

**THE EFFECT OF TRAINING ON EMPLOYEE JOB PERFORMANCE:
THE CASE OF COMPASSION INTERNATIONAL ETHIOPIA
ASSISTED CHILD DEVELOPMENT PROJECT UNDER EMACDC IN
ADDIS ABABA**



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
DEPARTMENT OF HUMAN RESOURCE MANAGEMENT**

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of the Requirements for the Degree of Master of Arts in Human Resource Management

Advisor: Adane A. (PhD)

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DECLARATION

I, the undersigned, hereby declare that this thesis is my original work, conducted under the guidance of Dr. Adane Atara. All sources utilized in the preparation of this thesis have been duly acknowledged. Furthermore, I confirm that this thesis has not been submitted, either in part or in full, to any other higher education institution for the purpose of earning a degree.

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CERTIFICATION

This is to certify that Baye Munye has successfully conducted this project work on the topic: 'The Effect of Training on Employee Job Performance' within the Compassion International Ethiopia Assisted Child Development Projects under EMWACDIC. This work has been carried out under my supervision and is submitted in partial fulfillment of the requirements for the award of a Master's degree in Human Resource Management.

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This master thesis has been submitted for examination with my approval as thesis adviser.

Adviser Name: Adane Atara (PhD)

Signature

Date

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Abbreviation/ Acronyms

EMWACDC- Ethiopia Mulu Wengel Amagnoch Church Development Commission

SPSS- Statistical Package for the Social Science

Abstract

This study examines the correlation between training in child development, child rights and work ethics, and employee job performance at Compassion International Ethiopia Assisted Child Development Projects. Focusing on field workers in Addis Ababa, the research employed a mixed-methods approach, combining quantitative and qualitative data collected from 45 questionnaire respondents and 14 interview participants. The study used total population sampling (census study) and SPSS for data analysis, and incorporated both descriptive and correlational analysis to examine training effectiveness. The findings confirmed a significant and positive correlation between training and employee job performance. Based on these results, the study recommended comprehensive gap analysis, structured training design, strong performance measurement mechanisms, and continuous assessment to enhance training impact and ensure long-term project success.

Key words: Training, Job Performance, Project and Motivation.

CHAPTER ONE

Introduction

1.1 Background of the Study

Training is necessary to improve the knowledge, skills, and abilities of human resources, as these have an irreplaceable impact on employee job performance. Widarni and Bawono (2020, p. 32) suggest that human resource management is a systematic method for managing working relationships, centered on enhancing human capabilities, which are vital for attaining a sustained competitive advantage. It is widely acknowledged that human resources are the key to the success of any organizational activity. Workers are an extremely valuable and costly resource for any company (Tukunimulongo, 2016, p. 8). Muh and Aziz (2022, p. 21) acknowledge that human resources are among the most significant components of a firm because they are the driving force behind all its actions. According to Adino (2016, p. 1), it is imperative to optimize the economic and effective performance contributions of human resources to the organization's objectives and goals through training and development, as they are critical but costly.

Organizations cannot achieve their purposes and goals in this complex twenty-first century without well-experienced and well-trained employees. Afroz (2018, p. 121) affirms that training is regarded as one of the organization's fundamental strategies for ensuring its effectiveness. Employees have thoughts and sentiments, which affect the path of firm activity (Muh and Aziz, 2022, p. 21). Organizations that frequently implement employee training enhance work performance and foster motivation; it also facilitates the attainment of corporate objectives (Niati et al., 2021, p. 2391). Elnga and Imran (2013, p. 140) argue that employees who acknowledge the organization's interest in them through training programs are more likely

to use their best efforts to meet organizational goals and perform well at work. By offering insights into the performance challenges impacting the company and its people, HR helps to improve organizational performance (Armstrong, 2014, p. 62). Gebreab and Ansebo (2021, p. 5651) argue that human resources do not guarantee the organization's success unless the organization enhances the performance of its people regularly. Organizations and employees require knowledge, skills, and ability to perform their jobs effectively and efficiently through a simple and clear approach. Nowadays, practically everyone understands how important training is to an organization's development and success (Tukunimulongo, 2016, p. 8).

Training in every organization or company is very important and necessary not only for organizational effectiveness but also to fulfill employees' personal understanding and growth. Elnga and Imran (2013, p. 140) argue that employees may be satisfied when they believe they are competent enough to perform their tasks, which can be accomplished through better training programs. Training typically involves providing employees with the knowledge and skills needed to do a particular task or job (Warner and DeSimone, 2012, p. 10).

Enock Katere et al. (2022) states the effect of Training on Employee Performance in NGOs in Ghana. This research investigated the effects of training and development on employee performance in non-governmental organizations in Northern Ghana. It found a significant relationship between training programs and improved employee productivity and efficiency.

Mwangi, S. (2017) suggests the impact of Training and Development on employee performance in Somalia non-governmental organization consortium in Nairobi. A study conducted on NGOs in Somalia explored the influence of training and development on employee performance. It highlights that structured training programs, including coaching, mentoring, and job orientation, positively influenced employee performance. Ndegwa (2017) states the factors influencing employee performance in NGOs, focusing on training and development initiatives. It underscores that a lack of adequate resources and ineffective training

strategies often hampers performance, a challenge commonly faced by NGOs in developing countries. Omolo (2019) states key determinants of employee performance in humanitarian NGOs. It discusses how training programs directly influence job satisfaction and retention, and indirectly affect organizational productivity.

Warner and DeSimone (2012, p. 60) states that knowledge, skills, and abilities have significant impact on employee performance. If employees lack the knowledge, skills, and abilities to perform a task or behavior, they are likely to fail. To perform their jobs effectively, child development projects must provide training on child development, child rights, and work ethics for employees. In such cases, child development projects lack quality knowledge in ethics, human child rights, and child development. One of child development project in our country is the Compassion International Ethiopia Assisted Child Development Project under EMWACDC.

Compassion International Ethiopia Assisted Child Development Project is one of the projects under the Ethiopia Mulu Wengel Amanoch Church Development Commission. It was initiated in 1993 and established in January 1995. The aim of this project is to serve children who are physically, psychologically, economically, and socially marginalized by providing economic empowerment, health and education facility improvements, and holistic care. Currently, the Compassion International Ethiopia Assisted Child Development Project has 144 offices and 592 employees, including project directors, accountants, health workers, and social workers across Ethiopia. In Addis Ababa, there are 16 branch offices and 50 employees.

In Ethiopia, there is a knowledge gap regarding the impact of training on employee job performance within non-governmental organizations. This area has not yet been thoroughly researched, particularly in relation to child development projects. This study aims to explore the effect of training programs on child development, child rights, and work ethics in enhancing

employee job performance, focusing on the Compassion International Ethiopia Assisted Child Development Project.

