investments in training and development programs are justified by their positive impact on both individual and organizational performance (Bartle, 2000). Additionally, earlier studies have established a causal relationship between training and organizational effectiveness Blundell, Dearden, Meghir, and Sianesi, (2000). Bartlett (2001) notes that one of the challenges often encountered is the difficulty in accurately measuring organizational performance. This sentiment is echoed by Blundell et al. (2001), who argue that the absence of appropriate data and methodological challenges hinders the proper evaluation of the effects of human capital on organizational performance. Nonetheless, there is growing evidence that human resource management practices significantly influence employee attitudes and work-related behaviors (Allen et al., 2003). To assess the effectiveness of training and development programs, it is recommended to directly examine the relationship between training and organizational commitment, which has been shown to correlate positively with organizational efficiency (Bartlett, 2001).

2.1.3 Training Process

The training process consists of a series of methodical steps that must be adhered to in order to establish an effective training program. Training is a structured activity aimed at enhancing the skills, attitudes and behaviors of employees to enable them to perform specific job functions. This process should be systematic and aligned with the achievement of organizational goals, such as optimizing production methods, enhancing product or service quality and minimizing operational expenses. A systematic approach to training is likely to enhance organizational efficiency and foster progress (Rue and Brays, 1992). In this structured training approach, the initial step involves analyzing and defining the job requirements. Subsequently, the employees selected for training are assessed to determine if they meet the necessary standards. Following this, training is conducted and appropriate records must be maintained. Finally, the performance outcomes are evaluated and an analysis should be made to compare the costs of training against the benefits derived from the improved performance of employees (Graham, 1984; et al. 2001). Below are some components of the training process.

2.1.3.1 Training Need Assessment

The first step in the training process is to assess the need for training the employees. Goldstein, I. L and Ford, J. K. (2018) The need for training could be identified through a diagnosis of present and future challenges and through a gap between the employee's actual performance and the standard performance Melesse, S. (2020).The needs assessment can be studied from two perspectives: Individual and group. The individual training is designed to enhance the individual's efficiency when not performing adequately, whereas the group training is intended to inculcate the new changes in the employees due to a change in the organization's strategy.

2.1.3.2 Training Objective

Training objectives are specific statements that articulate what learners are expected to achieve by the end of a training program. Objectives provide a framework for trainers to structure content and activities effectively Zeleke, M. A. (2024). Once the needs are identified, the objectives for which the training is to be conducted are established. The objectives could be based on the gaps seen in the training programs conducted earlier and the skill sets developed by the employees.

Clearly defined objectives facilitate the evaluation of learner performance and the overall effectiveness of the training program (Kirkpatrick & Kirkpatrick, 2006). Well-articulated objectives can enhance learner motivation by clarifying the relevance and purpose of the training. Training objectives outline the skills and knowledge that employees are expected to gain from a training program. These objectives help ensure that the training aligns with the organization's goals and the employees' professional development needs. A training objective is a clear, measurable goal that defines what learners are expected to achieve by the end of a training program. It guides the content development and evaluation of the training's effectiveness, ensuring it aligns with organizational success and provides value to employees.

2.1.3.3 Training Designing

Once an employee's training and development plan has been established, it becomes essential to create the various training programs that will be implemented. This process entails defining instructional objectives, determining the content of the programs and selecting appropriate training methods and techniques. The design work may be carried out by specially appointed training and

development professionals for specific programs, or it may be entrusted to individual instructors Blanchard, P. N and Thacker, J. W. (2021).

The design of these programs must be systematic, ensuring that the objectives align with the organization's goals for growth, adaptation to technological advancements, fulfillment of social responsibilities and enhancement of job satisfaction. Depending on the specific needs to be addressed, multiple training and development programs can be formulated. Furthermore, it is crucial to base the design of these programs on established training and development principles and several key principles should be taken into account when designing training programs. These include selecting a delivery system based on training effectiveness, available technology, cost efficiency and outcomes; validating training programs to confirm their effectiveness before full-scale implementation and providing sufficient opportunities for trainees to apply and practice the knowledge and skills they have acquired.

2.1.3.4 Training Implementation

Once the needs and objectives have been identified, a training program is designed and both trainees and trainers are selected, the implementation of the program commences. Even a well-structured training initiative can falter if management fails to persuade participants of its benefits; it is essential for participants to recognize the program's value and its potential to support their personal and professional aspirations Al-Mzary, M. M. M., Al-Rifai, A. M and Al-Momany, M. O. (2021). The responsibility for delivering the training content primarily rests with the trainer, who must make informed decisions regarding the arrangement of the training environment and seating to ensure that trainees are comfortable and able to focus on their learning Wondimu, K. A. (2023). The training and development program should align with the established design. It is crucial to have qualified trainers who possess the skills to effectively engage with diverse individuals and situations for a successful implementation process. This process includes determining the training location, organizing necessary facilities, scheduling the sessions, conducting the program and monitoring the trainers' progress.

Tadesse, B. G. (2018) observed that all activities related to human resource development are designed to enhance an individual's performance in their current role, equip them with new skills for future positions and foster overall growth for both individuals and the organization, enabling the achievement

of current and future organizational objectives. Organizations typically have two primary approaches for training and skill development of their employees. The first is on-the-job training, which occurs while employees perform their regular duties at their usual work locations.

The second is off-the-job training, which involves removing employees from their standard work environments to focus entirely on training. On-the-job training methods may include job rotations, transfers, coaching and mentoring, while off-the-job training can encompass activities such as conferences and role-playing, among others, as detailed further below. Armstrong (2021) contends that on-the-job training may involve instruction or coaching from more experienced colleagues or trainers, either at their workstations or in practical settings. Organizations are driven to adopt various training methods for several reasons, including (1) alignment with the organization's strategy, goals and available resources (2) the specific needs identified at the time and (3) the characteristics of the target group for training, which may range from individual employees to entire departments or teams.

On-the-job training

On-the-job training involves individuals acquiring skills through practical experience in their work environment (Dessler, 2005; Sims, 2006). According to Tennant et al. (2002), this training method allows learners to develop competencies by actively engaging with machinery and materials during their training sessions. Coles (2000) asserts that this approach is particularly effective, as it enables learners to apply their training in real-time situations, thereby reducing the likelihood of forgetting what they have learned upon returning to their regular duties. In contrast, off-the-job training offers opportunities to expand the scope of learning and can serve as a beneficial preliminary step before engaging in on-the-job training.

Van der Klink and Streamer (2002) propose that the popularity of on-the-job training can be attributed to three main factors: the advantageous cost-benefit ratio, the necessity for timely training, and the anticipated positive transfer of skills to the workplace. However, examined the costs and benefits associated with on-the-job training and found that it does not consistently yield favorable outcomes. The existing empirical data do not allow for a definitive conclusion regarding the effectiveness of on-the-job training or the factors influencing its success. Various methods are employed in training employees on the job, one of which is job rotation. This technique involves moving trainees across different departments to enhance their understanding of the organization's operations and to evaluate their capabilities (Dessler, 2005).

Matthews and Ueno (2000) posited that job rotation entails the systematic transfer of executives between various roles and locations, allowing them to gain a comprehensive understanding of the organization's operations. This practice offers numerous advantages, particularly for individuals identified as having the potential for greater responsibilities, as it exposes them to diverse job experiences. Consequently, job rotation plays a crucial role in dismantling departmental silos, fostering the notion that all departments are significant and that the challenges faced by others deserve attention. Additionally, it introduces fresh perspectives into different organizational departments (Matthews and Ueno, 2000).

The lecture method, as described by Noe (2005), involves trainers conveying information through spoken communication to facilitate learning among trainees. Many organizations utilize classroom lectures to disseminate knowledge, which consist of oral presentations focused on specific topics and concepts. The lecture method is advantageous due to its efficiency in delivering information to large audiences, being cost-effective, and requiring less time to present substantial amounts of content in a structured manner. However, it also has its drawbacks, such as the predominantly one-way nature of communication, where information flows from the trainer to the audience, and a tendency to limit participant engagement and feedback, making it challenging to assess learners' comprehension.

Off-the job training methods

Classroom training methods are implemented outside the typical work environment. In this context, a classroom can refer to any designated training area separate from the workplace, such as a company cafeteria or a meeting room (Sims, 2006). Conducting training in a non-work setting offers several benefits compared to on-the-job training. Firstly, a classroom environment allows for the incorporation of various training techniques, including video presentations, discussions and role-playing simulations. Secondly, the training space can be specifically designed or controlled to reduce distractions and foster a learning-friendly atmosphere. According to Smith (2000), this approach cultivates inquisitive learners who possess adaptable thought processes and openness to new concepts, guiding them in developing effective oral and written communication skills while encouraging the acquisition of competencies necessary for the workplace.

E-learning, or electronic learning, refers to an educational format where computer technology serves as the primary medium of instruction. In some cases, this may occur without any physical interaction. E-learning is utilized in a diverse array of contexts. In this framework, training encompasses the act of teaching and instructing through observation or processes aimed at equipping individuals with the skills and knowledge required to achieve immediate business objectives (Berge, 2008). Simulation involves recreating an event or object, with the primary aim of accurately mimicking a real system to allow exploration, experimentation and understanding prior to real-world implementation.

This method provides learners with simulated scenarios to practice and refine essential skills, thereby alleviating the pressure associated with real-life experiences that can induce anxiety and lack of confidence. Simulation becomes essential when on-the-job training is either too costly or poses safety risks (Dessler, 2005). Although role-playing originated in psychotherapy, it has since been widely adopted in various industries.

