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The effect of training on employees' work performance in civil service organizations

El efecto de la formación en el desempeño laboral de los empleados en organizaciones sociales

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ABSTRACT

Training plays a vital role in enhancing employee job performance. This study aims to examine the impact of training programs on job performance by analyzing the relationship between training and employee performance. A mixed-methods research approach was adopted, employing both quantitative and qualitative techniques. Specifically, a sequential mixed-methods design was utilized. Qualitative data were collected through purposive sampling, while stratified sampling was used to select participants for the quantitative phase. A total of 405 experts and middle-level managers were surveyed using a simple random sampling technique. Data were analyzed using SPSS, incorporating both descriptive and explanatory research designs. Correlation and regression analyses were conducted to assess the relationship between dependent and independent variables. The findings indicate that training has a statistically significant effect on job performance. However, two dimensions—learning and reaction—were found to be insignificant, while behavior and results emerged as the most influential factors affecting job performance. These results highlight the importance of focusing on behavioral outcomes and performance-based results when designing training programs.

Keywords. Training, Employees, Performance, Job, organization, Learning, Behavior, Result, Kirkpatrick model

RESUMEN

La capacitación juega un papel fundamental en la mejora del desempeño laboral de los empleados. Este estudio tiene como objetivo analizar el impacto de los programas de capacitación en el desempeño laboral, examinando la relación entre la capacitación y el rendimiento de los empleados. Se adoptó un enfoque de investigación de métodos mixtos, combinando técnicas cuantitativas y cualitativas. Específicamente, se utilizó un diseño secuencial de métodos mixtos. Los datos cualitativos se recopilaron mediante muestreo intencional, mientras que el muestreo estratificado se empleó para seleccionar a los participantes en la fase cuantitativa. Se encuestó a un total de 405 expertos y gerentes de nivel medio mediante un muestreo aleatorio simple. Los datos fueron analizados utilizando SPSS, con un diseño de investigación tanto descriptivo como explicativo. Se realizaron análisis de correlación y regresión para evaluar la relación entre las variables dependientes e independientes. Los resultados indican que la capacitación tiene un efecto estadísticamente significativo en el desempeño laboral. Sin embargo, dos dimensiones—aprendizaje y reacción—resultaron ser insignificantes, mientras que el comportamiento y los resultados fueron los factores más influyentes en el desempeño laboral. Estos hallazgos destacan la importancia de centrarse en los resultados conductuales y en el rendimiento basado en resultados al diseñar programas de capacitación.

Palabras clave. *Capacitación, Desempeño de los empleados, Puesto, organización, efecto, comportamiento, Resultado.*

INTRODUCTION

Training is defined in different ways by a variety of scholars. It has been defined as a systematic development of knowledge, skills and behavior required by employees to do adequately on a confirmed task or job (Shaheen, et al., 2013). Learning that is provided in order to advance performance in the present job (Amin et al., 2013). On the other hand, (Elnaga & Imra 2013) define employee training as programs that provide workers with information, new skills, or professional development opportunities. Training helps to manage both current and future situations in order to accomplish organizational work effectively. Ethiopia Civil Service University is working on capacity building activity through training. As the data obtained from (Training Coordination Directorate in 2021), around 32,248 employees took training in 120 training topics. These training courses were delivered to 109 organizations in short term modality in the last 5 years, which is a large number.

This study tried to see the effect of those trainings on employee job performance. The challenges encountered by employees when trying to apply what they have learned during training are also addressed. The main purpose of offering training for employees was to master the knowledge, skill, and behaviors emphasized in training programs and to apply them to their day-to-day activities. Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce (Stone, 2002). Nowadays, the Ethiopian government has given greater emphasis in improving the capacity and competency of civil servants and thereby better performance for their organization (Federal Negarit Gazeta, No.515/2007). So the main focuse of the study was what is the effect of this training on employees job performance. The study assessed what changes have been encountered in the employees' performance after taking the training. In addition, this article consisted of problem statements of the research, objectives, research method, discussion, conclusion and recommendation of the study.

Problem statement

Employees are the most valuable assets of any organization, and their active contribution to organizational success depends on equipping them with effective training. Through well-structured training programs, employees can acquire the knowledge, skills, and abilities needed to modify their behavior and attitudes, ultimately enhancing organizational efficiency and productivity (Ahmed & Yohanna, 2014).