1.2 Statement of the problem

Sundaram, A. (2016) explores the impact of training and development on Employee Performance. This study investigates how training initiatives influence employee performance, focusing on skill enhancement and retention. Abiti (2022) argues that training plays a critical role in initiating better job performances and outcomes.

Training refers to structured programs designed to enhance employees' knowledge, skills, and abilities. These programs may take the form of formal workshops, on-the-job training, or e-learning modules within Compassion International Ethiopia's Assisted Child Development Project. Employee performance, on the other hand, encompasses measurable outcomes that reflect the efficiency, effectiveness, and quality of tasks completed by employees. It is assessed through indicators such as productivity, goal achievement, and feedback from supervisors within the project's operational framework.

Despite the increasing recognition of employee training as a crucial factor in enhancing job performance, there remains a significant gap in the literature regarding its specific effects within the context of non-governmental organizations (NGOs) in Developing Countries. Existing studies predominantly focus on corporate environments or public sector institutions, leaving a void in understanding how training impacts job performance in NGOs dedicated to social development and humanitarian efforts (Khan, 2012; Tharenou et al., 2007, pp. 251-273). Compassion International Ethiopia's Assisted Child Development Project, under EMWACDC in Addis Ababa, represents a unique case that has not been thoroughly investigated.

The need for effective employee training within Compassion International Ethiopia's Assisted Child Development Project is particularly pressing, given the organization's mission to improve the lives of vulnerable children through comprehensive development programs. Despite the

importance of training in equipping employees with the necessary skills to achieve organizational goals, there is a paucity of research examining the direct and indirect effects of such training on job performance in this specific context (Salas et al., 2012, pp. 74-101).

Moreover, the existing body of literature often fails to consider the unique challenges faced by NGOs in developing countries, such as limited resources, cultural differences, and the diverse needs of the communities they serve (Brinkerhoff, 2002). These factors can significantly influence the effectiveness of training programs and, consequently, the job performance of employees.

This study aims to address this gap in Compassion International Ethiopia Assisted child development Project by investigating the effect of training on employee job performance. By examining the relationship between training and job performance, this research provide valuable insights into the effectiveness of training programs in similar NGOs operating in comparable contexts. The findings of this study inform policy and practice, helping to optimize training strategies and enhance the overall performance of employees in the nonprofit sector.

1.3 Research questions

1. What is the current training practices in compassion international Assisted Child Development Project under EMWACDC in Addis Ababa?
2. What is the relationship between training of child development and employee job performance?
3. What is the relationship between training of child (human) right and employee job performance?
4. What is the relationship between training of work Ethics and employee job performance?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to examine the effect of trainings of child development, child right and work ethics on employee job performance within the Compassion Assisted Child Development Project.

1.4.2 Specific Objectives

What is the relation research Objectives?

1. To understand the current training practices in compassion international Assisted Child Development Project under EMWACDC in Addis Ababa
2. To examine the relationship between training in child development and employee job performance.
3. To explore the relationship between training in child (human) rights and employee job performance.
4. To analyze the relationship between work ethics training and employee job performance.

1.5 Significance of the Study

This study aims to provide valuable insights into the effect of training on employee job performance in relation to child development, child right and work ethics trainings on employee job performance, specifically within the Compassion International Ethiopia-assisted child development project. The findings of this study will have several significant contributions:

Organizational Insight: This study will provide a clear understanding of the Compassion International Ethiopia assisted child development project and its training programs.

Reference for Researchers: It will serve as a valuable reference for other researchers interested in exploring training and performance dynamics in the context of child development projects.

Practical Implications: The study will highlight the relationship between specific training areas that are child development, child rights, and work ethics and employee job performance, offering actionable insights for improving training programs and employee effectiveness.

1.6 Scope of the Study/ Delimitation

This study focuses on the Compassion International Ethiopia Assisted Child Development Project under EMACDC, a national NGO in Ethiopia. The primary aim is to investigate the correlation between child development, child right and work ethics trainings and employee job performance within the organization. The scope of the study includes the following:

Organizational Scope:

The study is conducted within Compassion International Ethiopia assisted child development project, which operates 16 child development project offices in Addis Ababa and employs 50 staff members. Project offices typically includes a Project Director, Accountant, Social Worker, and Health Worker.

Thematic Scope:

The research examines the effects of three specific training areas on employee job performance:

Child Development Training

Human (Child) Rights Training

Work Ethics Training

Geographical Scope:

The study is geographically limited to the Addis Ababa project offices of Compassion International Ethiopia assisted child development project.

Data Collection and Timeframe:

The study will utilize both primary and secondary data sources.

Data collection will be conducted at a single point in time, making this a cross-sectional study.

By focusing on these parameters, the study ensures a detailed and focused analysis of the relationship between training and employee job performance within the defined organizational and geographical context.

1.7 Limitation of the Study

The researcher encountered some challenges in collecting responses to the survey questions, primarily due to the participants' heavy workloads and demanding responsibilities. Furthermore, some individuals were unwilling to take part for reasons that were not specified.

1.8 Definition of Key Terms

Performance: is an employee activity or behavior which has been evaluated as to its appropriateness or desirability in an organizational setting (Pratiwi et al., 2022, p. 232).

Training: is a methodical procedure to improve an employee's competency, knowledge, and skills that are essential for efficient work performance (Elnaga & Imran, 2013, p. 138).

Human Resource: is people within the company's entire workforce who contribute talent, skills, time, thoughts, and energy in exchange for remuneration in the form of salaries, wages, and allowances, with the amount depending on the contribution made (Widarni & Bawono, 2020, p. 1).

1.9 Structure of the Thesis

This thesis is organized into five chapters to ensure clarity and coherence in discussing the effect of training on employee job performance.

- Chapter One introduces the study by discussing the background, statement of the problem, basic research questions, objectives, significance, scope, and structure of the study.
- Chapter Two presents a comprehensive literature review, addressing relevant theories, concepts, and findings from related research.
- Chapter Three outlines the research methodology, detailing the methods and techniques employed to conduct the study.
- Chapter Four focuses on the presentation and analysis of the data collected.
- Chapter Five concludes the thesis by summarizing the findings, drawing conclusions, and providing recommendations based on the results.

CHAPTER TWO

Literature Review

2.1 Human Resource Management

Human Resources are people in the company's complete workforce who supply talent, skills, time, thoughts, and energy in exchange for remuneration in the form of salaries, wages, and allowances with a quantity or amount of money depending on the contribution made (Widarni & Bawono, 2020, p. 1). Armstrong (2014, p.4) states in his book that Human Resource Management is concerned with every facet of how people are hired and managed in organizations and covers the activities of strategic HRM, human capital management, knowledge management, corporate social responsibility, organizational development resources (workforce planning, recruitment and selection, and talent management), learning and development, performance and reward management, employee relations, employee well-being, and the provision of employee services.