2.1.3.5 Training Evaluation

Evaluation aims to determine the effectiveness and value of training initiatives through a systematic and well-organized process Jehanzeb, K., & Bashir, N. A. (2020). According to Alba Hussain (2000), it involves assessing the relevance and sufficiency of training objectives, the suitability of the program content, the instructional methods employed to achieve these objectives, the materials utilized and the qualifications of the instructors.

In relation to this definition, Beavers and Rea (2010) assert that training evaluation typically encompasses validation, which focuses on whether the training objectives have been met, while also considering additional factors such as cost-effectiveness. They propose that a productive perspective on evaluation can be framed around four primary purposes: to prove that training has been effective and has achieved its intended results; to control, ensuring that training programs are implemented as planned; to improve, identifying opportunities for adaptation and enhancement of training programs and to learn, supporting and reinforcing individual learning experiences.

2.1.4 Organizational Performance

Organizational performance can be defined as the ability of a company to achieve its objectives and maximize its resources effectively. It is a multidimensional concept that encompasses several aspects: human resources, strategic planning, operations management and corporate culture. It is the set of practices, processes and behaviors that enable an organization to operate effectively. Organizational performance refers to the measure of how effectively an organization meets its goals and objectives. It encompasses various aspects, including financial performance, operational efficiency, employee satisfaction and customer satisfaction. High organizational performance indicates that an organization is successfully executing its strategies and achieving its desired outcomes, while low performance may signal inefficiencies or misalignment with goals. Organizational performance refers to the ability of an organization to achieve its goals and objectives effectively and efficiently. It encompasses various dimensions, including financial performance, operational efficiency and employee satisfaction (Neely, 2005). The importance of measuring organizational performance lies in its ability to provide insights into the effectiveness of strategies and operations, guiding decision-making and resource allocation Goldstein, I. L and Ford, J. K. (2018).

Moreover, Richard et al. (2009) define performance as the ability of an organization to achieve its goal organizational and objectives effectively and efficiently. Organizational performance refers to an organization's ability to meet its goals and objectives and helps measure progress, justify capital allocation, optimize resource usage and more.

Goldstein, I. L and Ford, J. K. (2018) describe organizational performance in terms of a balanced scorecard approach, stating that it provides a framework for translating an organization's strategic objectives into a set of performance measures. Organizational Performance' refers to the overall success of an organization, which is influenced by the performance of individuals within the organization and the systems in place to support them. It involves analyzing and improving performance at the organization, process and individual levels to achieve optimal outcomes. Kebede, B. T. (2020) propose that organizational performance is a multi-dimensional construct that includes both financial and non-financial measures, stating that "performance can be assessed in terms of both the outcomes of the organization and the processes that lead to those outcomes.

2.1.5 Training and Organizational Performance

The expertise and competencies that employees gain through training have become increasingly significant due to the rapid advancements in technology, products and systems. Many organizations allocate resources to training with the expectation that it will enhance performance (Alleger et al., 2001; Kozlowski et al., 2000). Nevertheless, the theoretical basis for the connection between training and organizational performance has been a topic of extensive discussion. Goldstein, I. L and Ford, J. K. (2018) introduced a model that highlights the interconnectedness and consistency of human resource management (HRM) policies and performance outcomes. Their model posits that training, along with other HRM initiatives, is designed to enhance individual performance and which is anticipated to translate into improved organizational performance.

Salas, E., Tannenbaum, S. I., Kraiger, K. and Smith-Jentsch, K. A. (2012) formulated a theoretical framework illustrating how HRM policies can influence human resources and organizational results. The strength of Guest's model lies in its utility as an analytical tool for examining the relationship between HRM policies and organizational performance, as it delineates pathways that facilitate more precise and straightforward empirical testing. He identified commitment as a crucial outcome, linking employee engagement with organizational performance, emphasizing that quality is essential for maintaining high standards in products and services. Consequently, training and development policies are vital components of HRM, contributing to enhanced strategic alignment, employee commitment, adaptability, and quality. The outcomes of effective HRM can lead to elevated job performance, improved problem-solving capabilities, increased cost efficiency, reduced turnover, lower absenteeism and fewer grievances.

Aguinis, H and Kraiger, K. (2022) proposed another theoretical framework that underscores the interconnectedness and coherence of HR practices, organizational strategy, and outcomes at the firm level. They introduced six theoretical models derived from organizational theory, finance and economics, including the resource-based view of the firm, cybernetic systems, and behavioral perspectives. Therefore, human capital is a primary source of sustained competitive advantage to a firm because apart from the four listed criteria it cannot be duplicated or bought in the market by

competitors. Applying the resource-based view to training suggests that training can provide knowledge and skills for employees and in turn, this may lead to high firm performance.

The second category encompasses behavioral perspective models. Employee behavior serves as a crucial mediator between organizational strategy and overall firm performance, as noted by Pfeffer, J and Veiga, J. F. (2019). These models prioritize employee role behaviors rather than their knowledge, skills or abilities, recognizing that employees' attitudes, behaviors and commitments can significantly influence firm performance. Consequently, employee role behavior can be pivotal in establishing a competitive advantage. Human Resource Management (HRM) practices can be strategically employed to enhance role behavior more effectively, particularly through HR training policies.

The third notable theoretical framework utilized in HRM literature is the cybernetic model of HR systems. This model is grounded in general systems theory and incorporates environmental inputs, such as HR knowledge, skills and abilities, as well as throughput (HR behaviors) and output systems, which include productivity, sales, job satisfaction and turnover. When applied to strategic HRM, Nassazi, A. (2018) emphasize two primary responsibilities: competence management, which addresses the individual skills necessary for executing a specific organizational strategy and behavior management, which involves aligning and coordinating the attitudes and behaviors of individuals with organizational strategies and objectives. As a result, training initiatives are designed to enhance employees' knowledge, skills, abilities and behaviors ultimately leading to favorable organizational outcomes.

The management of people at work is one of the primary keys to organizational success. In an organization, employees must receive training to perform their jobs and to grow in their knowledge, skills and abilities. Training provides employees with opportunities to learn new skills. The organization thus develops its internal talent for the future. Training has both current and future implications for the success of organizations. Employers also are aware that the training or retraining of individuals for the jobs of the future may determine the success of many firms around the world. Many types of trainings exist, including job-skill training, supervisory training, management development and employee development to name a few Mejia, et al, (2001).

Accordingly, skills, attitude, knowledge, innovation and creativity are fundamentals of employee training that correlate with the increase performance or otherwise in organizational productivity. When a need arises for an individual employee to attend training, the need would lead to employee development and employee development would lead to increased employee performance Singh and Mohanty, (2012).

2.2 Empirical Literature Review

Numerous empirical investigations have explored the correlation between training interventions and organizational performance, especially within educational contexts. The following studies present significant findings pertinent to this area of research: Jabeen et al. (2023): In their research titled "Impact of Training on Teacher's Performance," Jabeen et al. discovered that well-structured training programs markedly improve teachers' skills and competencies resulting in enhanced classroom performance. The study underscores the importance of educational institutions implementing regular training sessions to promote professional development and institutional advancement Nguyen, P. T and Bryant, S. (2019). This research highlights how effective training enhances organizational competitiveness and productivity by improving employee capabilities. The authors contend that thoughtfully designed training programs diminish the necessity for close supervision and elevate employee morale, a factor that is particularly significant in educational environments where teacher autonomy is vital for cultivating a positive learning atmosphere. These researchers stress the link between training and organizational sustainability, asserting that continuous professional development is essential for adapting to evolving educational demands. Their findings advocate that ongoing training not only enhances individual performance but also fortifies the overall capacity of educational institutions to address external challenges. This research by Abebe, T. A and Asfaw, M. A. (2020). Highlights the significance of structured training methodologies in the attainment of organizational objectives. It indicates that aligning training initiatives with the goals of the organization results in improved employee performance and greater overall effectiveness.

The impact of training on performance can often be subtle, yet it remains measurable. In a qualitative investigation conducted by Barber (2004) among mechanics in Northern India, it was revealed that on-the-job training fostered enhanced innovation and the development of tacit skills. Tacit skills refer to the competencies acquired through informal learning that contribute to

effective job performance. With respect to tacit skills, Barber emphasized that a successful mechanic must possess a certain intuitive understanding. Specifically, the trained mechanics cultivated an instinctive feel for the task of dent removal, which is particularly intricate when dealing with severely crumpled fenders. Due to their informal training, one mechanic developed a keen sense of how to strike the metal precisely at the right location, allowing the work to proceed in a methodical manner (Barber 2004). Additionally, the advantages of training are well-documented in the realm of technical skills. For instance, Davis & Yi (2004) conducted two experiments involving nearly 300 participants and employing behavior modeling training which resulted in significant improvements in computer skills.

Sultana et al. (2012) conducted a study focusing on the training practices within the telecommunication sector in Pakistan, aiming to assess their influence on employee performance. The research highlighted that for an organization to effectively achieve the goals of its training initiatives, the design and execution must be methodical and strategically aligned to improve performance and productivity. It was noted that while some organizations adequately address their training requirements, others take a more systematic approach to identify their training needs and subsequently evaluate the outcomes of the training provided. The findings suggest that when organizations allocate resources towards appropriate employee training, it can significantly enhance both employee performance and their competencies and skills. Furthermore, training is recognized as an essential strategy for adapting to changes driven by technological advancements, market competition and organizational restructuring, playing a crucial role in improving employee performance. Furthermore, training can foster uniformity in performance across varying conditions. For instance, Driskell et al. (2001) executed a study involving 79 trainees from U.S. Navy technical schools who engaged in a computer-based task. These trainees underwent a stress-exposure training session designed to familiarize them with stressors such as noise and time constraints, as well as the potential impact of these stressors on their performance. The findings indicated that the training was advantageous, as the trainees demonstrated effective performance when faced with a new stressor and while undertaking an unfamiliar task. Consequently, stress training contributes to the preservation of performance consistency. Additionally, performance consistency may be enhanced through the improvement of trainees' self-efficacy and self-management abilities. Earned, Reed, and Van Renan (2010) employed a new panel of British industries along with various estimation techniques to explore "The Impact of Training on Productivity," revealing a significant correlation between work-related

training and increased productivity. Specifically, a 1% increase in training correlates with an approximate 0.6% rise in value added per hour.

