



Addis Ababa University  
School of Commerce

THE EFFECTIVENESS OF TRAINING PROGRAM IN THE  
CASE OF ETHIO-TELECOM

BY: Meron Tesema

A thesis submitted to Addis Ababa University, School of  
Commerce Department of Business Administration  
Information System

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THE EFFECTIVENESS OF TRAINING PROGRAM IN THE  
CASE OF ETHIO-TELECOM

In partial Fulfillment of the Requirement for the Award of  
Masters of Arts Degree in Human Resource Management

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Research thesis submitted to Addis Ababa University,  
School of Commerce Department of Administration  
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## Declaration

I, the undersigned, declare that the project work is my original work and has not been resented for a degree award in another university and that all sources of materials used for the study have been duly acknowledged.

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## **Abstract**

*Employees are major assets of any organization and the active role they play towards a company's success cannot be underestimated. To survive and grow organizations must be constantly kept up to date through effective training and development programs. Employee training and development is especially important for companies with rapidly changing technology such as telecommunication. As a result, training must be given for employees to update their knowledge, skill and ability through designing effective training programs which helps to enhance employees' performance and organizational effectiveness. The purpose of this study was to assess the effectiveness of the training program in ethio-telecom head office particularly in the network division. In order to conduct the research, descriptive research design with mixed approach was employed. The methodologies used to undertake the study were both primary and secondary data collection. Besides to this, the numbers of participants for this study were 125 employees. The major objective of this study is to assess the effectiveness of the training program in ethio-telecom. The study also tried to see the practice that are implemented to assess the need for the training, the methods used to deliver the training, evaluation designs that are implemented, the effectiveness of the training program and the challenges that are encountered during the training program are the specific objective of the study. The finding of the study revealed that ethio-telecom have some weakness in training practice such as lack of periodic and clear need assessment, lack of consideration for personal analysis while assessing the need, , the company didn't try to investigate the readiness of trainees regarding their ability, attitude, beliefs and motivation that are necessary to learn the program content and apply it on the job. on the effectiveness of training methods, on the training period's adequacy and training evaluation., clear evidence to show how the training changed the performance of employees. The company has strength on the allocation of sufficient budget to provide training for their employees to accomplish strategic objective of the company, so it must give prior attention for training design process in order to be more effective. Thus, ethio-telecom should keep up with its strengths and should alleviate its weaknesses by analyzing employees training and development needs periodically and by giving more emphasis to personal analysis while conducting the need assessment to determine whether performance deficiencies result from lack of knowledge, skill or other problems generally by applying appropriate training designs and also by following appropriate training design process to become effective from the training program.*

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## **List of Acronyms**

HRD- Human Resource Development

HR- Human Resource

HRT- Human Resource Training

HRM- Human Resource Management

KSA- Knowledge, Skill and Ability

# Chapter One

## Introduction

---

### 1.1 Background of the study

Organizations are facing increased competition due to some changes in technology, political and economic environments. These changes have forced them to learn how to manage or confront the changes quickly and successfully (Evans, Pucik & Barsoux 2002). Organizations are relying on their human assets the knowledge, competence and capabilities of their workforce as a source of success. One major area of the human resource management function of particular relevance to the effective use of human resources is training. It is undeniable fact that an organization, whether a production oriented or service rendering one, requires a well trained employee in order to attain its specific and general objectives within rapidly changing environment (Weil & Woodall, 2005).

In order for organizations to achieve optimum returns from their investment, there is imperative need to effectively manage training and development programs. However, the most vital asset of every organization under stiff and dynamic competition is its human capital. Training and development is an instrument that aid human capital in exploring their dexterity. Therefore training and development is vital to the productivity of organization's workforce (Muhammad Nda, M. & Yazdani Fard, R., 2013).

According to Gordon (1992) training is a planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. Therefore, to develop the desired knowledge, skills and abilities of the employees, to perform well on the job, it requires effective training programs that may also affect employee motivation and commitment.

In general, training refers to a planned effort by a company to facilitate employees' learning of job related competencies. These competencies include knowledge, skill and abilities that are critical for successful job performance. The major goal of training for employees is it helps them to master the KSAs emphasized in the training programs and apply it to their day-to-day activities ( Noe, Hollenbeck, Gerhanet & Wright, 2008).

Employee training also has a positive impact on company's performance by changing the KSAs of employees through the training. Training affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes for the organization (Satterfield & Hughes, 2007).

According to Konings & Vanormelingen (2009), Colombo & Stanca (2008) and Sepulveda (2005) cited by Muhammad Nda, M. & Yazdani Fard, R.(2013) training is an instrument that fundamentally affects the successful accomplishment of organizations' goals and objectives by the performance of its employees. However, the optimum goal of every organization is to generate high revenue and maximize profit and a vital tool to realize this is an efficient and effective workforce which can be addressed by through training. Thus, a workforce is only efficient and effective if the appropriate training is provided for such and therefore leading to a high employees' performance and effective organization.

In the effectiveness of organizations, training plays a vital role by improving performance of employees' as well as increasing productivity and eventually putting companies in the best position and stay at the top. This means that there is a significant difference between organizations that train their employees and organizations that do not. Training generates benefits for the employee as well as for the organization by positively influencing employee performance through developing employees' KSAs, competencies and behavior (April, 2010).

This study is conducted in case of ethio-telecom which is previously known as the Ethiopian Telecommunication Corporation (ETC) and its' operation head quarter is located at Churchill road, in front of main post office. Ethio-telecom integrated telecommunication service provider in Ethiopia providing internet and telephone services. It is owned by the Ethiopian government

and maintains a monopoly over all telecommunications in Ethiopia. Ethio-Telecom is managed by France telecom which is required to comply with Ethiopian government orders. The government said it is outsourced the management as ETC was not able to meet the demands of the fast growing country.

Ethio-telecom provides training for its employees' in different institutions. The main objective of this study was to see the effectiveness of the training program that was provided in ethio-telecom head office particularly in network division.

## **1.2 Statement of the problem**

In developing countries most organizations tend to give less emphasis for employees' needs in HRD program which includes training to enhance employees' competencies. Inadequate need assessment, outdated training and development methods, unequal access to training opportunities, insufficient opportunity to learn skills/knowledge that will improve employees chance of promotion, inadequate opportunities for career growth and poor supervisors guidance for employees' development are some of the areas which results dissatisfaction with training practices. (Hooi Lai Wan, 2007).

The benefits for implementing employee training have been widely recognized and practiced by different organizations'. However, in some companies the training program is not cost efficient or it will become valueless as a result of poorly designed training programs. According to Derek, Laura and Stephen (2008), there is a general agreement that training and development is a good practice which increases productivity of the company. Therefore, employee training and development needs considerable attention and it should be designed carefully because it has an impact on the performance of organization and individual.

For example, choosing training before need assessment or not ensuring employees readiness for training increases the risk that the method chosen will not be the most effective one for meeting training needs. If the training held before determining whether the training is needed or not, it may result in a waste of time and money because the employees may have the knowledge skills or behavior they need but simply not be motivated to use them. The other problem related to

training in many organizations is that the outcomes of training are not properly evaluated. Examining the outcomes of a program helps in evaluating training effectiveness and to identify the programs' strengths and weakness. This includes determining whether the program is meeting the learning objectives and whether the training transferred to the job occurring (Noe *et al* , 2008).

Despite the increasing effects on training of organizational employees by organizations, there is still limited literature on human resource development such as training issues in developing countries (Debrah & Ofori, 2006) and increasing concerns from organizational customers towards low quality services in the telecommunications sector of Ethiopia. Different organizations like ethio-telecom in Ethiopia provide training for their employees in order to achieve the desired missions and objectives.

Ethio-telecom is one of such organization that has been participating in training for a long period of time but there is still a problem on the effectiveness of the training program which will lead to employee dissatisfaction and which will risk the effectiveness of the telecom for the future in accomplishing its missions and objectives. To obtain preliminary information about problems with regard to effectiveness of the training program in ethio- telecom, .the researcher asked some employees who are working in ethio-telecom head office in network division. The result of the investigation shows that some staffs take trainings that are not significant for them, which means that employees take trainings that are not related with their job. Assigning employees for inappropriate trainings will be a waste of time and money. As a result this practice will not add any value for employees as well as for the company.

The researcher also tried to observe that customers of the company complain about the network systems that are provided by the ethio-telecom. The cause for this problem could be poor performance of employees caused by different reasons like inadequate trainings, inappropriate training designs and lack of manager assistant after attending the training program and so on. As a result the main reason for this study was to assess the effectiveness of the training program.

## **1.3 Research Questions**

Research questions give focus to a study. Therefore in order to give a direction to the study, the following research questions were posed:

- How the company training need assessment is made?
- How does the company investigate the readiness of employees to learn the program content?
- What methods are used to deliver the training?
- How does ethio-telecom evaluate the effectiveness of the training program?
- What were the challenges or problems encountered during the training practices?

## **1.4 Objective of the study**

### **1.4.1 General objective**

The major objective of this study is to assess the effectiveness of the training program in ethio-telecom.

### **1.4.2 Specific objectives**

- To find out the practice of assessing the need for the training
- To assess whether the company investigates the readiness of trainees to learn the program content.
- To analyze methods used to deliver the training.
- To determine the evaluation method used by the telecom. to identify the effectiveness of the training program
- To identify the challenges that are encountered during the training

## **1.5 Significance of the Study**

Importance of this study is that it provides possible suggestions for the weakness of the training practices of ethio-telecom. And it includes the modification of the way in which the company conducts the training activities. In addition, it helps the researcher to acquire knowledge and practical experience, and also for the partial fulfillment of the requirements for masters degree in Human Resource Management. Furthermore, it will help as a source document and as a stepping stone for those researchers who want to make further study on the area afterwards.

## **1.6 Delimitation and limitation of the study**

The scope of the study was delimited only in head office of ethio-telecom particularly in network division by assessing the effectiveness the training program. Furthermore, it would be good if the researcher studied all human resource practices such as the recruitment, performance management, placement, performance appraisal and other activities of the organization. However, the study only focuses on the training aspect of the organization’.

There was some limitations on the study such as lack of access to the right secondary data, negligence of respondents to fill the questionnaire are among the various problems that encountered the researcher during the study.

## **1.7 Definition of terms**

**Employee performance:-** Is an achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed by the employees’.

**HRD:-** HRD has been defined as an organized learning experience, conducted in a definite time period, to increase the possibility of improving job performance and growth.

**HRM:-** The staffing functions of the management process. Or the policies and practices needed to carry out the “people” or human resource aspects of a management position, including recruiting, screening, training, rewarding, and appraising etc.

**Organizational effectiveness:-** The measure of how successfully organizations achieve their missions through their core strategies.

**Training and development:-** Training typically focuses on providing employees with specific skills or helping them to correct deficiencies in their performance. In contrast, development is an effort to provide employees with the abilities that the organization will need in the future.

## **1.8 Organization of the Paper**

The paper contains five chapters and organized as follows:

**Chapter One:- Introduction:** This chapter include background of the study, statement of the problem, research question and objective of the study, significance of the study, delimitation and limitation of the study, definition of terms and organization of the study.

**Chapter Two:- Literature Review:** This chapter consists different literatures on definition of human resource management, definition and benefit of training, training design processes, the relationship between training employee performance, the impact of training on organizational effectiveness, theoretical framework of the study , summary and conclusion.

**Chapter Three:- Research Methodology:-** Under this chapter the type and design of research, population and sampling techniques, source of data and collection method, methods of data analysis and validity and reliability of the instrument are included.

**Chapter Four: - Analysis and Interpretation:** This chapter summarizes the result/findings of the study and it also consists interpretation of the findings on the effectiveness of the training program in ethio -telecom.

**Chapter Five:- Summary, Conclusion and Recommendation:** This chapter comprises the summary on the findings, conclusions that were draw from the research findings and recommendations to improve the effectiveness of the training program

# Chapter Two

## Literature Review

---

### 2.1 Human Resource Management

Human resource management involves all management decisions and action that will affect the nature of the relationship between the organization and its employees – its human resources (Beer, Spector, Lawrence, Quinn and Walton 1984). The overall purpose of human resource management is to ensure that the organization is able to achieve success through people. HRM aims to increase organizational effectiveness and capability of an organization to achieve its goals by making the best use of the resources available to it (Armstrong, 2006).

HRM includes different practices like analyzing and designing work, determining human resource needs (HR planning), attracting potential employees(recruiting), choosing employees(selection),teaching employees how to perform their jobs and preparing them for the future(training and development), rewarding employees(compensation), evaluating their performance(performance management), and creating a positive working environment(employee relations). Effective HRM has been shown to enhance company performance by contributing to employee and customer satisfaction, innovation, productivity and development of a favorable reputation in the firm's community (Noe *et al*, 2008)

According to Mathis and Jackson (2008) HRM includes human resource development which focuses on increasing the capabilities of employees for continuing growth and advancement. It is usually concerned with improving the intellectual emotional capabilities of employees' at all organizational level. The focus of Human Resource Development is on developing the most superior workforce which helps the organization for successive growth. All human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization so as to be able to meet organization's current and future objectives. Training is part of HRD but HR development is broader, less tangible concept than "training". (Nadler , 1984)

## **2.2 Training**

As one of the major functions within HRM, training has for long been recognized and thus attracted great research attention by academic writers. This has yielded into a variety of definitions of training. For example, Gordon (1992) defines training as the planned and systematic modification of behavior through learning events, activities and programs which result in the participants achieving the levels of knowledge, skills, competencies and abilities to carry out their work effectively. According to Armstrong (2006) training is the use of systematic and planned instruction activities to promote learning. It involves the use of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily.

The term 'training' indicates the process involved in improving the attitudes, skills and abilities of the employees to perform specific jobs. It also helps in updating old talents and developing new ones. 'Successful candidates placed on the jobs need training to perform their duties effectively' (Aswathappa, K, 2000). Training programs not only develops employees but also help an organization to make best use of their human resources in favor of gaining competitive advantage. Therefore, it seems mandatory by the firm to plan for such a training program for its employees to enhance their abilities and competencies that are needed at the workplace.

### **2.2.1 Benefits of training**

Training is important and an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success. It is beneficial to both employers and employees of an organization. An employee will become more efficient and productive if he is trained well. Firms can develop and enhance the quality of the current employees by providing comprehensive training and development. According to Anonymous(1998) cited by Elnaga,A. and Imran, A. training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs .

The general benefits received from employee training are: increased job satisfaction and morale, increased motivation, increased efficiencies in processes, resulting in financial gain, increased capacity to adopt new technologies and methods, increased innovation in strategies or products and reduced employee turnover. Training not only develops the capabilities of the employee but sharpen their thinking ability and creativity in order to take better decision in time and in more productive manner. Moreover it also enable employees to deal with the customer in an effective way and respond to their complaints in timely manner (Elnaga,A. and Imran, A., 2013).