Research findings from various sources, including reports and performance evaluations, indicate that employees are becoming less competent in achieving organizational objectives. A 2020 competency gap analysis study, conducted in collaboration between ECSU and the Public Service and Human Resource Agency, revealed a discrepancy between employees' self-assessments and leaders' evaluations. While employees rated their competencies highly, leaders identified gaps in knowledge, skills, and attitudes, highlighting the need for targeted training programs. The study recommended enhancing employee competencies through training, particularly short-term programs ranging from two days to three months, as outlined by university legislation. The Leadership and Professional Human Resource Center (LPHRC) offers both soft skills training—such as emotional intelligence, communication, teamwork, problem-solving, and decision-making—and technical training in areas like planning and reporting, effective customer service, and leadership. This study aims to assess the impact of these training programs.

Several researchers have explored the relationship between training and employee performance. For instance, Mohammed (2014) examined the effects of training on employee performance in Kenya, finding a positive correlation between training and job performance. Similarly, Blen (2021) investigated the impact of training practices on employee performance within the Addis Ababa City Government Plan and Development Commission. However, these studies were based on training provided by various institutions, and no research has specifically examined the training programs offered by ECSU. Therefore, this study seeks to evaluate the effectiveness of ECSU's training initiatives in improving both individual and organizational performance.

Objectives

The general objective of the study is to assess the effects of training employees' work performance on civil service organizations in Ethiopia.

The specific objectives are:

1. To assess the effect of training on employees' work performance
2. To analyze the relationship between training and employees' work performance.
3. To investigate the challenges that hindered the implementation of training into employees' work.

Conceptual framework

Employees training practices are the main element to employees' performance in an organization. The training scheme covered in this study is only a short-term program and on-the-job training (e.g. Bernido et al., 2024; Fuentes et al., 2024). These employees' training strategies lead to employees' performance.

Training is independent variable, particularly short-term training offered for public sectors by ECSU LPHRC. The training modality is on the job training sponsored by public service institutions. Training is a very essential tool for organizations to improve the performance of all the personnel for organizational development and success. The effect also may both directly or indirectly take place. According to Elnaga and Imran (2013), training is an important and an imperative tool for the organization to revamp the performance of the personnel for organizational growth and success. It is beneficial to both employers and organizations.

Work performance depends on variable employee performance is underpinned in the assumptions used by several scholars like Abraham Maslow (1943); looks at employees' job attitudes or behaviors in understanding how humans are motivated to work. This theory explains that people will be unlikely to perform as healthy individuals as well adjusted workers if they grow in working conditions that do not meet their needs specifically. Muganyizi (2018) postulates that employees' competencies have to be improved through effective training programs, training not only improves overall performance of an employee in current jobs but also increases, skills and knowledge and employees' attitude positive and likable on their job. They become highly integrated with work engagement and job satisfaction for the future job, thus contributing to superior organizational performance. But other challenges are expected to hinder the work performance of employees in order not to be trainedeffectively such as leadership style, coworker behavior, and organizational structure.

The Kirkpatrick (1996) model evaluates training effectiveness through four levels. "Level 1– Reaction. The objective for this level is straightforward; it evaluates how individuals react to the training model by asking questions that establishes the trainees' thoughts. Questions will figure out if the participant enjoyed their experience and if they found the material in the program useful for their work. This particular form of evaluation is typically referred to as a "smile sheet. As outlined by Kirkpatrick, each program needs to be assessed at this level to help improve the model for future use. On top of that, the participants' responses is essential for determining how invested they will be in learning the next level. Even though an optimistic reaction does not ensure learning, an unfavorable one definitely makes it less likely that the user will pay attention to the training; Level 2 – Learning. Evaluating at this level is meant to gauge the level participants have developed in expertise, knowledge, or mindset. Exploration at this level is far more challenging and time-consuming compared to level one. Techniques vary from informal to formal tests and self-assessment to team assessment. If at all possible, individuals take the test or evaluation prior to the training (pre-test) and following training (post-test) to figure out how much the participant comprehended; Level 3 – Behavior. This level analyzes the differences in the participant's behavior at work after completing the program. Assessing the change makes it possible to figure out if the knowledge, mindset, or skills the program taught are being used in the workplace. For the majority of individuals this level offers the truest evaluation of a program's usefulness. Having said that, testing at this level is challenging since it is generally impossible to anticipate when a person will start to properly utilize what they've learned from the program, making it more difficult to determine when, how often, and exactly how to evaluate a participant post-assessment; Level 4– Results. Commonly regarded as the primary goal of the program, level four determines the overall success of the training model by measuring factors such as lowered spending, higher returns on investments, improved quality of products, less accident in the workplace, more efficient production times, and a higher quantity of sales. From a business standpoint, the factors above are the main reason for the model, even so level four results are not usually considered. Figuring out whether or not the results of the training program can be linked to better finances is hard to accurately determine."

