



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

**THE EFFECT OF TRAINING ON NEW EMPLOYEES  
JOB PERFORMANCE: THE CASE OF MINISTRY OF  
TRADE AND REGIONAL INTEGRATION**

**BY**

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ID NO: SGS / 0152 / 2013A**

**JULY, 2022**

**ADDIS ABABA, ETHIOPIA**

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**A THESIS SUBMITTED TO ST.MARY'S UNIVERSITY COLLEGE,SCHOOL OF GRADUATE  
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## Declaration

I declare that this thesis is my original work, prepared under the guidance of my research advisor Dr. Abraraw Chane. All sources of materials used for the thesis have been duly acknowledged. I further confirm that the thesis has not been submitted either in part or in full to any other higher learning institution for the purpose of earning and degree.

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St.Mary's University College,Addis Ababa

JULY, 2022

ENDORSEMENT

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

Advisor \_\_\_\_\_ Signature: \_\_\_\_\_

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# ABBREVATIONS

ANOVA: Analysis of Variance

MOTRI: Ministry of Trade and Regional Integration

SD: Standard Deviation

SPSS: Statistical Package for Social Sciences

## ABSTRACT

*Training is one of the main functions of the human resource management department. Training is the process of imparting a specific skill to perform a specific job. The primary goal of training programs is to encourage the achievement of the organizations overall goals. A through orientation training is not available in most organization. When employees start anew job they are expose to a variety of new words and practices it can be tough to process all of the information at first. The research was undertaken generally to analyse the effect of training on new employees performance. An explanatory research design with census method is applied in this study. Employees with less than two years of experience was used in the study, with a total of 76 employees. The primary information was collected through questionnaire then the data was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20 software..As this paper finds the research outcome there are positive and negative outcomes The findings of the research generally reveal that training has a great deal of impact on employee performance.*

**Keyword : Training, Employees performance**

# CHAPTER ONE

## INTRODUCTION

This chapter consists of background of the study, statement of the problem, research questions, and objectives of the study, scope and limitation of the study, significance and organization of the study.

### 1.1 Background of The Study

Human resource management (HRM) encompasses all aspects of how people are hired, managed, and developed in businesses. Human resource management (HRM) began in the 1980s as a theory on how people should be handled. Personnel management was supplanted by this term. 'Human resources include people's knowledge, skills, networks, and energy, as well as their physical and emotional health, intellectual talents, personalities, and motivations,' according to Boxall (2013). The HR architecture of systems and organizations, the HR function, and, most significantly, line managers all contribute to HRM (Armstrong, 2021).

Organizational human resources was better utilized, employee and organizational goals was better aligned, labor and total workforce costs was better managed, and significant gains in productivity and profitability was realized. Employees can be hired at the best moment, at the best price, and in accordance with future organizational needs if a strategy is put in place. Idle or under-supplied labor can be avoided, while labor surpluses can be put to work developing new markets or products. These characteristics can be improved by identifying and resolving challenges brought on by an aging workforce as well as talent or skills shortfalls. Employee training and development, as well as employee morale, can be used to meet future skill requirements (Alan et al, 2020).

Training is the process of mastering a set of pre-programmed actions. There is some education in every training, and there is some training in all education. Training and education are also inextricably linked to development. Knowledge is applied through training. It aims to improve an employee's present job performance or prepare them for a future employment. Training is a cornerstone of good management since it improves staff effectiveness and productivity. It's an important aspect of the overall management strategy.

In its broadest definition, training refers to what is equated with learning in this context. In the meantime, we know that learning entails far more than formal training, seminars, or courses. Learning can also take place within the scope of formal and scheduled programs. Instead, quick knowledge and skill acquisition is informal, ongoing, demand-driven, social, and mobile (Armin, 2020).

Training is the process of imparting a specific skill to perform a specific job. The primary goal of training is to improve employee competencies so that businesses can maximize the efficiency and effectiveness of their human resources. Organizations could profit from training by gaining their employees'"hearts and minds," causing them to identify with the company, expend greater effort on its behalf, and stay with it (Armstrong, 2021).

As previously said, training may be described as a technique implemented by an organization to encourage skill or knowledge development among its employees. The fundamental goal of such programs is to aid in the achievement of the organization's overall goals. At the same time, effective training, learning, or development programs must be able to demonstrate that they help employees achieve their personal objectives (Alan et al, 2020).

Many new employees will arrive at work with a set of required competencies, skills, and characteristics. Others, on the other hand, may require intensive training and development before they are ready to contribute meaningfully to the organization.

Furthermore, many employees will require training, learning, or development at some point in the future in order to maintain an effective level of job performance, particularly as jobs vary or change over time. While this can be done informally, it is usually more effective to use a well-organized, formal orientation training or a complete on-the-job development program (Alan et al, 2020).

It takes time and work to develop a good new employee orientation program, but it is well worth the investment. According to studies, a well-planned, thorough orientation program benefits both the employer and the employees. 'New employees who attended a three-hour orientation training exhibited a higher level of commitment than those who skipped the class (Grabmeier, 2000).

First and foremost, new employee training should be viewed as a process rather than a one-time event. To aid their transition into and adaptation to their new environment, employees should obtain knowledge on a need-to-know basis so as not to overwhelm them (Lawson ,2006).

The Ministry of Trade was re-established in August 1995 under proclamation No 4/1995 issued to provide for the definition of powers and duties of the executive organs of the Federal Democratic Republic of Ethiopia (FDRE).With a proclamation No 619/2003 issued to revise the reorganization of the executive organs of the Federal Democratic Republic of Ethiopia Proclamation No 256/2001, the Ministry was reorganized once again.

This study examine the effect of training practice on new employee's job performance in Ministry of Trade and Regional Integration.

## **1.2 Statement of the Problem**

A thorough orientation training is not available in every organization. Whether or not employees have the opportunity to sit in a training session and learn how the company



works, employees was exposed to a number of novel phrases and procedures when they start a new job. Processing all of the information in the beginning can be difficult.

Employees are an organization's most precious resource, but the way most companies 'welcome' new employees gives the idea that they are not. Orientation is frequently treated as an afterthought in organizations. Others spend thousands of dollars and a significant amount of time and effort on sleek PowerPoint presentations, many guest speakers, and extensive employee handbooks, all of which leave new employees disoriented, nervous, and overwhelmed.

To begin with, the normal new employee orientation training is tiresome. It is presenter-centered and lecture-driven, like many other traditional orientation trainings, with little or no potential for participant engagement. Too many data, figures, and faces are crammed into a few hours with this technique. When the new employee eventually arrives on the job, it's clear that no one is prepared for his or her presence (Lawson, 2006).

Because the orientation program is the employee's first introduction to the company, it should be a positive and memorable experience. This program must be a top priority since it sets the tone. A well-thought-out and delivered program aids the employee's transition, makes him or her feel good about the company, and instills energy and enthusiasm. The emphasis should be on assisting the new employee in integrating into the organization and establishing relationships.

A vital managerial skill is creating an effective new hire training program. Organizations must have a clear vision of their future before establishing a new hire training program. Organizations must specify precisely what each new hire needs to know. Creating new employee protocols aids in outlining the what, why, when, and how of properly educating new hires. Make the duties and processes as concrete as possible by identifying the jobs or procedures that employees must understand and breaking them down into steps. Choose the ideal candidate to complete the training: Every employee

cannot be trained in every ability, unfortunately. Allocate supplies and time as resources. It's crucial to train new employees. The success of the new employee training program depends on how well the tools and time are provided.

From the researchers' judgment, ministry of trade and regional Integration is not exercising any training and orientation programs to enhance employees work performance. It is the researcher's interest to assess the orientation trainings. Therefore, in this study the researcher identified the Training methods used for New Employees in Ministry of trade and Regional Integration..

## **1.3 Research Questions**

The research questions of the study are presented below:

1. What is the effect of orientation training on the performance of new employees?
2. What is the effect of on-the-job training on new employee's performance?
3. What is the effect of off the job training on new employee's performance?

## **1.4 Objective of the Study**

### **1.4.1 General Objective**

The major objective of the study was to analyze The effect of training in new employees job performance the case of ministry of trade and regional integration.

### **1.4.2 Specific Objectives**

The specific objectives of the study are:

1. To examine the effect ofOrientation trainingon new employees performance.

2. To analyze the effect of On the job training on new employees performance.
3. To examine the effect of Off the job training on new employees performance.

## **1.5 Significance of the Study**

The finding of this study helps to remind the organizations human resource to have corrective action. It also gives the researcher a practical understanding of trainings. This study also be useful to other students as a study guide. This study is beneficial to identify which training method is good for employees performance. It can also be beneficial for team leaders to understand which types of training methods impacts on employees for a better performance. Additionally, the research lays a ground for further studies on similar topics.

## **1.6 Scope of the study**

The research concentrate on the effects of new employees training. Employees of Ministry of Trade and Regional Integration was examined in this study. The study's conceptual scope was restricted to ideas related to new employee performance and training. There are numerous training methods available at the same time. However, only three types of training methods—orientation, on-the-job training, and off-the-job training—were utilized for the purposes of this study. The study is restricted geographically to Addis Abeba's three branches. The locations of the branches are at Nifas Silk Lafto.