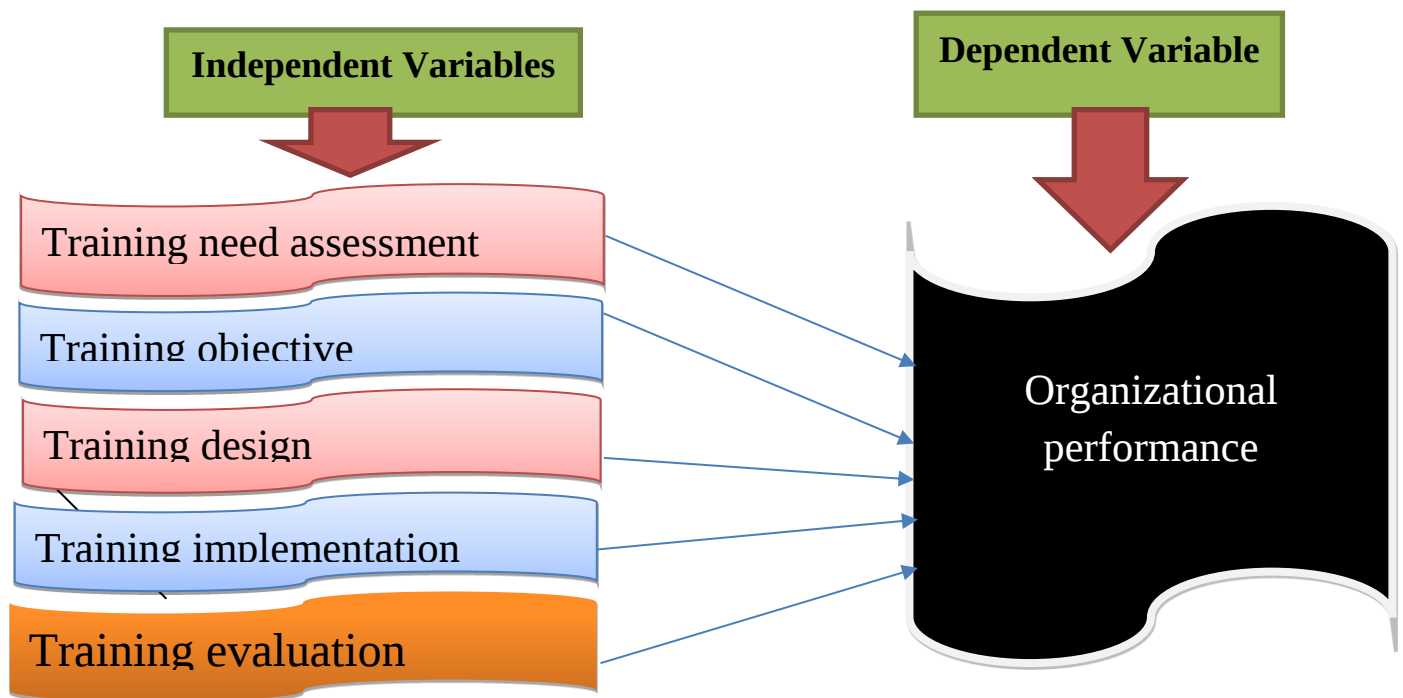
Research conducted by Konings and Vanormelingen (2012) empirically examined the influence of training provided by firms on productivity, utilizing a dataset comprising over 170,000 firms operating in Belgium. Their findings indicated that training enhances the marginal productivity of employees, with an average productivity premium of approximately 23% for trained individuals. Additionally, the work of Abdul Ghafoor, Furqan and Muhammed (2010) corroborated that job training, along with its design and delivery methods, significantly impacts organizational performance, suggesting that training contributes to overall productivity within organizations.

Furthermore, numerous researchers have explored the effects of training and development on both employee and organizational performance, although these studies are not exhaustively covered here. The empirical results consistently demonstrate a positive correlation between training variables and both employee and organizational outcomes. Generally, organizations have specific performance expectations for their employees. Efficiency and effectiveness are critical components of performance; when employees meet established standards and fulfill organizational expectations, they are regarded as high performers. This implies that the effective execution of tasks by employees, which aligns with the quality standards set by the organization, can be classified as exemplary performance. In the context of organizational performance, training is essential for enhancing performance and increasing productivity, ultimately positioning organizations to effectively compete and maintain a leading status. There is a notable distinction between organizations that invest in employee training and those that do not, indicating a positive relationship between training and development and employee performance (Sultan et al., 2012).

2.3. Conceptual Framework

A conceptual framework refers to when a researcher conceptualizes the relationship between variables in study and shows the relationship graphically or schematically, Khan A and Ahmed R. (2025). The conceptual framework is considered significant because it helps the researcher to quickly perceive the established relationship. The conceptual framework for this research uses organizational performances dependent variable, determined by the following independent factors

which include training design, training implementation methods and training programs evaluation. As a result, Figure 2.1 shows the conceptual framework of the study.



Source: adopted from, Khan A and Ahmed R. (2025)

Figure 2.1 Conceptual Framework of the Study

2.4 Research Hypothesis

The broad objectives of this study are to determine the effect of training on organizational performance. In line with the theoretical and empirical literature, the following research hypotheses are suggested.

H1: Training need assessment has positive and significant influence on organizational performance.

H2: Training objective has significant effect on organizational performance.

H3: Training design positive and significant influence on organizational performance.

H4: Training implementation is positively related to organizational performance.

H5: Training evaluation has positive and significant effect on organizational performance.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter outlines the research methodology that was employed to examine the effect of training on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The methodology section provided an in-depth discussion on research design and approach, types and sources of data, sampling techniques, data collection instruments, pre-test mechanisms (including reliability and validity tests), and the tools for data processing and analysis. The chosen methodology was designed to ensure the research's rigor and relevance, and to accurately address the research objectives.

3.1 Research Design

This study employed descriptive and explanatory research designs to thoroughly examine the effect of training on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The descriptive research design enables the researcher to outline and characterize the various training practices within the organizations. This design helps to provide a comprehensive overview of the current training activities and the general levels of organizational performance.

In addition to describing the training effect, the study adopted an explanatory research design to investigate the cause-and-effect relationship between training and organizational performance. Specifically, this design explored how training influence organizational performance. By utilized this explanatory approach, the study went beyond mere description and seeks to explain why and how specific trainings impact organizational performance and satisfaction levels. The use of statistical tools such as correlation and regression analysis enabled the researcher to test hypotheses about the effects of training on organizational performance, thereby providing a deeper understanding of the dynamics at play.

The combination of both descriptive and explanatory designs is crucial to achieving the research objectives. The descriptive aspect provided foundational insights into the training practices at Nativity Girls' Catholic School and Lideta Catholic Cathedral School, while the explanatory aspect was allowed the researcher to draw conclusions about the relationship between training and

organizational performance, uncovering the mechanisms behind these relationships. This mixed design approach ensured a comprehensive investigation that not only depicts the current situation but also explains the underlying factors influencing organizational performance.

3.2 Research Approach

This study employed a quantitative research approach, which is ideal for measuring the relationship between training and organizational performance in a structured and objective manner. Quantitative research involves the collection of numerical data, which allows for statistical analysis to identify patterns, correlations and potential causal relationships between variables. In this context, a structured questionnaire was used as the primary data collection tool. The questionnaire was designed to capture quantifiable data on the independent variable (training) and organizational performance. By gathering responses in a standardized format, the study could easily organize and analyze the data using statistical software, ensuring consistency and reliability in the results.

The quantitative approach aligns with the deductive method, which is based on testing hypotheses derived from existing theories. In this case, the study tested hypotheses related to the relationship between training and organizational performance. The deductive approach allowed the researcher to begin with a theoretical framework and move towards data collection to confirm or refute the pre-established hypotheses.

These analyses provided a clear understanding of the strength and direction of the relationships by using a quantitative approach, the study enabled the application of statistical analyses, including correlation and regression. Between training and organizational performance, it is possible to draw conclusions that are both precise and measurable. The use of a quantitative approach also ensures that the research is objective, reliable, and replicable, making it a suitable choice for a study focused on examining specific variables and their interactions.

3.3. Target Population

A target population as defined by Frederic (2010) is a universal set of the study of all members of real or hypothetical set of people, events or objects to which an investigator wishes to generalize the finding. Zikmund (2003) defines the target population as the particular group relevant to a

particular case. Furthermore, according to Khan A and Ahmed R. (2025) the target population as a complete set of individuals, cases or objects having the same common observable characteristics. The target population for the study was the employees (teachers, supervisors and directors) who are working at Nativity Girls' Catholic School and Lideta Catholic Cathedral School. The numbers of total populations in the study area was 104employees.