The dynamic components of human resources, which encompass all individuals at all organizational levels at all times, are managed at the organizational level through human resource management (Widarni & Bawono, 2020, p. 31). Muh and Aziz (2022, p.21) in their paper asserts that to achieve a balance between the needs of employees and the organization's capabilities and demands, the company's human resources must be professionally handled.

2.2 Human Resource Management Function

Human resource management has activities. According to Warner and DeSimone, (2012, p.9), human resource functions are the following:

- 1 Human resource planning activities are used to predict how changes in management strategy will affect future human resource needs.

2 Equal employment opportunity activities are intended to satisfy both the legal and moral responsibilities of an organization through the prevention of discriminatory policies, procedures, and practices.

3 Staffing (recruitment and selection) activities are designed for the timely identification of potential applicants for current and future openings and for assessing and evaluating applicants in order to make selection and placement decisions.

4 Compensation and benefits administration is responsible for establishing and maintaining an equitable internal wage structure, a competitive benefits package, as well as incentives tied to individual, team, or organizational performance.

5 Employee relations activities include developing a communications system through which employees can address their problems and grievances.

6 Health, safety, and security activities seek to promote a safe and healthy work environment.

7 human resource development activities are intended to ensure that organizational members have the skills or competencies to meet current and future job demands.

2.3 Training

Elnaga and Imran (2013, p.138) in their study argues that training is a methodical procedure to improve an employee's competency, knowledge, and skills that are essential for efficient work performance. Training is the use of systematic and planned teaching activities to increase learning (Armstrong, 2014, p. 308). Training is a vital tool for the firm to improve the performance of all employees for the organization's development and success by increasing employee productivity (Halawi &Haydar, 2018, p. 36). Training contributes to the organization's growth because the viability of its numerous sections depends on training (Zahra et al., 2014, p. 60).

2.3.1 Child Development Training

Children's growth occurs within and through their everyday experiences, which, for all children everywhere, experiences and it is critical to comprehend the learning possibilities and societal organizations that are involved in what they know and do (Rogoff et al., 2018, p. 1). Additionally, Rogoff et al. (2018, p.1) in his paper asserts that Understanding child development demands improving and updating our understanding of what children are doing in their everyday lives, in the range of cultural situations that they navigate.

2.3.2 Child (Human) Right Training

Many governmental and civil society actors have accepted the convention and utilize it as a frame of reference for their work with young people between the ages of 0 and 18 years (Arts, 2014, p. 268). Arts (2014, p.298) States that CRC Article 19(1) provides that the state has the obligation to protect the child from violence, injury, sexual and other abuse, neglect, maltreatment or exploitation, while in the care of parents, legal guardians or any other person who has the care of the child. According to office of the high commissioner for human rights (2001, p.7) in its paper states that Human rights are universal legal protections that shield people and communities from government actions that infringe upon their basic liberties and dignity.

2.3.3 Work Ethics Training

Work ethics can be interpreted as a gesture of personality, temperament, character and belief in something (Sapada et al., 2018, p. 30). Work is done in a setting full of uncertainty rather than in a vacuum (Osibanjo et al., 2015, p. 112). Osibanjo et al. (2015, p.113) additionally suggests that one way to accomplish this is through ethical socialization and training, which will educate staff members on what constitutes moral behavior within the company.

Ethics definitions typically include characteristics such as needing rigorous investigation, distinguishing between right and evil, and establishing the nature of what should be valued

(Bowen, 2018, p. 1). Work ethics are the rules of behavior that guide individual workers in their work and relationships with colleagues, clients, and other economic agents (Osibanjo et al., 2015, p. 109). Osibanjo et al. (2015, p.114) concludes in his study that Strong work ethics has been regarded as being capable of producing long-term employee job performance, while weak work ethics can only drive for a time but will eventually lead to bad job performance.

2.4 Training Theories

According to Milhem et al., (2014, pp. 17-18) states that theories in their article as the following:

1 Situated Learning or Cognition Theory

Situated learning is one of the most important features of the scientific method and theoretically, the materials we create or use, such as cases, basically situate the trainee in his/ her operational context.

2. Constructivism and Experiential Learning Theory

Constructivism is well suited to the situated and scientific methods as it stresses comprehensible real-world functions in organizational environments.

3 Transformative Learning Theories

Transformative learning in combination with scientific methods enables and encourages trainees to participate actively in shaping the content and application of learning activities, and many will accept possibility of being empowered and actively involved in decision making.

4 Action Theory

Contrary to many cognitive and information processing theories, action theory is linked to behavior and specific working contexts and outcomes.

2.5 Role and Importance of Theories

A training program's primary goal is to guarantee personal growth, and organization is essential to achieving this goal (Vuta & Farcas, 2015, p. 368). Training has a significant role in enhancing individuals' capacity for development, as well as in boosting their confidence and willingness to perform better at work (Muh & Aziz, 2022, p. 22). Training and development are considered a continuous improvement process that should be up to date to confront the dynamic change in the workplace and to adopt training as a competitive advantage of the organization (Milhem et al., 2014, P. 12).

Training will give employees with particular and suitable information and abilities that may be later identified and used in their professions on the spot (Setiawan et al., 2021, p. 196). Organizations that frequently offer employee training will boost employee work performance, and employees will be more motivated to work so that organization goals can be met (Niati et al., 2021, p. 2391). Elnaga & Imran (2013) suggests that most of the organizations, by applying long term planning, invest in the building new skills by their workforce, enabling them to cope with the uncertain conditions that they may face in future, thus improving the employee performance through superior level of motivation and commitment (p, 137).

Gebreab and Ansebo (2021, p, 5651) in their research paper argues that delivering training that is need-driven, using an effective delivery method, having a clear training goal, and having high-quality instructional materials and evaluations; utilizing senior staff members' skills; Employee performance is improved by fostering a more positive outlook on the value of training and improving the management-subordinate relationship.

Generally speaking, the goal of training and development initiatives is to produce human resources who are prepared and able to be assigned in terms of competence, management, and behavior so that they can continuously contribute positively to the needs of the company or

organization in line with changes in the competitive landscape and position (Setiawan et al., 2021, p. 197).

2.6 Need of Training

The concept of need typically refers to a discrepancy or gap between what Organization expects to happen and what actually occurs (Jon M. Warner and Randy L. DeSimone, six edition 2012, 110). Needs of training are the following:

1. Diagnostic needs: focus on the factors that lead to effective performance and prevent performance problems and the goal is to determine how effective performance is obtained.
2. Analytic needs: identify new or better ways to perform tasks and are discovered by intuition, insight or expert consideration” (Jon M. Warner and Randy L. DeSimone, six edition 2012, 110).