## **1.7 Limitations of the Study**

This study was limited to employees working in three branches located in Nifas silk lafto, Addis Ababa. As a result, the findings of this study paper do not represent the entire Ministry of Trade and Regional Integration's employees. Because of the limited time and resources, only standardized questionnaire were used to get responses.

## **1.8 Definition of Terms**

Training: Training refers to actions that are conducted out with the primary goal of allowing people of an organization to acquire and apply the information, skills, abilities, and attitudes required for a specific job (Adefope, 2017).

Employee Performance: It is defined as the result or contribution of employees on the job that helps the company achieve its objectives. The achievement of certain tasks against predetermined standards of correctness, completeness, cost, and speed is referred to as performance. Employee performance can also be characterized as employees employing their talents, abilities, and competencies to effectively and efficiently complete the task assigned to them by their subordinate (Adefope, 2017).

## **1.9 Organization of the Study**

The first chapter presents an overview of the study .It consists of background of the study, statement of the problem, objective of the study ,research question, definition of terms ,significance of the study ,scope of the study and organization of the study. Chapter two presents literature review, concepts, definitions and conceptual framework. Chapter three provides an in depth discussion of the research methodology used to investigate the research problem. The design for the sample selection and size, research instruments used, and the statistical techniques used to analyze the data is highlighted. Chapter four focuses anticipated results from the research study. Chapter five deals with summary, conclusion, limitation and recommendation. Conclusions are drawn based on the predicted results and the possible practical implications of the research findings.

# CHAPTER TWO

## REVIEW OF RELATED LITERATURES

In order to answer the research questions several steps were taken. One of these steps is reviewing relevant concepts and theories about the topic.

### 2.1 Theoretical Review

#### 2.1.1 Employee Training

Training and development is essential for all organizations to achieve their objectives. Many researchers have been done in this area for understanding the importance of training and development. Many studies have been conducted in order to comprehend the significance of training and development. The most dominating apprehension for organizations, according to (Abbas Q. and Yaqoob 2009), is without a doubt performance. The study discovered that training and development had a favorable correlation with employee performance and effectiveness that was statistically significant.

Many studies have been undertaken on this topic. Employees regard HRM activities as a gift, and training is one of them (Mahbuba, 2013). Training and development, according to (Iftikhar and Sirajud 2009), is a vital activity for improving employee performance. The organization will not be able to accomplish its strategic goals, mission, or effectiveness without training. Miller and Osinski (2002); (Rajasekar and Khan 2013), on the other hand, focused and examined that employee training and development is an important aspect of human resource management, with the identification of organizational needs, technique, and process from many industrial viewpoints.

Training is the process of learning that is an essential aspect of human resource development. According to Abbas Z. (2014), training is an important component for an

employee's development in order for the company to grow because some employees lack knowledge, skills, and competencies and fail to complete tasks on time. Furthermore, training is a learning activity aimed at acquiring specific knowledge and abilities for the purpose of a given vocation or work. The job or task is the emphasis of training, such as the requirement for efficiency and safety in the operation of specific machines or equipment, or the necessity for a successful sales force, to name a few examples (Cole, 2002).

Orientation trainings, according to Nunvi (2006), are aimed at sustaining and increasing present job performance, whereas development aims to build skills for future positions. If training is to be fully understood, Armstrong (2021) noted that it should be developed and practiced inside the company through appreciating learning of theories and techniques. Training is a planned, systematic activity that results in increased levels of ability, knowledge, and competency that are required to execute work effectively. Development, on the other hand, is a comprehensive, multi-faceted collection of activities (including training) intended at raising someone or an organization to a higher level of performance, sometimes in preparation for a new career or role in the future (McNamara 2008) While Singh and Mohanty (2012) stated in their study that training is a crucial tool for improving worker performance and, as a result, increasing an organization's value, organizations must strike a balance between training value and training expenditure. Furthermore, according to Chris (2011), employee training is necessary for an organization to improve employee performance, and the orientation training should be evaluated in accordance with the organization's objectives and missions.

### **2.1.2 Scope of orientation trainings**

The basic goal of training at the start of a job is to bring the knowledge, skills, and abilities (often referred to as KSAs) required for effective performance up to a suitable level. Training and learning give opportunities for an individual to acquire new

information, skills, and competences as they progress on the job. As a result, the individual may be more productive on the job and qualify for higher-level positions.

A well-planned program will set the tone for all subsequent training. Most basic questions a new employee might have should be answered during a thorough orientation. When this occurs, effort can be concentrated on teaching job-related skills.

New employees are forced to learn on their own without a well-planned orientation session. This can be inconvenient and time-consuming. Frequently, an employee was missing important information or was given erroneous or misleading information. A lot of time was wasted re-inventing the wheel if an orientation program is missing or poorly organized.

When given precise guidance, a defined assignment, and specific information, a new employee is more likely to get up to speed quickly and be more responsive to training when it comes time. Orientation should give a new employee all of the knowledge he or she needs to know about their function in the company. This is best achieved in a one-on-one encounter, but it can also be done in a group setting (M.Cadwell 1988).

Changes in the workplace, such as organizational reorganization, new workplace agreements, and technology innovation, have had a substantial impact on the training and learning requirements. They recognize that many jobs was modified or expanded, necessitating new skills and knowledge other jobs will demand a narrower set of talents and become highly specialized and many jobs was completely displaced by newly generated employment. The requirement to establish a capacity for continual change, particularly knowledge management, was a crucial component of all such projects, as much of it was influenced by external influences (Alan et al 2020).

### **2.1.3 Benefits of Training**

The benefit of training can be summarized as follows: Employee morale is improved, and training assists employees in gaining job security and happiness. The more

satisfied and motivated an employee is, the more he will contribute to the organization's success and the lower employee absenteeism and turnover was. Less supervision is required since a well-trained individual is familiar with the task and requires less monitoring. As a result, less time and effort was wasted. If people lack the knowledge and abilities required to perform a specific task, there was fewer accidents and errors. The less likely an employee is to have an accident on the job, and the more proficient the individual gets, the better. Employees gain skills and efficiency during training, increasing their chances of promotion. They grow more qualified for advancement. They become a valuable asset to the company. Employees' efficiency and production improve as a result of training. Employees that have been properly trained perform in both quantity and quality. When personnel are effectively trained, there is less wastage of time, money, and resources. Watta and Daniel (2014).

Khan et al (2011) go on to say that training plays a significant role in achieving an organizational goal by combining the interests of the company and the workforce. Employees and the organization both benefit from training. Employees with more on-the-job experience perform better because their skills and competencies grow as a result of their work experience.

The main purposes and goals of a new employee orientation training are

- to provide employees with information that helps them integrate smoothly and quickly into the organization
- to introduce employees to the organization as a whole – its structure, philosophy, purpose, values and so forth
- to help new employees identify the importance of their roles within the organization and how what they do affects others
- to introduce employees to their department's goals and their roles in helping



meet those goals to promote communication between the employee and management to communicate expectations regarding policies, procedures and performance

- to make new employees feel welcome and to assure them that they made the right decision in joining the team to get employees excited about being a part of the organization and motivated to do the best job possible (M.Cadwell 1988).

## **2.1.4 Types of Training**

### **1, Induction Training**

This is a type of training that is given to a new employee when he or she first starts working for the company. This training is given to them in order to increase their trust in the organization and to inform them of the numerous procedures, rules, and regulations. They are introduced to their work surroundings as well as their coworkers in order to foster a sense of belonging and loyalty. An economic organization must provide the required conditions for a new employee to have a positive first impression of the organization and the work environment (Gabriel 2014).

### **2, Job Training**

This is delivered in a variety of ways to help workers become proficient in managing a variety of machines, equipment, and materials so that their operations are smooth and error-free, and workplace mishaps are avoided. Employers regularly use to educate their employees. Ahmad and Mustabsar (2016).

### **3, Crafts Training**

Craftsmanship training is the process of properly learning a given craft and becoming a proficient artisan. Training varies in scope and severity depending on the craft. Apprenticeship training is the most common method for this type of education.

#### 4, Promotional Training

Existing talented employees may be provided enough training to enable them to advance to higher positions within the company. The goal of this type of training is to prepare individuals for greater job responsibilities. Promotion is a result of a strong job match or a result of human capital investment. According to the human capital model, workers often receive job-specific training, making them more valuable to the firm offering the training (Michael R. 2014)

#### 5, Refresher Training

It is created for the company's long-serving personnel. Its goal is to familiarize the present staff with the most up-to-date techniques of executing their jobs and to increase their efficiency.