3.4 Sampling Techniques and Sample Size

The target population for this study comprised all 104 employees (teachers, supervisors and directors) currently who are working at Nativity Girls' Catholic School and Lideta Catholic Cathedral School. Given the manageable size of this population, the research adopted a census sampling technique, where the entire population is included in the sample. This approach is appropriate for this study as it ensures that every employee's perspective is captured, allowing for a more comprehensive and accurate representation of the population without the risk of sampling bias. By using a census sampling method, the study eliminated the need to select a subset of the population, thus guaranteeing that all possible views and opinions regarding compensation and job satisfaction are taken into account.

The feasibility of using a census sampling technique arises from the relatively small population size. With only 104 employees, it was practical to survey every individual, thereby maximizing the richness and diversity of the data collected. This method provided an advantage in terms of data completeness, as no segment of the employee population is left out, ensuring that the research findings reflect the true sentiments of the entire workforce at Nativity Girls' Catholic School and Lideta Catholic Cathedral School.

Ability of the results within the context of the organization, as all voices were heard, providing a well-rounded and balanced understanding of how training influences organizational performance. By including all employees, the study guaranteed that the results were not be skewed by the characteristics of a particular subset, which could otherwise distort the findings. The comprehensive nature of this approach aligns with the study's goal of generating robust and reliable conclusions that can guide future training policies and practices within the organization.

In summary, the decision to utilized census sampling is driven by the size and accessibility of the population, ensuring that all employees of Nativity Girls' Catholic School and Lideta Catholic

Cathedral School were represented in the research. This approach provided accurate, reliable, and inclusive data on how various forms of training influence organizational performance, offering valuable insights that reflect the perspectives of the entire workforce.

3.5 Source of Data

To explore the effect of training on organizational performance at Nativity Girls' Catholic School and Lideta Catholic Cathedral School, the researcher used primary sources of data. Kombo and Tromp (2006) define Primary data is information gathered directly from respondents. This is through questionnaire, interviews, focused group discussions, observation and experimental studies. The primary data for this study was collected through questionnaires method. The data collection was in quantitative approach.

3.6 Method of Data Collection

The primary method for data collection in this study was a structured questionnaire designed to capture the relationship between training and organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School. The questionnaire focused on both training and organizational performance. The questionnaires were in close-ended. The use of closed-ended questions ensured standardization in responses, enabling the researcher to organize, analyze, and compare data across respondents with ease. This method ensures that the data collected is objective, consistent and ready for statistical analysis, making it well-suited for a quantitative approach (Saunders et al., 2019).

To further ensure the robustness of the data collection tool, the questionnaire was crafted using Abdulla's (2009) validated design, which has been adapted to suit the specific context of Nativity Girls' Catholic School and Lideta Catholic Cathedral School. The closed-ended format minimized variability in responses, enhancing the precision of statistical analysis. Liker scales will be used to measure employees' attitudes towards the companies' training and organizational performance. The use of such scales is common in quantitative research as it allows for the transformation of subjective responses into numerical data that can be analyzed using techniques such as regression analysis, correlation tests, and descriptive statistics (Creswell & Creswell, 2018).

To maximize participation and ensure accessibility, the questionnaire was distributed through multiple channels, including both paper-based and online formats. By offering multiple response formats, the study aims to increase participation rates and avoid biases linked to limited accessibility. This dual distribution method ensures inclusivity, allowing employees to engage with the survey, regardless of their location or job function. This is particularly important for enhancing the representativeness of the sample, thereby improving the generalization of the results (Bryman & Bell, 2015).

The data collected was analyzed using quantitative techniques such as descriptive statistics to summarize the data, and inferential statistics to examine the relationships between different variables. Specifically, correlation and regression analysis were employed to test the strength and direction of the relationship between training and organizational performance. Hypothesis testing was conducted to determine whether significant relationships exist or not (Field, 2018). This structured, statistical approach ensures that the findings are grounded in measurable and empirical data which is key to producing valid results in quantitative research.

The integration of these data collection methods, alongside a rigorous statistical analysis framework, ensures that this study will yield reliable, objective, and actionable insights into the relationship between training and organizational performance at Nativity Girls' Catholic School and Lideta Catholic Cathedral School.

3.7 Method of Data Analysis

The data collected from the structured questionnaires was analyzed using SPSS statistical software to ensure efficient and accurate handling of the data. The analysis began with descriptive statistics, which is fundamental to descriptive research, as it summarizes the general trends in the data, providing insight into the basic features of the variables under study. Descriptive statistics such as mean and standard deviation offered a comprehensive presentation of the levels of both the independent variable (training) and the dependent variable (organizational performance). This provided an initial understanding of the central tendencies and variability within the data, outlining the distribution of responses across various training and organizational performance metrics.

Once the descriptive statistics provided a clear summary of the data, the study proceeded to an explanatory analysis using Pearson correlation analysis. Pearson correlation measures the strength

and direction of the relationship between two continuous variables. The analysis explored the extent to which different training components are associated with varying levels of organizational performance, offering insights into whether training has a positive or negative influence on organizational performance. The Pearson correlation is served as a key step in identifying the direct associations between training and organizational performance.

To further investigate these relationships, the study employed multiple regression analysis. This method is crucial in an explanatory design as it allows for the assessment of the predictive power of several independent variables on the dependent variable. Multiple regressions enables the researcher to determine how different training components collectively predict organizational performance, while identifying which training elements have the most significant impact. This nuanced analysis provided deeper insights into the specific ways training affects organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School. In summary, the analysis involved descriptive statistics to summarize the data, Pearson correlation to identify relationships and multiple regressions to explain the predictive power of training on organizational performance. SPSS software facilitated these analyses, ensuring the data is processed efficiently, leading to reliable and comprehensive findings.

3.8 Validity and Reliability

To ensure the rigor and accuracy of the research, both validity and reliability of the data collection instruments were thoroughly tested. Validity was established through two key measures: content validity and construct validity. Content validity was censured by having subject matter experts review the structured questionnaire. These experts, with their in-depth knowledge of training and organizational performance, were assessed whether the questionnaire comprehensively covers all the relevant aspects of the research variables. Their feedback was used to make necessary adjustments. In addition to content validity and construct validity was tested by comparing the research findings with established theories and existing literature. The result from the pre-test phase was evaluated against theoretical expectations to confirm that the questionnaire accurately measures the constructs of compensation and employee satisfaction.

Reliability of the research instruments were assessed using Cronbach's alpha, a widely recognized statistical measure for determining internal consistency. This method was evaluated how well the

individual items in the questionnaire are related to each other and whether they collectively measure the intended constructs. A pre-test was conducted with a small subset of employees in Nativity Girls' Catholic School and Lideta Catholic Cathedral School. This pre-test was provided initial data to calculate Cronbach's alpha values, allowing the researcher to determine if the items in the questionnaire produced consistent and reliable results. Based on the feedback and results from the pre-test, necessary adjustments were made to improve the clarity and precision of the questions. This step ensured that the final version of the questionnaire was reliable and capable of capturing the data accurately or not.

By applying validity and reliability tests, the study aimed to ensure that the data collection instruments were robust, credible and capable of yielding accurate insights into the relationship between training and organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School.

Table 3.1: Reliability statistics

Variables	Cronbach's Alpha
Training Need Assessment	.890
Training Objective	.930
Training Design	.907
Training Implementation	.941
Training Programs Evaluation	.891
Organizational Performance	.911

(Source: SPSS output survey data, 2025)

3.9 Model of Specification

In this study, multiple linear regression models were used to achieve research objectives. The basic objective of using multiple linear regression models was to make the research more effective in analyzing the effect of training on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School.

Mathematical representation of the model:

$$\bullet Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + e$$

Where:

Y= Organizational performance

β_0 = Constant parameter

X1= Training need assessment

X2= Training objective

X3=Training design

X4=Training implementation methods

X5=Training programs evaluation

$\beta_1 - \beta_5$ = are coefficient of parameters

e=the error term (0.05)

3.10 Ethical Considerations

While the researcher was conducting the study, ethical issues was considered. Before the data collection process all the necessary information about the study like who was conducting the study and for what purpose was the study conducting and other necessary information that respondents like to know was provided to all respondents so that it helped them to decide whether to participate or not in this study. Their participation in the study was voluntary and they had freedom to withdraw from the study at any time without any unfavorable consequences. They also guaranteed for their anonymity and confidentiality of their feedback.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

In this chapter the data collected from respondents were analyzed and interpreted using quantitative analysis which involves analysis of the demographical information of respondents and the descriptive and inferential statistics employed to test the hypothesis and to investigate the influence of independent variables on dependent variable. To analyze the collected data in line with the overall objective of the research undertaking, statistical procedures were carried out using SPSS.

4.1. Response Rate

To determine the number of respondents who filled and submitted back the questionnaires and analysis of the response rate was conducted. Table 4.1: presents that the response rate of the respondents which was 96(92.3 %) of the total sample size and the non-response rate was 8(7.7%) from 100%. The response rate of 92.3% was considered appropriate since according to Khan A. and Ahmed R. (2025) A response rate of 30-50% of the total sample size provides enough data that can be used to generalize the characteristics of a study problem as expressed by the opinions of few respondents in the target population. The study hence considered the 92.3% response suitable for the analysis of the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

Table 4.1: Response Rate

Respondent Category	Frequency	Percentage
Questionnaires Distributed	104	100%
Questionnaires Returned	96	92.3%
Questionnaires Unreturned	8	7.7%

(Source: SPSS output survey data, 2025)

4.2. Personal Information of the Respondents

This descriptive analysis is used to look at the data collected and to describe data captured through the questionnaire. It was used to describe the demographic factors for more clarification. It is mainly important to make some general observations about the data gathered for general or

demographic questions. The demographic factors used in this research were gender, age, educational qualification and work experience of respondents.