### **2.2.2 Consequences in the absence of training and development**

Failure to conduct employee training and development can contribute to :

- ➔ Constraints on business development;
- ➔ Higher labor turnover;
- ➔ Increased overtime working;
- ➔ Higher rates of pay, overtime premiums and supplements;
- ➔ Higher recruitment costs, including advertising, time and incentives;
- ➔ Greater pressure and stress on staffs;
- ➔ Pressure on job-evaluation schemes, grading structures, payment system and career structure;

### 2.2.3 Training design processes

Training design process refers to a systematic approach for developing training programs. Instructional system design (ISD) and the ADDIE model (analysis, design, development, implementation, evaluation) are two specific types of training design process. Table 2.1 presents the six steps of this process

Table 2.1 Steps of training design process

<b>Step 1 Needs assessment</b> <ul style="list-style-type: none"><li>• <i>Organizational analysis</i></li><li>• <i>Person analysis</i></li><li>• <i>Task analysis</i></li></ul>
<b>Step 2 Ensuring employee readiness for training</b> <ul style="list-style-type: none"><li>• <i>Attitudes and motivation</i></li><li>• <i>Basic skill</i></li></ul>
<b>Step 3 Crating a learning environment</b> <ul style="list-style-type: none"><li>• <i>Identification of learning objectives and training outcomes</i></li><li>• <i>Meaningful material</i></li><li>• <i>Practice, feedback and observation of others</i></li><li>• <i>Administrating and coordinating program</i></li></ul>
<b>Step 4 Ensuring transfer of training</b> <ul style="list-style-type: none"><li>• <i>Peer and manager support</i></li><li>• <i>Climate of learning</i></li></ul>
<b>Step5 Selecting training methods</b> <ul style="list-style-type: none"><li>• <i>Types and methods of training</i></li></ul>
<b>Step 6 Evaluating training programs</b> <ul style="list-style-type: none"><li>• <i>Identification of training out comes and evaluation designs</i></li></ul>

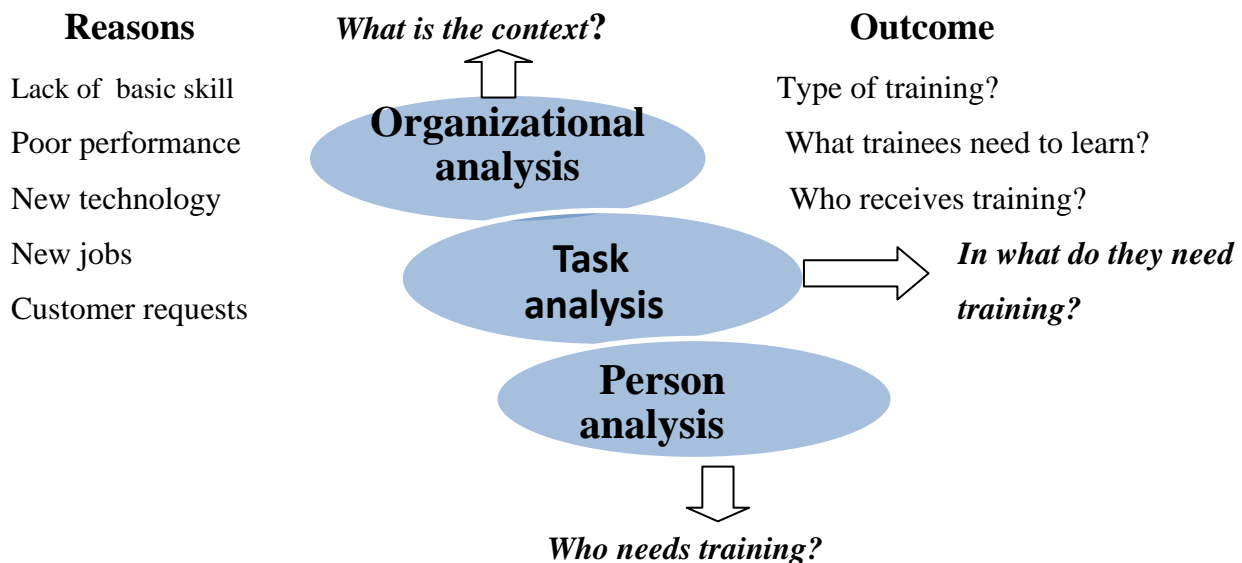
Source: Noe *et al* , (2008)

## Step 1:- Need Assessment

The first step in the instructional design process, need assessment, refers to the process used to determine if training is necessary. Needs assessment, or needs analysis helps the organization's to determine training needs and seeks to answer the question of whether the organization's needs, objectives, and problems can be met or addressed by training. The dominant framework for identifying organization's employee training needs has three category needs analysis approach (Mathis and Jackson, 2008). Within this context, needs assessment is a three-step process that consists of organizational analysis (e.g., Which organizational goals can be attained through personnel training?), task analysis (e.g., What must the trainee learn in order to perform the job effectively?, What will the training cover?), and person analysis (e.g., Which individuals need training and for what?).

Conducting a systematic needs assessment is a crucial initial step to training design and development and can substantially influence the overall effectiveness of training programs (Goldstein & Ford, 2002; McGehee & Thayer, 1961; Sleezer, 1993; Zemke, 1994). Specifically, a systematic needs assessment can guide and serve as the basis for the design, development, delivery, and evaluation of the training program; it can be used to specify a number of key features for the implementation (input) and evaluation (outcomes) of training programs.

Figure 2.1 The need assessment process



## **A) Organizational analysis**

Organizational analysis is the process of identifying job-related knowledge and skills that are needed to support the organizations short-range and long-range goals (Miller & Osinski, 1996).It involves determining the business appropriateness of training, given the company's business strategy, its resources available for training and support by managers and peers for training activities.

This implies that organization's strategic goals and plans must carefully be examined in line with the human resource planning. In this approach, information related to organizational structure, size, growth, objectives and other factors is gathered to effectively determine where and how training and development programs should be conducted. Organizational training needs analysis also involves systematically assessing manager, peer, and technological support for transfer of training to a workplace . According to McClelland (2002) essentially, there are questions relevant to identify organizational needs:

- What human resource does the organization have?
- What training has these human resources had?
- What are the deficiencies or what skills are lacking?
- Are there an adequate number of people to fulfill organizational objectives?

Managers need to consider three factors before choosing training as the solution to any pressure point:

### **➡ Support of managers and peers**

Managers and peers must be willing to tell trainees how they can use their knowledge, skill and abilities learned in training on the job more effectively. If peers' and managers attitudes and behavior are not supportive, employees are not likely to apply training content to their job.

## ➡ **Company strategy**

Company strategy must be identified to ensure that the company allocates enough of its budget to training, that employees receive training on relevant topic, and that employee get the right amount of training.

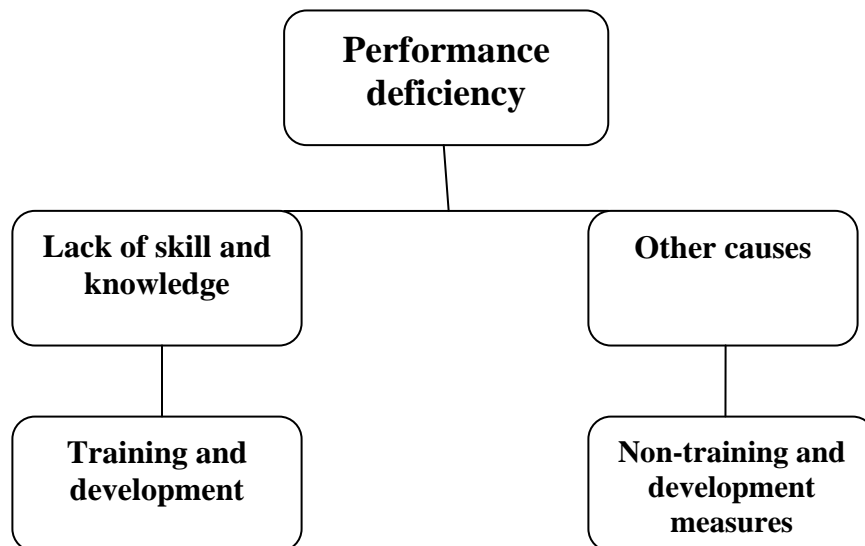
## ➡ **Training resources**

It is necessary to identify whether the company has the budget, time expertise for training.

## **B) Person analysis**

Another training and development need analysis approach is person analysis. Here the concentration is on the individual employee. It is used to analyze the substantive knowledge and skill possessed by the employee (Miller & Osinski, 1996). Person analysis involves:

- 1) Determining whether performance deficiencies result from a lack of knowledge, skill, or ability or from a motivational or work -design problem.
- 2) Identifying who needs training



Source: Haslinda and Mahyuddin , 2009

*Figure 2.2: Training and development need assessment and other remedial measures (modified)*

### **C) Task analysis**

This approach refers to the determination of skill and knowledge the job requires. Examines tasks performed and the knowledge, skills, attitudes and other behavioral aspects required to determine what employees must do to perform successfully. In collecting job information as input into training decisions the job analysis must be included (McClelland, 2002):

- A detailed examination of each task component of the job;
- The performance standard of the job;
- The method and knowledge the employee must use in performing the job task;
- The way employee learns the method and acquires the needed knowledge.

### **Step 2:- Ensuring employees' readiness for training**

The second step in the training design process is to evaluate whether (1) employees have personal characteristics (ability, attitude, beliefs and motivation) necessary to learn program content and apply it on the job and (2) the working environment will facilitate learning and not interfere with performance (Noe *et al*, 2008)

### **Step 3:- Creating learning environment**

Learning permanently changes behavior. For employees to acquire knowledge and skills in the training program and apply this information in their jobs the training program must include specific learning principles. According to Gagne,1996; Knowles, 1990; Bundra,1986;Loke and Latham,1990;Mager, 1984;Smith and Delhaye, 1987; Smith-Jentsch, Payne and Salas, 1996 cited by Noe *et al* (2008) table 2.2 shows the events that should take place in the training program and their implication for instruction.

Table 2.2 Events that should take place in the training program and their implication

CONDITIONS FOR LEARNING	IMPORTANCE AND APPLICATION TO TRAINING
Need to know why they should learn	Employees need to understand the purpose or objectives of the training program to help them understand why they need training and what they are expected to accomplish
Meaningful training content	Motivation to learn is enhanced when training is related to helping learner (such as related to current job tasks, problems, enhancing skills or dealing with jobs or company changes).The training context should be similar to the work environment.
Opportunities for practice	Trainees need to demonstrate what is learned to become more comfortable using it and to commit it to memory.
Feedback	Helps learner modify behavior, skill, or use knowledge to met objectives
Good program coordination and administration	Eliminate distractions that could interfere with learning, such as cell-phone. Make sure the room is properly organized, comfortable and appropriate for the training method. Trainees should receive announcement of the purpose of training, place, hour and any pertaining materials such as cases or readings.
Commit training content to memory	Facilitate recall of training content after training .Limit instruction to manageable units that don't exceed memory limits, review and practice over multiple days.

#### Step 4:- Ensuring Transfer of Training

Transfer of training refers to on-the job-use of knowledge, skills and behaviors learned in training. Transfer of training will be influenced by the climate for transfer, manager support, peer support and opportunities to use learned capabilities (Noe *et al*, 2008).

- **Climate for Transfer**

Trainees' perceptions characteristics of the work environment that facilitates or inhibit use of trained skills or behavior. These characteristics include manager and peer support, opportunities to use skills and the consequences for using learned capabilities.

- **Manager support**

Manager support refers to the degree to which trainees' managers (1) emphasize the importance of attending training programs (2) stress the application of training content to the job.

- **Peer support**

According to Petrini (1990) cited by Noe *et al* (2008) transfer of training can also be enhanced by creating a support network among the trainees. A support network is a group of two or more trainees who agree to meet and discuss their progress in using learned capabilities on the job.

- **Opportunities to use learned capabilities**

Opportunities to use learned capabilities refers to the extent to which the trainees is provided with or actively seeks experience with newly learned knowledge, skill and behavior from the training program. Trainees given many opportunities to use training content on the job are more likely to maintain learned capabilities than trainees given few opportunities (Ford *et al*, 1995/96).

## **Step 5:- Selecting training methods**

Different organizations are motivated to take on different training methods for a number of reasons for example; (1) depending on the organization's strategy, goals and resources available, (2) depending on the needs identified at the time, and (3) the target group to be trained which may include among others individual workers, groups, teams, department or the entire organization.

Training in organizations is offered in many different areas some of this training is conducted primarily in-house, whereas other types of training make greater use of external training resources. The various ways of organizing content and encouraging trainees to learn are referred

to as training methods. Training methods vary in terms of how active the learner is during training (Stewart and Brown, 2009).

### **A. On-the-Job Training**

The most widely used training methods take place on the job and they are less costly to operate. On-the-job training places employees in actual work situations and makes them appear to be immediately productive. For jobs that either are difficult to stimulate or can be learned quickly by watching and doing, on-the-job training makes sense (DeCenzo and Robbins, 2007).

One of the draw backs of on-the-job training can be low productivity while the employees develop their skills. Another draw backs can be the errors made by the trainees while they learn. However, when the damage the trainees can do is minimal, where training facilitates and personnel are limited or costly, and where it is desirable for the workers to learn the job under normal working conditions, the benefits of on-the-job training frequently offset its drawbacks.

Examples of the on-the-job training are (De Cenzo and Robbins, 2007) ;

#### **✓ Job rotation**

According to McCourt, W. & Derek, E.( 2003) as a way of developing employee skills within organization involves movements of employees from one official responsibility to another. For example, taking on higher rank position within the organization and one branch of the organization to another. Through job rotation, companies can create a flexible workforce capable of performing a variety of tasks and working for multiple departments or teams if needed. Furthermore, employees can cultivate a holistic understanding of a company through job rotation and can learn and appreciate how each department operates.

Effective job rotation programs entail more than a couple of visits to different departments to observe them. Rather, they involve actual participation and completion of actual duties performed by these departments. In addition, job rotation duties encompass typical work performed under the same conditions as the employees of the departments' experience. Because of the value some companies place on job rotation, they establish permanent training slots in major departments, ensuring ongoing exposure of employees to new tasks and responsibilities.<sup>3</sup>

### ✓ **Coaching**

Coaching is aimed at the rapid improvement of skills, behavior and performance, usually for the present job. A structured and purposeful dialogue is at the heart of coaching. The coach uses feedback and brings an objective perspective. The need for coaching may arise from formal or informal performance reviews but opportunities for coaching will emerge during normal day-to-day activities. Coaching as part of the normal process of management consists of (Michael Armstrong, 2006):

- ➡ Making people aware of how well they are performing by, for example, asking them questions to establish the extent to which they have thought through what they are doing;
- ➡ Controlled delegation – ensuring that individuals not only know what is expected of them but also understand what they need to know and be able to do to complete the task satisfactorily; this gives managers an opportunity to provide guidance at the outset – guidance at a later stage may be seen as interference;
- ➡ Using whatever situations may arise as opportunities to promote learning;
- ➡ Encouraging people to look at higher-level problems and how they would tackle them.

### ✓ **Orientation**

This is yet another training and development method. This involves getting new employees familiarized and trained on the new job within an organization. During this process, they are exposed to different undertakings for example the nature of their new work, how to take on their identified tasks and responsibilities and what is generally expected of the employees by the organization. They are further given a general overview of the organizational working environment including for example working systems, technology, and office layout, briefed about the existing organizational culture, health and safety issues, working conditions, processes and procedures.