### **2.1.5 Training Techniques**

In most cases, training is delivered in one of two ways: On-the-job training, and off-the-job training. On-the-job training methods, are those that are provided to employees while they are working in a company. It's a low-cost and easy-to-use training method. Such a training strategy can effectively train both inexperienced and semi-experienced staff. Employees are given hands-on training in a real-world setting. "Learning by doing" is the motto of such instruction. Job rotation, coaching, and interim promotions are examples of on-the-job training approaches. Off-the-job training methods, refers to training that takes place outside of the workplace. It is commonly used while hiring new personnel. Workshops, seminars, and conferences are examples of off-the-job training approaches. Such an approach is expensive and successful only if a big number of employees must be trained in a short period of time (James and Daniel 2014).

Beardwell & Holden (2013) point out that strategic use of training methods can be a very cost-effective investment when done correctly. They also argue that if the training methods are not adjusted appropriately, trainees may not gain from the activity. On-the-

job training and off-the-job training are the two types of orientation trainings. On-the-job training – this is probably the most common approach to training, and it can range from the selectively unsophisticated approach, which involves verbal instructions or demonstrations of how to use tools and other equipment, to the more sophisticated approach, which involves written instructions or demonstrations of how to use tools and other equipment.

### 1, On-the-job training Methods

These strategies instruct new or inexperienced employees to learn by watching peers or superiors execute the job and attempting to emulate their actions.

1, Coaching: is a one-on-one orientation training. It aids in recognizing weak areas immediately and attempting to focus on them. It also has the advantage of allowing you to apply what you've learned in the classroom to real-world situations. The most serious issue is that it reinforces current habits and styles. In India, this is the only way that most scooter mechanics are educated.

2, Mentoring: The development of attitude is the goal of this instruction. It's for people who work in management positions. A senior insider is always the one to mentor. It also involves one-on-one engagement, similar to coaching.

3, Job rotation: Is the process of putting people through a sequence of related occupations in order to train them. Rotation not only familiarizes a person with a variety of tasks, but it also relieves monotony and allows for the development of relationships with a variety of people. Rotation must be done in a sensible manner.

4, Job Instructional Technique (JIT): Is a technique for teaching employees how to do their jobs. It is a step-by-step on-the-job training method in which a suitable trainer provides an overview of the job, its purpose, and the desired results, demonstrates the task or skill to the trainee, allows the trainee to show the demonstration on his or her own, and provides feedback and assistance. Through a sequence of 'frames,' the

trainees are presented with the learning content in written form or by learning machines.

5. Apprenticeship: Apprenticeship is a method of educating a new generation of skilled workers. This form of instruction is popular in trades, crafts, and technical disciplines where achieving skill over a long period of time is necessary. For long periods of time, the trainees work as apprentices to specialists. They must work in close proximity to and under the direct supervision of their superiors.

6. Understudy: In this technique, a superior trains a subordinate as an assistant to a manager. By participating in the day-to-day problems, the subordinate learns via experience and observation. The main goal is to get the subordinate ready to take on full responsibility and obligations (Kanu 2015).

## 2, Off-the-job Training Methods

Off-the-job training methods take place outside of the workplace, with study materials provided, a focus on learning rather than performance, and the flexibility to express oneself. Methods that are important include:

1. Lectures and Conferences: The traditional and direct method of instruction is lectures and conferences. Each training course begins with a lecture and a conference. It's a large-audience speech presentation. The lectures, on the other hand, must be motivational and engaging for the trainees. The speaker should be well-versed on the subject. Lectures and seminars are the most popular training techniques in colleges and universities.

2. Vestibule Training: Vestibule Training refers to on-the-job training that provides immediate access to new information (learning). Workers are trained in a prototype setting on specific jobs in a specific portion of the plant during vestibule training. An attempt is made to simulate working conditions that are similar to those found in a workshop. Workers may be placed in similar jobs in the actual workshop after being trained in such conditions.

3. Simulation Exercises: A simulation is a man-made environment that is identical to a real-life situation. Management games, case studies, role playing, and in-basket training are the four fundamental simulation techniques utilized for delivering training.

A, Management Games: Well-designed games can help to instill thinking habits, analytical, logical, and reasoning abilities, the value of teamwork, time management, the ability to make judgments without all of the facts, as well as communication and leadership skills.

B, Case Study: Case studies are in-depth examples that provide context for a problem while also highlighting the main point.

C, Role Playing: Each trainee assumes the role of a person who is touched by an issue and researches the issues' effects on human life and/or the consequences of human actions on the world around us from that person's perspective.

D, In-basket training: In-basket training, also known as in-tray training, is a collection of business materials that may contain e-mail SMSs, reports, memoranda, and other documents. The trainer is now asked to prioritize the decisions that must be made right now vs those that can wait.

4. Sensitivity Training: Laboratory or T-group training is another name for sensitivity training. This program aims to improve people's understanding of themselves and others through the development of social sensitivity and behavioral flexibility.

5. Transactional Analysis: It gives students a practical and realistic method for analyzing and understanding other people's behavior. There is a motivation provided by one person and a reaction to that motivation provided by another person in every social encounter (Kanu 2015).

## Employee Performance

Employee performance is an assessment of how successfully or poorly an employee

performs their assigned work obligations and meets deadlines or requirements on a timely basis. Employee Performance is the cornerstone to any company's success. Each employee must contribute to the company's vision and objectives. There is no one-size-fits-all approach to employee performance; it all comes down to how companies manage, up skill, and inspire their workers.

Employee performance, according to Deadrick and Gardner (2007), is defined as the record of outcomes achieved for each job function during a certain time period. When regarded in this light, performance may be thought of as a distribution of realized outcomes, and it can be quantified using a number of metrics that define an employee's performance pattern across time. Employee performance, on the other hand, is defined by Saeed et al (2013) as the art of completing tasks within established parameters. Furthermore, various aspects must be considered in order for an employee to work well. Managerial attitude, company culture, personal difficulties, job content, and monetary benefits are some of the aspects to consider. Furthermore, all of these characteristics have a favorable impact on employee performance, with the exception of personal issues that impede employee success.

### **2.1.6 Effects of Training**

Training should give an opportunity for new employees to acquire critical knowledge about the company, and it should be delivered using adult learning concepts and active training techniques. To begin, start the formal orientation session with an icebreaker/mixer meant to create a relaxed atmosphere and get people interacting and mingling fast. Please don't rely on the tried-and-true method of going around the room and asking everyone to perform a self-introduction. It's tedious, predictable, and inconvenient. Besides, no one pays attention after the first five or six people.

A new employee orientation trainingmer should be handled no differently than any other effective training design. It should include specific learning objectives, need-to-know rather than nice-to-know content, active training methods that focus on the participant

and reflect adult learning principles, and ways to measure training effectiveness (Lawson 2006).

Improved capabilities, knowledge, and skills of the talented personnel proved to be a substantial source of competitive advantage in a global market, according to Imran & Elnaga (2013). Effective orientation trainings are required to develop the desired knowledge, skills, and abilities of employees in order for them to perform well on the job. These programs may also affect employee motivation and commitment. Organizations must provide training to their employees in order to prepare them to do their jobs to their full capacity.

Training is a need in the workplace, according to (Elnaga and Imran 2013). Employees don't have a strong grasp on their obligations or duties if they don't have it. Training is critical in developing the competencies of new and existing employees so that they can do their jobs effectively. It also helps employees overcome inadequacies in any job-related area by preparing them to hold future positions in a company with full capabilities. Training is viewed as an investment by a company that not only generates a high return on investment but also helps the company gain a competitive advantage. Effective training is thought to be a major aspect in improving performance since it can raise employee and company competency levels. It helps to bridge the gap between what is required and what is actually happening, i.e. the gap between intended and actual employee performance.

Employers require their employees to learn new skills for a variety of reasons, according to Katcher and Snyder (2003:90). Improvements in capital. Organizations spend millions of rands modernizing their plants and equipment but very little on human capital development. Employees are a valuable asset to a company, but employers are more concerned with meeting deadlines and increasing profits than with developing employees' talents, which could hinder their effectiveness. Even if the company is still productive, the focus should be on the employees' dedication, commitment, and loyalty.

Up-to-date equipment will not be used optimally if personnel do not receive ongoing training.

Improvements in morale Employees who develop their job abilities on a regular basis was come more productive. Employee skill development is important not only at work, but also in the outside world. It contributes to each employee's complete personal growth as well as the nation's socioeconomic development; hence, although happy employees are productive, more productive employees are happier.

Adaptability to change is one of the most important qualities to have. The more highly skilled the personnel, the easier it was for the entire company to adjust to changes in demand for its products and services in the domestic and worldwide markets. Employees are sometimes hesitant to adapt to change due to the uncertainty involved.