REVIEW LITERATURE

Training is defined as a deliberate process that involves a variety of learning events to transfer or modify information, skills, and talents among people. A variety of training programs are available to improve people's competences and skills in both educational institutions and organizations (e.g. Beraza, 2023; Villena et al, 2023). Individuals could gain the information and abilities necessary to carry out jobs and job duties in a suitable manner by acquiring training (Kapur, 2020).

Training programs are thought of as structured methods for improving employees' knowledge and abilities. Moreover, they have the capacity to alter employees' personalities and behavioral

characteristics in addition to improving their skills and talents. Training is considered a technique for developing human resources because of its enormous potential for leadership development, organizing people, mobilizing people and resources, transferring and utilizing technical know-how, and empowering individuals, among other things (Kapur, 2020). In the public sector organization training has effect on expedite productivity and efficiency for employees (Kadakure & Twum-darko, 2024).

According to Amir and Amen, (2013), the general benefits received from employee training are:

- Increased innovation in strategies and products and reduced employee turnover,
- Increased capacity to adopt new technologies and methods,
- Resulting in financial gain,
- Increased efficiencies in processes,
- Increased motivation and
- Increased job satisfaction and morale.

Work is the exertion of effort and the application of knowledge and skills to achieve a particular purpose. Most people work to earn a living or to make money. But they also work because of the additional satisfactions it brings, such as doing something worthwhile, a sense of achievement, prestige, recognition, the opportunity to use and develop abilities, the scope to exercise power, and companionship (Armstrong Michael, 2006). Therefore, the concept of work goes beyond taking it as a means of a living or the application of knowledge and skill to perform something. It is also something that brings joy, a sense of meaning and purpose into one's' life.

Employee performance refers to the output and productivity of employees as a result of their growth. The efficiency of a company will ultimately depend on the performance of its employees (Hameed & Waheed, 2011). Employee training is crucial because it increases organizational efficiency and enables workers to perform better and more effectively (Massoudi, 2022).

Zehra (2014) asserts that proficient human resources management provides opportunities for workers to make valuable and efficient contributions towards the company's overall aims and objectives as well as the direction of the enterprise. Employees are the most valuable thing in the workplace.

For this reason, the management of human resources is essential to a company's success. Businesses must handle human elements more thoroughly for every customer in the globalized world they operate in.

The effect of training on employee job performance

The primary goal of training programs is to improve workers' attitudes, abilities, and knowledge in order to eventually improve their job performance (Sendawula, 2018). Numerous studies have demonstrated the connection between employee work performance and training programs. As an illustration, a study on how employee performance is affected by training found that, with a correlation value of 0.817, there is a substantial, positive, and strong association between performance and training.Regression analysis results in this study showed that operational parameters and training material have a considerable favorable impact on employee performance (Kuruppu, Kavirathne, & Karunarathna, 2021). Sigh and Mohanty (2012) found in another study that employee work performance is significantly impacted by training. By offering thorough instruction, businesses can grow.

Training is a significant component of the HRM function that is especially important for the efficient use of HRM. These days, it is rare to find someone who would contest the significance of training as a key factor in an organization's success. According to Hales (1986), an environment of coaching and support is becoming more and more important as a result of general downsizing, flexible organizational structures, and managerial practices that shift authority to the workforce. He went on to say that maintaining economic growth, achieving effective performance, and having a

sufficient supply of socially and technically competent workers all depend on training. As a formal corporate role that is now an essential component of corporate strategy, training has gained recognition.

The term "training" was defined differently by various authorities. Still, the idea is still the same. Training is a deliberate procedure to change attitudes, knowledge, or skill behavior through learning experiences in order to attain effective performance in a variety of tasks, according to Foot and Hook (2005). Its goals are to meet the organization's present and future needs while fostering individual potential. To determine the trainees' capability gaps, the four fundamental training procedures first conduct training need assessment. The difference between the desired and current states could be a sign of issues or a requirement for training.

Training Needs = Desired Capability – Current Capability of the Participants.

Training Design is the second objective and priorities need to be set once the various analyses have been used to identify the needs for training. A gap analysis, which measures the difference between an organization's current personnel capabilities and where it needs to be, is created using all of the data that has been collected. The process of creating an instructional strategy for every training program that is delivered in order to achieve training objectives is known as training design (Goldstein & Ford, 2007). In order to promote learning, effective training design takes into account the characteristics of the learner, instructional tactics, and the best way to transfer the training from the classroom to the workplace (Mathis & Jackson, 2011).

Third, Training Delivery (Training Methods) While there is always room for improvement, there are a number of training techniques that have shown to be quite successful in onboarding new employees and enhancing current ones. They consist of both off-the-job and structured on-the-job training techniques. Under these techniques, inexperienced or new workers pick up skills by watching managers or peers do their jobs and attempting to emulate their actions, according to Greer (2003). Evaluation is the fourth and most important step in the training process. Its main objective is to assess the degree to which the training fulfilled the expectations of its designers. After a training program is put into place, an organization needs to assess its effectiveness, regardless of whether it has resulted in the desired outcome for other businesses or in comparable programs that have generated desires.

