

**AN ASSESSMENT OF HUMAN RESOURCE TRAINING PROGRAMS OFFERED BY  
THE COLLEGE OF TELECOMMUNICATION AND INFORMATION TECHNOLOGY  
OF ETHIOPIAN TELECOMMUNICATION CORPORATION OR ETHIO TELECOM  
(CTIT-ETC/ ET)**

**ADDIS ABABA UNIVERSITY  
SCHOOL OF GRADUATE STUDIES**

**BY  
KIBEBU TILAHUN JARRA**



**April 2011  
Addis Ababa**

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**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE STUDIES IN  
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OF MASTER OF ARTS IN HUMAN RESOURCE AND ORGANIZATIONAL  
DEVELOPMENT IN EDUCATION**

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## ACRONYMS

AAU	Addis Ababa University
CTIT	College of Telecommunication and Information Technology
CAAZ	Central Addis Ababa Zone
EAAZ	East Addis Ababa Zone
EDPM	Educational Planning and Management
ETC	Ethiopian Telecommunication Corporation
GSTIT	Graduate School of Telecommunications and Information Technology
NAAZ	North Addis Ababa Zone
TE	Training Evaluation
TNA	Training Need Assessment
TPs	Training programs
SAAZ	South Addis Ababa Zone
KSAs	Knowledge, Skill, and Abilities
SWAAZ	South West Addis Ababa Zone
WAAZ	West Addis Ababa Zone
TDD	Training and Development Division
T & D	Training and Development
SAT	Systematic Approach to Training
SPSS	Statistical Package for Social Science
HR	Human Resource

## ABSTRACT

*The main purpose of this study was to assess the human resource training programs offered by CTIT-ETC. The study was conducted in CTIT and three Addis Ababa Zonal Telecommunication offices that were selected using simple random sampling technique. A descriptive survey method was employed for this study. Data were gathered using questionnaires, interview and direct observation of the training sessions. The sources of the data were trainees, trainers, training program director, TDD manager, training experts, and some related documents. Sample respondents for the study were selected using simple random sampling techniques. Out of the total number of 180 respondents, (i.e. 146 trainees, 30 trainers, 2 training experts, training program director(CTIT), and TDD manager ), 148 (82%) provided the required data for the study. Results obtained were analyzed using percentage, mean, mean rank, t- test, and Chi-square ( $\chi^2$ ). The test were made with 95% (alpha/ $\alpha$  =0.05) level of significance. The quantitative data analysis was processed by the use of SPSS software 17 version. The result of this study indicated that TNA conducted by ETC-CTIT has not been done in scientific and appropriate manner. It was based on subjective data without identification of true needs of the corporation and analysis of gaps. In the processes of designing training programs necessary stakeholders such as trainees, respective working unit managers or supervisors were not consulted. The study further discussed that training facilities like training room, catering and the training environment were conducive. Moreover, defining the role of trainers or experts, delivering training according to preset schedule, availability of training material as well as training aid were relatively well prepared and appropriate. The finding also indicated that the selection of trainees and trainers were not based on clear criteria. Training evaluation was made only at the end of training program; efforts were not made to evaluate the changes on job performance and the impacts on the organization as results of training. Lack of clear training policy and structure, lack of knowledge and awareness about the need and the importance of TNA, lack of providing training based on training policy and training need assessment, lack of linkage between training and career development or promotion were some of the major factors that hinder the achievement or the practice of training programs. The study suggested that to make training programs strategic and systematic, TNA, training design, selection of trainees and trainers, delivery and evaluation of training programs have to be carefully executed by involving necessary stakeholders in line with the telecom demands. Besides, clear training policy, guidelines, manuals, procedures, and structure should be developed or revised with clear accountabilities and responsibilities.*

# CHAPTER ONE

## 1. INTRODUCTION

In this chapter, background of the study, statement of the problem, objective of the study, significant of the study, delimitation of the study, limitation of the study, research design, and methods, and organization of the study has been discussed.

### 1.1. Background of the Study

Organizations, both profit and nonprofit, are established for achieving pre specified goals. To accomplish these goals human, financial, material etc. resources are required. Among these resources, human resources are very crucial because human resources are the most valuable assets of any organization. Machines, materials, money and even with the advancement of robots and software, nothing can replace human thinking, skills, and talent. However the competitive pressure facing organizations today require that staff members' knowledge and ideas be current and that they have skills and abilities that can deliver results (Mathis and Jackson, 2008: 260).

In relation to this concept, Noe and others (2007: 209) stated that the nature of the modern business environment makes training more important today than it ever has been. Because rapid change, especially in the area of technology, requires that employees continually learn new skills. Mathis and Jackson (2008: 260) also agreed that the nature of technological innovation and change needs timely training of employees otherwise the organization may become less competitive. For example, consider the telecommunication industry today compared with five years ago, with all the new technologies (wireless, internet, and web based services, etc.) and the accompanying competitive shifts. These writers stressed that without continual training, organization may not have staff members with knowledge, skills, and abilities (KSAs) needed to compete effectively (Mathis and Jackson 2008: 262). These indicate that training is not a one time activities rather it should be a continuous tasks. Therefore, one can understand that it is essential to continuously train and educate workforce in order to maintain and update their capabilities.

According to Comling and Mailer (1981: 50) the object of employee training is to produce a relating permanent change in people so that they can perform present and future job more effectively. It is mainly to improve knowledge and skills, and to change attitudes or behavior.

Different writers like Noe and others (2008: 266) and Graham (1983: 166) identified the benefits of training as follows: increase productivity, improves the quality of work; improves skills, knowledge, understanding and attitude; enhance the use of tools and machine; reduces waste, accidents, turnover, lateness, absenteeism and other overhead costs, eliminates obsolescence in skills, technologies, methods, products, capital management etc. However, it is logical to suggest that these benefits can be realized if only training program is administered properly and systematically.

Krietner (1995: 8) stated that no matter how carefully job applicants are screened, typically a gap remains between what the employee does know and what they should know. An organization which desires to gain the competitive edge in its respective industry, needs among other things, extensive and effective training of its human resources. Training is, therefore, one of the key elements for improved organizational performance; it increases the level of individual and organizational competences (Krietner, 1995: 8).

According to the proclamation (Federal Negarit Gazeta, 2002, No .8), every government organization is required to develop the capacity and potential of all its employees irrespective of their status through training and development needs of its organization and to prepare the necessary plan and budget for training and development programs. With regard to ETC human resources training policy manual (ETC, 2004: 5) the main objective of training is to make the employees more productive by upgrading their knowledge, skill, ability and attitude to enable employees to grip modern systems by updating themselves with the modern telecommunication technology and services.

Moreover, ETC training policy statement also stated that the corporation's training and educational direction should be planned and conducted based on interest; there should be a system by which, whether the ability and the efficiency of the worker is improved through the given training, and general organizational advantage; would be evaluated (ETC, 2004: 5). Even though, the training policy states that training should be organized based on the interest,

efficiency, and advantage of the organization, the practical application is not much in line with the policy statement. This may be because of the fact that the current training program might not be formulated and translated in to action in systematic manner in which to satisfy the needs of the organization as well as the needs of employees in line with the new demands of telecom industry. However, the training policy statement by itself lacks clarity.

According to Southiseng and Walsh (2008), the research thereby investigated the actual Training and Development (T & D) practices of the Lao telecommunication. The main findings of their study were : the efficacy of the telecom personnel was highly associated with the capacity of the T & D institutes. The arrangement and implementation of the T & D often had bias. An unfair selection practice for the prospect trainees usually incurred. This research found out the process for the T & D planning in telecom operators in Lao People's Democratic Republic consisted of four phases of need identification, planning, implementation, and monitoring and evaluation. However, whether these four elements are able to ensure the effectiveness of the T & D or not depends on how appropriately each element is formulated and translated into actions. The research finding also indicated that training and development activities in Lao telecommunication were carried out without participation of trainees; decision making related to training was chiefly made by the top managers' (unpublished research material). When we come to the practice of Ethiopian Telecommunication Corporation in relation to training may not be much far from this fact.

Ethiopian Telecommunication Corporation (ETC) which is recently renamed as Ethio-Telecom (ET) has its own training institution, namely the former Ethiopian Telecommunication Training Institution (ETTI), which was established in collaboration with International Telecommunication Union (ITU) in 1953 G.C with the aim of overcoming the shortage of skilled manpower for telecom-sector. This training institution is renamed and upgraded to College of Telecommunication and Information Technology (CTIT) since 2005 G.C (ETC-Company Profile, 2010).

Structurally the college is organized under ETC board of directors. It has two main wings: The Graduate School of Telecommunications and Information Technology (GSTIT), which undertakes the post graduate studies, and the central training program which is engaged in rendering short term in- service training. The Graduate School of Telecommunication and

Information Technology has been offering three postgraduate programs, namely, Telecom Engineering, Information Technology, and Telecom Management. GSTIT is intended to fill the gaps for high level professionals demand in the ICT sector in Ethiopia in particular and Eastern Africa in general. However, currently this post graduate program is ceased (ETC-Company Profile, 2010).

Because of the fact that the short term in-service training program is still ongoing, therefore it is useful if this study focuses on this program which is currently providing different kinds of training for Technical and Administrative staff of ETC.

As ETC is a sole provider of telecom services in the country, like internet, fixed line telephone, mobile, data, intranet, broadband service, etc, it is responsible to provide these services to the societies at large in accordance with customer needs and changing in telecom technology. It is obvious that adequate telecom service is a back bone for economic development and also for adequate provision of education like; School Net, Woreda Net, Broadband Internet, Broad Band Multimedia, etc that ETC is required to satisfy all these needs.

Eventhough training is important for every organization, considering the dynamic nature of the telecom industry like ETC, investing in the training and development of employee's skill, knowledge, and attitude in systematic approach is not an option but rather a must to retain and maintain knowledgeable and competent employees in line with changing technology. So that productivity would be maximized, employees will be familiar with new telecom technology, predetermined objective of the corporation is to be achieved and the increasing needs of customer as wells as the development needs of the government could be satisfied.