Table 4.2: Gender of Respondents

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	62	64.6	64.6	64.6
	Female	34	35.4	35.4	100.0
	Total	96	100.0	100.0	

(Source: SPSS output survey data, 2025)

From the above table it indicates us among the 96 respondents 62 (64.6%) are male and 34(35.4%) are female.

Table 4.3: Respondents' Age

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-30	19	19.8	19.8	19.8
	31-40	34	35.4	35.4	55.2
	41-50	36	37.5	37.5	92.7
	Above 51	7	7.3	7.3	100.0
	Total	96	100.0	100.0	

(Source: SPSS output survey data, 2025)

According to table 4.3, 36(37.5%) of the respondents' were 41-50, 34 (35.4%) of the respondents were 31-40, 19(19.8 %) were 20-30 and the rest 7(7.3%) of them were above 51.

Table 4.4: Educational qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Diploma	4	4.2	4.2	4.2
	1st Degree	70	72.9	72.9	77.1
	Masters	22	22.9	22.9	100.0
	Total	96	100.0	100.0	

(Source: SPSS output survey data, 2025)

Among the 96 respondents 70 (72.9%) respondents were degree holders, 22(22.9%) respondents were masters holders and the rest 4(4.2 %) of the respondents were diploma holders.

Table 4.5: Work Experience

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1-5 Years	15	15.6	15.6	15.6
	5-10 years	58	60.4	60.4	76.0
	Above 10 years	23	24.0	24.0	100.0
	Total	96	100.0	100.0	

(Source: SPSS output survey data, 2025)

According to table 4.5, 58(60.4%) respondents have 5-10years work experience, 23 (24.0%) respondents have above 10 years and 15 (15.6%) respondents have 1-5years work experience.

4.3. Analysis of Collected Data

According to the research methodology used, demographic information and response frequencies were examined using descriptive statistics to address each research question. Correlation and multiple regression analyses were conducted to explore and determine the relationships between the dependent variable organizational performance and the independent variables. The data were processed using SPSS to identify the connection between training practices and organizational performance and to verify that all statistical assumptions were met prior to conducting further analysis and drawing conclusions.

4.3.1 Descriptive Data Analysis

This part explains the result of descriptive statistics calculated on the basis of variables. This study mainly focused on examining the effect of training on an organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia by modeling the relationship between organizational performance and the following independent factors: training need assessment, training objective, training design, training implementation and training evaluation. As stated in chapter three, five point scales were used to measure level of agreement to each variable. The questions were prepared in the form of statements on a 1-5 Likert scale ranging from 1=strongly disagree, 2=disagree, 3=neutral, 4=agree, and 5= strongly agree. The tables under show the descriptive results in terms of mean scores and standard deviations.

Table 4.6: Training Need Assessment

Items	Mean	Std. Deviation
My office conducted human resource and training needs assessment.	1.6354	.48384
The human resource department identifies the training needs of individuals and the office.	1.4063	.49371
Training needs assessment had been identified through analysis of the plan and objectives of the organization	1.5208	.50219
Training needs assessment had been identified through analysis of the task/ job performance deficiency of employees.	1.4583	.50088
The trainee's capability and level of motivation was considered in prioritizing needs.	1.4792	.50219
N=96		

(Source: SPSS output survey data, 2025)

According to table 4.6 item 1, majority of the respondents disagreed with the mean and Std. Deviation of 1.63 and .483 on the statement my office conducted human resource and training needs assessment. This implies that the responsible bodies in the companies didn't conduct human resource and training needs assessment. As table 4.6 item 2, respondents were asked whether the human resource department identifies the training needs of individuals and the office or not. As a result, majority of the respondents disagreed with the mean of 1.40 and Std. Deviation of .493. This indicates us the human resource departments don't identify the training needs of individuals and the office in the companies. As indicates under table 4.6 item3, majority of the research respondents disagreed with the mean and Std. Deviation of 1.52 and .502 on the statement training and development needs assessment had been identified through analysis of the plan and objectives of the organization. This implies that training and development needs assessment hadn't been identified through analysis of the plan and objectives of the organization as it was expressed by the respondents of the study. As per the response result that is indicated according to table 4.6 item

4 respondents were disagreed with mean of 1.45 and Std. Deviation of. 500 on the statement training and development needs assessment had been identified through analysis of the task/ job performance deficiency of employees. Therefore, training and development needs assessment hadn't been identified through analysis of the task/ job performance deficiency of employees by the responsible body of the companies. As table 4.6 item 5, respondents were asked whether the trainee's capability and level of motivation was considered in prioritizing needs or not. As a result, majority of the respondents disagreed with the mean of 1.47 and Std. Deviation of. 502. This indicates us the trainee's capability and level of motivation wasn't considered in prioritizing needs in the companies.

Table 4.7: Training Objective

Items	Mean	Std. Deviation
The training programs provided by the organization align with the company's goal.	3.2917	1.19575
The objectives of the training programs are clearly communicated to all employees	3.2083	1.26422
The training I received has improved my job performance.	3.3229	1.17424
The training objectives are regularly updated to meet the changing needs of the organization.	3.2396	1.24600
The training programs contribute to my professional development and career advancement within the organization.	3.3646	1.18872
N=96		

(Source: SPSS output survey data, 2025)

As per the respondents response on training objective under table 4.7 item1 some of the research respondents agreed with the mean and Std. Deviation of 3.29 and 1.195 on the statement the training programs provided by the organization align with the company's goal. As indicated under table 4.7 item 2 some of the research respondents agreed with mean of 3.20 and Std. Deviation of1.264 on the statement the objectives of the training programs are clearly communicated to all

employees. According to item 3 (The training I received has improved my job performance), some of the study respondents' agreed with the mean of 3.32 and Std. Deviation of 1.174. Based on the response of respondents on item 4, some of the respondents agreed with the mean and Std. Deviation of 3.23 and 1.246 on the statement the training objectives are regularly updated to meet the changing needs of the organization. As indicated in table 4.7 item 5 majority of the research respondents disagreed with mean of 3.36 and Std. Deviation of 1.188 on the statement the training programs contribute to my professional development and career advancement within the organization.

Table 4.8: Training Design

Items	Mean	Std. Deviation
The company prepared training program plans for its employees and managers.	3.3229	1.17424
The training objectives had been set before preparing and implementing the program.	3.1875	1.24234
The objectives of the training programs were clearly and precisely indicated the expected outcomes.	3.3542	1.17857
The main focus of the training program was to introduce new methods, procedures, etc., to employees and officials.	3.3542	1.20507
Training program was developed to improve performance deficiency of employees and officials.	3.3125	1.16359
N=96		

(Source: SPSS output survey data, 2025)

As can be seen in table 4.8, the first statement was the company prepared training program plans for its employees and managers. Some of the respondents agreed with mean of 3.32 and Std. Deviation of 1.174. So the responsible body of company prepared training program plans for its employees and managers. From table 4.8, the second item was the training objectives had been set before preparing and implementing the program. In this item, they agreed with the mean value of 3.18 and Std. Deviation of 1.242. The third item in table 4.8 was my objectives of the training programs were clearly and precisely indicated the expected outcomes. In this item, some of the

study respondents agreed with mean and Std. Deviation of 3.35 and 1.178. From the above table 4.8, respondents were asked whether the main focus of the training program was to introduce new methods, procedures, etc., to employees and officials or not. As a result, majority of them agreed with mean value of 3.35 and Std. Deviation of 1.205. As can be seen in table 4.8, the last statement was training program was developed to improve performance deficiency of employees and officials. Some of the study respondents agreed with mean of 3.31 and Std. Deviation of 1.163.

Table 4.9: Training Implementation

Items	Mean	Std. Deviation
The trainer clearly described what to expect from the presentation.	3.2396	1.27109
The practical activities of the training and training methods were useful.	3.2708	1.17410
The training I took part uses different media (videos, charts, diagrams, games etc...)	1.8021	1.02207
The training program I received did not accommodate different studying styles.	4.3750	.48666
The training session is not flexible and did not include variety of energizers.	4.4062	.49371
N=96		

(Source: SPSS output survey data, 2025)

According to table 4.9 item 1, majority of the respondents disagreed with the mean and Std. Deviation of 3.23 and 1.27 on the statement the trainer clearly described what to expect from the presentation. This implies that the trainer doesn't clearly describe what to expect from the presentation. As table 4.9 item 2, respondents were asked whether the practical activities of the training and training methods were useful or not. As a result, majority of the respondents disagreed with the mean of 3.27 and Std. Deviation of 1.174. This indicates us the practical activities of the training and training methods weren't useful for employees of the companies. As indicates under table 4.9 item 3, majority of the research respondents disagreed with the mean and Std. Deviation of 1.80 and 1.02 on the statement the training I took part uses different media (videos, charts, diagrams, games etc...). This implies that the trainer doesn't use different media (videos, charts, diagrams, games etc...) as it was expressed by the respondents of the study. As per the response result that is indicated

according to table 4.9 item 4 respondents were disagreed with mean of 4.37 and Std. Deviation of .486 on the statement the training program I received did not accommodate different studying styles. Therefore, the companies' training program did not accommodate different studying styles when they delivered the training to employees of the companies. As table 4.9 item 5, respondents were asked whether the training session is flexible and include variety of energizers or not. As a result, majority of the respondents disagreed with the mean of 4.40 and Std. Deviation of .493. This indicates us the companies' training session is not flexible and did not include variety of energizers.