## 2.2 Empirical Review

Biruk in his findings of Impact of Training on Employee Performance: In Case of Ethiopian Police University College (June 2019) he found that There is a training and development department. And the department have its own training policy. However, the orientation training is haphazard and unsystematic because it is prepared at random. Ethiopian Police University College does not have a method for evaluating training. The orientation training is based on the training and development department's conceptual ideas as well as the management of the institution. Furthermore, there is no performance evaluation measurement technique because trainees are chosen based on their seniority or year of service/status. The researcher needed to look into the impact of training on employee performance. It was observed that respondents were disagreed with the Ethiopian Police University College training and development program is planned and systematic. Even though they have a training strategy, Ethiopian Police University College lacks a training evaluation technique. The University College also



does not evaluate the performance of its employees after they have completed their training. Employees unanimously agreed that training and development have a significant beneficial impact on their performance. In his study the result showed that, training is significantly correlated with employee performance. And the dependent variable (employee performance) and the independent variable (training) relationship are significantly correlated in their correlation. Based on his findings, the researcher recommended that the Institutions training and policy and program shall be planned, systematic, and need based and not run as a ritual. The training department should be work together with every employee's immediate superior to identify the training needs. The employees should be participative and engage in the development and designing of the Institutions training and development program. This will increase their commitment and loyalty towards their Institution.

Benedicta (2010), in his study the impact of training on employee performance a case study of HFC BANK he found that HFC Bank offers orientation trainings for its employees. It has an internal orientation training that has been in place since the bank's establishment. In-house training is required for all staff, regardless of their qualifications, age, or rank. The improvement in returns per unit spent in spending, as well as a consistent growth in income and profit, show that training is effective in improving individual and organizational performance. The orientation training is well-structured, well-planned, and well-executed, and it has resulted in improved skills, efficiency, and performance, as well as the acquisition of new skills and information. He also recommended that although HFC's existing in-house orientation training is successful, the company could explore allowing employees to continue their education in order to increase their qualifications. It is critical for Ghana's corporate sector to recognize that training has an impact not just on employee performance but also on a company's overall performance. There should be a willingness to invest in staff training with the awareness that it will pay off in the long run.

Kum F.D (2014), explored how training and development affected workers' performance.

South Africa was the location of the study. Quantitative approach was utilized. The study's findings showed that businesses with a focus on human resource management see training as a chance to boost long-term productivity. Any firm that invests in training and development will undoubtedly see a return on that investment by investing in its employees. Employees should be viewed as human capital because they are essentially an organization's assets. The greater the investment in them, the higher the performance behavior that can provide the firm a competitive edge can be expected from them.

Girma (2018), in his study effects of training in enhancing employee performance the case of Ethio Telecom head office According to the research, there is a relationship between the independent and dependent variables. While there is no association between training style and conflict reduction, there is a substantial correlation between training type and staff motivation, customer satisfaction, and error reduction metrics. Customer happiness, motivation, and mistake reduction are strongly correlated with training evaluation, however dispute resolution is not as strongly correlated. Strongly correlated with customer satisfaction, somewhat correlated with staff motivation, and negatively correlated with mistake reduction is the independent variable training policy and process. The drivers of the independent variables support the employees' improved overall performance.

Nkemakolam (2020) Effects of Training on employee performance study on airtel networks limited The results of this study indicate that training affects how well employees perform in terms of their occupations. This finding is generally in line with some of the widely read literature that was also consulted for this study. Employees were asked questions via a questionnaire about topics such as employee selection for training, training participation, training design, training delivery style, and the effect of the training on employee productivity in order to gather in-depth understanding of this topic. According to the findings, performance is improved when personnel are chosen for training using a methodical methodology free of discrimination. This suggests that

employees who require training have access to it, improving the effectiveness of their ability to do necessary duties.

## 2.3 Conceptual Framework

This study is designed to determine the effect of training on employees performance by using three dimensions. The conceptual framework of the study is presented below.

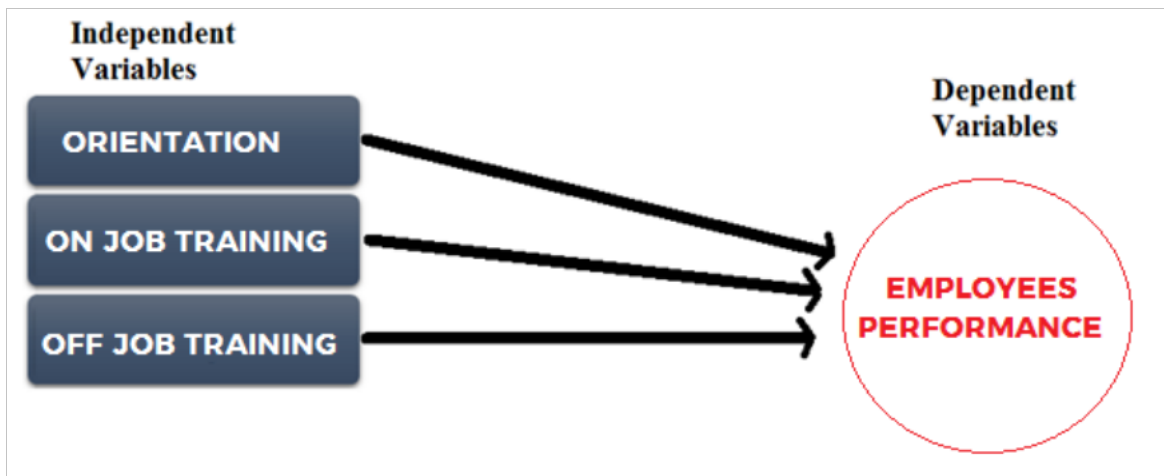


Figure 1: Conceptual Framework of the Study

Source: Developed by the researcher, 2022

# CHAPTER THREE

## RESEARCH METHODOLOGY

### 3.1 Research Design

The structured procedure of conducting research is referred to as research methodology. Many different techniques are used in different forms of research, although the phrase is commonly used to refer to research design, data collection, and data analysis. The different procedures, systems, algorithms, and other research methods are referred to as research methods. The word "research methods" refers to all of the procedures utilized by a researcher throughout a research investigation. (Sam, 2012)

The main objective of this research was to examine the effect of training on new employees performance. Therefore this study applied a causal or explanatory research design as it attempts to unlock the cause and effect relationship between training and job performance. Explanatory research is the investigation of relationships.

According to Creswell (2012) an explanatory research design is a correlation design in which the researcher is interested in the extent to which two variables or more co-vary, that is, where changes in one variable are reflected in changes in the other. Since this study attempts to assess the effect of Independent variables on Dependent variable employing explanatory research design is appropriate.

### 3.2. Research Approach

The study overall goal was to look at the effect of training on new employees performance, and in order to do so, the study applied quantitative methods. Detailed

information regarding training approaches was acquired from team leaders and employees. When conducting quantitative research, the researcher use numbers as a foundation for generalizing the results of the questionnaires.

Quantitative research is based on determining the quantity or amount of something. It can be used to describe phenomena that have a numerical value (Sam, 2012).

### **3.3 Data collection Method**

A questionnaire based on a review of relevant literature relevant to the study's topic was developed and administered in order to collect firsthand data. Based on this research, questionnaires were developed as a data collection tool. The use of closed-ended questionnaires ensures the collection of quantitative data. Closed-ended questions were used to collect quantitative data from the regarding their perception of the effect on employee performance. The respondents were instructed during the administration of the questions by the researcher to mark the most suitable answer. Respondents are also required to answer intelligently and expeditiously as possible.

### **3.4 Sampling Design**

Sampling refers to the process by which a researcher selects a sample. The selection of a subset of the total number of units of interest with the goal of drawing broad conclusions about the entire body of units is known as sampling (parasuruman, 2004).

The research was restricted to three branches in Addis Ababa. Employees with less than two years of experience are used in the study, with a total of 76 employees. Because the study population is small, the research was conducted utilizing census method to obtain information from all employees because the population size is manageable and the information is relevant and acceptable for the research goal.

### **3.5 Source of Data**

The main source was the primary data source for this study. Employee surveys were used to collect primary data. The researcher used primary sources throughout the study. The primary data, which is directly related to the purpose of the questionnaire, was used to test the effect.

### **3.6 Data analysis and presentation**

In order to be able to make inferences from the model developed, data analysis is important. It was necessary to employ statistical techniques to analyze the information as this study was quantitative in nature. Computer program such as SPSS was used to analyze the quantitative data. SPSS is powerful program, able to deal with large datasets, and relatively easy to use (Mooi and Sarstedt 2011). Correlation analysis was used to determine the nature of relationship between the independent and dependent variable. Further, multiple regression analysis was also applied to further explain the significance effect of the dependent and independent variables.

Data analysis show researchers go from a mass of data to meaningful insights. There are many different data analysis methods, depending on the type of research refers to the process of examining or interpreting what has been collected. The primary information was collected through questionnaire then the data was analyzed with the help of Statistical Package for Social Sciences (SPSS) version 20 software. The data gathered from respondents were summarized using a descriptive statistic method through tables, frequency counts and percentages. In order to determine the overall trends of the data set, a mean score and standard deviations were also used to offer a condensed data. In addition, correlation and regression analyses were used to examine the relationship of the variables.

## 3.7 Reliability and Validity Analysis

### Reliability Analysis

Reliability refers to the degree of the results consistency under the same conditions. It should remain the same if research has to be repeated. To sustain a high level of reliability for primary data, after compiling questionnaires filled by respondents, those answers were transferred to excel sheets. Afterward the results were double checked, in order to avoid any mistakes.