2.7 Planning the Training

Training is regarded one of the organization's basic tactics for effectiveness (Afroz, p. 121). Training should be systematic, which means it is specifically developed, planned, and conducted to satisfy identified needs (Armstrong, 2014, p. 309).

Create employee training programs as an ongoing, planned, and methodical process that incorporates the firm's strategic mission, goals, and objectives as well as the outcomes of strategic human resource planning, all the while taking into account the unique training requirements of each employee, job, and organization (Yimam, 2022, p. 19). Without adequate training, both new and existing employees lack the knowledge and skill sets needed to complete their responsibilities as effectively as possible (Elnaga & Imran, 2013, p, 137).

2.8 Kinds of Training Method

2.8.1 On the Job Training

On the job training involves conducting training at a trainee's regular work station (Jon M. Warner and Randy L. DeSimone, six edition 2012, 170). Milhem et al. (2014, p.20) suggested that On-the-job training is organized, supervised, and typically conducted in the trainee's workplace, however it can also occasionally take place in a dedicated on-site training space. Additionally, he states that in on-the-job training, managers, supervisors, trainers, and coworkers spend a significant amount of time with trainees to teach previously specified skill sets.

2.8.2 Off the Job Training

Off the job training is provided away from the work place (Vasanthi. S & Dr. S. Rabiyaathul Basariya, 2019, p. 2). Milhem et al. (2014, p.20) suggests that Training off-the-job occurs off-site and off-line.

2.9 Designing Effective Training Program

Training is programmed to ensure consistency, efficiency, progress tracking, customization, and scalability. Abiti (2022) argues that training plays a critical role in initiating better job performances and outcomes. Effective training is a strategic and deliberate process designed to equip employees with the skills and knowledge needed to enhance their performance. It emphasizes aligning learning outcomes with organizational objectives, fostering professional growth, and driving overall performance improvement. Designing an effective training program involves several key steps:

Assess Training Needs- Conduct a needs assessment to identify gaps in skills or knowledge. This helps tailor the program to specific objectives.

Define Objectives- Set clear, measurable goals for what the training should achieve.

Develop Content- Create engaging and relevant materials, incorporating real-world examples and interactive elements.

Choose Delivery Methods- Select the most suitable format, such as workshops, e-learning, or blended learning.

Implement the Program- Roll out the training with skilled trainers and ensure participants are engaged.

Evaluate Effectiveness- Use feedback and assessments to measure the program's impact and refine it (Smith, 2025).

2.10 Training Process

The training process consists of a series of well-defined steps aimed at developing and enhancing skills, knowledge, and competencies. There are steps in the Training Process:

Assessment of Needs-The first step is to identify skill or knowledge gaps through tools like surveys, interviews, or performance reviews. This ensures the training targets the actual needs of individuals or teams (Brown, 2020).

Setting Objectives- Specific, measurable, achievable, relevant, and time-bound (SMART) objectives should be established to define the intended outcomes of the training (Smith and Taylor, 2019).

Planning and Design-The training is designed by choosing appropriate content, structure, delivery methods (e.g., workshops, online modules, simulations), and

schedules. It should cater to various learning styles and maintain engagement (Jones, 2021).

Delivery- The program is executed using the planned format. Trainers play a pivotal role in ensuring interactive and meaningful sessions (Wilson, 2018).

Evaluation and Feedback- Feedback is collected, and the program is assessed for effectiveness through tests, surveys, or performance data analysis. This ensures that learning objectives are met (Adams, 2022).

Follow-Up- To reinforce learning, follow-ups such as coaching, mentoring, or additional materials are implemented. This helps ensure long-term retention and application of new skills (Taylor, 2020).

2.11 Employee Performance

Employees are an important resource that can help a firm become profitable and expand (Widarni & Bawono, 2020, p. 37). Within the area of work, performance is frequently measured by the degree to which people or teams achieve expected targets or results (Pratiwi, 2022, p. 235). Employee work performance is the outcome of the quantity and quality of work completed by an employee in fulfilling the tasks given to him in accordance with his experience, responsibility, sincerity, and timeliness (Muh & Aziz, 2022, p. 24).

2.12 Effects of Training on Employee Job Performance

Performance can be interpreted as an indicator of the extent to which a program, activity, or policy successfully achieves the organization goals, vision, mission (Pratiwi et al., 2022, p. 235). Training is seen as a crucial and essential human resource activity that can influence an organization's success and has an impact on both individuals' and corporate goals (Zahra et al.,

2014, p. 60). Training, development, and education have a beneficial influence on employee performance, which promotes organizational performance (Widarni and Bawono, 2020, p. 37).

2.13 The Relationship between Training and Employee Job Performance

Organizations expect employees to work with dedication according to their capacity to achieve optimal work results (Pratiwi et al., 2022, p. 235). Training and development encompass a wide range of learning activities to meet the existing and future problems of companies and these activities include training individuals for their current jobs and sharing knowledge to expand the organization's horizon and improve customer service (Milhem et al., 2014, p. 12). Performance management is a method of improving outcomes by giving individuals with the tools they need to perform successfully within an agreed-upon framework of set goals, standards, and competencies and it entails creating a solid grasp of what is to be achieved and how it will be accomplished (Armstrong, 2014, p. 335). Armstrong (2014, p.335) in his book stated that the goal of performance management is to improve people's capacity to meet and surpass expectations and reach their maximum potential for the benefit of themselves and the company.

2.14 Empirical Evidences and Conceptual framework

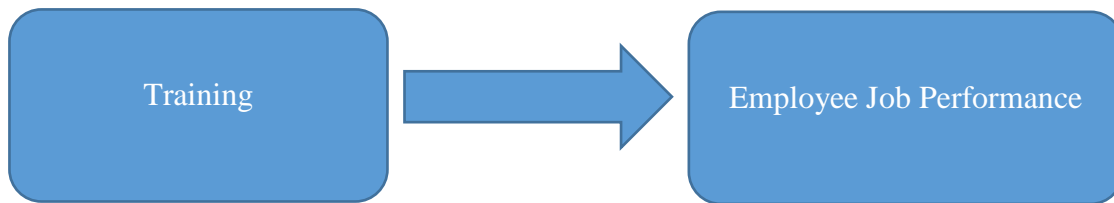
Both technical and soft skills training are essential for enhancing employee productivity and overall organizational performance (Karanja and Ngugi, 2021). It was founded a strong correlation ($r = 0.84$) between training programs and employee performance, emphasizing the need for frequent, high-quality training programs to meet employee needs and improve job performance (Adom and Amankwah, 2021). Effective training programs enhance employee motivation, commitment, and overall performance (Elnaga and Imran (2015). The above literature provides the evidences regarding the benefits of training and its positive influence on employee job performance.