Table 4.10: Training Evaluation

Items	Mean	Std. Deviation
My organization kept records of all training programs.	3.1979	1.20193
My organization evaluated the training program at every steps of the program.	3.1563	1.28414
In my organization training program were evaluated in terms of changes in work behavior.	3.3333	1.15774
In my office training program were evaluated to improve achievement of learning objectives.	3.1667	1.24534
The office had a scheme by which the outcomes or the effect of training program is evaluated.	3.4271	1.14013
N=96		

(Source: SPSS output survey data, 2025)

As per the respondents response on training evaluation under table 4.10 item1 some of the research respondents agreed with the mean and Std. Deviation of 3.19 and 1.201 on the statement my organization kept records of all training evaluation. As indicated under table 4.10 item 2 majority of the research respondents agreed with mean of 3.15 and Std. Deviation of 1.284 on the statement my organization evaluated the training program at every steps of the program. According to item 3 (In my organization training program were evaluated in terms of changes in work behavior), some of the study respondents' agreed with the mean of 3.33 and Std. Deviation of 1.157. Based on the response of respondents on item 4, some of the respondents agreed with the mean and Std.

Deviation of 3.16 and 1.245 on the statement in my office training program were evaluated to improve achievement of learning objectives. As indicated in table 4.10 item 5 some of the research respondents agreed with mean of 3.42 and Std. Deviation of 1.140 on the statement the office had a scheme by which the outcomes or the effect of training program is evaluated.

Table 4.11: Organizational Performance

Item	Mean	Std. Deviation
Employee satisfaction has increased.	1.6458	.48077
Employee turnover has decreased.	1.3542	.48077
The number of services/products has increased.	1.4792	.50219
Customer complaints have reduced.	1.4167	.49559
Profit has increased.	1.4271	.49725
The number of employees' involvement has increased.	1.6458	.48077
Achieving the desired quality of service and product.	1.3542	.48077
Firm's overall market share has increased.	1.4792	.50219
N=96		

(Source: SPSS output survey data, 2025)

As per the respondents response on organizational performance in table 4.11 item1 the research respondents disagreed with the mean and Std. Deviation of 1.64 and .480 on the statement employee satisfaction has increased. The respondents' feedback shows us the employee satisfaction hasn't increased in the companies. As indicated under table 4.11 item 2 majority of the research respondents disagreed with mean of 1.35 and Std. Deviation of .480 on the statement employee turnover has decreased. So this implies us the employees' (teachers') turnover has increased. As per the respondents response on organizational performance under table 4.11 item3 the research respondents disagreed with the mean and Std. Deviation of 1.47 and .502 on the statement the number of services/products has increased. According to item 4 (customer complaints have reduced) the respondents' disagreed with the mean of 1.41 and Std. Deviation of .495. As the majority of them disagreed about this issue, the result indicates that the responsible bodies of the companies haven't reduced customers' complaints. Based on the response of respondents on item 5, majority of the respondents disagreed with the mean and Std. Deviation of

1.42 and .497 on the statement profit has increased. Therefore, the companies can't increase their profit. As can be seen in table 4.11, item 6 was the number of employees' involvement has increased. The majority of the respondents disagreed with mean of 1.64 and Std. Deviation of .480. The result shows us the number of employees' involvement has decreased. According to item 7 (Achieving the desired quality of service and product), some of the study respondents' disagreed with the mean of 1.35 and Std. Deviation of .480. Therefore, the companies haven't achieved the desired quality of their services. Based on the response of respondents on the last item, majority of the respondents disagreed with the mean and Std. Deviation of 1.47 and .502 on the statement firm's overall market share has increased..

4.3.2 Correlation Analysis

Table 4.12: Correlation Analysis of the Effect of Training on Organizational Performance

Pearson Correlation	Organizational Performance	Training Need Assessment	Training Objective	Training Design	Training Implementation	Training Evaluation
Organizational Performance	1					
Training Need Assessment	.838**	1				
Training Objective	.707**	.725**	1			
Training Design	.759**	.856**	.461**	1		
Training Implementation	.396**	.574**	.309**	.724**	1	
Training Evaluation	.856**	.978**	.690**	.864**	.557**	1
N	96	96	96	96	96	96
**. Correlation is significant at the 0.01 level (2-tailed).						

(Source: SPSS output survey data, 2025)

Since all variables are interval, the relationship between the independent variables i.e. training need assessment, training objective, training design, training implementation and training

evaluation and the dependent variable i.e. organizational performance was investigated using Pearson product –moment correlation coefficient.

The results of correlation analysis in the table 4.12 show that all the independent variables were positively and significantly correlated with the dependent variable. The highest correlation is signified by training evaluation ($r = 0.856$), in the second place we found training need assessment which is ($r = 0.838$); third, training design ($r = 0.691$); fourth, training objective ($r = 0.707$); and training implementation($r = 0.396$) has least correlation with organizational performance compared to other variables.

4.3. 3. Diagnostic Tests

4.3.3.1. Normality Test

Normality can be checked by drawing histogram and pp-pilot, if the distribution of error terms under histogram is approximately normal, and the distribution of points in pp-plot lays around the straight line normality is attained otherwise it is violated. The histogram is a traditional way of displaying the shape of a group of data. It is constructed from a frequency distribution, where choices on the number of bins and bin width have been made. These choices can drastically affect the shape of the histogram. The ideal shape to look for in the case of normality is a bell-shaped distribution.

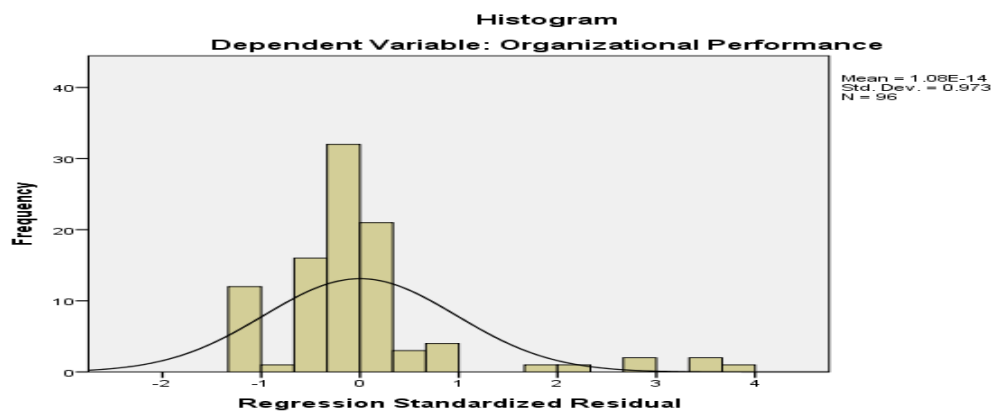


Figure 4.1: Normality assumption by using histogram
(Source: SPSS output survey data, 2025)

From the above figure 4.1, shows that the data was almost normal and indicates that the data satisfy the normality assumption for the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

4.3.3.2. Linearity Test

Linearity can be checked by drawing the scatter plot of response variable versus fitted value. To attain linearity the pattern of the plot must be approximately linear.

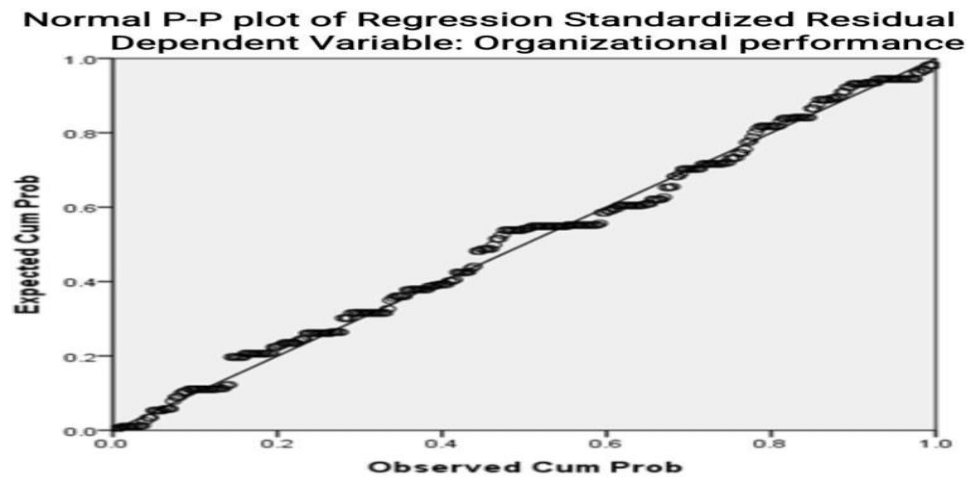


Figure 4.2: Normal Probability plot

(Source: SPSS output survey data, 2025)

Observe on the p-p plot all observations are lies approximately through the line which shows the data were satisfied the linearity assumption. And indicates that the linear relationship between the residuals and the outcome variable for organizational performance.

4.3.3.3. Multicollinearity Test

Table 4.13.Multicollinearity Test

Variables	VIF	1/VIF
Training Need Assessment	.035	1.874
Training Objective	.378	1.234
Training Design	.141	1.413
Training Implementation	.446	1.107
Training Programs Evaluation	.039	1.823

(Source: SPSS output survey data, 2025)

In this assessment, first VIF is applied to detect Multicollinearity in the model. It is noted none of the VIF is greater than 10, those variables are highly related to the other repressor's. But in all cases as shown in table 4.13, it is found that none of the variance inflation factor is greater than 10. Hence there is no problem of co linearity between independent variables

4.3.3.4. Heteroskedasticity Test

Plots of residuals against time can be used to examine whether the variance of the error term is Constant or not. As shown in figure 4.3, we can say the residuals are homoscedastic.