## **B. Off-the-job Training**

Off-the-job training covers a number of techniques and it involves taking employees away from their usual work environments and therefore all concentration is left out to the training. The facilities needed for each of these techniques vary from a small makeshift class room to an elaborate development center with large lecture halls, supplemented by small conference rooms with sophisticated audio-visual equipment, two-way mirrors, and all frills (DeCenzo and Robbins, 2007). Examples for off-the-job training;

### **✓ Case study**

Case analysis is an active training method in which trainees discuss, analyze and solve problems based on real or hypothetical situations. Cases can be used to help teach basic principles and to improve motivation and change attitudes. Generally, however, the primary objective is to develop skill in analysis, communication and problem solving .

The danger of case studies is that they are often perceived by trainees to be irrelevant to their needs, even if based on fact.

### **✓ Conference**

It is a training and development method involves presentations by more than one person to a wide audience it is said to be conference training. It is more cost effective as a group of employees are trained on a particular topic all at the same time in large audiences. This method is however disadvantageous because it is not easy to ensure that all individual trainees understand the topic at hand as a whole; not all trainees follow at the same pace during the training sessions; focus may go to particular trainees who may seem to understand faster than others and thus leading tot under training other individuals.

### **✓ Discovery**

According to Stewart and Brown (2009) discovery is an active method that involves presenting trainees with a task that offers rich opportunities to learn new skills. This method may sound more like learning by experimentation in control training environment.

Discovery can be highly motivating for trainees, but it has serious draw backs. Without any guidance from instructor: it is highly inefficient and can result in people learning the wrong things. A more efficient approach is discovery coupled with guidance, where the instructor is more active in asking questions and providing hints that help learner while they explore. Appropriate trainees and ensure that they learn the best way to perform the task.

### ✓ **Role-playing**

This active method offers an opportunity for trainees to practice new skills in the training environment. It is most often used to help trainees acquire interpersonal and human relation skills. Role playing allows employees to act out work scenarios. It involves the presentation of problems and solutions for example in an organization setting for discussion.

This method is more effective when carried out under stress-free or alternatively minimal-stress environments so as to facilitate easier learning. It is a very effective training method for a wide range of employees for example those in sales or customer service area, management and support employees.

### ✓ **Simulation**

Simulation is a training technique that combines case studies and role-playing to obtain the maximum amount of realism in classroom training. The aim is to facilitate the transfer of what has been learnt off the job to on-the-job behavior by reproducing, in the training room, situations that are as close as possible to real life. Trainees are thus given the opportunity to practice behavior in conditions identical to or at least very similar to those they will meet when they complete the course.

## **Step 6:- Evaluating training programs**

Examining the outcomes of a program helps in evaluating its effectiveness. These outcomes should be related to the program objectives, which help trainees understand the purpose of the program. Training outcomes can be categorized as cognitive outcomes, skill-based outcomes, affective outcomes, results and return on investment (Kraiger, Ford and Salas, 1993; Kirkpatrick 1976).

Reasons for evaluating training (Noe *et al*, 2008) ;

- ❖ To identify the program's strength and weaknesses .This includes determining whether the program is meeting the learning objective, the quality of the learning environment and whether transfer of training to the job is occurring.
- ❖ To assess whether the content, organization and administration of the program contribute to learning and the use of training content on the job.
- ❖ To identify which trainees benefited most or least from the program
- ❖ To determine the financial benefits and costs of the program
- ❖ To compare the costs and benefits of training to non training investments
- ❖ To compare the costs and benefits of different training programs to choose the best program

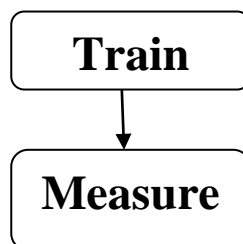
## A) Evaluation designs

There are many ways to design and evaluate training programs to determine their effects. The three most common are (Mathis and Jackson, 2008);

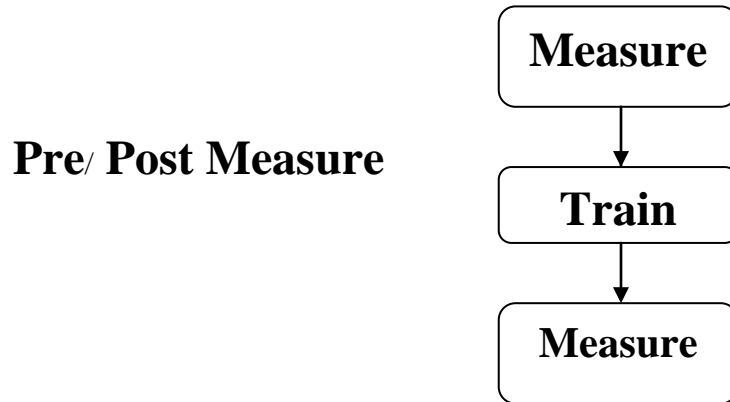
- Post Measure
- Pre/Post Measure
- Pre/Post Measure with control group

The most obvious way to evaluate training effectiveness is to determine after the training whether the individuals can perform the way management wants them to perform. This evaluation design is called **post measure**. In this design the training outcomes are measured only at the end of training for the training group

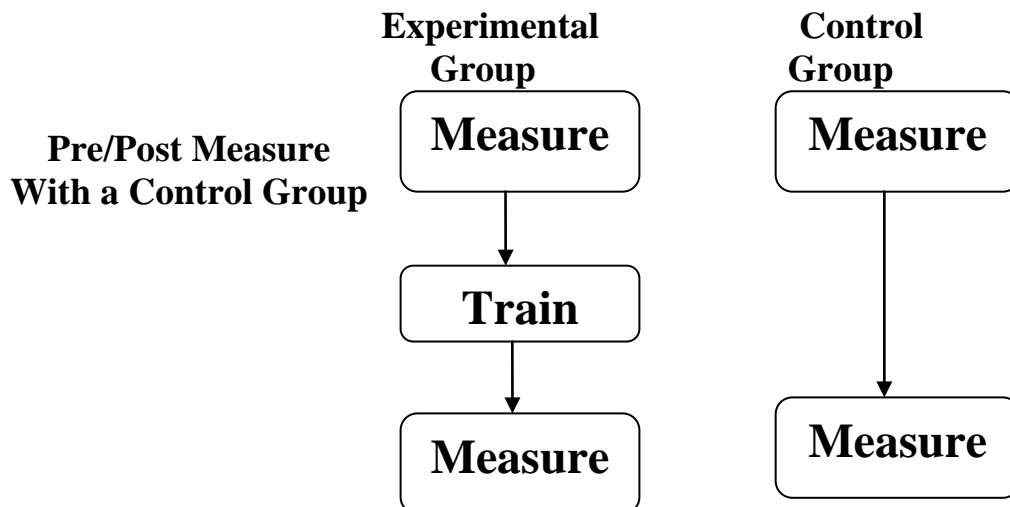
**Post Measure**



The other evaluation design is **pre/post measure** in this design manager will measure the performance of employees before and after training, these will allow the manager to identify whether the training made any difference.



The third evaluation design is called pre/post with control group and on this design managers can test among employees who undergone the training and those who didn't, this method is applied to see the major difference among this groups of employees. There are some difficulties associated with using this Pre/Post with control group design. First, having employees doing similar jobs to be able to create two groups may not be feasible in many situations, even in larger companies. Second, because one group is excluded from the training, there may be resentment or increased motivation by those in the control group, which could lead to distorted results, either positive or negative.



Other designs also can be used, but these three are the most common ones. When possible, the pre-/post-measure or pre-/post-measure with control group design should be used, because each provides a much stronger measurement than the post-measure design alone.

## **B) Levels of Evaluation**

It is best to consider how training is to be evaluated before it begins Kirkpatrick (1976) identified four levels at which training can be evaluated.

- **Reaction:** - Organizations evaluate the reaction level of trainees by conducting interviews or by administering questionnaires to the trainees. However, the immediate reaction may measure only how much the people liked the training rather than how it benefited them.
  - ✓ How well did the trainees like the training?
  
- **Learning** :- organization evaluate learning level by measuring how well trainees have learned measuring this can be evaluated by measuring how well trainees have learned facts, ideas, concepts, theories, and attitudes. Tests on the training material are commonly used for evaluating learning and can be given both before and after training to compare scores.
  - ✓ To what extent did the trainees learn the facts , principles and approaches that were included in the training?
  
- **Behavior:-** Evaluating training at the behavioral level involves (1) measuring the effect of training on job performance through interviews of trainees and their coworkers and (2) observing job performance.
  - ✓ To what extent did their job behavior change because of the program?
  
- **Results:-** Employers evaluate results by measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover,

quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by comparing records before and after training.

- ✓ What final results were achieved (reduction in cost reduction in turn over, improvement in production, etc.)?

Training is designed to help the organization accomplish its objectives. Too often, unplanned, uncoordinated and haphazard training efforts significantly reduce the learning that could have been occurred , also without a well-designed systematic approach to training, what is learned may not be what is best for the organization( Mathis and Jackson, 2008 ).

## **2.3 The Relationship between Training and Employee Performance**

Employee performance can be defined as the achievement of specified task measured against predetermined or identified standards of accuracy, completeness, cost and speed by the employees'. Kenney (1992) stated that employee's performance is measured against the performance standards set by the organization. Good performance means how well employees performed on the assigned tasks. In every organization there are some expectations from the employees with respect to their performance. And when they perform up to the set standards and meet organizational expectations they are believed good performers while poor performance can be occurred as a result of inadequate job training and both customers and employers will become unsatisfied but trained employees will better satisfy the needs of their customers and employers.

According to Khawaja & Nadeem (2013) cited by Muhammad Nda, M. & Yazdani Fard, R. (2013) training is viewed as a systematic approach of learning and development that improve individual, group and organizations performance. Training is very essential at all employee levels, due to the reason that skills erode and become obsolete over a period of time and has to be replenished (Langer, N. and Mehra, A., 2010). Therefore, training affects employees' behavior and their working skills which results into employees enhanced performance as well as constructive changes (Satterfield & Hughes, 2007).

According to Appiah, B. and April (2010) there is a positive relationship between training and employees' performance. Training generates benefits for the employee as well as the organization by positively influencing employee performance through the development of employee knowledge, skills, ability, competencies and behavior. Training as a process is one of the most pervasive methods to enhance the productivity of individuals and to communicate organizational goals to employees. According to Ekaterini & Constantinos- Vasilios (2009) cited by Muhammad Nda, M. & Yazdani Fard, R.(2013) training does not only enhance employees resourcefully, but also provides them with an opportunity to virtually learn their jobs and perform more competently.

## **2.4 The Impact of Training on Organizational Effectiveness**

Organization is a composition of people which formulate independent business identity for some specific purpose and getting desired outcome within defined resources is treated as effectiveness (Malik,M., Ghafoor,M. and Naseer S. , 2011). Organizational effectiveness is the measure of how successfully organizations achieve their missions through their core strategies and the measure was adopted from Gold (2001). Dimensions of organizational effectiveness measure include: improved ability to innovate, improved coordination of efforts, and rapid commercialization of new products. Other contributions may include: the ability to anticipate surprises, responsiveness to market change, and reduced redundancy of information/knowledge.

Organizations rely on training to enhance the productivity and performance of their employees. Training is important to a company to maintain its employees' skills and competence to meet the future challenges as well as achieve a better performance. According to Swieringa J. and Wierdsma, A. (1992) training is said to be one of the most important interventions to nurture the learning process. For a company to cope with the rapid changing environment, it is necessary to invest in training, upgrading, updating and converting the skills of the existing workforce.

Any training or development implemented in an organization must be cost effective or the benefits gained by such programs must outweigh the costs associated with providing the learning experience. Only by analyzing such programs can effectiveness be determined. It's not enough to merely assume that any training and development an organization offers is effective; the

organization must develop substantive data to determine whether the training and development effort is achieving its goals- that is , if its correcting the deficiencies and skills, knowledge, or attitudes that were assessed as needing attention and can lead to organizational effectiveness

Ziarnik, J.P. and Bernstein, G.S. (1982) have argued that the staff training alone is insufficient to achieve enduring change. This is because not all knowledge obtained from the training is properly transferred and applied to the organization. According to Singh (2006) cited by Abd Rahman *et al* (2013) have claimed that the cornerstone to the long-term survival of a firm is recognizing the value of the knowledge that is a key to innovative thinking and investment. Hence, if there is no application of the learned knowledge on the job, then there will be little or no impact on the organization performance.

According to Tharenou (2006) cited by Mathis and Jackson (1991)when training is designed it must be designed and delivered properly and it will improve the overall effectiveness of an organization in three ways . First, it can boost employees' commitment and motivation. Organizations that offer opportunities to learn and grow are seen as havening employees' interest at heart, and as a result, employees feel more committed to the organizations. Second, training helps employees to perform more effectively and efficiently, so the organization is able to function better on a day-to-day basis (Arthur, W., Bennett, W., Eden,P. and Bell, S., 2003) The third way in which training benefits organizations is by helping the organization to meet their strategic objectives. It does so by providing employees with the specific knowledge, skills and attitudes necessary to make strategic initiatives a reality (Stewart and Brown , 2009)

Training alone is not sufficient to enhance organizational effectiveness to a greater level because not all the knowledge obtained from the training is properly transferred and applied to the organization. In other words, transfer of knowledge (productive use of acquired knowledge and skills) acquired during the training must take place effectively to realize the full benefits (Dirani, 2012).

## **2.5 Empirical studies**

A study conducted by Aidah Nassazi(2013) empirically examined the training practices besides he also tried to see the effectiveness of the training program, using the telecommunication industry in Uganda as case study. In order to understand the study aim, the researcher developed four goals and these focused particularly on identifying the training programs' existing in the industry, the objective of the training offered, the methods employed and finally the effects of training and development on employee performance. The results from the questions on employee participation in training and selection for training indicate that these companies have good and perhaps clear policies regarding training and development as most of the respondents indicated that they have participated in training and that most of them were provided with opportunities to train under the compulsory practice of the company for all employees and/or on joining the company. In examining the question relating to the training program quality, the results indicate that the programs undertaken by the sample companies are relevant as considered by the respondents` opinions.

Another study made by Kinferufael Ayalewu (2013) also empirically examined the training practices in ethio-telecom. The study concluded that the organization doesn't have an interesting need assessment practice and it also used different indicators to assess training needs such as line management/supervisors recommendations and direct observation. The researcher also tried to assess the different indicators like introduction of new work methods, change in working process and when employees need close supervision were used as indicator to assess the need for the training. With regard to training method the researcher found that half of the respondents get the training method effective where as the other half didn't get the method helpful. The study also reveals that there are some problems which hinder the effective delivery and implementation of the training program such as assigning inappropriate trainees to the training programs. The researcher recommended that the company should give more emphasis to solve the different problems to attain strategic objective.

## 2.6 Theoretical Framework

Based on the literature review, the relationship between effective training programs, employee performance and organizational effectiveness were conceptualized and it has been observed training has a great relation with the performance of employee and on the organizational effectiveness as well.

According to Guest (1997) cited by Elnaga,A.,Imran, A. (2013) mentioned in their study that training and development programs , as one of the vital human resource management practice, positively affects the quality of the workers knowledge, skills and capability and thus results in higher employee performance on job. According to Wright and Geroy (2001) another authors cited by Elnaga,A., Imran, A. (2013) also mentioned that employee competencies changes through effective training programs. It not only improves the overall performance of the employees to effectively perform the current job but also enhance the knowledge, skills an attitude of the workers necessary for the future job, thus contributing to superior organizational performance.