However, the practical experience and preliminary observation indicate that the training system of ETC-CTIT has not much been carried out systematically in line with the current demands and future challenges of ETC that telecom industry requires. In agreement with this idea and according to sources reported, one of the evidence perhaps why Ethiopian government recently signed a deal with France Telecom, thereby putting the management of ETC is due to lack of expertise and well trained human resource that is required by new demands of telecom industry is the main weak spot identified, (<http://www.newsdire.com/business/934-france-telecom->

*prepares-for-etcontract.html*). Therefore, this study intends to assess how the short term in-service training is carried out in systematic and a rational manner in ETC-CTIT.

## **1.2. Statement of the Problem**

In a systematic approach to training, each phase of the process produces results needed by the next phase. For example, the training need analysis phase provides learning goals which are used by the next phase, training design. Training design references the goals to design methods and materials from which learners can reach the goals and objectives. Typically, each phase provides ongoing evaluation feedback to other phases in order to improve the overall systems process. Therefore, in the processes of training activities each phase has positive or negative impact on the other phases.

Noe and others (2008: 267) identified the reasons why training fails to achieve its expected objective. According to them, an organization may lose money on training because it is not linked to a performance problem or business strategy, or because training needs are not properly identified or because its outcomes are not properly evaluated. This shows that organizations have been investing money into training simply because of beliefs it is a good thing to do. Therefore, from these we can understand that like any other business process, training can be very wasteful instead of investment, if it is not designed and administered in a systematic manner.

Ethiopian Telecommunication Corporation (ETC), in addition to telecom services, it has been engaged in Training and Development (T & D) activities with the main objective of building the capacity of its employees as well as to improve the performance of the organization. The corporation invests significant amount of money every year to undertake various in house (CTIT) and external T & D programs.

But the issue is whether or not the corporation or CTIT uses systematic approach to training (SAT) and how appropriately each component of training: like, identifying training needs, designing training, delivering and evaluating training is formulated and translated into actions based on specific needs of the corporation. Otherwise the training cost could be wastage instead of investment, if training is not systematically planned and administered to satisfy the needs of the corporation as well as the needs of employees. For instance, according to CTIT Annual 2002

E.C report, the total cost of training incurred was more than 1.8 million Birr (1,818,416 Birr) to provide training for 1,253 trainees ( less than 10% of the total employees). On the other hand, according to the report, the college achieved only about 58% of the plan and consumed only 63 % of the budget that allocated for training programs. This implies that the performance of the college is not encouraging that requires improvement however, the budget is already available.

Therefore, training is being evaluated not on the basis of the number of programs offered and training activities in the organization or the amount of budget on training but on how training addresses business needs related to learning, behavior change, skills acquired, and performance improvement (Noe and others, 2008: 267).

According to some evidences Duguma(2006) and Fisha (2007), most of the previous researches on ETC training system had been focused on the practice and the problem of training evaluation, training structure and how training is coordinated or facilitated. According to Duduma (2006), the effectiveness of training was affected by lack of well trained trainers and lack of facilities. While there are many factors that might affect the effectiveness and efficiency of training. Fisha (2007) on his part found that lack of clear duties and responsibilities between the activities of the two entities i.e. the Training and Development Division at main office, and College of Training Program, the effectiveness and efficiency of the training programs were affected due to structural problem and unclear duties and responsibilities between these two entities.

Although various writers for instance, Noe and others (2007: 209, Mathis and Jackson 2008: 267) stated that the concept of systematic training refers to all activities that range from assessing needs to evaluating the results, as far as the knowledge of student researcher is concerned, systematic research had not been conducted on the practice of overall training system of ETC-CTIT. Hence, the previous researches which were only focused on a single component of training like, training evaluation and coordination or the problem on the structure of training may not be sufficient to generalize how well the practice of training system is carried out in ETC – CTIT. Therefore, since the performance of each phase of training activities has an effect on the other phases, it was logical to see how well the overall process of training system was formulated and translated into actions.

Moreover, according to primary investigation regarding the training system of ETC -CTIT, the following issues were observed: 1) Proper consideration was not much given for training needs, 2) Usually, employees were sent for training without considering the relevance of training to the present needs of ETC and the future challenges. 3) Most of the time employees whom had good networking with immediate supervisor were allowed to join the available training.

Therefore, it was timely and important to assess whether or not the training program was carried out in systematic manner in line with standard literatures that help to identify the gap between theory and practice of training. Besides, this study intended mainly to assess some of the practices and problems of training program offered by CTIT-ETC and to come up with necessary policy alternatives.

To achieve this purpose, the following basic questions were raised and answered.

1. How is training need assessment conducted?
2. How are training programs designed and delivered?
3. What are the criteria used to select an appropriate trainees and trainers for a particular training program?
4. What mechanisms are used to evaluate training program offered?
5. What are the major problems or constraints that hinder the achievement and practice of training programs?

### **1.3. Objectives of the Study**

#### **1.3.1. General Objective**

The overall objective of this research was to assess the extent to which assessment of the training needs, planning or designing of the training program, selection of trainees and trainers, delivering and evaluation of the training program were practiced systematically and appropriately. And also to identify problems related to the activities and to recommend feasible solution for the problems.

#### **1.3.2. Specific Objectives**

The general objective was achieved by attaining the following specific objectives:

- To identify how training need assessment is conducted

- To assess how a training program is designed.
- To identify the criteria used to select trainees and trainer
- To assess activities executed and factors that determined in delivering training program
- To examine mechanism used in evaluation of TPs
- To identify major constraints that hinder the achievement and the practice of the TPs

#### **1.4. Significance of the Study**

The main objective of training is to make the employees be productive on the profession they have been engaged by upgrading their knowledge, skill, ability, and attitude. And to enable employees to grip modern systems by updating themselves with the modern telecommunication technology and services (ETC, 2004: 5). This training objective, can be achieved only through training need assessment, setting training objective, developing program that can be transferred to job and will achieve those objective, and finally through training evaluation (Swenepoel and others, 2003: 454).

This study was thus, supposed to be worthwhile in serving the ETC-CTIT training system by providing first hand and valuable information regarding the practice and problems of the training programs provided by CTIT that help in assessing, planning, designing, delivering and evaluating the training programs systematically. Moreover, the study had significance for the ETC-CTIT training managers and officers or experts in indicating their role in the processes of providing effective and efficient training program to employees from new demands of telecom industry perspective.

The other significance of this study is that ETC/ET is currently working on the process of transformation in order to provide world class telecom service which requires systematic training programs and extensive training of employees. Thus, it is timely for this study to be conducted that will be a valuable input to develop clear training policy or to revise the existing one or to design systematic training program that will help for implementation of transformation process in relation to training activities. Besides, Since the CTIT training program as system (from need assessment to evaluation) is not yet studied, it is hoped that this work may serve as baseline for other researchers who want to undertake further study in the area. Finally, it is believed that this study will add a piece of information to enrich the existing literature on the topic.

### **1.5. Delimitation of the Study**

This study was delimited to an assessment of training program offered by CTIT or College of Ethiopia Telecommunication Corporation. The first reason was a signed deal of commitment between ETC (the sponsor) and student researcher that is required to conduct research on major areas of ETC's problems. The second reason to delimit the study to this was the relevance of the study that has been studied and specialized throughout the graduate program. The final reason was as it was described in the background; CTIT is a central training institution of ETC that established with intention of capacitating the human resource of the corporation.

In addition to CTIT there are other regional telecommunication training center and offices which provide short term training program for ETC staffs those who are working in the regional office i.e., Shashamen, Mekele, Bahir Dar, Jimma and Adma. However, including the regional training offices in to a research work could not be manageable because of various constraints and wide geographical area. Therefore since most of trainings have been provided by CTIT, mainly training for those who are working in Addis Ababa and it has also served as a central training institution for long period of times as of 1953 G.C., it was logical to delimit the study to this college including Addis Ababa Zonal telecommunication offices, CTIT, and Head office. Moreover, this study was focus on the trainings that are most recently provided by the college, i.e. in the year 2002 E.C. Because it was the most recent and appropriate, access to different data or information. In addition to this, respondents (e.g. trainees) did not face difficulty to remind how training had been conducted.

### **1.6. Limitation of the Study**

The major limitation of this study was the significant difference between the sample size of trainees and trainers. This is because of the fact that the numbers of trainers were few in number in the college. The other limitation of this study was that this research was conducted while ETC/ET has started implementation of transformation process. Thus, the responses of the respondents might be influenced in favor of transformation or against. However, it was attempted to support the analysis using interview and observation to minimize these limitations that might have implication on the result of the study.

## 1.7. Organization of the Study

The study consists of five chapters. The first chapter deals with introduction, the second chapter presents the review of related literature, the third chapter is about the research design and methodology. Presentation, analysis, and interpretation of data were discussed in chapter four. Finally, the fifth chapter presents the summary, conclusion, and recommendation on the basis of finding. Besides, bibliography and necessary documents were attached at the end of the chapter.

## 1.8. Definition of Terms

- **Ethiopian Telecommunication Corporation (ETC)** is one of government public organization that recently renamed as **Ethio-Telecom (as of December 31,2010)** and a sole provider of telecom services in the country, like internet, fixed line telephone, mobile, data, intranet, broadband service, etc
- **Ethio- Telecom** is the former Ethiopian Telecommunication Corporation (ETC)
- **CTIT** is the former Ethiopian Telecommunication Training Institution (ETTI), which was recently renamed and upgraded as College of Telecommunication and Information Technology that engaged in providing different kinds of training for Technical and Administrative staff of ETC to capacitate its employees (ETC-Company Profile, 2010).
- **Systematic training** is the process of identifying what training is needed, planning or designing appropriate training programs to meet this need, implementing the training and ensuring that employees are assisted to acquire skill and knowledge they need in the most efficient manner and finally evaluating as far as possible the effectiveness of the particular training program satisfying any residual training requirement, ( Kenney 1979: 7-8 ; Mathis and Jackson, 2008: 267).
- **Designing a training program** involve determining and sequencing the content of the training programs, selecting appropriate facilities and premises, selecting training equipment or aid, deciding training environment and selecting the appropriate trainers and trainees, (Zaccarelli, 1997 :19).
- **Training** is a systematic and planned activity or processes through which employees acquire knowledge, skills, abilities, attitudes, and behavior that are critical to perform present and future job effectively and efficiently, including modifying attitude of trainees and capacities, (Noe and others 2008: 267).