RESEARCH METHODOLOGY

This section discusses the methodology used in the study. It further explains the research design, approach, population and sampling procedure.

The research design and approach

The research design is an explanatory sequential mixed method in which the researchers first collect and analyze quantitative data then build on the results to explain them in more detail with qualitative data. According to Creswell (2018), this design is considered explanatory because the initial quantitative data results are explained further with the qualitative data. The respondents of the qualitative and quantitative data were employees who have been training frequently in the last five years. The study focused on six selected government civil service organizations based on the evidence taken from the Training coordination office data 2021.

The research approach is mixed; both quantitative and qualitative research approaches were used to gather reliable data. Quantitative research methods were applied to show the relationship among the variables, that is the relationship between training and employees' work performance. The Kirkpatrick training effectiveness measurement model was used to evaluate effectiveness of training on employees' work performance. Measurements rely on four parameters. These are

reaction, learning, behavior and results. Qualitative data also analyzes the training provision process.

Sampling Method

Both probability and non-probability sampling techniques were selected to collect the data. In probability sampling techniques, a simple random sampling method was employed to choose respondents among employees. Researchers used a lottery method to randomly select the respondents in the six identified organizations. Stratified sampling techniques were used in the types of training. Employees who have taken soft skill improvement training (Communication, emotional intelligence, teamwork, and change management), technical training (BSC, BPR, Planning, Monitoring and reporting, customer handling) and Managerial and leadership training respondents' group as offering this type of training.

The data was analyzed by using correlation analysis in order to see the relationship between training and employees' work performance. In addition, mean, median, standard deviation, frequencies, percentage and figure will be applied to facilitate meaningful analysis and interpretation of research findings. The statistical package for social sciences (SPSS) version 25 was used for processing and analyzing the data obtained from questionnaires.

Sample Size determination

Recently civil service organizations were categorized based on the nature of their service delivery. These classifications include economic cluster, management and justice cluster and social cluster. The sample organizations have been taken based on the frequency of taken trainings for the last five years in each category.

In that case, based on the evidence found from Training coordination directorate, Ministry of Finance, Ministry of Urban Development and Ministry of Transport and Logistics, Ministry of Women and Social Affair, Ethics and Anti-Corruption Commission and House of People Representative organizations were selected. Employees who are working in these organizations and took training at ECSU are the population of the study.

The study population comprises 4587 employees who have been training in the last five years who are working in six public sector organizations. Among these 405 employees were sampled to participate in the study.

There are several approaches to determine sample size. The researchers used (Yamane T. 1967) to determine quantitative data respondents. Therefore, in selecting the sample size, three factors determine the size of an adequate sample which includes: characteristics of population, level of confidence and degree of precision desired. The target populations of the study were 4,587 employees who have been taken training for the last five years working in six federal civil service organizations. In order to get a high return rate of the questionnaire, the researchers employed a sampling formula using 95% confidence interval (Yamane T. 1967).

$$n = \frac{N}{1 + N(e2)}$$

$$n = \frac{4587}{1 + 4587(0.05)2}$$

$$n = \frac{4587}{12.4657}$$

= **405**

Where:
n=sample
N=target population e=margin of error (5%)

In addition, qualitative data was collected by conducting focus group discussion among the selected organizations. The participants of the focus group discussion are employees who were taken training so far at ECSU.

In focus group discussion, there are twelve participants. Generally six focus group discussions have been conducted in six organizations. That makes the total number of discussants 72. Semi structured leading questions were used during the focus group discussions.

Data collection techniques

The questionnaire which was used for the study was prepared based on training evaluation measurement model which includes four dimensions such as reaction, learning, behavior and result measurement. It is called the Kirkpatrick training effectiveness measurement model. The measurement relies on four parameters those are reaction, learning, behavior and result which were analyzed using quantitative research both open and close ended questions. In addition, standardized job performance measurement tools were used.

Focus group discussion was undertaken in six organizations namely Ministry of Finance, Ministry of Urban Development, Ministry of Transport and Logistics, Ministry of Women and Social Affair, Ethics and Anti-Corruption Commission and House of People Representative.