Figure 2.3 shows the relationship between training, employee performance and organizational effectiveness. Training is the independent variable because it is the presumed cause for higher or lower performance of employee and the organization. Both the performance of employee and the organization will depend on the effectiveness of the training program so they are called dependent variables.

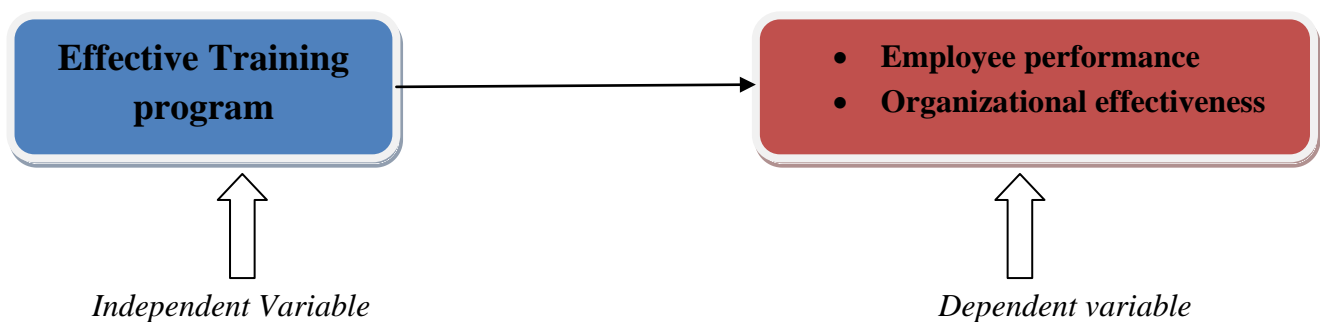


Figure 2.3: Theoretical model representing relationship between independent and dependent variable.

## 2.6 Summary and conclusion

Human resource management (HRM) is a strategic, integrated and coherent approach to the employment, development and well-being of the people working in organizations. Employees are the most valuable asset of every company as they can make or break a company's reputation and can adversely affect profitability. Employees often are responsible for the great bulk of necessary work to be done as well as customer satisfaction and the quality of products and events. Without proper training, employees both new and current do not receive the information and develop the skill sets necessary for accomplishing their tasks at their maximum potential. Employees who undergo proper training tend to keep their jobs longer than those who do not.

Due to fast pace global and technological development the firms are now facing new changes as well as challenges. Technological advancements have mould the need of capabilities and competencies required to perform a particular tasks. Thus, to cope with these challenges, more improved and effective training programs are required by all corporate. Effective training programs helps in constructing a more conducive learning environment for the workforce and train them to cope with the upcoming challenges more easily and in time .

According to Noe *et al* (2008) there are six steps to design a training program effectively:

- ✓ Need assessment
- ✓ Ensuring employee readiness for training
- ✓ Creating a learning environment
- ✓ Ensuring transfer of training
- ✓ Selecting training methods
- ✓ Evaluating training programs

Effective training and development programs aimed at improving the employees' performance. Training refers to bridging the gap between the current performance and the standard desired performance. It is also an imperative tool for the organization to revamp the performance of all the personnel for organizational growth and success.

Training could be given through different methods such as on-the job and off-the-job depending on the organization's strategy, goals and resource available and depending the needs identified at the time. On-the- job training is given to employees to show them the result of their action immediately and to guide them what they are learning without leaving their working environment and examples of this training methods are Job rotation, coaching, orientation and so on. Off-the-job training is provided to avoid distractions which will help the trainees to become concentrated while they are taking the training. Examples of off-the-job training are; case study, conference, discovery, role playing and stimulation.

There are different evaluation designs to examine the effectiveness of the training program and the three well known are post measure, pre/post measure and pre/post with control group. The post or pre/post measure with control group design should be used rather than other evaluation designs such as post measures because each provides a much stronger measurement than post measure design alone.

To sum up, training programs should be designed carefully starting from need assessment process up to evaluation. In order to improve employee's performance and organizational effectiveness, companies should give attention while they are designing training programs to meet their strategic objectives. Strategic initiatives will become a reality by providing (updating) employees with a specific knowledge, skills and attitudes that will help them to perform more effectively and efficiently on their day-to-day basis.

# Chapter Three

## Research Methodology

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According to C.R. Kothari research methodology is a way to systematically solve the research problem and it may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying the research problem along with the logic behind them. It is necessary for the researcher to know not only the research methods/techniques but also the methodology.

Therefore this chapter holds research design, population and sampling technique, source of data and data collection, method of data analysis, instrument validity and reliability of the study.

### 3.1 Research Design

This study was conducted on the head office of ethio-telecom particularly on network division. In order to conduct the research, descriptive type of research design with a mixed approach was employed. The method of the study was descriptive in nature because, the researcher tried to get an answer for WH questions that was raised in the research question through assessing the effectiveness of the training program in the company.

Regarding the time span of the research was cross-sectional because this research studied groups of people at one time meaning that it won't continue studying the stability of the data over time.

There are different types of research methods that could be used when doing research. The methods include: qualitative research, quantitative research, and a mixture of both qualitative and quantitative research. The difference between qualitative and quantitative research arise from their procedures and the method for data collection. For the purpose of this study the researcher applied mixed research approach. This approach is vital because it capitalizes the strength of quantitative and qualitative approach and it will also remove any biases that exist in any single research method.

### 3.2 Population and Sampling technique

The population size of this study consisted of employees in ethio-telecom head office particularly in network divisions which are 1173. The researcher selected this department for the purpose of this study for the following reasons. First, there are other studies conducted under this research topic but they only focused on customer division and other departments. Second, employees in this division mostly undergo through training and they also have separate training programs comparing from other department as a result they are well experienced about the training practices which was very helpful for this study. According to this reasons the researcher initiated to conduct this study on network department because this division has a greater role for the survival of the company

**Table 3.1 Sample size determination table**

Population Size	Sample Size		
	Low	Medium	High
51-90	5	13	20
91-150	8	20	32
151-280	13	32	50
281-500	20	50	80
501-1200	32	80	125
1201-3200	50	125	200
3201-10000	80	200	315
10001-35000	125	315	500
35001-150000	200	500	800

**Source:** J. Carvalho, “Archival application of mathematical sampling technique”, Records Management quarterly 18:63 (1984)

For the purpose of this study the researcher used a sample size determination table to determine the appropriate sample size for the population of the telecom. This method is selected because it enables the researcher to identify the sample easily in a manageable way. In light of this, the researcher used 125 as a sample from the total population

The researcher also used two types of sampling techniques. The first one is probability sampling technique and it is a sampling procedure in which each element of the population has a fixed probabilistic chance of being selected for the sample. There are different types of probability sampling techniques but the researcher used simple random sampling by taking a name list from the HR department to distribute the questionnaire for employees.

The second type of sampling technique was non-probability sampling technique and these techniques do not use the chance selection procedure rather; they rely on the personal judgment of the researcher. There are different types of non-probability sampling technique among this purposive sampling technique was applied in order to conduct the interview with human capacity builder and two other HR experts, this interviewees was chosen because they are responsible for the training and development activities of the company.

### **3.3 Sources of data and collection method**

The sources of data for this study were both primary and secondary sources. Primary data can be obtained by conducting a survey; a survey can be described simply as a means of gathering information, usually through self-report using questionnaires or interviews. In this study a survey has been conducted on employees in ethio-telecom head office mainly on network division.

Therefore, through this strategy the researcher recognized the effectiveness of the training program which has been collected through different survey strategies like questionnaires and interviews.

The questions both in questionnaire and in the interview were kept as concise as possible with care taken to the actual wording and phrasing of the questions. The reason for the appearance and layout of the questionnaire are of great importance in any survey where the questionnaire is

to be completed by the respondent (John A. et al., 2007). The literature in the study was used as a guideline for the development of the questions in the questionnaire as well as in the interview. Besides, some questions in the questionnaire were adopted from other .The questions that were included in the questionnaire consists closed-ended and five-point Likert scale type questions. The type of scales used to measure the items on the instrument is continuous scales which his ordinal type of measurement and the nominal type of measurement also applied.

For the purpose of interview with the manager of human capacity builder and HR experts' semi-structured interview was designed based on the literature part of this study.

### **3.4 Methods of data analysis**

The data analysis has been done after the completion of relevant data collection and for this study to analyze the collected data descriptive data analysis method was employed. Data collected through interviews was analyzed by using description of facts. Those data collected through questionnaires were analyzed using SPSS version 20. The results are presented by using tables, charts and figures to bring easy and clear understanding on the findings.

### **3.5 Instrument Validity and Reliability**

#### **3.5.1 Instrument Validity**

The questionnaire was developed by the researcher and some questions were adopted from other researches. The consistency of the questionnaire has been checked against previously made studies and they are constructed to assess the effectiveness of the training program in case of ethio-telecom'.

The other method to check the validity of the questionnaire has been conducted by using pilot test. The researcher tested the questionnaire to see if it obtains the result that is required for the study. During pilot testing 10 employees were selected and based on the result the questionnaires

was redesigned and the finalized questionnaires was distributed to other employees which didn't participated in the pilot study.

During the pilot testing the participants was asked;

- To read it through and see if there are any ambiguities which they have not noticed.
- To comment about the length, structure and wording of the questionnaire

### 3.5.2 Instrument Reliability

The reliability of instruments measures the consistency of instruments. Creswell (2003) considers the reliability of the instruments as the degree of consistency that the instruments or procedure demonstrates.

To check the reliability of the questionnaire the researcher also used reliability test by using Cronbach alpha to check the consistency of the questions with the topic of the study. An alpha value of 0.80 or higher is taken as a good indication of reliability, although others suggest that it is acceptable if it is 0.67 or above (Cohen Manion and Morrison , 2007). As a result the reliability test of this study shows that the Cronbach alpha which is .884 exceeds the expected value that was stated by different scholar so the instrument were developed based on research questions and objectives; it is possible to collect necessary data from respondents. Then, instruments are consistent with the objectives of the study.

Table 3.2 *Reliability test*

Reliability Statistics	
Cronbach's Alpha	N of Items
.884	41

### **3.6 Ethical consideration**

The following work has been done to keep the ethicality of the study;

- ✓ Proper preparation was made and the participants were informed about the purpose of the study.
- ✓ Participants were voluntarily consented to the research participation.
- ✓ Since the questions are easy and clear to understand it avoided mental suffering or stress.
- ✓ Even if the researcher identifies a person's responses but it was held confidentially by the research.

# Chapter Four

## Data Presentation and Analysis

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This chapter presents analyze and interpret the data obtained from the primary source. The primary data was obtained from the questionnaire which is designed to collect the necessary data to answer the research questions. The questionnaire was administered for one hundred twenty five employees working in network division in ethio- telecom, situated in Addis Ababa, Ethiopia.

The data collected mainly through questionnaire and semi-structure interview. After collecting the data from the sample taken it will be described, analyzed and synthesized in tables, graphs, pie-charts with the help of SPSS.

### ***4.1 Response rate of the participants***

To assess the effectiveness of the training program of ethio-telecom questionnaires were prepared and distributed to 125 staffs of ethio-telecom. Of these, 115 were kindly enough to fill and return the questionnaire and the rest 10 failed to return the questionnaire distributed to them. In summary the following table shows the total number of distributed, returned and unreturned questionnaire.

***Table 4.1 Distributed, returned and unreturned questionnaires***

<b>Questionnaires</b>	<b>Number</b>	<b>Percent</b>
<b><i>Returned</i></b>	115	92.0
<b><i>Unreturned</i></b>	10	8.0
<b><i>Total</i></b>	125	100

The other data collection method was interview; the response rate of the interview is 100 because the interviewees were willing to give information to the researcher. The researcher intended to conduct interview with the Human Capacity Builder and two experts from human resource department.

## 4.2 Demographic Characteristics of Respondents

The first part of the questionnaire solicited the respondents in terms of gender, age, educational background and level of tenure. Accordingly the response of the respondents is depicted on the table 4.2 below.

**Table 4.2 Profile data of respondent**

<i>Sex of the respondent</i>				
Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Male	92	80.0	80.0	100.0
Female	23	20.0	20.0	20.0
<b>Total</b>	<b>115</b>	<b>100.0</b>	<b>100.0</b>	
<i>Age of the respondent</i>				
18-25	7	6.1	6.1	6.1
26-35	52	45.2	45.2	51.3
36-45	46	40.0	40.0	91.3
46-55	10	8.7	8.7	100.0
<b>Total</b>	<b>115</b>	<b>100.0</b>	<b>100.0</b>	
<i>Educational background of the respondent</i>				
Masters degree	14	12.2	12.2	12.2
First degree	81	70.4	70.4	82.6
College diploma	20	17.4	17.4	100.0
<b>Total</b>	<b>115</b>	<b>100.0</b>	<b>100.0</b>	
<i>Year of service in ethio-telecom</i>				
1-5 yrs	18	15.7	15.7	15.7
6-10 yrs	36	31.3	31.3	47.0
11-20 yrs	48	41.7	41.7	88.7
21-30 yrs	11	9.6	9.6	98.3
>30 yrs	2	1.7	1.7	100.0
<b>Total</b>	<b>115</b>	<b>100.0</b>	<b>100.0</b>	

Source: Own survey, 2015

Among 115 respondents 92 of them were male and 23 were female. As shown in table 4.1 the majority of the respondents (80%) to the study were male, indicating that the majority of the participants of this study are male as compared to females (20%).

Regarding the age range, the data obtained from the questionnaire reveals that 7(6.1%), 52(45.2%), 46(40%) and 10(8.7%) of the total respondents were in the age group 18-25, 26-35, 36-45 and 46-55 respectively. The results reveal that most employees are between 26-35 years old this implies that majority of the participants are between this age group.

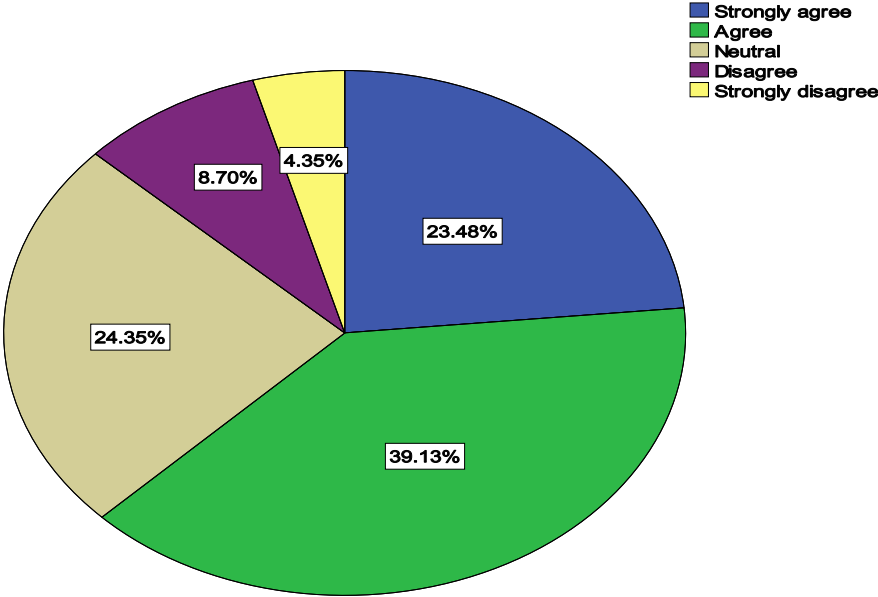
The respondents level of education, 14(12.2%) of the respondents have masters degree, 81(70.4%) were first degree graduates and 20(12.2%) were diploma holders. From this one can understand that most of the respondents are degree holders, it also implies that most probably the participants of the study easily understood the questions while they fill the questionnaires. This will be very valuable for the findings of the study.