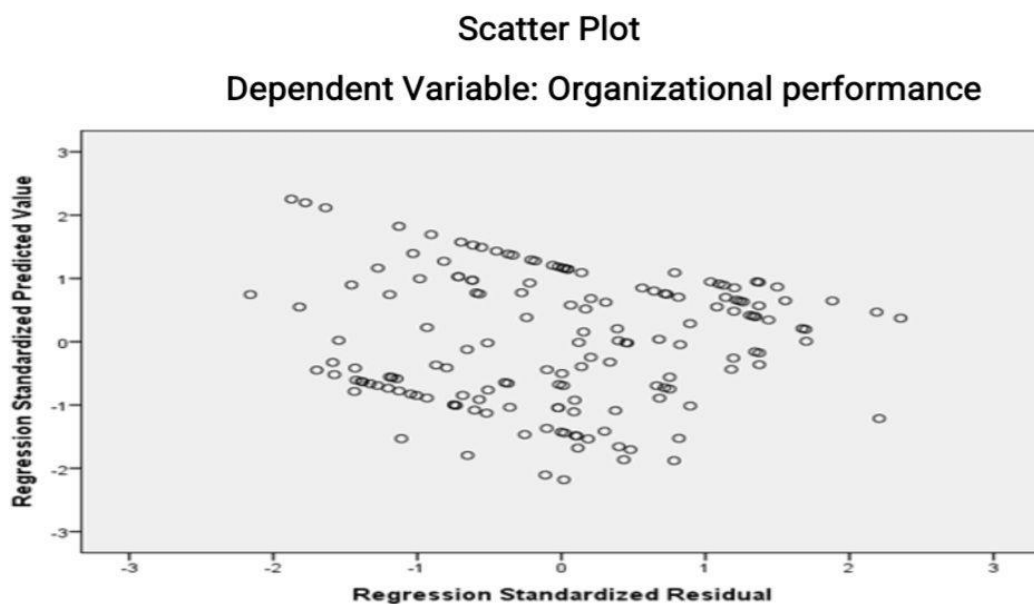


Figure 4.3: Heteroskedasticity test

4.3.4. Regression Analysis

Regression is a technique that can be used to investigate the effect of one or more predictor variables on an outcome variable that is, it allows us to make statements about how well one or more independent variables will predict the value of dependent variable. Multiple regression analysis was employed to explore the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia by modeling the relationship between organizational performance and the following independent

factors: training need assessment, training objective, training design, training implementation and training evaluation.

Mathematical representation of the model:

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \beta_5 x_5 + e$$

Where,

Y= Organizational performance

β_0 = Constant parameter

X1= Training need assessment

X2= Training objective

X3=Training design

X4=Training implementation methods

X5=Training programs evaluation

$\beta_1 - \beta_5$ = are coefficient of parameters

e= the error term

Table 4.14: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.896 ^a	.803	.792	.15220

(Source: SPSS output survey data, 2025)

- Predictors: (Constant), Training Programs Evaluation, Training Implementation , Training Objective, Training Design , Training Need Assessment
- Dependent Variable: Organizational Performance

As it is clearly seen from the above table it is clearly seen that R square result is 0.803 which means 80.3% of variables which directly and indirectly affect the dependent variable in the schools is evaluated in this research paper which means the researcher has explored the variables which have significant and great impact on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. R is called correlation coefficient. The meaning of correlation coefficient in statistics, it measures the strength and

direction of linear relationship between variables on scatter plot. The value is always in between +1 and -1. The interpretation is as follows

- Exactly -1. A perfect downhill (negative) linear relationship
- -0.70. A strong downhill (negative) linear relationship
- -0.50 .A moderate downhill (negative) linear relationship
- -0.30. A weak downhill (negative) linear relationship
- 0. No linear relationship
- +0.30. A weak uphill (positive) linear relationship
- +0.50. A moderate uphill (positive) linear relationship
- +0.70. A strong uphill (positive) linear relationship
- Exactly +1. A perfect uphill (positive) linear relationship

Hence in the case the variables have a strong uphill (positive) linear relationship.

Table 4.15: ANOVA model

ANOVA ^a					
Model	Sum of Squares	DF	Mean Square	F	Sig.
1 Regression	8.475	5	1.695	73.172	.000 ^b
Residual	2.085	90	.023		
Total	10.560	95			

a. Dependent Variable: Organizational Performance

b. Predictors: (Constant), Training Programs Evaluation, Training Implementation , Training Objective, Training Design and Training Need Assessment

(Source: SPSS output survey data, 2025)

Analysis of variance (ANOVA) is a parts of regression analysis showing the overall model. The significance level in the above table reveals that the regression model is highly significant to fit the data. The cumulative impact of the set of independent variables on organizational performance is highly significant at (F=73.172) (P<0.001) and it can be said that there is a relationship between

organizational performance and the predictors (training programs evaluation, training implementation, training objective, training design, training need assessment).

Table 4.16: Beta Coefficient

Coefficients						
		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	Constant)	.928	.120		7.742	.000
	Training Need Assessment	-.226	.161	-.348	-1.401	.165
	Training Objective	.294	.063	.353	4.635	.000
	Training Design	.346	.084	.513	4.113	.000
	Training Implementation	-.344	.099	-.245	-3.490	.001
	Training Programs Evaluation	.417	.154	.646	2.70 9	.008

a. Dependent Variable: Organizational performance.

b. Predictors: (Constant), Training Programs Evaluation, Training Implementation, Training Objective, Training Design and Training Need Assessment.

(Source: SPSS output survey data, 2025)

The above table shows the regression standardized coefficients for the independent variable. The variables, training need assessment, training objective, training design, training implementation and training programs evaluation (independent variables) in organizational performance (dependent variable) was explained by standardized beta coefficient. The variables training objective, training design, training implementation and training programs evaluation had significantly influence organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia; however, training need assessment hadn't significantly influence on organizational performance. From all variables, training programs evaluation had .417 beta values. The result revealed that training programs evaluation would lead

to 41.7%. Table 4.16 also shows the regression unstandardized Coefficients. It is the coefficients of the estimated regression model.

Model

$$Y = .928 + (-.226) x_1 + 0.294x_2 + 0.346x_3 + (-.344) x_4 + 0.417x_5 + 0.05$$

Where,

Y= Organizational performance

β_0 = Constant parameter

X1= Training need assessment

X2= Training objective

X3=Training design

X4=Training implementation methods

X5=Training programs evaluation

B1 – B5 = are coefficient of parameter

4.3.5. Hypothesis testing

The study examined the five hypotheses formulated regarding the relationship between the independent variables (training need assessment, training objective, training design, training implementation and training programs evaluation) and the dependent variable which is organizational performance. Regression analysis was used to quantify the degree of association between the dependent and the independent variables and to determine whether the hypotheses are supported or not. Therefore, the following analysis verifies the hypotheses of the research and the strength and direction of the relationship between the independent variables and the dependent one.

H₁: Training need assessment doesn't have significant influence on organizational performance.

As it is founded in the previous regression result, training need assessment correlated negatively and insignificantly to the independent variable which is organizational performance. According to table 4.16, the beta value for the independent variable training need assessment = -.226 which

clearly shows this variable doesn't have significant influence on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

H₂: Training objective has significant influence on organizational performance.

As it is founded in the previous regression result, training objective correlated positively and significantly to the independent variable which is organizational performance. According to table 4.16, the beta value for the independent variable training objective = .294 which clearly shows this variable has positive effect on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

H₃: Training design has significant influence on organizational performance.

As it is founded in the previous regression result, training design correlated positively and significantly to the independent variable which is organizational performance. According to table 4.16, the beta value for the independent variable training objective = .346 which clearly shows this variable has positive effect on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

H₄: Training implementation methods has significant influence on organizational performance.

As it is founded in the previous regression result, training implementation methods correlated negatively and significantly to the independent variable which is organizational performance. According to table 4.16, the beta value for the independent variable training implementation methods = -.344 which clearly shows this variable has positive effect on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

H₅: Training programs evaluation has significant influence on organizational performance.

As it is founded in the previous regression result, training objective correlated positively and significantly to the independent variable which is organizational performance. According to table 4.16, the beta value for the independent variable training programs evaluation = .417 which clearly shows this variable has positive effect on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

Table 4.17: Summary of Hypothesis Testing

No	Hypothesis	Tool	Result
1	Training need assessment doesn't have significant influence on organizational performance.	Regression	Rejected
2	Training objective has significant influence on organizational performance.	Regression	Accepted
3	Training design has significant influence on organizational performance.	Regression	Accepted
4	Training implementation methods has significant influence on organizational performance.	Regression	Accepted
5	Training programs evaluation has significant influence on organizational performance.	Regression	Accepted

(Source: SPSS output survey data, 2025)

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary of Findings

- ❖ The general objective of the study was examining the effect of training on organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. To achieve the research objective and questions, the researcher distributed 104 questionnaires to the employees (teachers, supervisors and directors) of the school. The response rate of the respondents which was 96(92.3 %) of the total sample size and the non-response rate was 8(7.7%) from 100% due to different reason. In this study gender, respondents' age, work experience and educational qualification in the school were taken as a demographic representative for respondents.
- ❖ The majority of the respondents 64.6% were male and female respondents covered the remaining 35.4 %. When we come to respondents age, 36(37.5%) of the respondents' were 41-50, 34 (35.4%) of the respondents were 31-40, 19(19.8 %) were 20-30 and the rest 7(7.3%) of them were above 51. The data also indicates the educational status of participants, among the 96 respondents 70 (72.9%) respondents were degree holders, 22(22.9%) respondents were masters holders and the rest 4(4.2 %) of the respondents were diploma holders. Respondents work experience in the companies was also studied on the research and the majority percent of respondents has a work experience of 5-10 years and it cover 60.4% and the next higher percent's stated that a work experience of above 10 years is 24.0 %. This implies that the firms are dominated by the respondents who have been working 5-10 years.
- ❖ Regarding the reliability of the questionnaire as it can be seen from table 3.1. The Cronbach's coefficient alpha results for all variables' items are found reliable. According to Zikmund, Babin and Griffin (2010) scales with coefficient alpha between 0.8 and 0.95 are very good quality. The entire Cronbach's coefficient alpha result is .927 and it is possible to conclude the items were reliable and acceptable.