The researcher used 16 items to measure four variables for this investigation and discovered that the items are trustworthy. To assess the consistency of the study instrument, a reliability test was undertaken. The reliability of the measuring items is evaluated using Cronbach's alpha. In general, reliability coefficients more than or equal to 0.60 should be regarded as sufficient for questionnaire development.

**Table 3.1 Reliability Statistics**

Cronbach's Alpha	No. Of items
.710	16

### Validity analysis

The degree to which a test truly measures what it is supposed to measure is referred to as validity, also known as construct validity. It specifies how effective a test is in a given situation (Bhattacharjee, 2012). When a test lacks validity, it fails to measure the content and competencies that it should. According to Kothari (2004), content validity is the extent to which a measuring instrument covers the topic under study adequately.

The content validity of the instrument is good if it contains a representative sample of the universe. Its decision is primarily based on judgment and intuition. It can also be determined by a panel of people who will judge how well the measuring instrument meets the standards, but there is a numerical way to express it. In addition, discussions with fellow researchers and feedback from the pilot survey were used to ensure that the questions were appropriate.

### 3.8 Ethical Considerations

It is imperative that ethical issues are considered during the formulation of the evaluation and data collection plan. Considerations include:

**Confidentiality:** confidentiality means that any identifying information is not made available to or accessed by anyone.

**Anonymity:** Anonymity is a stricter form of privacy than confidentiality, as the identity of the participant will remain unknown.

This study considered some ethical issues while conducting the research. The participants in this research had the right to choose whether or not to participate. They were also informed of all aspects of a research task. Were also given the right to privacy about the information they provided. The participants name was never mentioned in any of the data presentation and it will remain confidential.



# CHAPTER FOUR

## DATA PRESENTATION AND ANALYSIS

### 4.1 Introduction

This section presents the data collected through the structured questionnaire, summarized and analyzed in order to achieve the study's ultimate goal. Based on the primary data collected, the chapter included data presentation and analysis of the sample population. The questionnaire was analyzed using descriptive statistics, correlation, and regression to present the demographic profile of respondents, statistical analysis, and relationship with variables. SPSS data analysis software was used to analyze the data. There were 76 questionnaires distributed in total. 68 of the 76 questionnaires were returned, accounting for roughly 90% of the total distributed.

### 4.2 Demographic Profile

#### 4.2.1 Age Group Demographic of Respondents

Regarding age distributions, respondents in the age range between 30-39 amounted to 31 (45.6%) of the total respondents that is the highest share, followed by the age group of 20 - 29 years of age with 29 respondents (42.6%). Respondents above 40 years of age were 8 (11.8%), it is the least respondents percentage of the total sample. The age descriptive frequency is presented in the table below.

This implies most of the responders are below the age of 40, it constitutes about 88% of the total respondents. Hence, the research outcome can be concluded as young employees result.

Table 4.1: Age Group Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20 - 29	31	42.6	42.6	42.6
	30 - 39	29	45.6	45.6	88.2
	Above 40	8	11.8	11.8	100
	Total	68	100.0	100.0	

Source: SPSS Output, 2022

#### 4.2.2 Gender Distribution of Respondents

The table below shows the proportions regarding gender distribution. It shows that male respondents constituted the largest share of the gender composition representing 41 (60.6%) while 27 (39.4%) were female, as shown on Table 4.2.

This shows the largest number of respondents were male with 60.6%, while female respondents constituted 39.4% of the total respondents.

Table 4.2: Gender Distribution

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	41	60.6	60.6	60.6
	Female	27	39.4	39.4	100.0
	Total	68	100.0	100.0	

Source: SPSS Output, 2022

### 4.2.3 Educational Level

Regarding the educational level of respondents, respondents with Degree educational level were 36 out of the total 68 respondents (52.9%). 29 respondents composing 42.6% of the total have diploma, while only 3 (4.4%) respondents had masters and above educational level.

This implies that most of the sample respondents are employees having below degree of educational level comprising 72.3%. The summarized general description of the data of educational level is shown below on, table 4.3.

Table 4.3: Educational Level

Educational Level		Frequency	Percent	Valid Percent	Cumulative Percent
	Diploma	29	42.6	42.6	42.6
	Degree	36	52.9	52.9	95.6
	Master and Above	3	4.4	4.4	100.0
	Total	68	100.0	100.0	

Source: SPSS Output, 2022

### 4.3 Analysis of Independent Variables

The following results are focused on displaying the descriptive statistics of the independent variables to investigate the effect of training on new employee's performance as well, to the queries in the questionnaire. The independent variable training is to be measured by orientation training and training delivery method. Hence,

this section of the chapter will present the respondents response regarding items used to measure orientation training and training delivery method.

### 4.3.1 Orientation Training

Table 4.4 presents the questionnaire requests regarding orientation training. As the mean of the result shows (Mean = 2.98), the majority are in level to neutral for the questions asked for the orientation training developed by MOTRI.

1. Ambiguity raised to decide agreement or disagreement on the statement, "employee are recruited according to their educational level and department that fits the job position" (Mean = 2.82),
2. Objectives of the orientation training program are designed to improve the employee's performance (Mean = 2.84),
3. There are adequate orientation training programs for specific job positions (Mean = 3.41),
4. The orientation program motivates for better employees performance (Mean = 2.85),

Respondents gave their response to the following orientation training related statements on the questions of agreement or disagreement, the mean of the respondent are shown. The detailed data is in the table below.

Table 4.4: Orientation Training

	N	Min	Max	Mean	Std. Dev.
Employees are recruited according to their educational level and department that fits the job position	68	1.00	5.00	2.82	1.31

Objectives of the orientation training are designed to improve the employee's performance	68	1.00	5.00	2.84	1.41
There are adequate orientation trainings for specific job positions.	68	1.00	5.00	3.41	1.19
The orientation program motivates for better employees performance	68	1.00	5.00	2.85	1.43
			Mean	2.90	

Source: SPSS Output, 2022

Respondents gave their response on the statement employee are recruited according to their educational level and department that fits the job position. They showed neutrality to the issue. This shows they can't decide to agree or disagree on the statement. As the standard deviation value shows that, 1.31, the deviation in respondent's answers range is not that huge. Hence, it can be concluded that most respondents are not clear with the issue to decide in level of agreement.

Obviously, orientation trainings should have clearly stated objectives. As the query showed about the objectives of the orientation trainings undergone respondents gave their feedback in neutrality. Objectives of the orientation training are not clear that they are designed or not to improve the employees performance. The standard deviation, 1.41, shows the cumulative answer given by the respondents highly varies. Hence, there is some fluctuated result regarding the issue raised.

The respondents agreed that there are adequate orientation trainings for specific job positions. Since, different job positions need different kind of trainings, there should be very specific program designed for different job positions. As the respondents responded, there are adequate orientation trainings for specific job positions. The standard deviation implies most answers are concentrated about the mean. It can be then concluded that there are adequate orientation trainings for specific job positions.

The orientation program motivates for better employees performance. As the query showed about the orientation program motivates for better employees performance respondents gave their feedback in slight disagreement and neutrality. The orientation program motivates someemployee's performance. The standard deviation, 1.43, shows the cumulative answers given by the respondents highly vary.

The respondents responded the length of the training period is not well defined and sufficient. Sufficiency and definition of the length of training period should be well defined, but the MOTRI's length of the training period is not well defined and sufficient. The standard deviation implies most answers are concentrated about the mean. It can be then concluded that the length of training period should be well defined.

Respondents gave their response on the statement the selection of trainers appropriateness and fairness is ambiguous. They showed a neutrality to the issue. This shows they can't decide to agree or disagree on the statement. As the standard deviation value shows that, 1.21, the deviation in respondents answers range is not that huge. Hence, it can be concluded that most respondents are not clear with the issue to decide in level of agreement. Thus, the selection of trainers appropriateness and fairness is indefinite.

### **4.3.2 On the Job Training**

Table 4.5 shows, the data collected by questionnaire requests regarding on the job training. The mean of the result shows ( $X = 3.35$ ), the majority of the respondents are neutral. While almost all statements are responded with agreement, the statement "The selection of trainers is appropriate and fair"got most respondents to neutrality with the statement (3.10). The following statements interpret the related data collected by the researcher.

- Training period is appropriate and in accordance with the job (Mean = 2.55),

- Ambiguity raised to decide agreement or disagreement on the statement, "The length of the training period is well defined and sufficient" (Mean = 2.96),
- The selection of trainers is appropriate and fair (Mean = 3.10), and
- The on the job training has a significant effect on employees performance (Mean = 2.60).

Respondents gave their response to the following training delivery method related statements on the questions of agreement or disagreement, the mean of the respondent are shown. The detailed data table and interpretation is forwarded below.