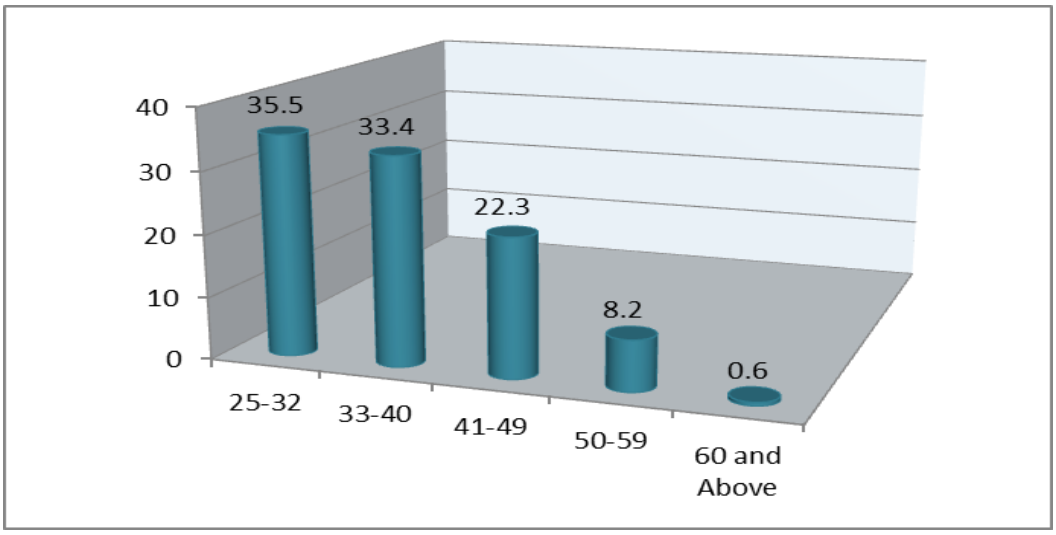
DATA ANALYSIS

Response rate and background of respondents

The qualitative and quantitative data which was gathered from the six sampled federal civil service organizations are analyzed thematically. Among the 405 questionnaires distributed, 341 fully filled out questionnaires are returned. Thus, the response rate is 85%.

Table removed here the sex of the respondents indicated in the survey that 46 % of the respondents were male and 54% of the respondents were female. Almost the two-gender distribution of respondents was involved relatively nearly.

Figure 2. Ages of the respondents

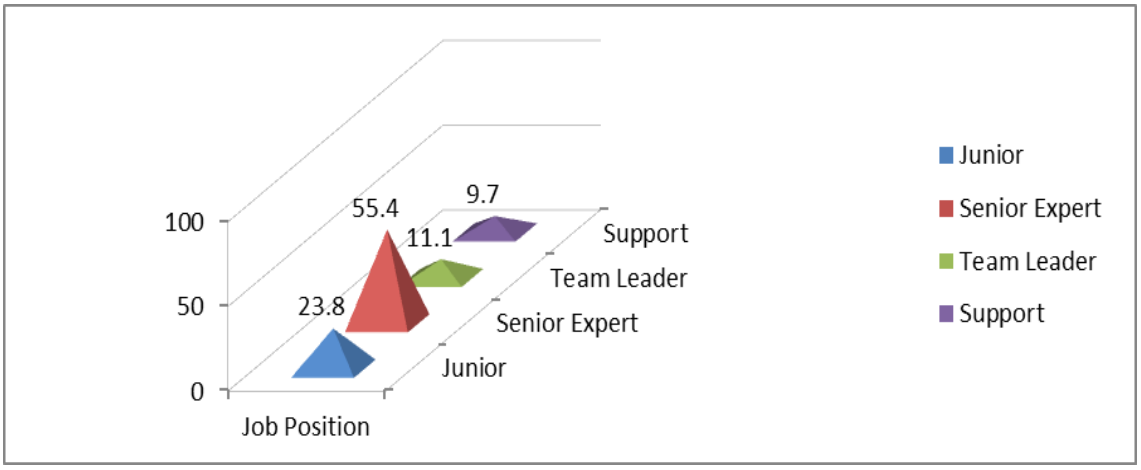


As the data show from the above figure the age of the respondents constitutes from the age 25-32 employees are 35.5 percent. From the age of 33-40 respondents constitute 33.4 percent, from the age 41-49 respondents constitute 22.3percent, from This figure implies that the majority of the

respondents (35.5%) range between from the age 25 – 32 which shows that majority of civil servants are young.

As can be seen from the above figure, 9% of the respondents are diploma holders, the majority of the respondents (54%) are degree holders followed by master's holders by 36.4%. This figure shows that the majority of the research participants hold first degree and above. This implies that most of the respondents are aware of giving adequate information and also, they are capable of quickly understanding the training given and implement it to their jobs. The age 50-59 respondents constitute 8.2 percent, 60 and above years respondents constitute 0.6percent. This figure implies that the majority of the respondents (35.5%) range between from the age 25 – 32 which shows that majority of civil servants are young.