## **CHAPTER TWO**

### **2. REVIEW OF RELATED LITERATURE**

In this chapter, concept and importance of training, systematic process of training program (i.e. training need assessment, design, deliver and evaluation of training programs) and finally the background of the organization (CTIT- ETC) were discussed.

#### **2.1 Concept and Definition of Human Resource or Employee Training**

Some authors define the term “employee or human resource training” in different ways. However, almost all the definitions have similar connotation. For Gordon (1992: 235), employee training is 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.

In relation to this Noe and others (2008: 267) define training as a planned effort by organization to facilitate employees’ learning of job related competences. These competencies include knowledge, skills, or behavior that are critical for successful job performance. They further explain training as the systematic process of altering the behavior and or attitudes of employees in a direction to increase the achievement of organizational goals. These writers agreed that for any organization to succeed in achieving the objectives of its training program, the design, and implementation must be planned and systematic, tailored towards enhancing performance and productivity.

In contrast to the unstructured approach, Kenney (1979: 7-8) states that systematic training is important ingredient in an organization manpower strategy and is a sound business investment. He defined systematic training as the process of identifying what training is needed, planning appropriate training programs to meet this need, implementing the training and ensuring that employees are assisted to acquire skill and knowledge they need in the most efficient manner and finally evaluating as far as possible the effectiveness of the particular training program satisfying any residual training requirement.

Therefore, to summarize the above definitions which is defined by different authors training is a systematic and planned activity or processes through which employees acquire knowledge, skills, abilities, attitudes, and behavior that is critical to perform present and future job effectively and efficiently, including modifying attitude of trainees and capacities.

## **2.2 Benefits and Importance of Employee Training.**

The significance and value of training has long been recognized. Consider the popular and often repeated quotation, “Give a person a fish and you feed him for a day. Teach a person to fish and you feed him for a lifetime.” This simple but profound saying is attributed to the wisdom of Confucius who lived in the 5<sup>th</sup> century BC. Given today’s business climate and the exponential growth in technology with its effect on the economy and society at large, the need for training is more pronounced than ever (McClelland, 2002).

Thus, training is one of the most important potential motivators which can lead to many possible benefits for both individuals and the organization. Changing technology requires that employees possess the knowledge, skills and abilities needed to cope with new processes and techniques.

Moreover, planned and effective training program has significant contribution in improving employees’ performance and ensuring overall achievement of organizational objectives. For instance, Grugulis (2007) and, Opperman and Meyer (2008) list some of the benefits of training include: productivity increases, improved job performance, higher job satisfaction, reduced labour turnover, decreases need for supervision, less difficulty in filling vacancies, and less stress from skill inadequacy. Therefore, a systematic planned and implemented employees training can benefit both the employee and organizations by filling the present knowledge gap.

## **2.3 The Systematic Process of Employee Training**

Literature available on training (Noe and others, 2007: 201; Mathis and Jackson, 2008: 267) indicate that systematic approach to training generally follows a logical sequence of activities or steps involving training needs identification, training plans or design, implementation, evaluation and training feedback for further action. Systematic training cycle is one of the approaches used the design and implement employee training program. A key characteristic of training activities that contribute to competitiveness is that they are designed according to

instructional design processes. Training design process refers to a systematic approach for developing training program, (Noe and others, 2008: 269).

Furthermore, the training design processes should be systematic yet flexible enough to adapt to business needs. Different steps may be complete simultaneously. Keep in mind that designing training unsystematically will reduce the benefit that can be realized. For example, choosing a training method or ensuring employees' readiness for training, before determining training needs increases the risks that the method chosen will not be the most effective one for meeting training needs. Also, training may not even be necessary and may result in a waste of time and money. Employees may have the knowledge, skills, or behavior they need but simply not be motivated to use them (Noe and others, 2008: 269-270).

According to Mathis and Jackson (2008: 266) training process is the way firm organize and structure their training effects the way employees experience the training, which in turn influence the effectiveness of training. Effective training requires the use of systematic training process. They classify the process in to 4 phases or steps. Such as, need assessment, design, delivering, and evaluation. However, Gomez-Mejia and others (1995: 296) divide training process in to three phases: Needs Assessment phase, Development and conduct phases and Evaluation phase. They stresses that using such processes reduce the livelihood that unplanned, uncoordinated, and haphazard training effort will occur (Mathis and Jackson, 2008: 266).

Because of the fact that the phase or steps of training process which were developed by Mathis and Jackson (2008: 267) consist of the four basic and important elements of training that are clearly stated and easy to understand, the writer of this paper sorted out and blended the following activities to be the major practices expected in dealing with training programs.

Therefore, systematic approach to training generally follows a logical sequence of activities involving conducting training needs, designing the training program, delivering and finally evaluating the training program accordingly. The model of systematic training processes is indicated in the next figure-1.

Similarly, both trainees and trainers who gave positive responses regarding the existence of TNA were also requested whether it was being conducted in scientific manner. As it can be seen in Table 5 item 3 about 88% of trainees and 90% of trainers agreed that the TNA was not conducted in scientific manner.

Besides, the calculated value of Chi-square ( $\chi^2$ ), 0.127 is less than p-value 0.939 at the degree of freedom of 2(i.e. p-value is greater than .05). This indicates that there were no statistical significant difference between the opinion of trainees and trainers. The interview held with training program director and training and development manager also revealed that TNA practice in ETC-CTIT was unscientific.

**Table 6: The Practice of TNA as Perceived by respondents -B**

No	Item	Trainees (n=118)		Trainers (n=26)	
		Mean Value	Rank	Mean Value	Rank
1	If your answer in Table 2 item3 is 'No' what would be the major reason that TNA have not been practiced in scientific manner in ETC-CTIT?				
1.1	Understatement of the need to do the analysis	3.78	1	3.94	2
1.2	Lack of interest on the part of concerned individual in the organization	3.64	2	3.33	4
1.3	Lack of adequate budget	2.21	4	1.94	5
1.4	Lack of knowledge and awareness on the part of working unit mangers	3.78	1	4.17	1
1.5	Lack of expertise to undertake training need assessment	3.08	3	3.50	3

Trainees and trainers who agreed on the view that TNA has not been practiced in scientific manner were also asked to rate the reasons for unscientific practice. As it was indicated in the Table 6 item 1.4, both trainees and trainers agreed that lack of knowledge and awareness on the part of working unit supervisor or managers as the highest priority and main reason and ranked with mean values 3.78 and 4.17 respectively. Underestimate to do the analysis, lack of interest on the part of concerned individual and lack of expertise to undertake TNA in the organization were found to be the first, second and the third important reasons ranked with mean values of 3.78, 3.64 and 3.08 respectively by trainees, (item 1.1, 1.2, and 1.5). Underestimate of the need to do the analysis and lack of expertise to undertake TNA were ranked with mean values of 3.94 and 3.50 respectively by trainers, as second and third important reasons for unscientific practice

of TNA. However, lack of adequate budget was found to be less important reason for trainees as well as trainers. This implies that lack of adequate budget was not a major reason for unscientific practice. Generally, there was no major variation in the ranking of item of the two group respondents except lack of interest (Table 6, item 1.2).

**Table 7: The Practice of TNA Techniques as Perceived by trainers –C**

No	Item	Trainer(n=20)		Rank frequency
		N	%	
1	Which technique does ETC-CTIT use to conduct TNA?			
1.1	Analyzing overall organizational performance	4	20	3
1.2	Analyzing how individual perform the job (analyzing individual capacity)	2	10	5
1.3	Analyzing how organizational task are performed (task analysis)	3	15	4
1.4	Feedback of higher authorities	6	30	2
1.5	Judgment or comment of immediate supervisors or managers	13	65	1
	<b>Total</b>	<b>*28</b>	<b>100</b>	

\* Multiple Responses

As reviewed in chapter two of this study, there are different techniques of TNA. These are organizational analysis, task, and person analyses which are the important methods used for identifying TNA. To this effect, trainers were requested to rate the techniques that has been being practiced in their organization. Accordingly, Table 7, item 1.5, 65% of trainer agreed that the practice was based on judgment or comment of immediate supervisors, and 30% of trainer agreed that it was based on feedback of higher authority. However, only 20%, 15%, and 10% of trainers agreed that organizational analysis, task, and person analysis were applied respectively. This indicates that the practice was done haphazardly and based on subjective information from immediate boss or supervisor. Moreover, it was deviated from scientific approach and what was recommended by literature. This is supported by interview that was held with training and development manager that the practice has been done by sending a letter to operational unit and then the respective working unit managers or supervisors fills their demand randomly without a clear knowledge about the true needs. It was also further explained the reason for unscientific practice is because of the fact that the immediate supervisors have no clear awareness and

knowledge about importance of TNA. In relation to this, Cowling and Mailer (1981: 55) stated that training needs analysis for an organization will normally be undertaken by training managers with the cooperation of line managers but sometimes happens that a line manager with no specialty training knowledge is asked to undertake the exercise with his or her own department or section.

As indicated in the literature, there are various methods or sources for determining specific training needs such as, questionnaire, performance appraisal data, analysis of reports or records, analysis of future strategic needs of the organization, interview with concerned individual, observation of actual performance, job description, feedback or recommendation from immediate supervisor etc, are some of the important source of information that need attention during TNA, (Mathis and others, 2008: 267).

However, it is noted in various literature that whatever method is used to identify training needs, at least the following three point must be kept in view: a) these methods should be used in combination, that is there should never be reliance on one method because none of these methods can stand alone b) they may be used to identify training needs of each of the various groups of employees c) they should be applied to individual employees since training needs will vary with individual employee, (<http://www.dirjournal.com/guides/how-to-conduct-a-training-needs-analysis> ,June, 2007). Accordingly, related questions were forwarded to trainers those who gave positive responses regarding the existence of TNA.