Regarding the respondents work experience, according to the gathered data 18(15.7%) of the respondents have worked for the company for 1 to 5 years, 36 (31.3%) of the entire population have worked for the company for 6 to 10 years of age, 48(41.7%) have worked for 11 to 20 years of age, 11(9.6%) have worked for 21 to 30 years in the company and the remaining 2(1.7%) have worked for ethio-telecom for over 31 years.

As the above paragraph explains about the data gathered from the respondents it indicates that most of the respondents have worked several years in ethio- telecom and they are well experienced about the training that is provided by the company. According to Richard Steers (1977) hypothesized and found true that the more committed an employee is the less of a desire they have to terminate from the organization. From Richard point of view we can also understand that most participant of this study are committed to their job since they have worked several years in the company. This implies that this respondents need to have constant training programs to update their skills and knowledge because technology is changing at a fast pace so they must learn new techniques to make use of advanced technologies. Thus training should be treated as a continuous process to update the employees in the new methods and procedures.

### 4.3 Analysis on the general practices of training

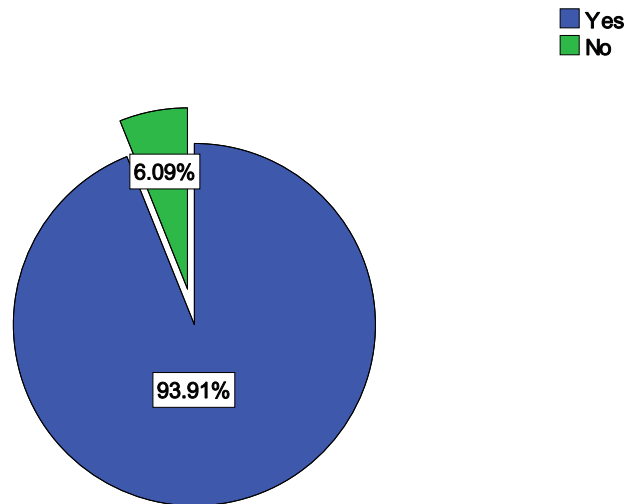
Figure 4.1 Availability of sufficient budget, time and expertise for the training



Source: Own survey, 2015

As the above chart shows from all respondents majority of the respondents which are 39.13% agreed that the company has adequate budget, time and expertise to provide training for its employees whereas 8.70% of the respondents stated that the company lacks sufficient budget, time and qualified expertise to give. 23.48% of the respondents strongly agreed that the company has adequate budget, time and expertise to provide training for its employees while 8.70% strongly disagreed. The remaining 24.35% remained neutral about the availability of sufficient budget, time and expertise within the company. As per to the response ethio-telecom has adequate budget, time and expertise to provide the training for its employees.

*Figure 4.2 Respondents participation in training*



Source: Own survey, 2015

In case of ethio- telecom as the above pie chart illustrates 108 (93.9%) undergone training and the remaining 7(6.1%) of the respondents didn't get any sort of training by the company for which they work for. This indicates that most respondents participated in the training program and this will be vital for the study because most employees are aware about the general practices of the training within the company. Employees who receive training are confident and motivated, they have the ability to make better and economic use of material and equipment there by reducing and avoiding waste, they are also capable to manage change because they have aware about the change process and they will gain the skills and abilities needed to adjust to new situations (Cole, 2001). In this study the majority of the respondents are beneficial from the training than those who didn't undergo the training.

**Table 4.3 Schedule of the training program**

Question	Valid	Frequency	Percent	Valid Percent	Cumulative Percent
<i>How often does your company provide training program?</i>	Quarterly	5	4.3	4.5	4.5
	Every 6 month	5	4.3	4.5	8.9
	Once a year	9	7.8	8.0	17.0
	Every 2 years	2	1.7	1.8	18.8
	More than 2 years	10	8.7	8.9	27.7
	No specific schedule	81	70.4	72.3	100.0
	Total	112	97.4	100.0	
	Missing	3	2.6	-	-
	<b>Total</b>		<b>115</b>	<b>100.0</b>	-

Source: Own survey, 2015

The schedule of the training program in ethio – telecom as reported in the results above indicates that the majority of respondents represented by 72.3% didn't know the specific training schedule of ethio –telecom. 5(4.5%), 9(8.0%), 2(1.8%), and 10(8.9%) said that etho-telecom provides training on the following basis respectively; quarterly(every 6 month), once in a year , every two years and above two years This implies that ethio-telecom has no particular training schedule and the company will provide the training for its employees as required.

**Table 4.4 No of times employees have had training since they have joined the organization**

Question	No of times	Frequency	Percent	Valid Percent	Cumulative Percent
<i>How many times have you taken the training program?</i>	1- 3	54	47.0	48.2	48.2
	4-6	31	27.0	27.7	75.9
	7-9	7	6.1	6.3	82.1
	>=10	13	11.3	11.6	93.8
	Missing	10	8.7	6.3	100.0
	<b>Total</b>		<b>115</b>	<b>100.0</b>	-

Source: Own survey, 2015

As the above table shows from the 54(48.2%), 31(27.7%), 7(6.3%) and 13(11.6%) of the respondents have taken the training program from 1to3, 4 to 6 , 7 to 9 and 10 times and above respectively since they have joined the organization. 10(6.3%) of the respondents from the total population didn't respond to the question, it's may be because they didn't take any form of

training provided by the organization or there may be other reasons. In general this data indicates that most of the respondents taken trainings for at least 1 to 3 number of times.

**Table 4.5 Criteria to select trainees for the training**

Question	Criteria for selection	Frequency	Percent	Valid Percent	Cumulative Percent
<i>Based on what criteria were you selected for the training?</i>	On joining the company	37	32.2	32.7	32.7
	Compulsory for all employees	21	18.3	18.6	51.3
	performance appraisal	19	16.5	16.8	68.1
	Supervisors recommendation	21	18.3	18.6	86.7
	up on your request	3	2.6	2.7	89.4
	Don't know	12	10.4	10.6	100.0
	<b>Total</b>	113	98.3	100.0	
	<b>Missing</b>	2	1.7	-	-
	<b>Total</b>	<b>115</b>	<b>100.0</b>	-	-

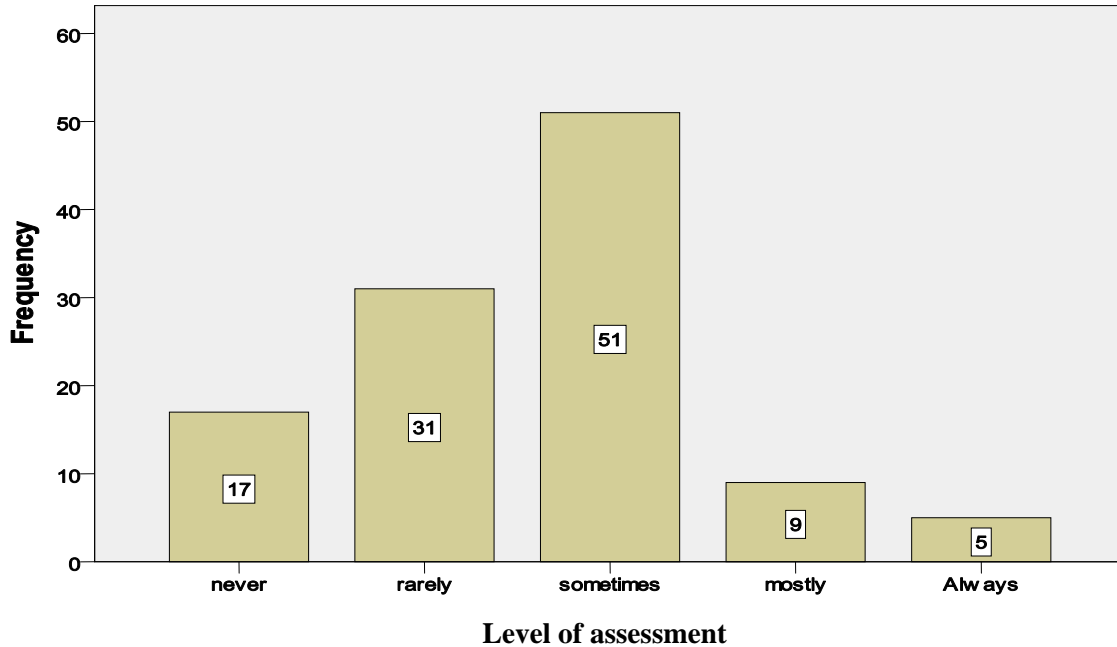
Source: Own survey, 2015

Table 4.5 above illustrates the results from the question about how the respondents were selected for the training in ethio-telecom. The results indicate surprisingly that a large number of respondents were selected to participate and thus, receive training on joining the company. This proportion of respondents is represented by 37 (32.7%) of respondents from the total of sample size.

21 respondents were selected for training under the criteria of all employees going through the training and this is represents by 18.6%. 19(16.8%) were selected for the training based on the information on performance appraisal. Other employees were selected based on their supervisors recommendation (21 respondents representing 18.6%), upon their own request to receive training (3 respondents representing 2.7%) and others were not aware of how they were selected for the training (12 respondents representing 10.6%). The remaining didn't respond for the question (2 respondents representing 1.7%). This table illustrate that most of the respondents took the training when they join the company.

#### 4.4 Analysis on issues regarding training need assessment and other training design process

Figure 4.3 Level of need assessment by the company



Source: Own survey, 2015

As the graph shows from a total of 115 respondents 17(14.8%) said that that the company never tried to review the need for the training , 31(27%) replied that ethio- telecom rarely assess the need for the training , 51(44.3%) respondents agreed that the company sometimes conducts need assessment before providing the program , 9(7.8%) from the total respondents replied that the company mostly assess the need for the training and 5(4.3%) of the respondents responded that need assessment is always done by the company before providing the training. The remaining respondents failed to fill the questions.

This data shows that the company sometimes tries to assess the need for the training before providing any type of training program in the company. Conducting a systematic needs assessment is a crucial initial step to training design and can substantially influence the overall effectiveness of training programs (Goldstein & Ford, 2002; McGehee & Thayer, 1961; Sleezer,1993; Zemke, 1994). The assessment begins with a need which can be identified in

several ways but it is generally described as a gap between what is currently in place and what is needed, now and in the future. Therefore, assessing the need for the training will guide and serve ethio- telecom to identify the training needs of the organization, the job requirements and to see who needs training and the kind of training to be delivered.

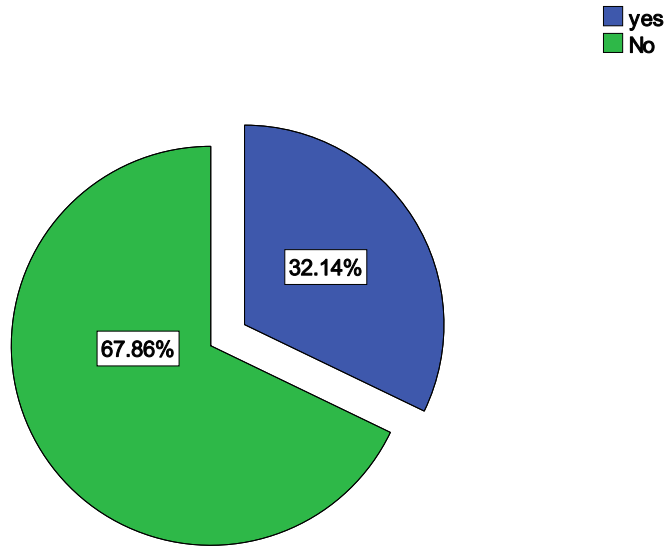
**Table 4.6 Type of need assessment method used redundantly by the company**

Question	Items	Frequency	Percent	Valid Percent	Cumulative Percent
<i>What type of need assessment method is used mostly?</i>	Questionnaire	30	26.1	28.0	28.0
	Direct observation	31	27.0	29.0	57.0
	Interview	6	5.2	5.6	62.6
	Performance appraisal	26	22.6	24.3	86.9
	Complaints from customers	14	12.2	13.1	100.0
	<b>Total</b>	107	93.0	100.0	
	<b>Missing</b>	8	7.0	-	-
	<b>Total</b>	115	100.0	-	-

Source: Own survey, 2015

As indicated in the above table majority of the respondents which are 30 respondents representing 28.0% and 31 respondents representing 29% of entire sample responded that mostly the need for the training will be investigated by using questionnaires and observing the performance of employees respectively. 6(5.6%) , 26(24.3%) and 14(13.1%) participants of this study replied that interview , information from performance appraisal and compliments from customers has been used in order to identify the purpose for providing the training correspondingly. The remaining and 8(7%) failed to reply for the questions. In general we can summarize that questionnaires and direct observations are used more often than other methods to assess the need for the training program.

**Figure 4.4 Readiness assessment of employee for the training**



Source: Own survey, 2015

As figure 4.4 illustrate among the total of 115 respondents 36 (32.14%) said that ethio - telecom assess their readiness before assigning them to undergo the training but 75(65.86%) of the respondents believed that the company didn't try to review whether employees have personal characteristics such as ability, attitude, beliefs and motivation that are necessary to learn the program content and whether the working environment facilitate learning to apply what is learned from the training. According to the respondents the company didn't make an effort to assess whether employees have the ability and the motivation to learn the program content and apply it on their job before they join the training program.

**Table 4.7 The design of the training program**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>The training program is designed based on requirement of the job or employee deficiency to do the job</i>	Strongly agree	11	9.6	9.6	9.6
	Agree	53	46.1	46.1	55.7
	Neutral	28	24.3	24.3	80.0
	Disagree	19	16.5	16.5	96.5
	Strongly disagree	4	3.5	3.5	100.0
	<b>Total</b>		115	100.0	

Source: Own survey, 2015

Training is designed to help the organization accomplish its objectives. Before providing training it is necessary to know the job requirements of the organization and the performance of employees (Armstrong, 2010). Table 4.7 shows whether the design of the training program is based on requirement of the job or employee deficiency that will have a great impact on trainees to perform their job. From all respondents 11(9.6%), 53(46.1%), 28(24.3%), 19(16.5%) and 4(3.5%) of the respondent were strongly agreed, agreed, neutral, disagreed and strongly disagreed that the training program in the organization was designed based on the requirements of the job and employee deficiency to perform the job, respectively. As per to the respondents response majority of them agreed that the training program in ethio- telecom designed basically on the requirement of trainees' job or for those trainees who lack the necessary knowledge, skill and ability to perform their task in order to fill the performance gap.