Table 4.5: On the Job Training

	N	Min	Max	Mean	Std. Dev.
Training period is appropriate and in accordance with the job	68	1.00	5.00	2.55	1.23
The length of the training period is well defined and sufficient	68	1.00	5.00	2.96	1.21
The selection of trainers is appropriate and fair.	68	1.00	5.00	3.10	1.33
The on the job training has a significant effect on employees performance	68	1.00	5.00	2.60	1.38
			Mean	2.98	

Source: SPSS Output, 2022

### 4.3.3 Off the Job Training

Table 4.6 shows, the data collected by questionnaire requests regarding off the job training. The mean of the result shows ( $X = 3.44$ ), the majority of the respondents are neutral. While almost all statements are responded with agreement, the statement "The employee performance can be highly effected by the off job training" got most respondents to neutrality with the statement (3.89). The following statements interpret the related data collected by the researcher.

- The training materials are well prepared and in accordance with the trainings delivered (Mean = 3.67),
- Ambiguity raised to decide agreement or disagreement on the statement, "The training types delivered are vigorous for the trainer's knowledge and competence" (Mean = 3.21),
- The off Job training programs are not wasting employees time and performance (Mean = 2.99), and
- The employee performance can be highly effected by the off job training (Mean = 3.89).

Respondents gave their response to the following training delivery method related statements on the questions of agreement or disagreement, the mean of the respondent are shown. The detailed data table and interpretation is forwarded below.



Table 4.6: Off the Job Training

	N	Min	Max	Mean	Std. Dev.
The training materials are well prepared and in accordance with the trainings delivered.	68	1.00	5.00	3.67	1.23
The training types delivered are vigorous for the trainer's knowledge and competence.	68	1.00	5.00	3.21	1.21
The off the Job orientation trainings are not wasting employees time and performance	68	1.00	5.00	2.99	1.33
The employee performance can be highly effected by the off the job training	68	1.00	5.00	3.89	1.38
			Mean	3.44	

Source: SPSS Output

#### 4.4 Correlation Analysis

Correlation analysis is a statistical method used to evaluate the strength of relationship between two quantitative variables. A high correlation means that two or more variables have a strong relationship with each other, while a weak correlation means that the variables are hardly related. In other words, it is the process of studying the strength of that relationship with available statistical data. This technique is strictly connect to the linear regression analysis that is a statistical approach for modeling the association between a dependent variable, called response, and one or more explanatory or

independent variables.

Table 4.7: Correlation

Correlation		Orientation training	On Job Training	Off Job Training	Employee Performance
Orientation training	Correlation	1	.681**	.736*	.697*
	Sig. (2-tailed)		.000	.032	.026
	N	67	68	68	68
On the Job Training	Correlation	.681**	1	.643	.764**
	Sig. (2-tailed)	.000		.065	.000
	N	68	67	68	68
Off the Job Training	Correlation	.736*	.643	1	.903**
	Sig. (2-tailed)	.032	.065		.000
	N	68	68	67	68
Employee Performance	Correlation	.697*	.764**	.903**	1
	Sig. (2-tailed)	.026	.000	.000	
	N	68	68	68	67

Dependent Variable: Employee Performance

Source: SPSS Output, 2022

Pearson correlation test was conducted to know the degree of relationship between the independent variables and the dependent variable. The results of the correlation between these variables are shown in table 4.7. Like the demographic factors, the scale typed questionnaire data is entered to the SPSS software to process correlation

analysis. Based on the questionnaire which was filled, the above correlation analysis was prepared to show the relationship between variables.

A correlation coefficient is a numerical measure of some type of correlation, meaning a statistical relationship between two variables. As it is indicated in the table there is positive relation between independent variables and employee's performance with p value of less than 0.01 ( $P < 0.01$ ), showing the results are significant at a significance level of 0.01. It also observed that all the correlations are positive ( $> 0$ ). In other words:

- Above all, Off the Job training has a very strong relationship with employee's performance in the case study of MOTRI ( $r = 0.903$ ),
- Next to Off the Job training, On the Job training has a strong relationship with employee's performance in the case study of MOTRI ( $r = 0.764$ ), and
- Even though lesser, Orientation Training has a moderate relationship with employee's performance in the case study of MOTRI ( $r = 0.697$ ).

## 4.5 Regression Analysis

Regression is a model for the relationship between a dependent variable and collection of independent variables. It also used to model the value of a dependent scale variable based on its linear relationship or "straight line" relationship to one or more predictors. The researcher determines the relationship between a dependent variable and multiple independent variables using multiple regression analysis.

### 4.5.1 Variables in the Regression Analysis

From the table below, the SPSS output shows independent variables of the study entered into the Statistical Software (SPSS). Hence, Orientation training denoted by TP, and Delivery Method denoted by DM are presented to be the independent variables of

the model. While the variable Employee's Performance labeled as EP was the dependent variable of the study.

The table further shows that there is no variable removed from the data entry database. The entry method used is also shown to be by entering the collected data.

Table 4.8: Variables Entered

Model	Variables Entered	Variables Removed	Method
1	Orientation training, On the Job Training, Off the Job Training	-	Entered
a. Dependent Variable: Employee's Performance b. All requested variables entered.			

Source: SPSS Output

#### 4.5.2 Model Summary

Table 4.9: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.698 <sup>a</sup>	.620	.611	.37
a. Predictors: (Constant),				

Source: SPSS Output

The model summary, in the above table which reports the strength of relationship

between the independent variables and the dependent variable. In the above table, the R is a Pearson correlation between predicted values and actual values of dependent variable, with a value of 0.698, which is very high. While,  $R^2$  is multiple correlation coefficients that represent the amount of variance of dependent variable explained by the combination of three independent variables. According to different scholars, the R square above 0.6 is accepted, conventionally. In this study, the R square resulted is 0.620, which implies its is accepted.

#### 4.5.3 One Way Analysis of Variance (ANOVA)

The ANOVA tells us whether the model, overall, results is as significantly good degree of prediction of the out come variable (Field,2005). F-ratio is the test statistic used to decide whether the model as a whole has statistically significant predictive capability, considering the number of variables needed to achieve it. Since, the significance result on the ANOVA table is 0.000 which is  $p < 0.01$  and the regression mean square is greater than residual mean square with F value 26.623, the regression model fit to a very good degree of prediction.

Table 4.10: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
	Regression	36.766	58	8.309	26.623	.000 <sup>b</sup>
	Residual	5.016	9	1.157		
	Total	41.782	67			
a. Dependent Variable: Employee's Performance						
b. Predictors: Orientation training, On the Job Training, Off the Job Training						

Source: SPSS Output

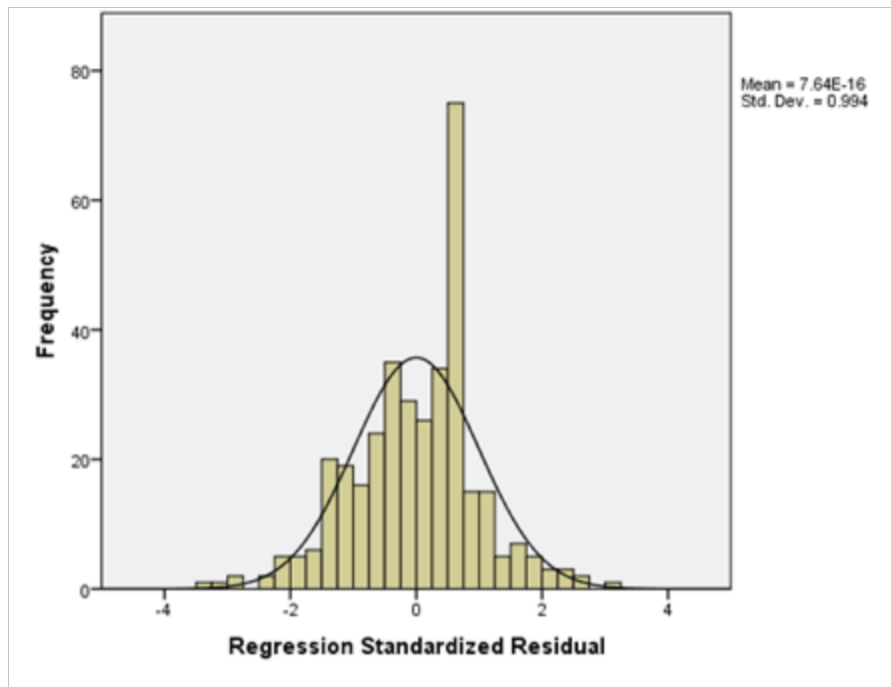
#### 4.5.4 Regression Coefficients

Regression coefficients are estimates of the unknown population parameters and describe the relationship between a predictor variable and the response. In linear regression, coefficients are the values that multiply the predictor values.

The assumptions to be examined are as follows: (1) outliers, (2) normality, linearity and homoscedasticity, and (3) multi-collinearity.

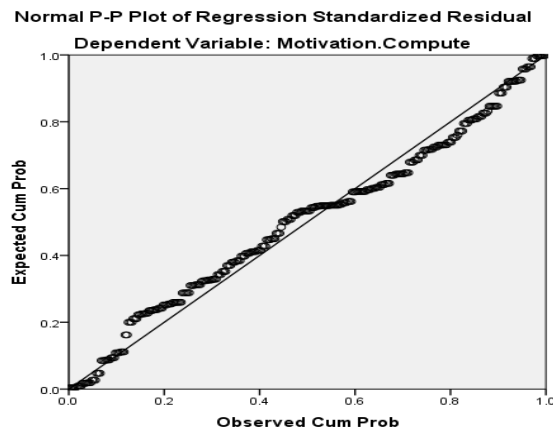
During conducting multiple regression and Collinearity Diagnostics, no outlier was detected and there is no need to be removed.