**Table 8: Sources used in the Analysis of Training Needs**

Item		Trainers (n=20)	
		No	%
What are the sources that ETC- CTIT used in the analysis of TNs?	a) Analysis of reports or records	4	20
	b) Analysis of future strategies and needs of the corporation	4	20
	c) Interview	1	5
	d) Observation	1	5
	e) Questionnaire	4	20
	f) Performance Appraisal data	1	5
	g) Judgment or comments of immediate supervisors or managers	16	80
<b>Total</b>		<b>*31</b>	<b>100</b>

\* Multiple Responses

As illustrated in Table 8, 80% of trainers responded that the source of information used for TNA was based on judgment from immediate supervisors or line managers. However, literature indicates that gathering information from different sources using different tools or methods help the organization to make the TNA more objective and accurate, (<http://www.dirjournal.com/guides/how-to-conduct-a-training-needs-analysis> ,June, 2007). Only 20% of trainers indicated that analysis of reports or records were used as a source of information for TNA whereas 20% of the trainers confirmed that analysis of the strategic needs of the organization and finally 15% of trainers indicated that interview, observation and performance of appraisal data were used as the sources of information to conduct TNA.

Therefore, it is possible to infer that inappropriate technique and high subjectivity of data or information were frequently utilized in identifying employees' training needs.

#### 4.2.1.1. Prioritization of Identified Needs

Since resources are limited, it is difficult to satisfy all needs at the same time. Therefore, criteria need be set to prioritize the training needs. Besides, the criteria should maintain the current and future demands of the organization. It also needs to balance the interest of both employee and organization. Accordingly, attempt was made to assess the practice of training needs prioritization in the organization.

**Table 9: Respondents' Rank Order on Factors of Prioritization of Identified TNA**

No	Item	Trainers (n=20)			Mean Rank	
		No	%	Mean		
1	<b>What criteria does ETC-CTIT use for prioritizing identified needs?</b>					
1.1	The availability of resources (budget and trainer)	Strongly Disagree	1	5	3.75	3
		Disagree	1	5		
		Undecided	3	15		
		Agree	12	60		
		Strongly Agree	3	15		
		<b>Subtotal</b>	<b>20</b>	<b>100</b>		
1.2	Urgency or seriousness of the problems	Strongly Disagree	1	5	4.40	2
		Disagree	0	.0		
		Undecided	2	10.0		
		Agree	4	20.0		
		Strongly Agree	13	65.0		
		<b>Subtotal</b>	<b>20</b>	<b>100</b>		
1.3	The interest of top management	Strongly Disagree	0	.0	4.50	1
		Disagree	0	.0		
		Undecided	1	5.0		
		Agree	8	40.0		
		Strongly Agree	11	55.0		
		<b>Subtotal</b>	<b>20</b>	<b>100</b>		
1.4	The long term needs of the corporation	Strongly Disagree	8	40.0	2.15	4
		Disagree	6	30.0		
		Undecided	3	15.0		
		Agree	1	5.0		
		Strongly Agree	2	10.0		
		<b>Subtotal</b>	<b>20</b>	<b>100</b>		

As illustrated in table 9, trainers who gave positive responses regarding the existence of TNA were asked the criteria that have been used in ETC-CTIT to prioritize the identified needs. As a result, the interest of top management and urgency or seriousness of the problem with mean values 4.5 and 4.4 were the first and the second criteria respectively to decide the type of training. However, the long term needs of the corporation with mean value 2.15 (less than neutral value) were not given due consideration which is believed that very much important in the telecom industry. In line with this, the interview result has also revealed that training need prioritization was mostly based on urgency or seriousness of the problem or simply firefighting rather than pre- planned.

#### 4.2.1.2. Training Objectives

As it has been described in the related literature, providing training for employees has many objectives, however, the major objective of training is to bridge the gap between the required and actual skill, knowledge, abilities, and attitudes which enable employees to improve their efficiency and satisfaction. Thus, the training objectives are important elements of a program. Quality objectives are not only indicators of course action but also motivators of the trainee. Hence, objectives should be specific, measurable, achievable, and realistic and time bounded. Moreover, objectives have to be understandable and relevant with TNA, (Mathis and Jackson, (2008: 269).

Therefore, a precise training objective provides a clear direction for trainers as well as trainees or other stakeholders what is expected at the end of training. However, these can be realized if only these objectives are clearly explained and communicated to all concerned individuals or necessary stakeholders. Accordingly, the respondents were asked questions related to training objective and their responses indicated in the next table.

**Table 10: Training Objective as perceived by respondents**

No	Item	Trainees (Trainees=118)			Trainers (n=26)			t-test		
		No	%	Mean	No	%	Mean	t	P-Value	
1	Training objectives are understandable	SD	7	5.9	3.68	5	19.2	3.46	/-907/	.366
		DA	12	10.2		0	.0			
		UD	14	11.9		0	.0			
		A	64	54.2		20	76.9			
		SA	21	17.8		1	3.8			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
2	Training objectives are related with TNA	SD	26	22	2.66	7	26.9	2.54	/-417/	.677
		DA	43	36.4		7	26.9			
		UD	10	8.5		4	15.4			
		A	23	19.5		7	26.9			
		SA	16	13.6		1	3.8			
		<b>Subtotal</b>	<b>118</b>	<b>100.0</b>		<b>26</b>	<b>100</b>			
3	Training objectives are clearly communicated and explained for trainees and other necessary stakeholders	SD	39	33.1	2.49	6	23.1	2.42	/-248/	.804
		DA	27	22.9		10	38.5			
		UD	7	5.9		3	11.5			
		A	45	38.1		7	26.9			
		SA	0	.0		0	.0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100.0</b>			

*N.B. Strongly Disagree (SD), Disagree (DA), Undecided (UD), Agree (A), Strongly Agree (SA) and degree of freedom (df) =142*

As it can be seen from Table 10 item 1, 72% of trainees and 80.7% of trainers confirmed that objectives were understandable. Moreover, at 95% confidence interval, the mean values of 3.68 and 3.46 for trainee and trainer respondents respectively show that there is an agreement of both groups on the stated issue. Moreover, the associated p-value of the same test is greater than 0.05 level of significance. This indicates that there is no significant statistical difference between opinions of both groups. This implies that the training objectives were relatively well prepared.

Trainees and trainers were also requested to rate their level of agreement on the relevance between training objective and TNA. Consequently, 58.4% of trainees and 53.8% of trainers did not believe that training objectives were related with TNA. However, about 33% of trainees and 30.7% of trainers agreed on the same issue. Moreover at 95% confidence interval both trainee and trainer respondents disagreed on the item with calculated mean values 2.66 and 2.54 for trainees and trainer respectively, which is less than the neutral value ( $x=3$ ). Furthermore, the p

value in the same test is greater than of significance. This implies that both groups of respondents show their disagreement on the relevance of training objective with TNA.

In connection with training objectives, the final question forwarded to respondents was that whether objectives were clearly communicated and explained for trainees and others necessary stakeholders. Accordingly, 56% of trainees and 61.6% of trainer disagreed that they were communicated for trainees and other stakeholders. On the other hand, about 38% of trainees and 27% of trainers agreed on the same issues. Moreover, at 95% confidence interval, the mean values of 2.49 and 2.42 for trainee and trainer respondents respectively (which are found to be less than neutral value  $x=3$ ) showed that there was a disagreement of both groups on the item stated. Besides p-value is greater than 0.05 it indicates that there is no statistical significance between the opinions of both groups.

Therefore, from the finding of item 2 and 3, of Table 10, it is possible to deduce that the practice of setting training objectives were not encouraging and were not communicated to necessary stakeholders. Item 2 of table 10, regarding the relevance of objective with TNA, the results revealed that inappropriate practice of TNA affects setting training objective. Moreover, the same question concerning the relevance of training objective and TNA were forwarded to training and development manager, he replied that, there is lack of relevance because setting objective and TNA were done independently by different section meaning that there was lack of coordination between these two sections. Thus, even if objectives are relatively understandable and attainable, their relevance with TNA was not encouraging.

The interview result has also shown that communication of training objectives for concerned individuals and stakeholders (i.e. operational working unit managers/supervisors, trainees etc) was limited or none. This implies that setting training objectives require re-adjustment and well-coordination among concerning individuals and working units.

## **4.2.2. Training Design**

Designing training program is a comprehensive process that includes different factors. Carefully designed training programs guide the use of more efficient and effective manner. However, the design of the program should not be used as restrictedly and rigidly of the action to be done with training session rather as a map or compass to direct the activities along the desired means and towards the intended ends of the process. In fact, in the process of training design, there are some of important factors that need to be considered, these include, the relevance with TNA and organizational strategic plan, determining the content of the training programs, selecting appropriate facilities and premises, selecting training equipment or aid, deciding training environment and selecting the appropriate trainers and trainees, (Zaccarelli, 1997). Hence, based on these facts, attempt was made to assess the practice of training design in the following sections.

### **4.2.2.1. Training Contents**

In order to assess the relevance of the content, one can raise the question as criteria, what must be learned? To achieve the objective, what should be included? If possible and what could be included? (Truelove, 1998: 16). Therefore, it is helpful to consider how to cover the objective, how to link the entry behavior, and how to transfer the learning unit to the job situation when deciding the content. Accordingly, some questions were forwarded to both trainees and trainers and their responses indicated in the next table.