Figure 3. Job positions of respondents



As is displayed on the above figure, the majority (55.4%) of the research participants are senior experts followed by 23.8 percent who are junior officers. Besides, 11.1 percent of the respondents are team leaders, and the remaining 9.7 percent are administrative support staff. This implies that the majority of the respondents are senior experts who have ample experience implementing training into their real work, which is advantageous for the study.

Reliability analysis

The study employed a standardized questionnaire and scales. Though, Cronbach alpha reliability test is carried out to see the internal consistency of the data in order to reaffirm the reliability of the questionnaire.

The Cronbach alpha results satisfy the criteria set by Field because all of them are above the minimum threshold set by Field. Field suggested Cronbach alpha values of .7 to .8 to be an acceptable value (Field, 2009). Similarly, Gliem provided the following rules of thumb by quoting George and Mallery: "_ > .9 – Excellent, _ > .8 – Good, _ > .7 – Acceptable, _ > .6 – Questionable, _ > .5 – Poor, and_ < .5 – Unacceptable" (Gliem, J. A., and Gliem, R., 2003). Based on this parameter, the internal consistency for training effectiveness is excellent, as it is .957 and good for job performance as it is .868. Therefore, it can be said that the data collected is reliable.

Univariate Analysis

After the data collection and descriptive analysis using SPSS, quantitative results were generated indicating percentage and mean values to indicate the level of job

performance and the impact of training. According to Andrew, 2017 low level of mean value between 1 and 2.5. moderate level above 2.5 and below or equal to 3.5. High levels mean value

above 3.5 and below or equal to 5. For descriptive univariate analysis using mean value computed from the 5-point Likert scale, the study followed the ranges of mean values recommended by Andrew (2017) as indicated in table 3.1.

Table 1. Descriptive Summary of Job performance

Item	N	Minimum	Maximum	Mean	Percent (%)
Job performance	341	1.33	4.11	2.73	58.1

This section presents the condition of job performance in the sampled organizations. The above table 4.1 clearly shows the job performance in the sampled organizations, which has been found on average 2.73 (58.1%), which is at moderate level that requires more efforts to strengthen for future.

RESULT AND DISCUSSION

Relationship between training and employee job performance correlation analysis

Correlation analysis is conducted to see the relationship between short-term training delivered and employee job performance.

Table 2. Correlation analysis of training with the three dimensions of job performance

		Counter productive Behaviors	**Task Performance**	**Contextual Performance**
Training	Pearson Correlation	-.130*	.318**	.319**
	Sig. (2-tailed)	.016	.000	.000

*. Correlation is significant at the 0.05 level (2-tailed).
**. Correlation is significant at the 0.01 level (2-tailed).

Source: Survey 2023

The above table demonstrated the relationship between short term training delivered to employees who have participated in this study and their job performance. The job performance aspect is portrayed in three major dimensions. As can be seen from the above table, there is a significant negative relationship (r= -.130, p= .016) between delivered training and counterproductive behaviors. Therefore, the inverse relationship shows that training reduces employees' counterproductive behaviors. Besides, there is a strong positive relationship (r = .318, p = .000) between training and task performance. Furthermore, there is a strong positive relationship (r= .319, p= .000) between delivered training and employee job performance. Thus, training has a positive effect on boosting the job performance of employees. The result of the qualitative data also affirms that training helped employees to improve their job performance after they took training. One of the respondents said that,

"*I got the most essential technical skills from training and it helped me to update what I have learned in the university. The training generally helped me to accomplish my work effectively and now I become a process owner because the training helped me to change my leadership style from manager style to transformational leadership style.*"

In line with the above findings, Dabale Peter and Jagero Nelson (2014) found that there was a strong positive relationship between training and performance of employees. In addition, a study conducted at Bahir Dar University revealed that training design, training needs assessment, training

delivery style and training evaluation have significant positive effects on employees' job performance. Thus, the results found in this study are consistent with other research findings.

The effect of training on employees' work performance

This section presents the effect of training on job performance in the sampled federal civil service organizations. To evaluate the relationship between independent variable dimensions such as reaction, learning, behavior and result; and dependent variable, job performance, a standard multiple linear regression was conducted using SPSS 25- version. The parametric statistics of computer R2 values and Beta values were extensively used for the analysis.

R2 value denotes the magnitude of relationships that exist between the dependent variable and the independent variables dimensions (see the description of R2 value below table).

In order to perform the regression analysis, the model summary has been checked to see what proportion of the change in outcome variable is explained by the dimensions of the predictor variable included in the model. In addition, ANOVA table has been checked to ensure the adequacy of the model and ensure that the use of multiple regression models is adequate to predict the effect of predictors on outcome variables.