**Table 4.8 Clarity and relevance of the need analysis**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent	
<i>The need analysis method used by the organization produce clear, relevant and specific findings on performance gaps</i>	Strongly agree	7	6.1	6.1	6.1	
	Agree	27	23.5	23.7	29.8	
	Neutral	37	32.2	32.5	62.3	
	Disagree	39	33.9	34.2	96.5	
	Strongly disagree	4	3.5	3.5	100.0	
	<b>Total</b>		114	99.1	100.0	
	<b>Missing</b>		1	.9		
<b>Total</b>		115	100.0			

Source: Own survey, 2015

From the above table 27(23.7%) respondents agreed that the need analysis method produced clear, relevant and that it also helps to bridge the performance gap while 39(34.2%) disagreed about the clarity and relevance of the need analysis in filling the performance gap. 37(32.2%) were not taking sides and the remaining 7(6.1%) and 4(3.5%) respondents strongly agreed and strongly disagreed that the methods that are used to analyze the need of the training by the company produce clear, relevant and its importance to minimize the performance gaps, respectively. According to Swart *et al* (2005) , bridging the performance gap refers to implementing a relevant training intervention for the sake of developing particular skills and

abilities of the workers and enhancing employee performance. According to the majority of the respondents, the different methods used by ethio-telecom to analyze the need for the training didn't produced clear, relevant and specific findings to fill the performance gap. Need analysis will help to close an existing gap by identifying how far the company come toward reaching its goals or aspects in the performance of an employee and how far it still needs to go to attain its goals.

**Table 4.9 Assistance of managers**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>Managers assists to apply the knowledge, skill and ability learned in the training</i>	Strongly agree	9	7.8	7.9	7.9
	Agree	29	25.2	25.4	33.3
	Neutral	33	28.7	28.9	62.3
	Disagree	36	31.3	31.6	93.9
	Strongly disagree	7	6.1	6.1	100.00
	<b>Total</b>		114	99.1	100.0
	<b>Missing</b>	1	.9		
	<b>Total</b>	115	100.0		

Source: Own survey, 2015

As displayed in the table above 25.4% of the respondents agreed that managers in ethio-telecom helps them to apply the knowledge, skill and ability (KSA) learned in the training while the majority of the respondents representing 31.6% disagreed that managers doesn't support employees to apply the knowledge, skill and ability learned in the training . 7.9% and 6.1% of the respondents strongly agreed and strongly disagreed about managers' assistance in applying KSA. The remaining 28.7% were neutral. This implies that manager doesn't support employees in the company to apply the training content to the job.

**Table 4.10 Clarity of the training objective**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent	
<i>The objective of the training was clear</i>	Strongly agree	20	17.4	17.5	17.5	
	Agree	41	35.7	36.0	53.5	
	Neutral	36	31.3	31.6	85.1	
	Disagree	15	13.0	13.2	98.2	
	Strongly disagree	2	1.7	1.8	100.0	
	<b>Total</b>		114	99.1	100.0	
	<b>Missing</b>		1	.9		
<b>Total</b>		115	100.0			

Source: Own survey, 2015

As table 4.10 clearly illustrates out of 115 respondents 41(36.0%) of them agreed that the objective of the training was clear. Whereas 15(13.2%) of the respondents stated that the objective of the training was ambiguous. The remaining respondents 20(17.5%), 36(31.6%) and 2(1.8%) were strongly agreed, neutral and strongly disagreed about the clarity of the training objective, respectively. The response implies that the objective of the training was generally understandable by most of the respondents.

**Table 4.11 Similarity of the training context with the working environment**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>The training context was similar to the work environment</i>	Strongly agree	19	16.5	16.5	16.5
	Agree	53	46.1	46.1	62.6
	Neutral	28	24.3	24.3	87.0
	Disagree	15	13.0	13.0	100.0
	Strongly disagree	-	-	-	
	<b>Total</b>		115	100.0	

Source: Own survey, 2015

Regarding to the context of training with the working environment, 46.1% of the respondents agreed that the context of the training was similar to their working environment while the 13.0% disagreed about the similarity of their working environment with the context of the training. This data indicates that the majority of the respondents agreed that ethio - telecom provide training by considering the working situation of its employees with the training context.

**Table 4.12 Opportunity for practice**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent	
<i>Trainees have the opportunity for practice in order to demonstrate what is learned</i>	Strongly agree	9	7.8	7.9	8.0	
	Agree	42	36.5	36.8	44.7	
	Neutral	30	26.1	26.3	71.1	
	Disagree	30	26.1	26.3	97.4	
	Strongly disagree	3	2.6	2.6	100.00	
	<b>Total</b>		114	99.1	100.0	
	<b>Missing</b>		1	.9		
<b>Total</b>		115	100.0			

Source: Own survey, 2015

As table 4.12 indicates from total respondents 36.8% stated that there is an opportunity to practice the different knowledge, skill and ability (KSA) that were acquired from the training whereas 26.3% said that ethio - telecom didn't give an opportunity for trainees to demonstrate the new skills or knowledge that was gained from the training. This implies that majority of the respondents got an opportunity to apply the acquired KSA after taking the training.

**Table 4.13 Coordination of the program**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>There was good program coordination and administration</i>	Strongly agree	18	15.7	15.7	15.7
	Agree	48	41.7	41.7	57.4
	Neutral	35	30.4	30.4	87.8
	Disagree	13	11.3	11.3	99.1
	Strongly disagree	1	.9	.9	100.0
	<b>Total</b>		115	100.0	

Source: Own survey, 2015

As table 4.13 depicts a cumulative of 57.4% of respondents are satisfied with the overall administration and program coordination of the training while a cumulative of 12.2% respondents agreed that the training that was provided by ethio- telecom lacks good program coordination and administration. This indicates that majority of the respondents were satisfied about the coordination and administration of the training program they undergone.

**Table 4.14 Applicability of the training on the job**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>The training is applicable for the job</i>	Strongly agree	19	16.5	16.5	16.5
	Agree	50	43.5	43.5	60.0
	Neutral	35	30.4	30.4	90.4
	Disagree	11	9.6	9.6	100.0
	Strongly disagree	-	-	-	
	<b>Total</b>	115	100.0		

Source: Own survey, 2015

If training is not linked to that which an organization uses, does, and delivers, the investment is better made elsewhere. The respondents were asked to rank the applicability of the training that they have taken at the end of a program. As the above table portrays from total employees 43.5% of the respondents agreed that the training they took was applicable to their job while 9.6% replied that the training they have taken didn't match to their job. In this respect majority of the respondent responded that the training that the employees attended in the company was applicable to their job.

**Table 4.15 Frequency of using training methods**

Training forms	Never		Rarely		Some-times		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
On-the-job training	9	7.8	23	20.0	46	40.0	31	27.0	6	5.2
Off-the-job training	10	8.7	16	13.9	47	40.9	42	36.5	3	2.6
External training (outside the company)	30	26.1	28	24.3	43	37.4	12	10.4	2	1.7

Source: Own survey, 2015

As displayed in the table above, shows that 7.8%, of the respondents stated that ethio-telecom never used on-the-job training to give training for employees, 20.0% replied that on- the -job training is rarely used by the company, 40.0% agreed that the company sometimes uses on-the-job training, 27% of the respondents said that most of the time ethio-telecom uses on -the - job training and 5.2% stated that the company always uses on-the-job training to develop the skill

and ability of employees . Most respondents said that ethio-telecom provide on-the-job training at times which takes place on the work place.

As indicated in table 4.15 8.7% of the respondents agreed that ethio-telecom didn't provide off-the-job training for employees, 13.9% of the respondents stated that off-the-job form of training is provided rarely by the company. The majority of the respondents which are 40.9% agreed that this type of training is offered at times while 36.5% of the respondents agreed upon that most of the time the company provide off-the-job training for its employees and the rest 2.6% of employees said that ethio-telecom always uses off-the-job training to enhance the capability of employees. As per to the respondents majority of them indicated that the company sometimes provide off- the job training which is conducted outside the job to develop the skills and abilities of employees.

According to the data regarding to external form of training, 26.1% respondents replied that they never had external training outside the company, 24.3% of the respondents agreed that ethio telecom rarely provide external training outside the company. Majority of the respondents (37.4%) believed that the company sometimes provides external trainings and others representing 10.4% of the respondents said that the company mostly uses external training and the remaining representing 1.7% of the respondents said that the company always provides external trainings outside the company for employees.

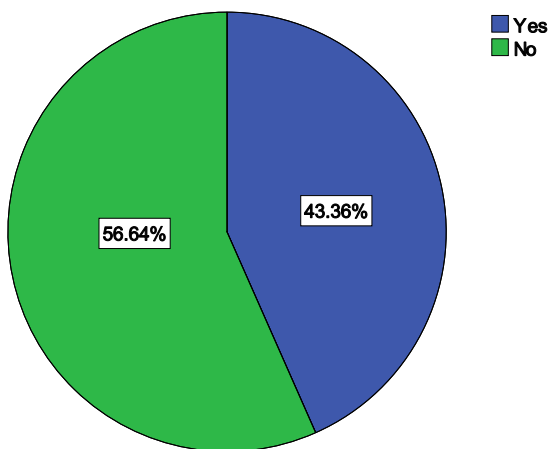
**Table 4.16 Frequency of using different training techniques**

Training methods/techniques	Never		Rarely		Sometimes		Mostly		Always	
	F	%	F	%	F	%	F	%	F	%
<b>Lecture</b>	4	3.5	11	9.6	34	29.6	54	47.0	12	10.4
<b>Seminars/Conferences</b>	12	10.4	29	25.2	53	46.1	14	12.2	7	6.1
<b>Group work</b>	19	16.5	30	26.1	43	37.4	13	11.3	10	8.7
<b>Individual Projects</b>	53	46.1	26	22.6	26	22.6	4	3.5	6	5.2
<b>Role playing</b>	45	39.1	35	30.4	21	18.3	7	6.1	7	6.1
<b>Demonstration</b>	29	25.2	20	17.4	46	40.0	15	13.0	5	4.3
<b>Case studies</b>	35	30.5	32	27.8	27	23.5	3	2.6	18	15.7
<b>Computer based training</b>	18	15.7	22	19.1	32	27.8	31	27.0	12	10.4
<b>Coaching</b>	29	25.2	33	28.7	37	32.2	12	10.4	4	3.5
<b>Job rotation</b>	55	47.8	28	24.3	23	20.0	6	5.2	3	2.6

Source: Own survey, 2015

Respondent were also requested to give responses on the training techniques employed by the company. As the above table portrays 46.1%, 39.1%, 25.2%, 30.5% and 47.28% respondents sated that the company never used individual projects, role playing, demonstration (coaching), job rotation and case studies to deliver the training, respectively. As table 4.16 indicates 30.4%, 28.7%, 27.8%, 26.1% and 25.2% responded that ethio-telecom rarely uses the following training techniques such as role playing, coaching, case studies, group work and seminars/conferences, respectively. According to the data gathered 46.1%, 40.0%, 37.4%,32.2% and 29.6% said that the company sometimes uses seminars/conferences, demonstration, group work, coaching and lecture, correspondingly. As portrayed in the above table 47.0%, 27.0%, 13.0%, 12.2% and 11.3% of the study participants replied that ethio-telecom mostly delivers the training by using the following methods such as lecture, computer based training, demonstration, seminars/conferences and group work, respectively. Lastly from the total respondents 15.7%, 10.4%, 8.7%, 6.1% and 5.2% responded that the company always uses case studies, lectures and computer based training, group work, seminars and individual projects , respectively.

**Figure 4.5 Effectiveness of the training method**

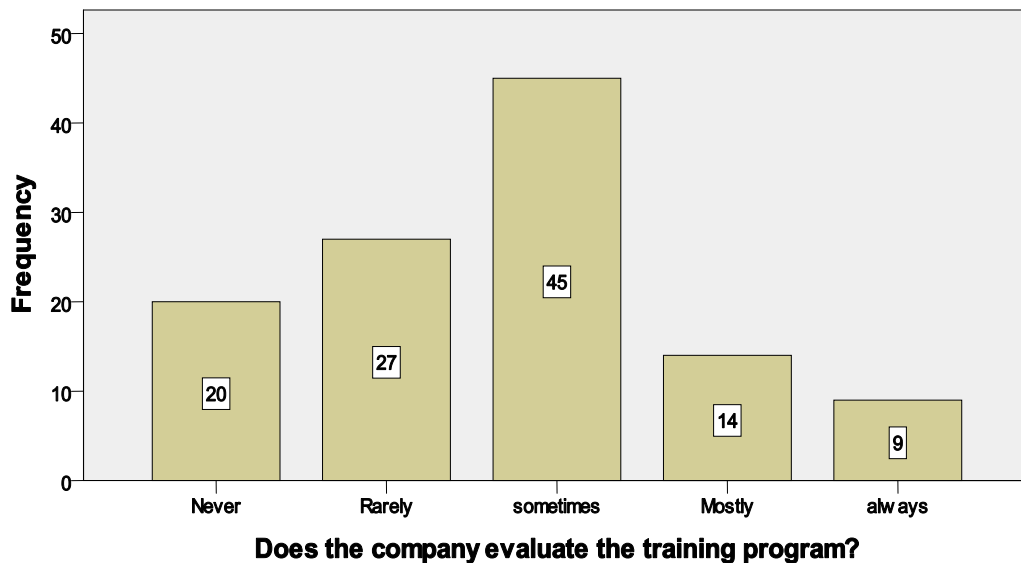


Source: Own survey, 2015

To develop the desired knowledge, skills and abilities of the employees, to perform well on the job, requires effective training programs that may also affect employee motivation and commitment (Meyer and Allen, 1991).As figure 4.5 presents the responses given by the respondents on the effectiveness of the training method for which they participated. The findings

indicate that 43.36% agreed about the effectiveness of the training method while the majority of the respondents (66 respondents representing a 56.64%) said that the training method was not effective for which they participated. This result indicates that the training method that is used by the company was not effective so ethio -telecom should try to use other methods to deliver the training for its' employees' effectively to accomplish the objective of the training.

**Figure 4.6 Level of evaluating the training program by the company**



Source: Own survey, 2015

Evaluating a training program helps to determine the effectiveness of the program in relation to its objective (Bologun, 2011). As it has been listed in the literature part of this study there are different reasons to evaluate the training program. As figure 4.6 depicts the response from respondents on whether the company evaluates the training program. From total respondents 20(17.4%) said that the company never evaluated the training program, 27(23.5%) stated that ethio-telecom rarely evaluates the training, 14(12.2%) replied that the company mostly evaluates the program and 9(7.8%) of the respondents stated that the company always evaluate the training program while majority of the respondents 45(39.1%) replied that ethio-telecom sometimes evaluate the training program. This implies that the training program is evaluated by the company. Evaluating the program will help to identify the program's strength and weaknesses

.This includes determining whether the program is meeting the learning objective, the quality of the learning environment and whether transfer of training to the job is occurring.

**Table 4.17 Evaluation method used by the company**

Question	Methods of evaluation	Frequency	Percent	Valid Percent	Cumulative Percent
<i>How does your company evaluate the training?</i>	After the training	8	7.0	7.1	7.1
	Before and after the training	37	32.2	33.0	40.2
	Comparing performance of trained employees with untrained	5	4.3	4.5	44.6
	Don't know	62	53.9	55.4	100.0
	<b>Total</b>	112	97.2	100.0	
	<b>Missing</b>	3	2.6		
	<b>Total</b>	115	100.0		

Source: Own survey, 2015

There are many ways to design and evaluate training programs to determine their effects. The three most common are post measure, pre/post measure and pre/post measure with control group (Mathis and Jackson , 2008). The above table shows the responses given by the respondents on the evaluation of the training practiced by the company. The findings indicate that 53.9% of the respondent didn't know how the company evaluates the training. 32.2% believed that the company evaluates the training before and after the training taken place but 7.0% stated that ethio-telecom only evaluates employees after the training is provided. The remaining of the respondents which are 4.3% said that the company evaluates the training by comparing the performance of trained employee with those who didn't take the training. This data indicates that most of the respondents are not aware of how the training outcome will be measured after taking the training program.