**Table 11: Training Contents as perceived by respondents-A**

No	Item	Trainees (Trainees=118)			Trainers (n=26)			t-test		
		No	%	Mean	No	%	Mean	t	P-value	
1	Training contents of CTIT were well planned	SD	14	11.9	3.00	1	3.8	3.12	/-.450/	.654
		DA	32	27.1		11	42.3			
		UD	10	8.5		1	3.8			
		A	54	45.8		10	38.5			
		SA	3	2.5		3	11.5			
		NR	5	4.2		0	.0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
2	Training contents of CTIT is relevant with the TNs and objectives of ETC	SD	6	5.1	2.70	0	.0	2.92	/-.891/	.375
		DA	69	58.5		15	57.7			
		UD	0	.0		1	3.8			
		A	33	28		7	26.9			
		SA	7	5.9		3	11.5			
		NR	3	2.5		0	.0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
3	Training contents consider the reality of the corporation	SD	16	13.6	2.73	3	11.5	2.65	.285	.776
		DA	49	41.5		13	50			
		UD	10	8.5		3	11.5			
		A	30	25.4		4	15.4			
		SA	10	8.5		3	11.5			
		NR	3	2.5		0	.0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
4	Training contents consider the ability and interest of trainees	SD	16	13.6	2.69	4	15.4	2.50	.709	.480
		DA	55	46.6		12	46.2			
		UD	1	.8		4	15.4			
		A	35	29.7		5	19.2			
		SA	8	6.8		1	3.8			
		NR	3	2.5		0	.0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
5	The contents of training are logically sequenced	SD	5	4.2	3.67	1	3.8	3.54	.620	.536
		DA	13	11		5	19.2			
		UD	8	6.8		2	7.7			
		A	78	66.1		15	57.7			
		SA	11	9.3		3	11.5			
		NR	3	2.5		0	.0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			

*N.B. Strongly Disagree (SD), Disagree (DA), Undecided (UD), Agree (A), Strongly Agree (SA), No Response (NR), degree of freedom =139 except item 1df=137*

As can be seen in table 11 item 1, 48.3% of trainees and 50% of trainers indicated that training contents of CTIT were well planned. However, 39% of trainees and 46% of trainers disagreed to the same issue. Moreover, mean values of 3.00 and 3.12 both trainee and trainer respondents

respectively preferred more closely to neutral that training contents were well planned. Furthermore, the p-value of both respondents is greater than 0.05 levels of significance. This confirms that both groups of respondents wanted not express clearly their agreement or disagreement on the item stated. This implies that planning training contents require improvement.

Regarding the relevance of training contents with training needs and objective of ETC-CTIT Table 11, item 2, 63.6% of trainees and 57.7% of trainers disagreed that training contents were relevant with TNA and objectives of the corporation although 33.9% of trainees and 38.4% of trainers agreed to the same issue. Moreover, at 95% confidence interval, the mean values of 2.70 and 2.92 for trainee and trainer respondents respectively which are found to be less than neutral value ( $x=3$ ) indicated that there was a disagreement of both groups on the item stated. Besides, p-value is greater than 0.05.

Therefore, it would be fair to conclude that there is no statistical significance difference between the opinions of both groups. This implies that due attention was not given for the relevance of training contents with TNA and organizational objectives while training is designed. However, the nature of the organization requires training design in line with the current and future demand of the corporation and continuous amendment or adjustment.

As per the response of item 3 of the table 11, the trainees and trainer respondents were requested whether training contents consider the reality of the corporation, it was found that 55.1% of trainees and 61.5% of trainers disagreed that training contents consider the reality of the corporation. On the contrary, 33.9% of trainees and 26.9% of trainers agreed, 8.5% of trainees and 11.5% of trainers preferred not to give any comments to the statement.

In addition to this, with mean values of 2.73 and 2.65 both trainees and trainer respondents respectively disagreed that training contents consider the reality of the corporation. At significant level of 0.05 p-value greater than 0.05, it indicates that there is no statistical significance between the opinions of both groups. It was found out from the interview with training manager and training expert there was discrepancy between the demand of the corporation and the content of training, even if there are efforts to compromise training contents with changing technology.

Therefore, the dynamic nature of the organization (like ETC) requires continuous amendments of trainings in line with technological changes.

As per the responses of item 4 of Table 11, 60.2% of trainees and 61.6% of trainers disagreed that training contents were prepared consider the ability and interest of trainees. On the other hand, 36.5% of trainees and 22.8% of trainers agreed to the same issue. Furthermore, with mean values of 2.69 and 2.50 both trainee and trainer respondents respectively said that training contents were set without considering the ability and interest of trainees. Besides, at significant level of 0.05, p-value is greater than 0.05 which revealed that there is no statistical significance between the mean responses of the two groups. This implies that the ability and interest of trainees were forgotten in designing training contents. However, these are important factors for effectiveness of training.

In the final item 5, Table 11 both trainees and trainers were requested whether the contents of training is logically sequenced. As a result, 75% of trainee and 69.2% of trainer respondents agreed that the contents of training were logically sequenced. On the other hand, 15.2% of trainees and 23% of trainers confirmed that the contents of training were not logically sequenced. Moreover, the mean values for both groups of respondents were calculated at 95% confidence interval. The test revealed that the mean values are 3.67 and 3.54 for trainee and trainer respondents respectively. This shows that both groups agreed that the contents of training were logically sequenced.

Moreover, the p-value in the same test found to be greater than 0.05 level of significant. It would be then deduced that there is no statistical significant difference between the opinions of the two groups. The student researcher also tried to see the course outline contents prepared by college; accordingly they were logically sequenced from simple to complex.

**Table 12: Training Contents perceived by Trainees-B**

Item		Trainees (n=118)		
		No	%	Mean
1. Training contents are related to the tasks which you perform	Strongly Disagree	15	12.7	2.58
	Disagree	50	42.4	
	Undecided	3	2.5	
	Agree	42	35.6	
	Strongly Agree	5	4.2	
	No Response	3	2.5	
	<b>Subtotal</b>	<b>118</b>	<b>100</b>	
2. Training contents are clear, simple and easy to understand	Strongly Disagree	4	3.4	3.53
	Disagree	16	13.6	
	Undecided	21	17.8	
	Agree	62	52.5	
	Strongly Agree	12	10.2	
	No Response	3	2.5	
	<b>Subtotal</b>	<b>118</b>	<b>100</b>	

According to trainees, table 12 item 1, 55.1% of trainees disagreed that training contents are related to the tasks which they perform with mean value 2.75 which is less than neutral value ( $x=3$ ), however 39.8% of trainees agreed to the same issue. On the other hand, Table 12, item 2, 62.7% trainees agreed that training contents are clear, simple, and easy to understand with mean value 3.53, while 17% of trainees disagreed, 17.8% and 2.5% of trainees preferred to neutral and no response respectively. Therefore, it is possible to conclude that training contents were clear, simple, and easy to understand however, they were not related to the tasks which trainees have been performing.

To sum up, the overall practice of designing training contents need reconsidering and adjustment because they were not done well as expected in light of changing technology and demand of telecom industry, however, contents of training were logically sequenced, clear and easy to understand.

**Table 13: Respondents' Rank Order of Training Design**

No	Item	Trainers(n=26)		
		Std. Dev.	Mean	Mean Rank
1	<b>On what basis Training programs designed?</b>			
1.1	Training programs are designed based on the objectives of TP	1.06	3.58	<b>2</b>
1.2	Training programs are designed based on The availability of necessary facilities	.57	3.81	<b>1</b>
1.3	Training programs are designed based on The availability of trainer or experts	.97	3.15	<b>4</b>
1.4	Training programs are designed based on TNA	1.17	2.58	<b>5</b>
1.5	Training programs are designed based on The Training Environments	.98	3.35	<b>3</b>
1.6	Training programs are designed in related to ETC-CTIT future demand and strategic plan	1.066	2.46	<b>6</b>

As it can be seen table 13 item 1, trainers were asked that on what basis training program was designed with in their college. As a result, trainer respondents agreed that the first basis for designing training program were the availability of necessary facilities with mean value of 3.81 which is greater than neutral value ( $x=3$ ). They also agreed that the objective of training program were the second factors in designing training program, with mean value 3.58. According to trainers, the availability of trainer or expert and the training environment in general were the third and fourth factors for designing training with mean values 3.35 and 3.15 respectively. However, the trainers disagreed to the issue stated in item 1.4 and 1.6 of table 13 that training programs were designed in relation to ETC-CTIT strategic plan and TNA.

In other words, they expressed their agreement that in the process of designing training program, ETC-CTIT strategic plan and TNA were not considered as an input. Because the mean values of two factors were 2.58 and 2.46 respectively which are less than the neutral value ( $x=3$ ). This implies that efforts were not made to relate the training programs with strategic plan or future demands of the corporation which is dynamic in nature.

In the process of designing training program, the involvement of different stakeholders and users is requirement for its effectiveness. Even if once a training program was designed it needs to be evaluated by independent individuals or organization those who have expertise knowledge about

the program and there should be a discussion with stakeholders and users for comment. Accordingly the student researcher had set some questions and collects responses to identify individuals those who involved in designing training programs.

**Table 14: Trainers' Ratings of Training Design**

No	Item	Trainers (n=26)				
		No	%	Std. Dev.	Mean	
1	<b>Who should be involved in designing TP</b>					
1.1	Training is designed with participation of Trainers & experts	Strongly Disagree	2	7.7	<b>1.13</b>	<b>4.19</b>
		Disagree	0	.0		
		Undecided	2	7.7		
		Agree	9	34.6		
		Strongly Agree	13	50		
1.2	Training is designed with participation of training managers	Strongly Disagree	1	3.8	<b>1.00</b>	<b>3.73</b>
		Disagree	2	7.7		
		Undecided	5	19.2		
		Agree	13	50		
		Strongly Agree	5	19.2		
1.3	Training is designed with participation of working unit supervisors or managers	Strongly Disagree	8	30.8	<b>1.15</b>	<b>2.27</b>
		Disagree	9	34.6		
		Undecided	3	11.5		
		Agree	6	23.1		
		Strongly Agree	0	.0		
1.4	Training is designed with participation of Trainees	Strongly Disagree	18	69.2	<b>1.10</b>	<b>1.62</b>
		Disagree	3	11.5		
		Undecided	3	11.5		
		Agree	1	3.8		
		Strongly Agree	1	3.8		
1.5	Training is designed with participation of all necessary stakeholders	Strongly Disagree	15	57.7	<b>.81</b>	<b>1.58</b>
		Disagree	8	30.8		
		Undecided	2	7.7		
		Agree	1	3.8		
		Strongly Agree	0	0		

As it can be seen in Table14, item 1.1, the majority of trainers (84.6%) agreed that training was designed with the participation of trainers and experts with mean value 4.19. Similarly, 69.2% of trainers agreed that training was designed with the participation of training managers with mean value 3.73. On the other hand, 65.4%, 80.7% and 88.5% of trainers agreed that working unit supervisor or managers, trainees and other stakeholders respectively did not participate in the process of training design with mean value 2.27, 1.67, and 1.62 respectively (Item 1.3, 1.4 and

1.5 of Table 14). Therefore, this implies that the design of training was done by only trainers and training managers without involvement of working unit managers, trainees and other necessary stakeholders. Meaning these stakeholders had no say in training design although they are the main users. Moreover, it was found out from interview with training managers and training expertise that there is no way for working unit supervisors or managers, trainees and other stakeholders to participate in the process of training design.