Table 3. Model summary and ANOVA tables

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.581[a]	.338	.330	.46951
a. Predictors: (Constant), Reaction, Result, Behavior, Learning				

ANOVA

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	37.793	4	9.448	42.861	.000[b]
	Residual	74.068	336	.220		
	Total	111.860	340			
a. Dependent Variable: Job performance						
b. Predictors: (Constant), Reaction, Result, Behavior, Learning						

The above model summary table confirms that 33.8% of the variations in dependent variable (Job performance) are explained by the predictor, training dimensions (reaction, learning, behavior and result). According to the results, from the total variation of job performance, 0.338 (33.8%) was explained by the predictors and then 66.2% of variance of job performance has been explained by other influencing factors, which were not covered by this study. In addition, the ANOVA table assures that the regression model is adequate to regress the response variable over the predictors. In other words, the ANOVA table confirms that the findings are significant because it is not by chance (F (4, 336) =42.861) but as a result of fitting the model.

The regression analysis result shows the effects of training on job performance in the selected federal civil service organizations. To this end, the two dimensions of training such as behavior and result have a statistically significant effect on job performance at 1% significant level while the other two dimensions such as learning and reaction are insignificant. This clearly shows that the two dimensions such as behavior and result have a high influence on the job performance of the sampled organizations. As it can be seen from the table, a one-unit change of current employee behavior can increase the job performance by 0.155 units when other factors remain constant.

Likewise, a unit change in current results exhibited by employees in the sampled federal civil service organizations increases the job performance by 0.344 units when other factors remain constant. This indicates that two dimensions have a significant contribution to job performance in this model. According to the coefficients table above, behavior and results are significant as the p values of those two dimensions are less than 0.05 significant levels. Based on the results of the above analysis, the equation of the regression can be established as follows:

Y = 1.432 + 0.152X1 + 0.341X2
Where, Y= Job performance`
X1= Behavior
X2 = Result

This study substantiates the findings of different past and current research describing the importance of identifying the major hindering factors on job performance and establishing a suitable environment for the proper implementation of the knowledge, skills and attitude gained through different training. Therefore, the regression analysis confirms that if no measures are taken to improve the current level of two dimensions of training such as behavior and result, the job performance of the organization will not be changed. Thus, the sampled civil service organizations need to take initiatives to improve the organizational settings that allow the employees to apply their knowledge and skills gained through training in motivated ways.

The challenges that hindered the implementation of training into employees' work

The participants have raised a number of challenges which become a stumbling block to implement what they have learned during training sessions. One of the major challenges mentioned by the participants is not basing training on training need assessment (TNA) properly. As a result, some training mismatches with training participants. Lack of clear training design, evaluation and assessment systems are also mentioned encounters by the participants.

The other challenge which was mentioned by the majority of the focus group discussants is an inconvenient work environment. One of the discussants said that;

"There are multiple challenges which hinder the implementation of training. For example, I took kaizen training two years ago. Kaizen generally encourages continuous change and improvement. When I tried to change and improve my work setting, the response from leaders was not positive as they did not take the training. The problem is our leaders want measurable outcomes from our actions and behavior for their reporting. Politics by itself gives attention to various issues at different times. This influences what our leaders demand from experts. So when we try to do new things to practice what we have learned from training, they won't be happy or collaborative to changes."

Regarding this, one of the participants from the human resource department mentioned that trainees/employees do not use training concepts in their actual work because there is no room to apply new mindset aspects because we accomplish our work as per the organizational rule and regulation. Mostly the organizational culture guides the work force to perform their job based on previous experiences rather than performing them in innovative ways or creative manners.

Therefore, leaders' attitude by itself can affect the implementation of delivered training at the workplace and shape the entire organizational culture to be conducive to innovative ideas and practices or uncomfortable to modified ways of doing jobs. So, a leader's commitment and dedication to the application and practice of creative and new ideas plays a central role in applying training at workstations and improving job performance.

The FGD participants also pointed out that training is offered to experts most of the time. But top-level leaders and middle level managers do not take training mostly. So, they tend and continue resisting change and new ideas unless they are fitting with their reporting or another agenda.

Lack of team spirit is the other challenge mentioned by the participants. Some of the concepts of training demand a collective effort. But if we lack experts who are willing to work collaboratively as a team it would be very challenging to put together what is learned into work and practice.

In addition, frequent urgent tasks are mentioned as a factor which prevents the implementation of training into reality at the workplace because employees lack ample time. In relation to this, work is not led according to plan due to so many urgent and unplanned tasks which pop up frequently.

Lack of delegation among leaders is also mentioned as a factor which affects the implementation of training at the workplace. One of the participants said, “Our leaders does not delegate or give us the opportunity to explore our capability into our job”

The other challenge mentioned is lack of post training assessment by the trainee organizations to check whether the identified gaps are filled or not filled. The discussions also raised that client organizations send trainees not for the sake of the training but for other reasons such as per-diem and other reasons.