One of the assumptions to be examined is normality, linearity and homoscedasticity. In order to check normality a graph is plotted using SPSS regression graph. The below graph shows the assumption of normality is accepted. Moreover, the normality test was conducted using Kolmogorov normality test the below table also shows the results for all variables are significant ( $p < 0.05$ ). Thus, the assumption of normality is accepted.



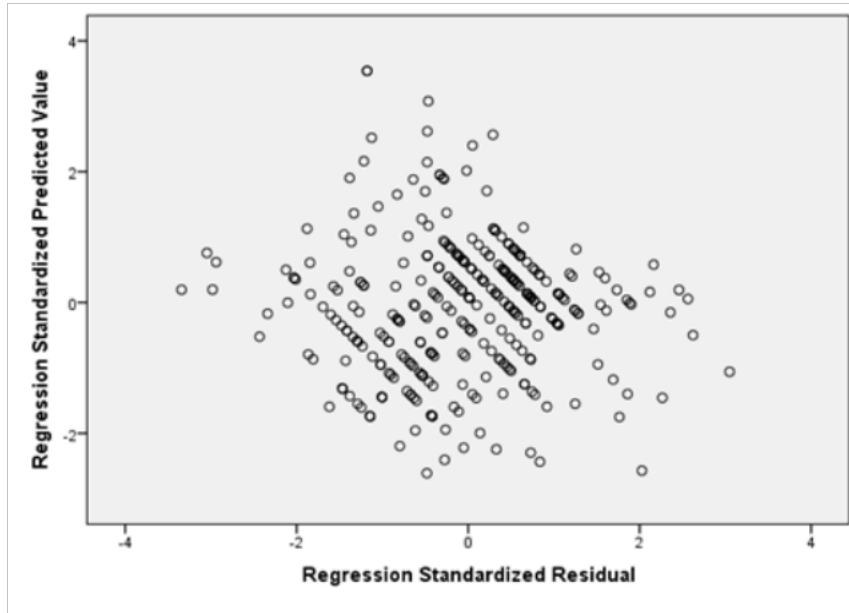
## Normality Test, Own Survey, 2022

The importance of testing for linearity lies in the fact that many statistical methods require an assumption of linearity of data (i.e. the data was sampled from a population that relates the variables of interest in a linear fashion). Moreover, to check linearity, a graph is plotted using SPSS regression graph. The below graph shows the assumption of linearity is met.



## Linearity Test, Own Survey, 2022

So as to check the assumption of homoscedasticity or homogeneity, residual data is plotted using SPSS regression graph and the graph shows most of the data scattered are compacted in one area and the data are elliptical in pattern in homogenized pattern. On the below graph shows the assumption of linearity, normality and homogeneity.



### Test of homoscedasticity, Own Survey, 2022

Multi-collinearity is known as a condition of high inter-correlation among the independent variables with no complete linear dependency. There should be no perfect linear relationship between two or more of the predictors (Field, 2010). When tolerance is close to 0 there is high multi-collinearity of that variable with other independents and the B and Beta coefficients will be unstable. But in this case tolerance is much higher than 0 which is (0.321-0.381) . Hence, multi-collinearity is not a threat to the substantive conclusions of this study and the B and Beta coefficients are stable. VIF (Variance Inflation Factor) is simply the reciprocal of tolerance. In this case, since VIF (2.623-3.114) are less than 10 and greater than 1, thus multi-collinearity is not a threat to the substantive conclusions of this study and the B and Beta coefficients are stable.



The following table shows the regression coefficients of the study.

Table 4.11: Regression Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
	(Constant)	.108	.177		2.180	.562
	Orientation training	.598	.071	.522	5.368	.034
	On the Job Training	.687	.043	.691	4.230	.003
	Off the Job Training	.790	.062	.786	3.132	.000
a. Dependent Variable: Employee's Performance						

Source: SPSS Output

From the regression table of coefficients a mathematical model can be formulated as illustrated below:

$$EP = 0.598 (OP) + 0.687 (On) + 0.790 (Off)$$

## 4.6 Discussion

The finding shows that there is a direct relationship between training and employee performance. The relationship is direct between training (orientation training, on the job and off the job training) and employee performance. When the researcher stated all of the dimensions have a direct relationship with employee performance it means that most of the employees prefer to have a proper training. Direct (positive) relationship

doesn't necessarily mean all employees prefer it, it means employees who want a training.

Naveed, (2014); Stoner, (1996); Aidan, (2013) also found a positive relationship between training and employee performance. Some researchers focused on training that guide followers to perform beyond expectations. The findings of this study also found that there is a positive relationship between training and employee performance as mentioned in the correlation matrix. A correlation coefficient between orientation training and employee performance have a positive correlation, they are also statistically significant at 0.01 level. Also the regression result shows that the orientation training shows that the independent variable has a positive relationship with the dependent variable employee performance. Several researchers argued that orientation training has a positive insignificant impact on employee performance (Pieterse et al., 2010; Wang & Howell, 2010). And Contrary to the findings, other scholars' research concluded that the effectiveness of orientation training has significant effect on employee performance in certain conditions (Pieterse, 2010; Schippers, & Stam, 2010).

As this paper finds the research outcome there are positive and negative outcomes. Particularly as some scholars found delivery method of training has some criticisms like; conceptual clarity is vague because of the wide range of characteristics. And many scholars found results contrary to the above critiques which is delivery method of training has its own strengths. The principle of delivery method of training is consistent with the needs and modern belief that employees should advocate.

The findings of the study revealed that employees perform better when both orientation training and delivery are operated properly. In fact, the industry experienced a medium performance under the training. Training leaders focused more on job performance rather than any other functions (Riaz & Haider, 2010). For example, the training concentrated on supplying employees with resources to increase productivity and to

accomplish shared goals. Additionally, orientation training were more concerned with meeting the lower level of employees performance.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter briefly presents summary of the objectives, research methodology, key findings of the model, conclusion and suggests useful recommendations.

#### 5.1 Summary of Major Findings

The research was undertaken generally to analyze the effect of training on new employees performance. The study is designed to conclude the general objective by coming to a conclusion after examining the effect of Orientation training on employees performance, analyzing the effect of On the job training on employees performance, and examining the effect of Off the job training on employees performance. To measure the effect of training on employees' performance, the researcher used to broad dimensions of training.

The scientifically determined sample size shows 76 respondents were taken as samples for the study. Since the total population of the research is small in number the research was conducted using census techniques in order to get information from all employees because the number of the population is manageable and they are relevant and appropriate for the research purpose. The researcher provided a relevant sample size determination technique. The study was based on the collection of both primary and secondary data. Qualitative data was analyzed using content analysis while quantitative data was analyzed using descriptive analysis. For the purpose of analysis the researcher uses SPSS software.

Out of the population 76 samples were taken with reasonable format indicated. The paper adopted quantitative research strategy and used self-administered questionnaire

to collect data from the employees. Out of the 76 questionnaires 68 were returned back, which is about 88% of the total distributed. The respondent's proportion shows the largest share of the gender composition were male representing 41 (60.6%) while 27 (39.4%) were female.

Regarding age distributions, respondents in the age range between 30-39 amounted to 31 (45.6%) of the total respondents that is the highest share, followed by the age group of 20 - 29 years of age with 29 respondents (42.6%). Respondents above 40 years of age were 8 (11.8%), it is the least respondents percentage of the total sample. This implies most of the responders are below the age of 40, it constitutes about 88% of the total respondents. Regarding the educational level of respondents, respondents with Degree educational level were 36 out of the total 68 respondents (52.9%). 29 respondents composing 42.6% of the total have diploma, while only 3 (4.4%) respondents had masters and above educational level.

After dealing with descriptive statistics of the data collected to measure the independent variables. Pearson correlation test was conducted to know the degree of relationship between the independent variables and the dependent variable. The results of the correlation showed that Above all, Off the Job training has a very strong relationship with employee's performance in the case study of MOTRI. Next to Off the Job training, On the Job training has a strong relationship with employee's performance in the case study of MOTRI, and, even though lesser, Orientation Training has a moderate relationship with employee's performance in the case study of MOTRI

Based on analysis of regression, the R is a Pearson correlation between predicted values and actual values of dependent variable, with a value of 0.698, which is moderately high. While,  $R^2$  is multiple correlation coefficients that represent the amount of variance of dependent variable explained by the combination of four independent variables. In the study, the R square resulted is 0.620, which implies its is accepted. Also, the ANOVA shows the regression model fit to be a very good degree of prediction.

## 5.2 Conclusion

The study was conducted addressing the basic objective that training has a significant effect on new employee's performance as studied on the case of MOTRI. In alignment with the general and specific objectives, investigations were made and the conclusions reached are arranged within this section and these implications are presented below.