The conceptual framework shows the dependent and independent variables. This self-designed model shows how trainings and employee job performance correlated by offering charts about this crucial relationship. In this study employee job performance is dependent variable and training is independent variable.

Conceptual framework model

Independent variable

Dependent variable



Source: Based on overall review of the study.

CHAPTER THREE

Research Methodology

3.1 Study Population

This study focused on field work employees of the Compassion International Ethiopia Assisted Child Development Project under EMWACDC in Addis Ababa. The total population consists of all 50 staff members involved in the implementation and support of the child development programs within the project. This includes both direct service providers and administrative personnel in project offices.

3.2 Research Design

This study employed a mixed-methods approach, incorporating both quantitative and qualitative methodologies. The quantitative approach is used to quantify the data and provide a descriptive analysis, while the qualitative approach aids in exploring the underlying qualities and insights of the research topic.

The research design incorporated both descriptive and explanatory elements to provide a holistic understanding of the effects of training on employee job performance. The descriptive component will assess current training practices and employee perceptions through questionnaires, while the explanatory component will explore the relationships between training and job performance using interviews. This mixed-method design allows for comprehensive insights, triangulation of data, and addresses various research questions effectively.

3.3 Types and Sources of Data

The study utilized both primary and secondary data to ensure a comprehensive analysis.

- **Primary Data:** Information was collected directly from key respondents, including the project director, accountant, health worker, and social worker. The primary data was gathered through interview and structured questionnaires designed to explore the effect of training on employee job performance.
- **Secondary Data:** Additional information was obtained from organizational documents, books, articles, journals, and other relevant reference materials. These sources will provide background and context to support and validate the findings from the primary data.

3.4 Methods of Sampling Technique and Sample Size

This research aimed to explore the effects of trainings of child development, child rights and work ethics on employee job performance within the Addis Ababa Compassion International Ethiopia Child Development Assisted Project. The project consists of 16 branch offices and 50 employees, those are Project Director, Accountant, Health Worker, and Social Worker. The researcher used total population sampling for this study.

Total population sampling (Census Study) is a valid and often practical approach when dealing with a small or manageable population size. In this case, where the study focused on employees within the Compassion International Ethiopia Assisted Child Development Project, this approach would allow to include all employees in the study. Here are some benefits of using total population sampling:

- **Comprehensive Data Collection:** Every individual in the population is included, providing a complete and accurate representation.
- **Elimination of Sampling Bias:** Since the entire population is studied, there's no risk of sampling bias.

- Detailed Insights: With the entire population included, the findings can offer more detailed and nuanced insights into the effects of training on job performance.

The population will be divided into four subgroups: Project Directors, Accountants, Health Workers, and Social Workers. The researcher collected data from all respondents using structured questionnaires from 50 total employees, as well as data from 16 office project directors by using interview, in order to triangulate the data.

3.5 Methods of Data Collection Instrument

This study utilized a combination of primary and secondary data collection instruments to examine the effect of training on employee job performance.

3.5.1 Primary Data Collection

Structured questionnaires was the main instrument for collecting primary data. These questionnaires will include:

- o Likert Scale Items: A five-point Likert scale (Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, Strongly Disagree = 1) will be used to judge respondents' perceptions and attitudes toward the effect of training on their job performance

Interview: Interview was another instrument for collecting primary data.

3.5.2 Secondary Data Collection

Relevant organizational documents, reports, books, journal articles and other reference materials were reviewed to complement and validate the findings from the primary data. These secondary sources provided context and background information to support the analysis.

3.6 Data Processing Analysis

The study utilized a descriptive and explanatory data analysis approach to process and analyze its findings.

- **Qualitative Data:** Collected qualitative data was organized, summarized, and described to provide detailed insights into the perceptions and experiences of the respondents.
- **Quantitative Data:** Quantitative data was processed and analyzed using statistical tools. The findings were presented in tables and numerical summaries to enhance clarity and comprehension.

3.7 Data Presentation and Interpretation

3.7.1 Quantitative Data Analysis

1. **Descriptive Statistics:** the researcher used descriptive statistics to summarize the data collected from questionnaires and help the general level of agreement of respondents. These statistics will help in understanding the general trends and patterns in the data, such as the overall perception of training effectiveness and the average job performance scores.
2. **Inferential Statistics:**
 - **Correlation Analysis:** Pearson correlation coefficients were calculated to determine the strength and direction of the relationships between training and job performance variables. This will provide insights into how closely related these variables are.

The researcher utilized SPSS software, which is well-suited for conducting descriptive statistics and correlation analysis.

3.7.2 Qualitative data Analysis

1. **Thematic Analysis:** this research was used thematic analysis to analyze the qualitative data collected from interviews of 16 participants. This involves coding the data to identify recurring themes, patterns, and categories. The analysis conducted in several steps:

- **Familiarization:** Reading through the data to get an overall sense of the information.
- **Coding:** Systematically applying codes to different parts of the data to categorize information.
- **Generating Themes:** Grouping codes into themes that represent broader patterns in the data.
- **Reviewing Themes:** Refining and reviewing the themes to ensure they accurately represent the data.
- **Defining and Naming Themes:** Clearly defining and naming each theme to capture its essence.

3.8 Validity, Pilot Test and Reliability

3.8.1 Validity

Validity is the extent to which difference found with measuring instrument reflecting true differences among those being tested. To ensure the accuracy and relevance of the results, the researcher emphasized maintaining validity throughout the study. This involved using well-

designed data collection instruments tailored to the study objectives, questions and the data collected.

3.8.2 Pilot Study

Pilot test was conducted to refine the content and clarity of the questionnaires. A pilot test was conducted with 10 randomly selected respondents to assess the reliability of data gathered from questionnaires.

3.8.3 Reliability

Cronbach's alpha was calculated to assess the internal consistency of the questionnaires. Cronbach's alpha is a coefficient of reliability used to measure the internal consistency of the scale. A Cronbach's alpha value of 0.7 or higher will be considered acceptable.

Table 1. Cronbach's alpha, coefficient of Reliability

Cronbach's Alpha	N of Items
.825	14

Source: SPSS Reliability test (Personal survey, 2025)

The reliability of the construct items were evaluated by using Cronbach's alpha and the result of the reliability test was 0.825 which is good.