Generally, diverse mindset among staff members, shortage of material and budget, tight offices with no space, system problems, lack of commitment among leaders and experts, rigged rules and regulations at work places, frequent changes in the structure of the organization and merger of organizations, a problem of keeping the status quo and complex or difficult work setting are mentioned frequently as a challenge among most participants.

CONCLUSION AND RECOMMENDATION

The main purpose of the study is to find out the effect of delivered training on employee job performance in federal civil service organizations. The study is also aimed at assessing the challenges encountered during the implementation of training practically on the actual work. The study generally showed that training has a positive effect on maximizing employee job performance. The study also pointed out a number of challenges which are encountered during the implementation of the knowledge and skills gained from training into the actual work on the ground. Therefore, a conclusion is made that the entire training request and delivery system lacks clear and structured procedure which can show clear guidance on the admission of trainees, selection of the right training, delivery, assessment and evaluation. Besides, the majority of the participants agreed on the usefulness of training for a better work achievement even though there are challenges to implement what they have learned from training holistically. Therefore, there are observed drawbacks in various civil service organizations which stumbles the effectiveness of training.

The results show that there is a strong positive relationship between training on employees’ performance. According to Alemayehu, (2017), study finding indicates that there was a highly significant linear correlation between the training and employee performance. This implies that the two pairs of variables are very closely related. This supports the argument by Miller et.al. (2002) indicated that there is a strong relationship between training and performance. So that evidence was similar to the findings of this study. The finding of the study also supposes this idea in our case there is a positive and significant relationship between training and job performance. Thus, the findings in this study are in line with other research findings and literature.

Based on the results found from the investigation, the following recommendations are drawn to federal civil service organizations:

Scientific training needs assessment should be conducted at national level which can clearly uncover the actual gap of the workforce across the civil service organizations.

Training should be delivered based on the individuals’ training needs and the identified gap so that training effectiveness and work performance will be maximized and fostered.

The sampled federal civil service organizations should revisit the work environment, system and the existing organizational culture. If such elements are overlooked, they could be a stumbling block to creativity, innovation and change and training may fail from achieving its goal.

Training should be integrated with the performance appraisal system. Training certificates should have value in employees' career development, which can enable employees to give appropriate attention for training.

Each organization should work on its own training needs assessment which should be undertaken always before offering training to avoid unnecessary training repetition. Even though the assessments should provide a clear understanding of the differences between current and expected performance, identifying the causes of the performance discrepancies and developing action plans to improve performance of employees through training programs is significant.

Besides, organizations should send trainees with the identified gap and check whether the gaps are filled or not by conducting post training assessments.

Furthermore, organizational managers should link rewards to performance as much as possible. In addition, training impact assessment is also vital in order to affirm whether the identified gaps of employees are addressed or not.

Future research directions

Based on the findings of this study, several potential future research directions could provide further insight into how training impacts employee job performance in civil service organizations. These directions could help guide future scholars in expanding on the knowledge generated in this paper.

Influence of Organizational Culture and Leadership on Training Effectiveness: As indicated in the study, challenges such as leadership attitudes and organizational culture play a significant role in the successful application of training. Future studies could explore in more detail the role of organizational culture and leadership styles in moderating the effectiveness of training on job performance. Researchers could also investigate how different leadership approaches such as transformational, transactional, or participative etc. impact the transfer of training into practice.

Exploring Other Measurements of Training: While this study focused on the four dimensions of training (reaction, learning, behavior, and results) future research could explore additional dimensions of training and measurements which could further enrich the understanding of how training affects performance. Research could examine whether these dimensions also significantly contribute to job performance in civil service organizations.

Longitudinal Studies on Training Impact**:** This study highlights the immediate effects of training on job performance, but it would be valuable to conduct longitudinal studies to assess the long-term impact of training on employee performance and organizational outcomes. Understanding the sustained effects of training over time could provide deeper insights into how training interventions can be optimized for long-term success.

Impact of Training Delivery Methods**:** The study also identified challenges related to the delivery and application of training. Future research could focus on the effectiveness of different training delivery methods (e.g., learner centered, experiential learning, online, in-person, blended learning etc.) and how they influence the retention and application of knowledge and skills in the workplace. Comparing the effectiveness of these methods could offer valuable guidance for improving training strategies.

Impact of Training on Employee Motivation and Engagement: Since this study focuses primarily on job performance, future research could explore how training affects employee motivation, engagement, and job satisfaction. Researching these factors would add to the body of knowledge by connecting training to broader employee attitudes and well-being, which could, in turn, influence performance outcomes.

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