Regarding, the orientation training related deals respondents reflected that objectives of the orientation training are not clear that they designed to improve the new employees performance. Even though there are adequate orientation trainings for specific job positions, the orientation program only motivates few employees. In addition to that, employee are recruited according to their educational level and department that fits the job position. Overall summary of the correlation and regression analyses shows, Orientation training has a moderate effect with employee's performance in the case study of MOTRI.

On the job training related deals the study concluded that training period is appropriate and in accordance with the job. Ambiguity raised to decide agreement or disagreement on the statement, "The length of the training period is well defined and sufficient". The selection of trainers is appropriate and fair. The on the job training has a strong significant effect on employees performance.

Regarding off the job training, the result showed that the training materials are well prepared and in accordance with the trainings delivered. Ambiguity raised to decide agreement or disagreement on the statement, "The training types delivered are vigorous for the trainer's knowledge and competence". The off the Job training programs are not wasting employees time and performance. The employee performance can be highly effected by the off the job training.

From the measurements of the training dimension measured it is concluded that training has a very strong significant effect on employee's performance as of the case

studied in MOTRI.

### 5.3 Recommendations

A governmental organization with a high level of operations and revenue generation it is highly demanded that the employees performance to be excellent. To manage this deal one of the basic parts that should be included is the employees training. To get to know that training affects employees' performance is a great deal. In accordance to the results and conclusion of the study, the researcher forwarded recommendations listed here under:

- The major recommendation to the minister organization is to implement off the job trainings to enhance employees performance. As the study had found, off the job training has a very strong significant effect on employees performance,
- As the study had indicated, orientation training has a moderate significant effect on employees performance. As the conclusion drawn indicates, top managers of the firm are recommended to look in to the orientation training delivered. Including the objective of the training, time period and selection of trainers,
- Next to off the job training, on the job training has also a strong significant effect on employees performance in case of MOTRI, special focus is recommended to be dedicated to the issue. Specifically, training types, learning style, and training materials are recommended to get insights from the company, and

- Researchers may consider taking other independent variables that are determinants of training, as well as redoing the study may result a more precise and accurate outcome.



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# APPENDIX I: QUESTIONNAIRE

Dear Respondents, I am a student of St. Mary's University, School of Graduate Studies undertaking MBA. I am conducting a research project titled the effect of training for new employee's performance using Ministry of Trade and Regional Integration as a case study. You are cordially invited to take part in this study by honestly completing the attached questionnaire. This questionnaire was designed to collect information solely for academic purposes. I'd like to express my gratitude in advance for taking the time to complete this questionnaire.

N.B:

1. You don't need to write your name

## **PART I. PERSONAL DATA**

**Choose the one letter that shows your accurate personal information for the following questions.**

1. What is your gender?

A. Male

B. Female

2. What is your age group?

A. 20-29

B. 30-39

C. 40 Above

3. What is your Educational level?

A. Diploma

B. Degree

C. Masters and

above

**PART II. CLOSE-ENDED QUESTIONNAIRE**

NO	DESCRIPTION	Strongly Disagree	Disagree	Neutral	Agreed	Strongly Agreed
<b>ORIENTATION TRAINING</b>						
1	Employees are recruited according to their educational level and department that fits the job position					
2	Objectives of the orientation training are designed to improve the employee's performance					
3	There are adequate orientation trainings for specific job positions.					
4	The orientation program motivates for better employees performance					
<b>ON THE JOB TRAINING</b>						
5	Training period is appropriate and in accordance with the job					
6	The length of the training period is well defined and sufficient					
7	The selection of trainers is appropriate and fair.					
8	The on job training has a significant effect on employees performance					
<b>OFF THE JOB TRAINING</b>						
9	The training materials are well prepared and in accordance with the trainings delivered.					

10	The training types delivered are vigorous for the trainer's knowledge and competence.					
11	The off Job orientation trainings are not wasting employees time and performance					
12	The employee performance can be highly effected by the off job training					
<b>EMPLOYEE PERFORMANCE</b>						
13	The training given by the firm is empowering for employees performance.					
14	The orientation trainings have affected my performance on job					
15	The training materials given helps to improve employees performance.					
16	I am highly effective and efficient on my job performance.					

# ክፍል 1

## ርዕስ ጉዳይ

እኔ በቅድስት ማርያም ዩንቨርሲቲ፣ በንግድ ስራ ትምህርት ክፍል፣ በቢዝነስ አድሚኒስትሬሽን የድህረ ምረቃ ፕሮግራም ተማሪ ነኝ። የዚህ መጠይቅ አላማ የንግድና ቀጠናዊ ትሰሰር ሚኒስቴርን እንደ ጉዳዩ ጥናት በመጠቀም ለአዲስ ስራተኞች የስራ አፈጻጸም ስልጠና ውጤት የሚል ርዕስ ያለው የምርምር ፕሮጀክት እያካሄድኩ ነው ይህ ጥናት ለመረጃ ግብአትነት ሚውል ሲሆን እርሶም የምልከታ ምላሾችን እንዲሰጡ ተመርጠዋል። ለግብአትነት ሚስጠት መልስ ለጥናቱ ብቻ እንደሚውል ለመግለፅ እወዳለሁ።

ከዚህ በታች ያሉት ጥያቄዎች ለምላሽ ሰጪው ናቸው። እባክዎትን የራይት (✓) ምልክት በተቀመጠው አራትመደብ ውስጥ በማስቀመጥ የመልስ ምልከታዎን ያድርጉ።

ማስታወሻ

ስምዎትን መፃፍ አያስፈልግም

### ክፍል ፩ : ስለ ምላሽ ሰጪው

- 1. ያታ: ወንድ  ሴት
- 2. እድሜ: 20-29  30-39  ከ 40 በላይ
- 3. የትምህርት ደረጃ: ስርተፍኬት  ዲፕሎማ  ዲግሪ  ማስተርስ

## ክፍል 2: መጠይቅ

ከዚህ በታች ያሉት ጥያቄዎች ለምላሽ ሰጪው ናቸው። እባክዎትን የራይት (✓) ምልክት በተቀመጠው አራት መለኪያ ውስጥ በማስቀመጥ የመልስ ምልክታዎን ያድርጉ።

ቁጥር	መግለጫ	በጣም አስማላው	አስማላው	ገለልተኛ	አልሰማም	በፍጹም አልሰማም
<b>በንግድ ቢሮ የአቅጣጫ ልምምድ</b>						
1	ሠራተኞች የሚመለምሉት ከሰራ ቦታ ጋር በሚጣጣም የትምህርት ደረጃና ክፍል መሰረት ነው					
2	የአቅጣጫ ሰልጠናው ዓላማዎች የሰራተኛውን የሥራ አፈጻጸም ለማሻሻል የተዘጋጁ ናቸው					
3	ለተወሰኑ የሰራ ቦታዎች በቂ የአቅጣጫ ሰልጠናዎች አሉ					
4	የአቅጣጫ ፕሮግራሙ የተሻለ ሠራተኞች እንዲሰሩ ያነሳሳል					



በንግድ ቢሮ የሥራ ላይ ሥልጠና						
5	የሰልጠናው ወቅት ተገቢና ከሥራው ጋር የሚጣጣም ነው					
6	የሰልጠናው ጊዜ ርዝመት በደንብ የተገለጸና በቂ ነው					
7	አሰልጣኞቹ ተገቢና ፍትሃዊ በሆነ መንገድ ተመርጠዋል።					
8	የሰራ ሰልጠናው በሰራተኞች የሰራ አፈፃፀም ላይ ከፍተኛ ተፅዕኖ አለው					
በንግድ ቢሮ ከሥራ ውጪ ሥልጠና						
9	የሥልጠናው ቁሳቁሶች በደንብ የተዘጋጁና ከተሰጡት ሥልጠናዎች ጋር የሚመሳሰሉ ናቸው።					
10	የሰልጠና አይነቶች ለአሰልጣኙ ዕውቀትና ብቃት ብርቱ ናቸው።					
11	ከሥራ ውጪ ያለው የሥራ አቅጣጫ ሥልጠና ሠራተኞችን ጊዜና አፈፃፀም እያገኘ ከይደለም					
12	የሰራተኛው የሰራ አፈፃፀም ከሰራ ውጪ ባለው ሰልጠና ከፍተኛ ውጤት ሊያመጣ ይችላል					
የሰራተኞች አፈፃፀም						
13	ሚኒስትር ቢሮው የሚሰጠው ሥልጠና ለሠራተኞች የሥራ ውጤት ኃይል ይሰጣል ።					

14	አቅጣጫን የምስላጥናቸው ሰልጠናዎች በሰራ አፈፃፀም ላይ ተፅዕኖ አሳድሯል					
15	የሚሰጡት የሥልጠና ቁሳቁሶች የሠራተኞችን አፈፃፀም ለማሻሻል ያግዛሉ።					
16	በሥራዬ ውጤታማና ስኬታማ ነኝ ።					