**Table 4.18 Quality of the training program**

Question	Items	Frequency	Percent	Valid Percent	Cumulative Percent
<i>How would you rate the quality of the training program?</i>	Excellent	7	6.1	6.4	6.4
	Very good	29	25.2	26.6	33.0
	Good	33	28.7	30.3	63.3
	Average	29	25.2	26.6	89.9
	Very poor	5	4.3	4.6	94.5
	Poor	6	5.2	5.5	100.0
	<b>Total</b>	109	94.8	100.0	
	<b>Missing</b>	6	5.2		
	<b>Total</b>	115	100.0		

Source: Own survey, 2015

As illustrated in the above table represents responses given by the respondents on the quality of the training programs for which they participated. The findings indicate that the majority of the respondents (33 respondents representing a 30.3%) said that the training quality of the training program was good for which they participated. This result indicates clear deliverance of training content and/or substance to the trainees during the training program. On the other hand, 5.5 % of the respondents replied that the training program was poor.

According to the response the majority of the respondents implied that the quality of the training program provided by the telecom was good and this can be crucial factor in the effective development of skills, knowledge and attitudes of employees

## 4.5 The Relationship of training with regard to employee performance and organizational effectiveness

*Table 4.19 Employees' level of agreement on their performance*

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent	
<i>The helped me to improve my performance</i>	Strongly agree	13	11.3	11.4	11.4	
	Agree	59	51.3	51.8	63.5	
	Neutral	23	20.0	20.2	83.3	
	Disagree	19	16.5	16.7	100.0	
	Strongly disagree	-				
	<b>Total</b>		114	99.1	100.0	
	<b>Missing</b>		1	.9		
<b>Total</b>		115	100.0			

Source: Own survey, 2015

Training and development are necessary to overcome deficiencies in the employees work performance. Lack of necessary skills competencies and qualities to perform a job would result into poor performance. In order to improve performance, employees must know how to do their jobs and they must have necessary skills and competencies required to do their jobs. For improvement in the employees performance training and development are needed (Muhammad, 2009). In case of ethio-telecom the above table clearly reveals that 59(51.8%) of the respondents agreed that the training they took improved their performance level while 19(16.7 %) replied that their performance didn't improve even after they undergo through the training. The response implies that the training provided by the company helped the respondents to improve their activities on their job performance.

*Table 4.20 Improvement of knowledge, skill and ability*

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>The training improved my knowledge, skill and ability</i>	Strongly agree	13	11.3	11.3	11.3
	Agree	58	50.4	50.4	61.7
	Neutral	27	23.5	23.5	85.2
	Disagree	16	13.9	13.9	99.1
	Strongly disagree	1	.9	.9	100.0
	<b>Total</b>		115	100.0	

Source: Own survey, 2015

With regard to the knowledge, skill and ability (KSA) table 20 depicts that 50.4% of the respondents believed that the training enhanced their KSA and 13.9% stated that the training didn't improve their knowledge, skill and ability to perform their job. This implies that the training helped the respondents to update their knowledge, skill and ability to perform their job successfully and this also helps them to improve their performance level to become more productive.

#### ***4.21 Facilitation of the training to do a job as required***

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>I had a training that enable me to do my job as required</i>	Strongly agree	12	10.4	10.4	10.4
	Agree	53	46.1	46.1	56.5
	Neutral	28	24.3	24.3	80.9
	Disagree	21	18.3	18.3	99.1
	Strongly disagree	1	.9	.9	100.
	<b>Total</b>	<b>115</b>	<b>100.0</b>		

Source: Own survey, 2015

As illustrated in the above table a cumulative percent of 56.5% agreed and strongly agreed that the training they took enabled them to perform their job as required by the company while 19.2% respondents agreed that the training they undergo didn't permit them to perform their task as intended. This implies that majority of the respondents are capable of doing their job as required after they have taken the training that was provided by ethio-telecom.

**Table 4.22 The importance of training to enhance motivation and commitment**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>The training increase my motivation and commitment for my job</i>	Strongly agree	18	15.7	15.7	16.5
	Agree	48	41.7	41.7	62.6
	Neutral	28	24.3	24.3	87.0
	Disagree	18	15.7	15.7	97.4
	Strongly disagree	3	2.6	2.6	100.0
	<b>Total</b>	115	100.0		

Source: Own survey, 2015

Training is essential not only to increase productivity but also to motivate and inspire workers by letting them know how important their jobs are and giving them all the information they need to perform those jobs. As can be observed from the above table out of the total respondents 48(41.7%) believed that the training they took increases their motivation and commitment for their job while 18(15.7%) agreed that even if they took the training their motivation level and commitment didn't show any sort of increment. This indicate that majority of the respondents became more motivated and committed for their job after they took the training.

**Table 4.23 Improvement of performance and productivity by the training**

Question	Scale	Frequency	Percent	Valid percent	Cumulative percent
<i>The delivered training improved the organization performance and productivity</i>	Strongly agree	16	13.9	13.9	13.9
	Agree	49	42.6	42.6	56.5
	Neutral	31	27.0	27.0	83.5
	Disagree	17	14.8	14.8	98.3
	Strongly disagree	2	1.7	1.7	100.0
	<b>Total</b>	115	100.0	100.0	

Source: Own survey, 2015

As it can be seen from the above table, 42.6% of the respondents responded that the delivered training improved the both the performance of employee and organizations' productivity level. However, 14.8% replied that the performance level and productivity of ethio – telecom didn't show any improvement after the training took place. The remaining 13.9%, 1.7% and 27.0%

strongly agreed, strongly disagreed and remained neutral, respectively. Organizations will be benefited from training by providing employees with the specific knowledge, skills and attitudes necessary to make strategic initiatives a reality (Stewart, G., Brown, K. , 2009). The respondent implied that the company became more productive as a result of the change in the performance of the workforce after they undergo the training.

**Table 4.24 Reduction of turnover and absenteeism by the training**

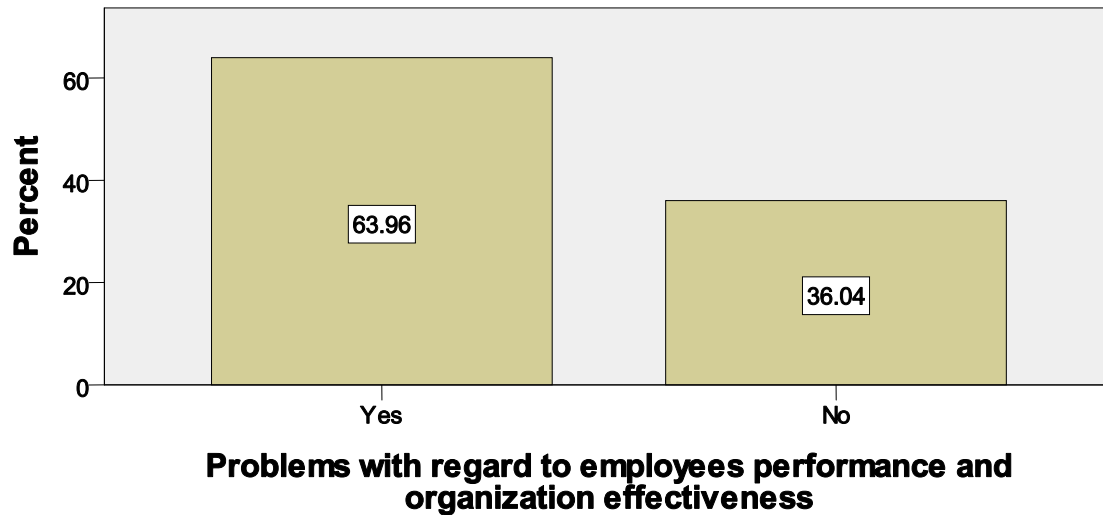
Question	Scale	Frequency	Percent	Valid percent	Cumulative percent	
<i>Because of the training turnover and absenteeism are reduced</i>	Strongly agree	10	8.7	8.8	8.8	
	Agree	37	32.2	32.5	41.2	
	Neutral	38	33.0	33.3	74.6	
	Disagree	25	21.7	21.9	96.5	
	Strongly disagree	4	3.5	3.5	100.0	
	<b>Total</b>		114	99.1	100.0	
	<b>Missing</b>		1	.9		
<b>Total</b>		115	100.0			

Source: Own survey, 2015

As can be depicted from the above table, out of the total participants 10(8.8%) of the respondents strongly agreed that the training provided in the company reduced the number of employees who leave the company while 21.9% of the respondents disagreed about the diminution level of turnover and absenteeism of employees after the training is provided , 37(32.5%) believed that the number of employees who leave the company decrease because of the training while 4(3.5%) strongly disagreed about the decline of the turnover and absenteeism. The remaining 38(33.0%) remained neutral.

According to Cole (2002) training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism. This implies that majority of the respondents stated that the training provided by ethio- telecom helped employees to become more secure about their job which in return reduces the rate of turn over or absenteeism .

*Figure 4.7 Problems with regard to training on employee performance and on the effectiveness of the company*



Source: Own survey, 2015

As displayed in the above bar chart 63.96% of the respondents said that there are different problems with regard to the training on the performance of employees and on the effectiveness of the company while 36.04% of the respondents disagreed about the existence of problems on training with regard to both employee performance and on the organizational effectiveness. The above data shows that there are problems on training with regard to employee performance and on organizational effectiveness. Majority of the respondents implied that there are several problems such as lack of frequent and relevant trainings, constraint of time and inadequate training facilities.

Training is important for both employees and organizations. An employee will become more efficient and productive if they undergone a well-designed training .Companies can also develop and enhance the quality of their current employees by providing comprehensive training and development in order to accomplish their business objective. Therefore, ethio-telecom should try to assess the different training obstacles to find a solution for the problems with regard to employee performance in order to become more effective from the training.

## 4.6 Interview analysis

Under this section the data obtained through interview with the human capacity builder (a person who is responsible for human resource development activity of the organization) and other human resource expertise were interviewed regarding the effectiveness of the training program as follows:

- ➔ ***Purpose and frequency of the training:*** The Company doesn't have any specific schedule to deliver training for employees. One of the interviewee indicated that trainings will be provided to employees anytime if the need exists without any regular time frame.

With regard to the training purpose almost all of the respondents gave similar reasons why they provide training for their employees. According to their response the major purpose to provide the training was to accomplish strategic objective of the company, to upgrade the skills, knowledge, capabilities, and attitude of the employees in the area in which the employees had deficiency, in order to improve the employees' performance in a given task or job that was assigned for him/her, to introduce employees with new technologies and to improve work efficiency. By keeping in view the above general objective of respondents they have different reasons that initiated them to provide training for their employees.

- ➔ ***Allocation of sufficient budget, time and expertise to carry out training programs effectively:*** The manager who is responsible for human capacity building replied that the company allocates over half a billion birr for the training programs, as a result all the interviewee agreed with the availability of sufficient budget to carry out the training program.

One of the HR expert mentioned that even if the company believes it sets adequate time for the training to cover all the training contents, some employees complained about the constraint of time to complete the content of the training especially when the training is

provided externally. As a result the company is trying to assess the problem to find out a solution in order to satisfy employees and improve the quality of the training.

The other question is related to the availability of qualified expertise within the company. According to the interviewees there are qualified and well experienced expertise's especially for in-house trainings but when the company adopts new technologies the company face challenges to find a qualified expertise to provide the training.

➔ ***Criteria for selecting trainers (institution):*** As per to the interview the respondents stated that the company will choose appropriate trainers with regard to their relevance to the training content and year of experience. The company also tries to assess whether the trainers are able to communicate their knowledge clearly, whether they have good interpersonal skill and their ability to motivate others to learn. If the training is given externally in other institutions, first the company will announce an auction and then the telecom will choose the best after comparing the cost, quality, year of experience, methodology to deliver the training, content that will be covered during the training and the objective of the training in general submitted by the bidders.

➔ ***Objective of the training:*** The respondents said that most of the time they will be aware about the training objectives during the training program. This means that the company won't make any effort to communicate the training objective with the trainees before the training began. But if training is provided by institution which is found abroad the trainees will receive an invitation template consisting different information about the training program.

➔ ***Procedures to design the training program:*** As per to the interview the company has a training policy which states the training design processes as shown below.

Need  $\implies$  Design  $\implies$  Implementation  $\implies$  Evaluation  
Assessment

According to the interview the first step in designing the training process is assessing the need for the training which includes organizational analysis, personal analysis and task analysis. One of the respondents implies that the company gives more emphasis to organizational and task analysis while conducting the need assessment. The company implements organizational analysis in order to check the appropriateness of the training to the business. They also use task analysis to identify the tasks, knowledge, skills and behaviors that need more emphases during the training rather than conducting personal analysis which helps to determine whether employees need training, who needs training and whether employees are ready for the training.

The second step consists the following activities such as defining the objective of the training (which is the outcome that the training program is intended to achieve) , developing lesson plans to identify the training content, selecting the different methods or techniques and selecting trainers or institutions to provide the training .

The third stage involves the implementation of all the selected practices to achieve the objective of the training. And the final step which is the forth one is evaluating the training program but in this case not all trainings will be evaluated.

➔ ***Types and techniques of training used by the telecom:*** According to the response ethio-telecom uses both on-the-job and off the job training approaches as required for furthering the abilities or in filling the performance gap of employees to become more effective.

On-the-job training will be given mainly to employees to provide instant entry in to the trainees' job to clearly show the result of their action and to supervise them while they are learning .Off-the-job training is also provided to allow concentration for trainees on learning the new job without any distraction which will occur if the training is provided on-the-job. Ethio-telecom also provides external training for its employees by sending trainees abroad to get new experience or methodology of work which will enhance the effectiveness of the company.

The respondents mentioned some of the training delivery techniques used by the trainers. For example, employees who perform technical tasks usually undergo on-the-job training through different techniques like coaching or apprenticeship while employees in the managerial levels mostly undertake off-the-job training by different form of off-the job trainings like case studies, group assignments and management games. As per to the interviewee the telecom mostly uses management games for managers at the top to stimulate their thinking and to develop their skills by explaining different situation and requesting them to give decision on the given situation. The interviewees said that this method of training helps employees on the managerial level to enhance the ability for decision making.

- ➔ ***Investigation between employees who lacks knowledge, skill and ability (KSA) and employees who have all the KSA but who are unmotivated before assigning them for the training:*** According to the interview there are numerous employees under network division within the head office as a result it's hard to identify among employees who lacks the knowledge, skill and ability from those who have all this competencies but unmotivated to perform the job.
- ➔ ***Assessment of trainees' readiness for the training:*** Almost all the respondents replied that the company in general doesn't consider the readiness of employees such as their ability, attitudes, beliefs and motivation to learn the program content and apply it on their job.
- ➔ ***Opportunity for trainees to demonstrate what is learned:*** The interviewees implied that most of the time trainees have an opportunity to demonstrate what they have learned from the training but it will differ according to the training that is provided. One of the interviewee said that these opportunities will be given for the trainees so that they will capable to bear in mind the training content and become more comfortable while they use it in their actual job.