3.9 Ethical Consideration

The researcher adhered to strict ethical guidelines to ensure the integrity of the study, including: Participants were informed about the purpose, scope, and nature of the study before participating. Participant data was kept confidential and used solely for the purpose of the study. Participation in the study was entirely voluntary, and respondents will have the right to

withdraw at any time. The researcher ensured accurate and honest reporting of the findings without bias or manipulation.

CHAPTER FOUR

Data Analysis, Result and Discussion

4.1 Data analysis

4.1.1 Response Rate

The questionnaires were distributed to 50 employees, among which 45 have been returned and the response rate is 90%. The remaining 5 respondents were unwilling to participate in the questionnaire. Therefore, the analysis was made based on the 45 respondents' data. The questionnaire was developed in five scales ranging of Likert scale. The collected data were presented and analyzed by using SPSS statistical software. The study employed descriptive and correlational analysis. Correlation analysis was conducted to measure the relationship between dependent and independent variables

4.1.2 Demographic Information of Respondents

4.1.2.1 Gender Distribution

The dataset consists of 45 employees, with 55.6% female and 44.4% male. This suggests a slight majority of female workers within the organization.

Table 2. Gender Distribution

	Gender Frequency	Percent
Male	20	44.4
Female	25	55.6
Total	45	100.0

4.1.2.2 Age Distribution

The majority of employees fall within the 36-45 age range (48.9%), followed by 20-35 (31.1%) and 46-60 (20.0%). This indicates a workforce dominated by mid-career professionals, which can be significant for understanding training needs and career progression.

Table 3. Age Distribution

	Age Frequency	Percent
20-35	14	31.1
36-45	22	48.9
46-60	9	20.0
Total	45	100.0

4.1.2.3 Educational Background

A notable 77.8% of employees hold a BA degree, while 15.6% have a master's degree and 6.7% have a diploma. This suggests a highly educated workforce, which could imply a strong theoretical foundation that can be enhanced through practical training programs.

Table 4. Educational Background

	Education Frequency	Percent
Diploma	3	6.7
BA Degree	35	77.8
Masters	7	15.6
Total	45	100.0

4.1.2.4 Length of Service

The distribution of work experience is varied, with 24.4% having worked 16-20 years and another 24.4% working 11-15 years. A total of 20% have over 20 years of experience, while 13.3% have worked for 0-5 years. This indicates a workforce with a mix of both experienced employees and newcomers.

Table 5. Length of Service

Length of service	Frequency	Percent
0-5 years	6	13.3
6-10 years	8	17.8
11-15 years	11	24.4
16-20 years	11	24.4
>20 years	9	20.0
Total	45	100.0

4.1.2.5 Job Status within the Organization

The data reveals that employees occupy different roles, with 31.1% in Project Director, 26.7% as Accountants, and 26.7% as Social Workers, while 15.6% are Health Workers.

Table 6. Job Status within the Organization

Job position	Frequency	Percent
Project Director	14	31.1
Accountant	12	26.7
Health Worker	7	15.6

Social Worker	12	26.7
Total	45	100.0

4.1.3 Training Reception and Descriptive Statistics

Training Reception:

A high 88.9% of employees have received training, while 11.1% have not. This indicates that training is widely provided across the organization, which can be beneficial for enhancing employees' effectiveness and job performance.

Table 7. Training Reception

	Training Frequency	Percent
Received	40	88.9
not received	5	11.1
Total	45	100.0

Descriptive statistics:

Table 8. Descriptive Statistics

N	Minimu m	Maximu m	Mean	Std. Deviation
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TP_Mean	40	3.00	5.00	4.1250	.42492
TCD_Mean	40	4.00	5.00	4.2875	.33755
TCHR_Mean	40	3.50	5.00	4.4000	.39549
WE_Mean	40	3.50	5.00	4.1875	.40331
EJP_Mean	40	3.80	5.00	4.2600	.33035
Valid (listwise)	N 40				

Overall Mean

	N	Minimu m	Maximu m	Mean	Std. Deviation
Overall_Mean	40	3.84	5.00	4.2520	.28815
Valid (listwise)	N 40				

4.1.4 Correlation Result

Table 9. Correlation Result

		TP_Mean	TCD_Mean	TC(H)R_Mean	TWE_Mean	EJP_Mean	Overall_Mean
TP_Mean	Pearson Correlation	1	.458**	.331*	.458**	.493**	.734**
	Sig. (2-tailed)		.003	.037	.003	.001	.000
	N	40	40	40	40	40	40
TCD_Mean	Pearson Correlation	.458**	1	.413**	.630**	.508**	.776**
	Sig. (2-tailed)	.003		.008	.000	.001	.000
	N	40	40	40	40	40	40
TCHR_Mean	Pearson Correlation	.331*	.413**	1	.482**	.381*	.691**
	Sig. (2-tailed)	.037	.008		.002	.015	.000
	N	40	40	40	40	40	40
TWE_Mean	Pearson Correlation	.458**	.630**	.482**	1	.625**	.838**
	Sig. (2-tailed)	.003	.000	.002		.000	.000
	N	40	40	40	40	40	40
EJP_Mean	Pearson Correlation	.493**	.508**	.381*	.625**	1	.773**

	Sig. (2-tailed)	.001	.001	.015	.000		.000
	N	40	40	40	40	40	40
Overall_Mea	Pearson Correlation	.734**	.776**	.691**	.838**	.773**	1
n	Sig. (2-tailed)	.000	.000	.000	.000	.000	
	N	40	40	40	40	40	40

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Correlation values show the strength of relationships between training factors and job performance. Below are key observations and interpretations of correlation:

- Training Practice (TP) & Employee Job Performance (EJP) → $r = 0.493$, $p = 0.001$. There is a moderate positive correlation between training practice and employee job performance. This suggests that enhanced training practices could improve job performance.
- Child Development Training (TCD) and EJP → $r = 0.508$, $p = 0.001$. The relationship is moderately positive and statistically significant. Investing in child development training could have a direct impact on employee job performance.
- Child Rights (TCHR) and EJP → $r = 0.381$, $p = 0.015$. The correlation is weaker but still positive. Employee awareness of child rights may contribute to performance, but less strongly than other training areas.
- Work Ethics Training (TWE) and EJP → $r = 0.625$, $p = 0.000$. This is the strongest correlation with employee job performance. Employees trained in work ethics tend to perform better, highlighting the importance of ethical behavior in job effectiveness.
- Overall Training and EJP → $r = 0.773$, $p = 0.000$. The combined impact of all training programs shows a strong, positive correlation with employee job performance. A well-rounded training program significantly enhances job performance.

Interpretation:

- All correlation values are positive, indicating that various training programs contribute to employee performance.

- All correlations are statistically significant ($p < 0.05$), meaning these relationships are not random.
- The strong correlation ($r > 0.77$) between overall training and employee job performance underscores the crucial role of comprehensive training in fostering high performance.