Regarding training facilities and premises, Watson 1979: 131); explain that site or location, seating arrangement and layout of the training rooms or size or training environment in general were extremely important aspects of effective training. Accordingly, related questions were forwarded to both trainees and trainers.

**Table 15: Training Facilities and Premises as perceived by respondents**

No	Item		Trainees (Trainees=118)			Trainers (n=26)			t-test	
			No	%	Mean	No	%	Mean	t	P-Value
1	Size of training room is convincing	SD	6	5.1	3.89	0	.0	3.81	.382	.703
		DA	6	5.1		3	11.5			
		UD	13	11.0		4	15.4			
		A	63	53.4		14	53.8			
		SA	30	25.4		5	19.2			
2	Location of training center is accessible to transport service	SD	29	24.6	2.35	2	7.7	2.85	/-2.091/	*.038
		DA	45	38.1		9	34.6			
		UD	22	18.6		7	26.9			
		A	18	15.3		7	26.9			
		SA	4	3.4		1	3.8			
3	Facilities (coffee service, lunch, toilet etc ) are comfortable	SD	3	2.5	4.08	0	.0	3.92	.771	.442
		DA	7	5.9		3	11.5			
		UD	12	10.2		3	11.5			
		A	51	43.2		13	50			
		SA	45	38.1		7	26.9			
4	The training environment helps trainees to learn one from another	SD	6	5.1	3.71	0	.0	4.04	/-1.512/	.133
		DA	10	8.5		1	3.8			
		UD	21	17.8		2	7.7			
		A	56	47.5		18	69.2			
		SA	25	21.2		5	19.2			

N.B. Strongly Disagree (SD), Disagree (DA), Undecided (UD), Agree (A) and Strongly Agree (SA) degree of freedom (df)=1,142  
\*Significant at 0.05 level of significance (P<.05)

Concerning the training facilities and premises, as it can be seen in table 15, item1, 78.4% of trainees and 73% of trainers confirmed that the size of training were convincing. However, only 10.1% of trainees and 11.5% of trainers disagree to the same statement. Moreover, the calculated mean value 3.89 and 3.81 for trainees and trainers respectively revealed that both groups agreed that the size of training room were convincing. Besides, the p-value is greater than 0.05, at 0.05 level of significance. This confirms that both groups expressed their agreement to the item stated.

Regarding the accessibility of training center, Table, 15 items 2, 62.7% of trainees and 42.3% of trainer disagreed that the location of training center was accessible to transport, while 18.7% of trainees and 30.7% of trainers agreed to the same issue. In relation to this item, 18.6% of trainees and 26.9% of trainers did not give any comments. According to the calculated mean value of 2.35 and 2.85 for trainees and trainers respectively showed that both respondents disagreed to the item which is less than the neutral value ( $x=3$ ). However, the associate p-value in the same test is less than 0.05 level of significance. Meaning that although there is statistical significance difference between the opinion of two groups on the statement at ( $F_{142} = -2.091/$ ,  $p < .05$ ), their level of disagreement is found within the same categories, which is less than the neutral value ( $x=3$ ). In other words, trainees (mean value 2.35) were relatively showing disagreement in their response more than trainers (mean value 2.85).

Facilities related to catering services like coffee, lunch etc, two groups of respondents were asked to give their opinion (Table 15, item 3). Accordingly, 81.3% of trainees and 76.9% of trainers agreed that the services were comfortable. Only 8.4% of trainees and 11.5% of trainers gave their disagreement to the same issue, 10% of trainees and 11.5% trainers preferred not to give any comment on the stated issue. The calculated mean values 4.08 and 3.92 for trainees and trainers respectively shows that there were agreements between two groups that the services were comfortable. Besides, the p-value is greater than 0.05 at significant level of 0.05. This implies that there is no statistically significance difference between the two groups. It was also found by researcher through observation that the services were comfortable to users.

Question about training environment were forwarded for trainees and trainers. As a result, 68.7% of trainees and 88.4% of trainers agreed that the training environment help trainees to learn not only from their instructors but also from one another. Despite of the fact that only 13.6% of

trainees and one trainer disagreed to the same issue, 17.8% of trainees and 7.7% of trainers did not give comment. Therefore, the finding revealed that facilities like training room, catering services, and training environment in general were in encouraging and appropriate except the accessibility of training center to transport service. It means that even though the location of the center was free from any pollution and attractive environment, it is far from the main road, behind the Maskel- Flower Hotel which is not accessible to transport service.

#### 4.2.2.2. Training Aid Selection

There are a number of factors that determine the selection of appropriate training aid. Such as its relevancy to the subject matter, interest of the trainees, the availability of training aid, the objectives of training etc. However, its relevance to the subject matter should be the main factor in the selection of training aid. Moreover, in line with this, Bell (1997 : 375) explains that training aids must be relevant to the purpose for which they were created and to the trainee's level of understanding so that the knowledge and skills that a trainee has to gain is the central issues to be given due attention.

Truelove (1998 : 164) on his part indicates that the basic for selecting any medium that accompany the method range from simple black board to audio visual equipment including film must be the help and support it provides for learning. The use of training media should always support the learning event rather than determine the shape and nature of learning unit. Accordingly, trainers were asked to give their view on what basis training aid were selected in their college.

**Table 16: Respondents' Mean Ratings of Training Aid Selection**

Item	On what basis training Aid is selected in ETC-CTIT? Trainers (n=26)				
	Training Aid is selected based on its relevance to the subject matter	Training Aid is selected based on the interest of the trainees	Training Aid is selected based on the interest of the trainers	Training Aid is selected based on its availability	Training Aid is selected based on the mastery of the latest technology
Mean	3.69	2.58	3.58	4.62	4.00
Std. Dev.	1.517	1.604	1.474	1.388	1.789
Mean Rank	3	5	4	1	2

As indicated in the Table 16, majority of trainers agreed that training aids were selected based on their availability with mean value 4.62 as a first factor. The second factor with mean value 4.00 was the mastery of the latest technology, while the third factor was its relevance to the subject matter with the mean value 3.69. This indicates that the relevancy of training aid which needs to be the first requirement for the selection of training aid was not given main concern whereas the availability and attractiveness of the technology were given priority. The interest of trainees which is very important for effectiveness of training was ranked last with mean value 2.58 which is below neutral value ( $x=3$ ), while the interest of trainers were given priority than the interest of trainees (Table 16).

Moreover, the student researcher was tried to see the relevance of training aid that was used by trainer through live observation during training session at training room. Accordingly, it was observed that instructors were using LCD for technical type of training instead of using demonstration and practical application.

#### **4.2.3. Selection of Trainees and Trainers**

##### **4.2.3.1 Trainees' Selection**

One of the important issues for the successes of training program is selection of the right trainees and trainers. Unless appropriate employees are selected for proper training program, the training provided by the organization would be only wastage of resources. Hence, clear trainees' selection criteria should be stated.

**Table 17: Respondents' Rating on the Selection of Trainees**

No	Item		(Trainees=118)			Trainers (n=26)			t-test	
			No	%	Mean	No	%	Mean	t	P-value
1	<b>What are the selection criteria of trainees?</b>									
1.1	The selection criteria is by using transparent and clear criteria	SD	16	13.6	2.47	3	11.5	1.96	2.249	*.026
		DA	64	54.2		22	84.6			
		UD	14	11.9		0	.0			
		A	15	12.7		1	3.8			
		SA	9	7.6		0	0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
1.2	The selection criteria is based on personal relationship	SD	9	7.6	3.63	4	15.4	3.12	2.051	*.042
		DA	15	12.7		2	7.7			
		UD	10	8.5		7	26.9			
		A	61	51.7		13	50			
		SA	23	19.5		0	0			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
1.3	The selection criteria is based on good will of immediate supervisors or top managers	SD	16	13.6	3.23	0	.0%	3.81	/-2.329/	*.021
		DA	16	13.6		1	3.8			
		UD	25	21.2		5	19.2			
		A	47	39.8		18	69.2			
		SA	14	11.9		2	7.7			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100.0</b>			
1.4	The selection criteria is based on the demand of the training program	SD	9	7.6	2.54	0	.0	2.62	/-0.345/	.731
		DA	63	53.4		17	65.4			
		UD	24	20.3		4	15.4			
		A	17	14.4		3	11.5			
		SA	5	4.2		2	7.7			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			
1.5	There is no clear selection criteria	SD	9	7.6	3.75	0	.0	3.62	.559	.577
		DA	4	3.4		3	11.5			
		UD	27	22.9		6	23.1			
		A	46	39		15	57.7			
		SA	32	27.1		2	7.7			
		<b>Subtotal</b>	<b>118</b>	<b>100</b>		<b>26</b>	<b>100</b>			

N.B. Strongly Disagree (SD), Disagree (DA), Undecided (UD), Agree (A) and Strongly Agree (SA), degree of freedom (df) =142  
 \*Significant at 0.05 level of significance (P<.05)

As can be seen in Table 17, item 1.1, 67.8% of trainees and 96 % of trainers disagreed that trainees' selection criteria were transparent and clear. However, only 20.3% of trainees and one trainer agreed to the same issue. Moreover, at 95% confidence interval the mean values 2.47 and 1.96 for trainees and trainers respectively (which are found to be less than the neutral value  $x=3$ ) showed that both groups disagreed on the existence of clear trainees' selection criteria. However,

the p-value in the same tests is less than 0.05 level of significance. In other words, although their level of disagreement of the two groups belongs to the same categories, which is found to be less than the neutral value ( $x=3$ ), it is statistically significance difference between the opinion of the two groups on the statement at ( $t_{142}=2.249$ ,  $p<.05$ ). That means the level of disagreement on the statement among the trainers (mean 1.96) is relatively higher than the trainees (mean 2.47).