- ➔ ***Similarity of the training context with the working environment:*** According to the data gathered from the interview it implies that mostly the training context is similar to the working environment. The interviewees said that since employees in network division need to have a training which is similar to their working environment the company tries to make the training context comparable to their work area.
- ➔ ***The program coordination and administration:*** As per to the response the company has a separate division which will be responsible for human resource training. In this division there are HR experts who will facilitate the coordination and administration of the training program.

According to the response from the interview as far as now the coordination and administration of the program was above the average because the company has its own training centers that are well designed but the old ones are not properly organized, comfortable and appropriate for the training method. For example one of the HR expert mentioned that whenever there is a group exercise (assignments) there are no movable seats that would be helpful for the discussion rather it will cause a distraction which will interfere with the learning process and time will be loss while organizing the seating arrangement.

- ➔ ***Assistance of the management in applying the knowledge, skill and ability learned from the training:*** As per to the response from the interview the respective managers of trainees will assist them to apply the acquired knowledge, skills and abilities learned from the training by observing their activities without any action plans . After observing the performance of the trainees they will give feedback for employees about their appliance of the learned outcomes on their job in order to improve the work efficiency.
- ➔ ***Evaluation of the training and its design:*** The interviewees said that the company sometimes evaluates the training program before and after the training took place. Before the trainees undergo the training they will be given written or oral tests to review their

knowledge, skill or abilities they possess related to their job especially when the training is provided by external trainers. Trainees will also be examined after they undergo the training to make sure that they have learned/acquired the content of the program.

As per to the response this evaluation design has been chosen to check whether the program accomplished its objectives, to identify the changes brought in participants' capability and to assist training developers in gathering data to make future decisions in order to improve future programs.

➔ ***Changes occurred after taking the training on employee performance:***

According to the response, even if the company designs the training programs for different purposes, one of the main reason is to improve the employees' performance in a given task or job that is assigned for him/her to accomplish strategic objective of the company. The interviewees said that the company considers that the performance of employee's shows some improvement but there is no clear evidence that proves the major changes that are occurred after the training. In order to identify this the company is in a process to apply impact analysis which will be soon applicable, this will help the ethio-telecom to figure out the major changes that will occur after the company provide the training.

➔ ***Effectiveness of the company from training:*** As per to the response the company is effective from the training. One of the interviewee said that the company is especially effective from external trainings which are provided by institutions that are found abroad. The training will update trainees' competencies to perform their job, they will be familiarized with new technologies and they will also bring international experience.

# Chapter Five

## Summary, Conclusion and Recommendation

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This chapter is based on the data presented and analyzed in chapter four of this study and the following summaries, conclusions and recommendations are remarked by the researcher as per to the results.

### 5.1 Summary

The study has been conducted in ethio-telecom head office particularly in network division to assess the effectiveness of the training program. The methodologies used to undertake the study were both primary and secondary data collection. Based on this the researcher has found out the major findings.

- ❖ Among 115 respondents majority of the respondents which are 39.13% agreed that the company has adequate budget, time and expertise to provide training for its employees whereas 8.70% of the respondents stated that the company lacks sufficient budget, time and qualified expertise.
- ❖ As per to the finding 108 (93.9%) of the respondents undergone training and the remaining 7(6.1%) of the respondents didn't get any sort of training.
- ❖ Among of the total respondents 54(48.2%), 31(27.7%), 7(6.3%) and 13(11.6%) of the respondents have taken the training program for 1to3, 4 to 6 , 7 to 9 and 10 or above number of times since they have joined the organization.
- ❖ As per to the questionnaire from the total respondents 51(44.3%) replied that the company occasionally conducts need assessment. Ethio-telecom uses different need assessment methods such as questionnaires, by directly observing the performance of employees, through interview and from different complaints that comes from the customers.

- ❖ Among the total of 115 respondents 36 (32.14%) said that ethio - telecom assess their readiness before assigning them to undergo the training but 75(65.86%) of the respondents believed that the company didn't try to review their willingness to attend the program
- ❖ From the total respondents 27(23.7%) agreed that the need analysis method produced clear, relevant and that it also helps to bridge the performance gap while 39(34.2%) disagreed about the clarity and relevance of the need analysis in filling the performance gap.
- ❖ As per to the finding 25.4% of the respondents agreed that managers in ethio- telecom helps them to apply the knowledge, skill and ability (KSA) learned in the training while the majority of the respondents representing 31.6% said that they didn't get any support from the managers.
- ❖ Among 115 respondents 41(36.0%) of them agreed that the objective of the training was clear. Whereas 15(13.2%) of the respondents stated that the objective of the training was ambiguous.
- ❖ As per to the finding 46.1% of the respondents agreed that the context of the training was similar to their working environment while the 13.0% disagreed about the similarity of their working environment with the context of the training.
- ❖ From total respondents 36.8% stated that there is an opportunity to practice the different knowledge, skill and ability (KSA) that were acquired from the training whereas 26.3% said that ethio - telecom didn't give an opportunity for trainees to demonstrate the new skills or knowledge that was gained from the training.
- ❖ The interview response shows that the company is effective particularly from external training which was provided by institutions found abroad because the trainees will bring international experience which will be applied in the company to become international competitor in the telecom market.

## 5.2 Conclusions

- ❖ From the observation of the researcher there exists a separate department for manpower training that enhances employee's skills, attitudes, and performance which will lead to organizational effectiveness.
- ❖ Based on the data obtained from the questionnaire as well as the interview it can be concluded that ethio-telecom allocates sufficient budget to provide training for employees to accomplish strategic objective of the company. But the finding of this study indicates that there is constraint of time to complete the contents of the training program.
- ❖ According to the response obtained from the interview the major purpose of the training was to accomplish the strategic objective of the company, to upgrade the skills, knowledge, capabilities, and attitude of the employees in the area in which they had deficiency, in order to improve the employees' performance in a given task or job that assigned for him/her, to introduce employees with new technologies and to improve work efficiency.
- ❖ As per the findings the company doesn't always assess the need for the training before providing the training program. Even though the company sometimes analyzes the need for the training, the method used to analyze the need didn't produce clear, relevant and specific findings on performance gaps that exist in the company.
- ❖ As per the interview it can be concluded that the company doesn't investigate lack of individual competencies such as knowledge, skill and ability (KSA) from those employees who have all the KSA but who are only unmotivated to perform their job.
- ❖ From the data collected the company rarely tries to identify the readiness of employees regarding their ability, attitude, beliefs and motivation that are necessary to learn the program content.
- ❖ As per the findings the organization gives more attention for organizational and task analysis rather than personal analysis in identifying training needs.

- ❖ The finding reveals that the company uses on-the job, off-the job and external trainings outside the company. On-the-job training is given to employees to immediately show the result of their training and off-the-job training is provided to avoid distractions which will help the trainees to become concentrated while they are taking the training.
- ❖ The finding indicates that the coordination and administration of the training is good but some rooms in the training centers owned by the company are not properly organized, comfortable and appropriate to deliver the training.
- ❖ The interviewees said that the company provides the opportunity to demonstrate what is acquired from the training but majority of the respondents believed that there is no opportunity to demonstrate what they have learned through the training.
- ❖ On the issue of supervision of managers there is a slight difference between those respondents who agreed and disagreed on the assistance of the manager in applying the acquired competencies from the training program.
- ❖ According to the finding the company does not evaluate the training program in a regular basis but when they evaluate pre/post evaluation design is mostly used.
- ❖ We can conclude that there are some problems regarding the training program such as; lack of frequent and relevant trainings, lack of clear criteria for selection of employees for training, mismatch of the training with the trainees job, time constraints to finish the training content and so on..

## 5.3 Recommendation

- ❖ The company's training design process is highly centralized in human resource management department which is found in the head office. The other HR department found in corporate divisions should be aware of the training design and participate on the process.
- ❖ According to the findings the company has sufficient budget to provide the training but there is a time constraint to finish the training contents so the time duration for the training should be considered while the training is designed.
- ❖ Ethio-telecom must be engaged in analyzing employees training and development needs periodically. Need assessment will help the company to determine the organization training needs by identifying the gap between what is currently in place and what is needed, now and in the future.
- ❖ Ethio-telecom should assess the readiness of the trainees. Trainee's personal characteristics such as ability, attitude, beliefs and motivation are very crucial to learn the program. As a result the company must give full attention to assess employee's characteristics to see how much employees are ready to attend the training rather than assigning them compulsorily.
- ❖ The company should take time to distinguish employees who lack competencies from those who possess all this but are unmotivated. The company should give more attention for this process because employees who have these competencies may be assigned to undergo the training which will be useless since they need especial types of trainings to motivate them.
- ❖ The company should give more emphasis to personal analysis while conducting the need assessment to determine whether performance deficiencies result from lack of knowledge, skill or other problems.
- ❖ Majority of the respondents from the questionnaire didn't get the training method effective, so the company should apply different training effectively to reach the training objective.
- ❖ Ethio- telecom has its own training institutions. However, the company should rebuild the old centers to make it suitable for the training process

- ❖ The company should provide a probation period to trainees so that they will be able to commit it to their memory and apply it on their job.
- ❖ Managers in ethio-telecom should tell trainees how they can use their knowledge, skill and abilities to help trainees to identify why and how the training contents are implemented by using different strategies to achieve the objective of the training.
- ❖ The company should always evaluate the training to identify its strengths and weakness to determine whether the program is meted the learning objective and whether the transfer of training to the job has been occurred.
- ❖ The company should quickly implement impact analysis to identify the major changes occurred on employee performance to identify if further improvement is needed.
- ❖ To the end, majority of the respondents agreed with the existence of several problems with regard to the training practices within the company such as mismatch between the training and their job, lack of frequent and relevant trainings, and constraint of time to finish the training content and others. Ethio-telecom should give prior attention to solve these problems in order to coup-up with the present technological advancements by designing effective training programs to meet the business objectives.

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## Appendix A

# Addis Ababa University School of Commerce

## *Research questionnaire*

Dear Participants

My name is Meron Tesema. I am studying Masters of Human Resource Management in Addis Ababa University School of Commerce. Now I am conducting a research under a title of “Effect of training on employee performance and Organizational Effectiveness”. I kindly request your assistance to complete a questionnaire which I am using to collect data for my research work.

This study will be conducted on ethio - telecom head office with aim of examining how much the training improved the performance of employees’ and how much the organization is effective from the training. Therefore, your answers are very important and valuable for the successful completion of the study.

Please fill out all of the questions to the best of your knowledge accordingly the questions require. The information you provide will be kept confidential and will be used for this research purpose only.

**Please note that:**

1. You don't need to write your name
2. The student researcher has scheduled to get the filled questionnaire back within **two** days.
3. Please give more attention and return the completed questionnaire as much as possible.

**Thank you in advance,  
for your cooperation!**



3. If your answer is yes for question # 1, how many times have you taken the training provided by ethio - telecom?

1 - 3

7 - 9

Don't know

4 - 6

10 and more than

4. Based on what criteria were you selected for the training?

On joining the company

Supervisors recommendation

Compulsory for all employees

Up on your request

Performance appraisal

don't know

### **PART ONE – Questions related to Need Assessment and Designs of the Training**

1. Does the company conduct need assessment for the training?

Never

Rarely

Sometimes

Mostly

Always

2. What type of need assessment method is used?

Questionnaire

Direct observation

Interview

Information from performance appraisal

other methods

*If your answer is other method, please specify* \_\_\_\_\_

3. Does the company assess your readiness for the training?

Yes

No

4. The following set of statements describes your general opinion towards the training design process: **Please Tick(✓) on the appropriate box**

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The training program is designed based on the requirements of the job or employee deficiency of ability for the job.					
The need analysis methods used by your organization produce clear, relevant and specific findings on performance gaps.					
Managers tell you how you can use the knowledge, skill and ability learned in the training					
Ethio- telecom has the budget, time and expertise for training					
The objective/purpose of the training was clear					
The training context was similar to the work environment					
Trainees have the opportunities for practice in order to demonstrate what is learned					
There was good program coordination and administration such as properly organized, comfortable and appropriate room for the training method					
The training is applicable for the job after the training					

## PART TWO- Implementation of the Training Methods

1. Which of the following forms of training does telecom use?

<b>Training forms</b>	Never	Rarely	Sometimes	Mostly	Always
On-the-job training					
Off-the-job training (in the company)					
External training (Outside the company)					

2. Which one of the following training methods is used?

<b>Training methods/techniques</b>	Never	Rarely	Sometimes	Mostly	Always
Lecture					
Seminars/Conferences					
Group work					
Individual Projects					
Role playing					
Demonstration					
Case studies					
Computer based training					
Coaching					
Job rotation					

If other method is used., Please specify \_\_\_\_\_

3. Do you think the training method were effective?

Yes

No

If "yes" to the question above, please give your reason \_\_\_\_\_

\_\_\_\_\_

**PART THREE- Evaluation of the training**

1. Does the company evaluate the training program?

Never  Rarely  Sometimes  Mostly  Always

2. How does your company evaluate the training?

Before the training  Comparing performance of trained employees with untrained   
 Before and after the training  Don't know

3. How will you rate the quality of the training program in which you have participated?

Excellent  Average   
 Very good  Very poor   
 Good  Poor

**SECTION III: QUESTIONS RELATED TO THE EFFECTS OF TRAINING ON EMPLOYEE PERFORMANCE AND ORGANIZATIONAL EFFECTIVENESS (PLEASE PUT “✓” IN SIDE THE BOX**

1. How did you rate the level of training perception on employee performance?

Questions	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
The training I received was relevant to my job					
The training helped me improve my performance					
The training improved my skill, knowledge and attitude					
I had a training that enable me to do my job as required					
The training increased my motivation and commitment for my job					
Delivered training improved the organizations' performance and productivity					
Because of the training turnover and absenteeism are reduced					

2. There are problems with regard of training on employees' performance and organization effectiveness in the company?

Yes

No

If is yes, please specify \_\_\_\_\_

3. Do you have any other comment about the training practice of the company that you think should be improved?.

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## Appendix B

# Addis Ababa University School of Commerce

1. What are the major purposes of the training that the organization is aiming to attain?
2. How often does the organization provide training?
3. What criteria do you apply in selecting the trainers (institution) that will be responsible for the training?
4. What procedures do you follow while you design the training process?
5. Do you investigate which employee lacks KSA (knowledge, skill, ability) or which employees have all this KSA but unmotivated to perform the job while you are assessing the need?
6. In presenting the training;
  - What types of training do you provide?(on-the-job, off-the-job, etc..)
  - What methods are used? Do you think it was appropriate?
7. Do you think your company allocates enough budget, time and expertise?
8. Do you make sure that employees have personal characteristics (ability, attitude, beliefs and motivation) necessary to learn program content and apply it on the job?
9. Do you think the training context is similar to the working environment?
10. Do you make sure that the trainees are aware of the objective/purpose of the training?
11. Do you give an opportunity for trainees to demonstrate what is learned from the training?

12. Do you think there was good program coordination and administration?
13. Does the management support trainees to apply KSAs that are gained through the training programs to increase the performance level? Is action plan applicable?
14. What type of evaluation design do you apply?
15. Do you think the training changed the performance level of employees? If yes, what are the major changes on employees' performance that has occurred after the training?
16. Do you think that ethio- telecom has achieved organizational effectiveness because of the training? If yes, how?

**Thank You!!**