4.2 Result of Discussion

4.2.1 Result of the Questionnaires

4.2.1.1 Training and Employee Job Performance

The findings of this study align with research conducted by Elnaga & Imran (2013), which emphasizes that training enhances employee motivation and commitment, leading to improved performance. In this study, 88.9% of employees received training, and their job performance ratings (EJP Mean = 4.26) indicate a strong positive impact of training on performance. The correlation analysis furtherly supports this by showing a significant relationship between Child Development Training (TCD) and Employee Job Performance ($r = 0.508$, $p = 0.001$), Child Rights' raining (TCHR) and Employee Job Performance ($r = 0.381$, $p = 0.015$), and Work Ethics Training (TWE) and Employee Job Performance ($r = 0.625$, $p = 0.000$). This suggests that employees who receive these trainings tend to perform better and contribute to increased workplace efficiency.

4.2.1.2 Age and Educational Background Influence

The study shows that 48.9% of employees are aged 36-45, and 77.8% hold a BA degree. This suggests that mid-career professionals with higher education levels benefit most from training programs, as they are more likely to apply learned skills effectively. A study by McKinsey (2006) highlights that employees with higher education levels tend to adapt better to training

programs and demonstrate improved performance. This supports our findings that education plays a crucial role in maximizing the benefits of training.

4.2.1.3 Organizational Status and Training Reception

Employees in Project Director and Social Worker roles (31.1% and 26.7%) received training at a higher rate, indicating that training is prioritized for leadership and social service roles. Research by Zia-ur-Rehman et al. (2020) suggests that organizations that invest in leadership training see higher employee engagement and productivity. This aligns with findings, reinforcing the idea that targeted training for leadership roles enhances organizational effectiveness.

The findings confirm that structured training programs significantly enhance employee job performance, and overall organizational efficiency. The strong correlations between training practice, training of Child development, training of Child (human) rights, training Work Ethics and job performance suggest that organizations should continue investing in high-quality training programs.

4.2.2 Results of Interview Questions

The researcher conducted interviews with 14 project directors of 16 to complement quantitative questionnaires and gather additional insights on current training practices and challenges. These interviews explored the diversity of training programs offered, their purposes, the most essential training initiatives, the impact of training on employee job performance, and overall impressions of the training programs.

4.2.2.1 Current Practices in Training

The training programs at Compassion International Ethiopia Assisted Child Development Project are varied, with offerings from the organization itself, donors, government agencies, and partner organizations. Employees receive job orientation upon joining, but formal training is not always immediate. The training provided is role-specific, focusing on project directors, accountants, health workers, and social workers. Additionally, some employees participate in training that equips them to educate children and families. Methods of training include face-to-face sessions, online programs, structured workshops, and access to manuals and other learning materials. While the organization ensures that employees undergo multiple training programs throughout the year, the process lacks a standardized structure, limiting its effectiveness.

4.2.2.2 Challenges in Training

Despite the availability of training opportunities, several challenges hinder their effectiveness. One major issue is the lack of structured planning, which results in inconsistent training practices. Budget constraints also limit the ability to implement comprehensive training initiatives. Additionally, employees often struggle to understand the purpose of training, reducing its overall impact. Motivation gaps further contribute to the issue, as some employees fail to apply the skills they learn. A lack of gap analysis and training needs assessments results in programs that may not align with actual employee requirements. Moreover, there is no formal evaluation mechanism to measure training effectiveness, making it difficult to determine outcomes. Poor implementation and repetitive training programs also diminish the impact, while the absence of compassion among certain employees poses a unique challenge in child-focused roles.

4.2.2.3 Diverse Training Programs Offered

Employees at Compassion International Ethiopia Assisted Child Development Project participate in various training programs tailored to their roles and responsibilities. These include proposal writing, monitoring and evaluation, leadership development, time management, financial management, teamwork, communication skills, and technology-based training. In addition, specialized programs such as child rights and protection, holistic child development, mentorship, counseling, and ethical leadership training aim to equip employees with the knowledge and competencies needed to work effectively with children and youth. Training on government policies, local resource mobilization, work ethics, and strategic planning also helps employees align their duties with organizational goals and national development priorities.

4.2.2.4 Purpose of Training Programs

The primary objective of these training programs is to enhance employees' professional capabilities, ensuring efficiency and motivation in their roles. Training helps employees acquire the skills necessary to perform their duties effectively, fostering ethical behavior and strong workplace relationships. Furthermore, child-focused training promotes awareness of children's rights and protection, enabling employees to serve youth with compassion and dedication. Programs on communication, counseling, and behavior change are designed to strengthen employees' interpersonal skills, improving relationships with children, colleagues, and external stakeholders. Additionally, leadership and project management training support employees in taking on managerial responsibilities, contributing to the organization's long-term sustainability.

4.2.2.5 Most Important Training Programs

Among the various training initiatives, child protection, child development, and child service training are identified as the most crucial. These programs ensure employees are equipped with the necessary knowledge and skills to safeguard children's well-being and provide holistic developmental support. Furthermore, behavior change and ethical training play a significant role in fostering professionalism and commitment to the organization's mission. Communication skills and teamwork training are also emphasized, as they contribute to a collaborative work environment and enhance employee engagement.

4.2.2.6 Changes in Employee Job Performance after Training

Improvements in Efficiency and Knowledge

Employees have demonstrated increased efficiency in their daily tasks after undergoing training. Many have gained deeper knowledge and understanding of their job responsibilities, leading to more structured and effective execution of their roles. Training has also provided employees with new insights, enhancing overall organizational performance.

Professional Growth and Skill Development

Training has positively influenced employees' professionalism, communication skills, and behavior in the workplace. Employees have shown improved work ethics and have become more engaged and proactive. Many report feeling more confident in their abilities, which has led to stronger teamwork and collaboration.

Motivation and Commitment to Child Protection

Several employees have developed a stronger passion for their work, particularly in child protection and holistic child development. Training has encouraged them to actively engage in children's lives and serve with dedication and compassion. Improved awareness of child protection principles has enabled employees to foster a safer and more nurturing environment for the children under their care.

Strengthened Work Relationships and Organizational Culture

Training programs have enhanced employees' interpersonal relationships, making communication more effective and interactions more approachable. Employees have become more compassionate, responsible, and committed to the organization's mission. Additionally, training has reinforced positive workplace behaviors and strengthened employee commitment to shared organizational goals.

4.2.2.7 Overall Impressions of Training Programs

Impact on Organizational Growth

Continuous and well-structured training programs contribute to the long-term success and development of the organization. Employees who participate in training demonstrate stronger commitment, confidence, and a sense of responsibility toward their roles. Training has also had a transformative effect, positively influencing attitudes and professional behaviors.