Furthermore, from the interview that held with training manager and training experts, it was found out that even if the selection criteria was stated by TDD, it was easily interpreted by respective work offices and individuals. According to them, this was because of the fact that criteria setting and delivering of training were done by different department independently. Besides, usually training has not been seen as an investment by respective work offices. In addition to this, the response by trainers in open-ended question depicts that majority of instructors faced the problem during training (in the instruction process) due to different academic back ground of trainees. This is may be the reason that statistical significance difference between trainees and trainers was observed regarding the selection criteria of trainees.

According to Table 17, item 1.2, 79.2 % of trainees, and 50% of trainers agreed that the selection criteria were based on personal relationship. However, 20.3% of trainees and 23.1% of trainers disagreed, 8.5% of trainees and 26.9% of trainers were nothing comments on the same issue. At 95% of confidence interval, the calculated mean values for both trainees and trainers are more than neutral value ( $x=3$ ). This indicates that although there is statistically significance difference between the opinion of the two groups on the statement at ( $t_{142} = 2.051$ ,  $p<.05$ ), their level of agreement is found within the same categories, which is greater than the neutral value ( $x=3$ ). In other words, trainees' level of agreement (mean value 3.63) on the item is relatively stronger than trainers (mean value 3.12).

Similarly, research conducted by Southiseng and Walsh (2008) revealed that most of the time employees whom had good networking with immediate supervisor were allowed to join the available training. Moreover, research's which was conducted by Malaku (2004: 92) showed that the selection of trainees and trainers were based on personal relationships and organizations do not have clear criteria of selection.

As indicated in Table 17 item 1.3, 51.7% of trainees and 76.9% of trainers agreed that the selection was based on good will of immediate supervisor or boss. Whereas, 27.2% of trainees and one trainer disagreed, 21.2% of trainees and 19.2% of trainer commented nothing. Besides, the calculated mean values 3.23 and 3.81 for trainees and trainers respectively are found to be greater than the neutral value ( $x=3$ ). However, the p-value is less than 0.05 level of significance. Therefore, although there is statistically significance difference between the opinion of two groups on the statement at ( $t_{142} = -2.329$ ,  $p < .05$ ), their level of agreement is found within the same categories, which is greater than the neutral value ( $x=3$ ). This implies that it was very common for instructors to see and identify wrongly placed trainees during training.

Therefore, however, selecting trainees through the boss has the advantage that the capacity of trainees can easily be identified or stated by the boss without wasting time in setting criteria, it has disadvantage that the choice of getting training could be based on the good will of immediate boss. Hence, it might be better or preferable to set clear criteria for each specific training program.

Furthermore, from the interview that was held with training officials, it was found out that immediate supervisor sent employees to the training center by their own interest and perception; however, the training requires the criteria like education and related experience. That is why it was common to find wrongly placed trainees in the training program. According to these officials this is because of the fact that most of the time supervisors or operational managers have seen training as benefit or allowance for trainees instead of filling knowledge and skill gap.

In the same manner, Table 17, item 1.4 both trainees and trainers were asked if the selection criteria were based on the demand of training program. As a result, 72% of trainees and 65.4% of trainers disagreed that the selection criteria were based on the demand of training program. However, 18.6% of trainees and 19.2% of trainers agreed to the same issue. On the other hand, 20% of trainees and 15.4% of trainers commented nothing on the statement stated.

The calculated mean values 2.54 and 2.62 for trainees and trainers respectively which are found to be below neutral value ( $x=3$ ) indicates that both groups of respondents showing disagreement in their response regarding the selection criteria that were based on the demand of training

program. Moreover, p-value is greater than 0.05 level of significance. This represents that there is no statistical significance between the opinions of the two groups. In the final item of table 14, 66.1% of trainers and 65.4% of trainers agreed that there is no clear trainee selection criterion. However, only, 11% of trainees and 11.5% of trainers disagreed to the same issue, 22.9% of trainees and 23.1% of trainers preferred not to give comment. The mean values of both trainees and trainers 3.75 and 3.62 respectively revealed that there is an agreement between two groups concerning the statement. Besides, p-value is greater than 0.05 value of significance.

To sum up, from this finding it is possible to infer that in one way or another there was lack of clarity and uniformity of the selection criteria that were influenced and biased by personal relationship, good will of immediate supervisors or wrongly interpreted by individuals.

#### 4.2.3.2. Trainers' Selection

Similar to selection of trainees, selection of trainers also have a great impact on the effectiveness of training program because they are important resource persons. There are a number of criteria to be used to select trainers, among these educations, related experience, knowledge in subject matter, knowledge in pedagogical, or andragogical science, training or teaching experience, communication skills etc. are some of criteria that mostly used to select trainers.

**Table 18: Selection of Trainers as Perceived by Trainers**

Item		Trainers(n=26)		
		No	%	Rank frequency
What are selection criteria of trainers?	a) Educational level	12	46.15	5
	b) Experience in training or teaching	11	42.3	6
	c) Knowledge and skill in subject matter	16	61.5	3
	d) Experience within ETC	17	65.3	2
	e) Their knowledge in pedagogical science	2	7.6	7
	f) Informal relationship	14	53.8	4
	g) There is no clear criteria in selection of trainers	20	76.9	1
<b>Total</b>		<b>*92</b>	<b>100</b>	

\* Multiple Responses

With this assumption in table 18, trainers were asked to reflect their response. Accordingly, 76.9% of trainers replied that there was no clear criteria in selection of trainers, while 65.3% of trainers responded that experience with in ETC were used as a criteria, 61.5% of trainers confirmed that knowledge and skill is subject matter. Informal relationship, educational level, experience in teaching or training and knowledge in Pedagogical or Andragogical science were 53.8%, 46.15%, 42.3%, and 7.6% respectively by trainers. From these data it is possible to conclude that similar to trainees there is also lack of clear training criteria in selection of trainers. Knowledge in pedagogical science, experience in training and education which are very important in training and education system were not given due consideration.

It was also discovered from interview held with training program director, he replied that trainers were usually selected based on informal relationship to save the time of selection process and setting criteria. According to him some time employees who have related experiences in the field work and have knowledge in the subject matter in the area of study were selected for trainer. Moreover, he replied that experience of teaching or training and pedagogical or Andragogical knowledge was not considered to select trainers however, most of the time, trainees complain on the way instructors teach them because of this, there is a plan to train trainers in teaching methodology and training for trainer in the future.

The same question also forwarded for training experts in the form of interview they replied that there was criteria in the past (like education, experience, performance evaluation) that used as similar to other promotion criteria. But according to them currently there are no as such clear selection criteria for trainers.

#### **4.2.4. Delivery of Training**

Delivery of training is a direct response to the needs or problems identified. During the delivery of training program (TPs) the three elements trainees, trainers and the course prepared for the training should interact each other towards the attainment of objectives. There are activities executed with in the training session before the training begins. These include clarification of objectives, introduction of participants, setting ground rules, getting the expectation of trainees

and making trainers knows each other are some of activities. These activities should be used as an instrument for the achievement of the objective of the TPs.

**Table 19: Delivery of Training Programs as perceived by trainers**

Item		Trainers(n=26)	
		No	%
What are the activities done before the beginning of training	a) Clarification of objectives	20	76.9
	b) Introduction of trainer(s)	20	76.9
	c) Setting ground rules or norms	18	69.2
	d) Getting the expectation of trainees	11	42.3
	e) Making trainees knowing each other	9	34.6
<b>Total</b>		<b>*78</b>	<b>100</b>

*\* Multiple Responses*

In relation to these activities, the data in Table 19 indicated that major activities before training; clarification of objective (77%), introduction of trainers (77%), and setting ground rule or norms (69%) were executed fairly, while getting expectation of trainees (42.3%) and making trainees know each other (34.6%) were not executed as expected before training begins.

**Table 20: A t-test result on Delivery of Training Programs**

No	Item	Trainees (n=118)	Trainers (n=26)	t-test	
		Mean	Mean	t	P-value
1.1	<b>Activities to be done while training is delivered</b>				
	Training spaces are arranged during training	3.75	3.00	3.521	*.001
1.2	the role of the training expert and trainer is defined	3.38	3.64	/-1.160/	.248
1.3	Training is delivered according to pre-set schedule	3.32	3.64	/-1.271/	.206
1.4	Training materials (handout, notebook, pen etc) are available	3.80	3.92	/-.483/	.630
1.5	Training aids ( overhead projector or LCD, etc) are available	3.71	4.00	/-1.334/	.184

\*Significant at 0.05 level of significance ( $P < 0.05$ ),  $t=t$ - test, degree of freedom=140 except items 1.1 & 1.5  $df=139$

There were other questions that related to activities that have been executed during training. Accordingly, as it can be seen from table 20 item 1.1, it was revealed that trainees with mean values 3.75 agreed that training spaces were arranged during training. However, trainers wanted neither to agree nor disagree with a mean value of 3.00 which equals to neutral value  $x=3$ . Moreover, p-value was less than 0.05 at ( $t_{139}=3.521$ ,  $p < 0.05$ ). This implies that there was significant statistical difference between the opinions of the two groups on the item stated.

As per the table 20, item 2.1, it was found out that with mean values 3.38 and 3.64 both groups of respondents respectively agreed that the role of training experts and trainers were clearly defined. This implies that there is an agreement between the two groups of respondents. P-value was greater than 0.05. This shows that there was no significant statistical difference between the two groups of respondents.