- ❖ The data collected from primary sources was analyzed. The collected raw data was categorized, edited, organized and analyzed using quantitative methods with SPSS version. The data was presented in tables and figures. In this study, the independent variables were training need assessment, training objective, training design, training implementation and training evaluation and the dependent variable was organizational performance. From the descriptive results of the findings training objective, training design, training implementation and training evaluation have significant effect on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia according to the mean and Std. deviation of the respondents' response.
- ❖ Training need assessment doesn't have significant relation with organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The result of Pearson correlation coefficient between organizational performance and training need assessment was found to be .838at (=0.000) respectively.
- ❖ Training objective has significant relation with organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The result of Pearson correlation coefficient between organizational performance and training need assessment was found to be .707at (=0.000) respectively.
- ❖ Training design has significant relation with organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The result of Pearson correlation coefficient between organizational performance and training need assessment was found to be .759at (=0.000) respectively.
- ❖ Training implementation has significant relation with organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The result of Pearson correlation coefficient between organizational performance and training need assessment was found to be .396at (=0.000) respectively.

- ❖ Training evaluation has significant relation with organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The result of Pearson correlation coefficient between organizational performance and training need assessment was found to be .856 at ($=0.000$) respectively.
- ❖ The R square result is .803 which means 80.3 % of variables which have effect on organizational performance is assessed and evaluated in this research paper which means the researcher has assessed more than 50% of the variables which have significant and great impact on the dependent variable.

5.2. Conclusion

The general objective of the study was examining the effect of training on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. The study has been successful in accomplishing the research objectives.

The five training independent variables studied explain 80.3% of the organization performance as represented by the R^2 . This therefore means that other factors not studied in this research contribute 19.7% of the organization performance. This implies that these variables are very significant therefore need to be considered in any effort to boost organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia.

- The study identified training variables as critical determinants of organizational performance. The study had shown that there is no significant relationship between training need assessment and organizational performance; this is presented that training need assessment doesn't have effect in the organizations.
- To investigate the relationship between training objective and organizational performance, the study had shown that there is significant relationship between training objective and organizational performance in the study organizations.
- To determine the relationship between training design and organizational performance, the study had shown that there is significant relationship between training design and organizational performance in the study organizations.

- To investigate the relationship between training implementation and organizational performance, the study had shown that there is significant relationship between training implementation and organizational performance in the study organizations.
- To determine the relation between training program evaluation and organizational performance, the study had shown that there is a positive relationship between training program evaluation and organizational performance. Among all variables, training program evaluation had a major influence on organizational performance. This is because it was found that human resource development departments has well organized system of keeping records of training programs delivered and majority of the respondents also confirmed that there were systematic practices of evaluating the effectiveness of training programs conducted in the organizations.
- Generally, this study had indicated the importance of human resource development practices specifically training objective, training design, training implementation and training evaluation influencing organizational performance. The research also demonstrated that training practice have been shown to be the important elements related to organizational performance

5.3. Recommendation

The persistent challenge for organizations across various sectors is to consistently achieve and sustain high levels of performance. A critical factor influencing this performance is the effectiveness of employee training. Despite the recognized importance of training as a key element in human resource management, many organizations struggle to fully realize its potential benefits. This is often due to a lack of understanding of how training impacts organizational performance.

In general, lack of well-planned and established training practice policy, such as inadequate needs assessment, inappropriate training objectives, using outdated training methods, lack of good trainers, lack of close supervision and follow up and evaluation at each stage of the training process, lack of consideration about the link between human resource function and training, lack of strategic alignment between training to its business strategy are some of the major problems that most organization including Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia are facing. Therefore, according to the research findings, the researcher has produced the following recommendations.

- Employees should be given the opportunity to contribute to the planning and development of the organization's training. This can make it easier for the company to comprehend what the employees need and want in terms of training, which is a major factor in how well individuals perform and, eventually, how well the company performs.
- Employee feedback on training should be gathered both before and after training in order to improve evaluation, which is one of the strongest and most beneficial training characteristics in businesses. The company will be able to enhance its present and upcoming training initiatives as a result.
- Trainers should be aware of their delivery style since it is a reliable indicator of how well employees will perform. In order to achieve this, the trainers must comprehend the meaning of the learning principle, employ various learning styles to attract the interest of various learner types, and have sufficient and essential training resources.
- Lastly, as training has been shown to be a good indicator of organizational performance, CEOs and managers of companies should work to improve the quality and quantity of their training programs in order to improve the performance of both their employees and their organizations.
- This research focused only on the effect of training on an organizational performance in the case of Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia and it didn't include other schools or companies in Addis Ababa to conduct on the effect of training on an organizational performance. In this regard the researcher suggested future researchers to conduct a study on this area including other schools or companies and recommended any policy that help organizations performance.
- In this study the researcher conducted the study on training need assessment, training objective, training design, training implementation and training evaluation variables and suggested for future researchers to identify other variables which have effect on organizational performance in an organization.

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APPENDIX
ST. MARY'S UNIVERSITY
SCHOOL OF GRADUATE STUDIES
MASTER OF BUSINESS ADMINISTRATION (MBA)
LETTER TO RESPONDENTS

Cell Phone: 0910-698814

Addis Ababa, Ethiopia

April, 2025

Dear Respondents,

Re: Request for your participation in my thesis

I am a student currently pursuing a course in Master of Business Administration at Saint Mary's University. In partial fulfillment of the requirements of the award of the degree, I am conducting a research to explore the effect of training on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. Participation is voluntary and if you will, please spare a few minutes of your time to fill in the blanks of the attached list of questions to the best of your knowledge. Kindly complete all sections of the questionnaire to enable me complete the study. Please note that the information you provide will be treated as confidential, and will only be used for the purpose of this research.

The findings of this study will help Nativity Girls' Catholic School and Lideta Catholic Cathedral School management to boost organizational performance. The findings will also provide feedback to senior managers to enable them facilitate further research, or adopt the findings into their operations.

Your participation in this study is highly appreciated.

Sincerely,

Haymanot Girma Debela

Appendix I

General Instruction

- No need of writing your name.
- Please put (√) this sign in the provided space.

Part 1: General Information /Demographic Information

1. Gender

A. Male ()

B. Female ()

2. Age

A. 20-30 ()

C. 41-50 ()

B. 31-40 ()

D. Above 51 ()

3. Educational background

A. Certificate ()

C. 1st Degree ()

B. Diploma ()

D. Masters ()

E. PHD ()

4. Work experience

A. Less than 1 year ()

C. 5-10 years ()

B. 1-5 Years ()

D. Above 10years ()

Part II: Issues Related to Different Factors and the Dependent Variable

The following questions are prepared to get your views regarding the effect of training on organizational performance in Nativity Girls' Catholic School and Lideta Catholic Cathedral School, Addis Ababa, Ethiopia. For each questions below, Please put (√) this sign in the options that fits to your opinion based on the given scale in the provided space.

Table 1: Issues Related to Training Need Assessment

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	My office conducted human resource and training needs assessment.					
2	The human resource department identifies the training needs of individuals and the office.					
3	Training needs assessment had been identified through analysis of the plan and objectives of the organization					
4	Training needs assessment had been identified through analysis of the task/ job performance deficiency of employees.					

5	The trainee's capability and level of motivation was considered in prioritizing needs.					
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Table 2: Issues Related to Training Objective

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	The training programs provided by the organization align with the company's goal.					
2	The objectives of the training programs are clearly communicated to all employees					
3	The training I received has improved my job performance.					
4	The training objectives are regularly updated to meet the changing needs of the organization.					
5	The training programs contribute to my professional career advancement within the organization.					

Table 3: Issues Related to Training Design

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The company prepared training program plans for its employees and managers.					
2	The training objectives had been set before preparing and implementing the program.					
3	The objectives of the training programs were clearly and precisely indicated the expected outcomes.					
4	The main focus of the training program was to introduce new methods, procedures, etc., to employees and officials.					
5	Training program was developed to improve performance deficiency of employees and officials.					

Table 4: Issues Related to Training Implementation

No.	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The trainer clearly described what to expect from the presentation.					
2	The practical activities of the training and training methods were useful.					
3	The training I took part uses different media (videos, charts, diagrams, games etc...)					
4	The training program I received did not accommodate different studying styles.					
5	The training session is not flexible and did not include variety of energizers.					

Table 5: Issues Related to Training Evaluation

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	My organization kept records of all training evaluation.					
2	My organization evaluated the training evaluation at every steps of the evaluation.					
3	In my organization training were evaluated in terms of changes in work behavior.					
4	In my office training were evaluated to improve achievement of learning objectives.					
5	The office had a scheme by which the outcomes or the effect of training is evaluated.					

Table 6: Issues Related to Organizational Objectives.

No.	Items	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Employee satisfaction has increased.					
2	Employee turnover has decreased.					
3	The number of services/products has increased.					
4	Customer complaints have reduced.					
5	Profit has increased.					
6	The number of employees' involvement has increased.					
7	Achieving the desired quality of service and product.					
8	Firm's overall market share has increased.					