Relevance and Strategic Focus of Training

Despite the benefits, some employees believe that training programs lack strategic planning, affecting their overall effectiveness. Others emphasize the importance of contextual and contemporary training to ensure relevance in a changing work environment. Effective training

should align with employees' actual needs and organizational objectives, fostering measurable outcomes.

CHAPTER FIVE

Summary of Findings, Conclusion, and Recommendations

5.1 Findings

The findings of this study align with research conducted by Elnaga & Imran (2013), which highlights the role of training in enhancing employee motivation and commitment, ultimately leading to improved performance. In this study, 88.9% of employees received training, and their job performance ratings (EJP Mean = 4.26) indicate a strong, positive, and significant impact of training on employee job performance.

Correlation analysis further supports this conclusion by demonstrating significant relationships between various training programs and employee performance. Specifically, Child Development Training (TCD) was positively correlated with Employee Job Performance ($r = 0.508, p = 0.001$), Child Rights Training (TCHR) showed a correlation of ($r = 0.381, p = 0.015$), and Work Ethics Training (TWE) exhibited the strongest relationship ($r = 0.625, p = 0.000$). These findings suggest that employees who receive these trainings tend to perform better and contribute to increased workplace efficiency.

Additionally, thematic analysis indicates that continuous and well-structured training programs contribute to the organization's long-term success and development. Employees who undergo training demonstrate higher levels of commitment, confidence, and responsibility in their roles. Moreover, training has had a transformative effect, positively influencing attitudes and professional behaviors while equipping employees with valuable insights, thereby enhancing overall job performance.

5.2 Conclusion

In conclusion, this study examined the impact of training on employee job performance within the Compassion International Ethiopia-assisted Child Development Project, using correlational analysis. To achieve this, the researcher employed both quantitative and qualitative research methods.

The quantitative analysis was based on questionnaire data collected from 45 respondents, measured using a five-point Likert scale to assess the level of correlation between training programs and employee performance. The findings indicate a strong, positive relationship between training and job performance.

To complement the quantitative findings, qualitative analysis was conducted through interviews with 14 project directors, providing deeper insights into current training practices and associated challenges. The results suggest that employees who participate in these training programs tend to exhibit improved performance and contribute to greater workplace efficiency.

Overall, the study confirms that training has a significant and positive correlation with employee job performance. Specifically, the relationship between the dependent variable (employee job performance) and independent variables (child development training, child rights training, and work ethics training) is well established, demonstrating that various training initiatives play a crucial role in enhancing employee effectiveness.

5.3 Recommendations

To improve training effectiveness, the organization should conduct a thorough gap analysis to ensure training programs address relevant employee needs.

Establishing a structured training framework will enhance consistency and optimize learning outcomes.

Performance measurement mechanisms should be implemented to assess whether training efforts translate into improved job performance.

Encouraging motivation and engagement among employees through post-training follow-ups can improve skill application.

Budget optimization strategies should be explored to maximize available resources and expand training opportunities.

Continuous assessment and updates to training programs will help eliminate redundancy while ensuring relevance.

Additionally, integrating compassion-focused workshops and emotional intelligence training will support employees in roles that require empathy and child-centered service.

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Appendix 1: Questionnaires and Interview Questions

Questionnaires

To:

Dear Sir/ Madam;

I am a student at Addis Ababa University (AAU) post graduate program in Human Resource Management (HRM) department. In partial fulfillment for the requirement of this master's degree program completion, I am conducting a research on effect of training on employee job performance.

In order to properly complete my research thesis, I must collect data. Please participate in this research by completing the following questionnaires. I assure you that whatever information you share with me during the study process will be kept strictly confidential and anonymous. I assure you that the information will be used solely for this study thesis. I appreciate your kindness.

Part I: Respondents Background Information:

The following questions provide the respondents' demographic background. Please give a "√" mark in the bracket provided for your answer.

1. Gender:

- a) Male ()
- b) Female ()

2. Age:

- a) 20 to 35 ()
- b) 36 to 45 ()
- c) 46 to 60 ()
- d) Above 60 ()

3. What is your educational background?
- a) Diploma ()
 - b) BA Degree ()
 - c) Master's ()
 - d) Doctorate ()
4. How many do you have length of service in your organization?
- a) Up to 5 years ()
 - b) 6 to 10 years ()
 - c) 11 to 15 years ()
 - d) 16 to 20 years ()
 - e) More than 20 years ()
5. What is your status within your organization?
- a) Project Director ()
 - b) Accountant ()
 - c) Health Worker ()
 - d) Social Worker

Part II: Questionnaires on Trainings

Types of Training

6. Did you take the following trainings, please give a "√" mark in the bracket that have been provided for your answer.

	Received	Not received
a) Child development training?	()	()
b) Child (human) right training?	()	()

c) Work Ethics Training? () ()

Please rate the next (7-20) questions by using the 5-point Likert scale on the box:

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

Training Practices

7. Does the organization provide adequate and relevant training opportunities? ()

8. Do training sessions use effective methods and materials? ()

9. Do you receive sufficient support to participate in training programs? ()

Training in Child Development

10. Does training enhance your understanding of child-related issues? ()

11. Does child development training provide practical skills for your job responsibilities?

Training in Child (Human) Rights

12. Does this training increase your awareness of child rights and legal protections? ()

13. Do you apply child rights knowledge effectively in your work? ()

Work Ethics Training

14. Does this training promote professionalism and ethical behavior among employees? ()

15. Does work ethics training strengthen teamwork and workplace culture? ()

Employee Job Performance

16. Do trainings improve your ability to perform job tasks efficiently? ()

17. Are you able to apply knowledge from training to real work situations? ()

18. Do trainings enhance your communication and collaboration skill in the workplace? ()

19. Do you feel more confident and motivated in your work after training? ()

20. Do trainings have a positive impact on your job performance? ()

Interview Questions

1. What is the current practices and challenges of training in your organization?
2. Can you describe the types of training programs employees have participated in at this organization? And what is the purpose?
3. What are some of the most important types of training offered in your organization?
4. Have you noticed any changes in your organization Employees job performance after undergoing training? What kinds of changes?
5. What are your overall impressions of the training programs offered here?

Appendix 2: Reliability Test

Scale: pilot test sample variables

Case Processing Summary

		N	%
Cases	Valid	10	100.0
	Excluded ^a	0	.0
	Total	10	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.825	14

Scale: all variables

Case Processing Summary

		N	%
Cases	Valid	40	88.9
	Excluded ^a	5	11.1
	Total	45	100.0

a. List wise deletion based on all variables in the procedure.

Reliability Statistics

Cronbach's Alpha	N of Items
.833	14