In the same manner, it can be seen from Table 20 item 1.3, 1.4 and 1.5 revealed that all the mean values 3.32 and 3.64, 3.80 and 3.92, 3.71 and 4.00 for trainees and trainer respectively showed that there was an agreement between two groups of respondents concerning the statements that were stated corresponding to the mean value, similarly, corresponding to the statement in the Table 20, all the p-values in the same test (except item 1.1) were greater than 0.05 level of significance. It would be concluded that there was no statistical difference between the opinions of the two groups regarding the issues that were indicated corresponding to the p-value.

Regarding trainees readiness for training, training managers and experts clearly stated that there was no way of checking the readiness and interest of the trainees for specific training rather only assuming that all trainees will have interest for any type training.

To summarize, from these data, it is possible to infer that defining the role of trainer and training expert, delivering training according to per-set schedule, availability of training material and training aid which are important for effectiveness of training were relatively appropriate and well prepared. However, according to trainers the arrangements of training spaces need improvement

Since each training methods and aids has advantage and disadvantage, it is pointless to try to evaluate any training techniques without considering the context in which it is employed (Cowling and Mailer, 1981: 66). Therefore, one has to look in to the context in which training is conducted rather than the method itself.

Regardless of the type of training done, Noe and others (2008: 273) stated that a number of approaches and methods can be used to deliver it. Whether the approaches used a variety of consideration must be balanced when selecting training delivery method. Major variables are nature of training, subject matter, number of trainees, resources, locations etc. Accordingly trainers were asked the following questions and reported as follows.

**Table 21: Trainers' mean Ratings on the Selection of Training Methods**

On what basis training methods are selected? (Trainers=26)								
Item	Training methods (TMs) are selected based on needs and abilities of trainees	TMs are selected based on ability of the trainers	TMs are selected based on the content	TMs are selected based on objectives or purpose of the training	TMs are selected based on size of the trainees	TMs are selected based on seating arrangement	TMs are selected based on time	TMs are selected based on size and shape of the room
Mean	3.23	3.58	3.42	3.69	3.65	3.12	3.35	3.0
Rank	6	3	4	1	2	7	5	8

*N.B. TMs=Training Methods*

Regarding the appropriateness of the methods used, table 21, trainers agreed that the methods of the training that had been used were moderately appropriate with the objectives of the training (mean value 3.69), selection of training methods in relation to size of trainees (mean 3.65), ability of trainers (mean 3.58), the contents of training (mean 3.42), time (mean 3.35), abilities of trainees (mean 3.23), seating arrangement (mean 3.12) and size and shape of the room (mean 3.00). Therefore, the data of this table indicates that selection of training methods in relation to the objective of training, size of trainees, abilities of trainers were moderately and relatively appropriate, while the contents of training program, time, ability of training, seating arrangement and size and shape of the room were relatively less appropriate with the selection of training methods that have been applied.

#### 4.2.5. Training Evaluation

One of different practice that should be done after assessing training needs, designing training program and delivery of TPs is evaluation. Evaluation can be used as special source of the knowledge that will help one to have a comprehensive view the issue to be evaluated. Hence, it must not be seen as supplementary but as compulsory processes of an acquisition of knowledge and skills. It is useful not only to gather information or feedback but also to learn about the content and the methods of effective program.

**Table 22: A Chi-square Result on Training Evaluation-A**

Item		Respondents				Chi-square ( $\chi^2$ )	df	P-value
		Trainees (n=118)		Trainers (n=26)				
		No	%	No	%			
Does CTIT-ETC evaluate its training program?	Yes	46	38.9	23	88.5	21.12	2	*.000
	Not sure	16	13.6	0	.0			
	No	56	47.5	3	11.5			
<b>Total</b>		<b>118</b>	<b>100</b>	<b>26</b>	<b>100</b>			

\*Significant at 0.05 level of significance ( $P < .05$ ),  $df$  = degree of freedom

Accordingly, both trainees and trainers were asked whether there was an evaluation of training program exists (Table 22). As a result, 46% of trainees and 88.5% of trainers agreed that there was a practice of training evaluation. However, 42.5% of trainees and only 11.5% of trainers disagreed and 13.6% of trainees did not give any comments. Hence, further statistical test showed that there is significant difference between the opinion of the trainees and trainers on the

existence of training evaluation ( $\chi^2=21.12$ ,  $df=2$  &  $p=.000$ ). However, the responses among trainee respondents could not clearly show the status, the interviews with training program director indicated that there was an evaluation practice however it focused on measuring the immediate reaction of trainees (level 1 evaluation) and learning (level 2 evaluation- what trainees learn from training), through test

**Table: 23 Respondents' Perception of Training Evaluation-B**

Item		Respondents			
		Trainees (n=118)		Trainers (n=26)	
		No	%	No	%
If your answer in Table 22 is 'yes' when CTIT-ETC evaluates its training program?	a) Before the training program started	0	0	0	0
	b) when the training is on going	6	13.0	1	4.3
	c) At the end of training program	38	82.6	21	91.3
	f) The evaluation is made when the problem arises	0	0	0	0
	g) post training evaluation	2	4.3	1	4.3
	<b>Total</b>	<b>46</b>	<b>100</b>	<b>23</b>	<b>100</b>

As per the data in Table 23, both trainees and trainers who gave positive response in Table 22 regarding the existence of training evaluation were also asked when evaluation was conducted. As a result, 82.6% of trainees and 91.3% of trainers confirmed that training program evaluation was done at the end of training while only 13% of trainees and one trainer replied that evaluation was conducted during training, 4.3% of trainees and one trainer responded that there was post training evaluation. Therefore, it is possible to conclude that training program evaluation was conducted at the end of training program. Meaning that, post-training and pre-training evaluations were almost none at all. However, it was found from training and development manager of ETC in the form of interview that sometimes there was post training evaluation which was used to measure the change on the job performance after training. But training experts disagreed on the view of the training manager.

As it has been discussed in the review of related literature, different models have been developed over the years to evaluate effectiveness of training and development programs. One of the most widely discussed models is the Kirkpatrick evaluation model (Aragon-Sanchez and others, 2003; Mathis and Jackson 2008: 282). This model consists of four levels, namely, reaction, learning

evaluation, behavior or performance and business impact or results. With regards to the person who is concerned with conducting evaluation, Kenney (1979: 100) makes the point that evaluation must be cooperative. He added that all who are parts of the process of appraisal or who are affected by must participate in the process. Hence, attempt was made to assess the CTIT training evaluation system in accordance with this model and assumption.

**Table 24: Training Evaluation mechanism as Perceived by Trainers –C**

Item	Trainers(n=23)		Rank
	No	%	
<b>1. What are the mechanism that used to evaluate the training programs that provided by CTIT?</b>			
a) Measures the reaction of trainees at the end of training	21	91.3	1
b) Measures what trainees are learnt from the training through test	19	82.6	2
c) Measures the behavior and performance change on the jobs	6	26	3
d) Measures the impact of training on organizational performance.	2	8.6	4
<b>Total</b>	<b>*48</b>	<b>100</b>	
<b>2. Who does evaluate training programs in ETC-CTIT?</b>			
a) Trainers	20	86.9	1
b) Trainees	15	65.2	2
c) Training mangers	13	56.5	3
<b>Total</b>	<b>*48</b>	<b>100</b>	

\* Multiple Responses

As indicated, in table 24 item 1, 91.3% and 82.6% of trainers replied that the evaluation mechanism were used to measure and see the reaction of trainees and what trainees learn from training (level 1 and level 2 type of evaluation), 26% and 8.6% of trainers replied that the evaluation mechanism were used to measure the performance change and the impact on the organization, respectively. Therefore, the data implied that commonly and mostly used evaluation mechanism were the first two levels (i.e. reaction and learning).

Besides, training managers and training experts admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers and training program after completion. However, they stated that there is a plan to conduct evaluation of the change on job performance and the impact on the organization in the future.

In line with this, Mathis and Jackson (2008 : 282) stated that the most frequently used type of measurement is level one because it is the easiest to measure. However, it provides the least valuable data. On the other hand, they explained that learning enough to pass a test does not guarantee that trainees will remember the training content months later or will change job behaviors.

Concerning the people who are involved in the processes of training evaluation, trainers (86.9%), trainees (65.2%), and training managers (56.5%) are those who have been participated in process of measuring the reaction and learning of trainees (Table 25). Therefore, the data indicates that trainers, trainees, and training managers involved in evaluation. However, the participation of other necessary stakeholders was none at all.

This implies that other stakeholders of the training program including operational working unit managers, training officer or experts and others concerned individuals have not been given a chance to evaluate training program. However, they are the main users.

**Table 25: Respondents' Perception of Training Evaluation-D**

Item		Trainees (n=46)		Trainers (n=23)	
		No	%	No	%
Data gathering tools that are mostly used to get feedback to evaluate training Programs	Observation	0	0	3	13.4
	Questionnaire	30	65	20	86.9
	Interview	9	19.5	0	0
	Discussion	14	30.4	4	17.3
	Test	20	43.4	10	43.4
<b>Total</b>		<b>*73</b>	<b>100</b>	<b>*37</b>	<b>100</b>

\* Multiple Responses

Regarding the data gathering tools that mostly used to evaluate training, as it is stipulated on Table 25, 65.2% of trainees and 86.9% of trainers replied that the most used data gathering tools were questionnaires, 43.4% of trainees and the same percent of trainers responded that the most used data gathering tools were tests and 30.4% of trainees and 17.3% of trainers confirmed that through discussion with trainees. However, only 19.5% of trainers responded that it was done

using interview. From the finding, it is possible to conclude that questionnaire were relatively the most used tool for gathering feedback in the college to evaluate training.

It was also discovered from interview held with training experts that questionnaire were commonly used tools to gather feedback from trainees and others. However, according to these experts the feedbacks that were gathered from trainees and trainer through questionnaire were kept somewhere without taking any action or correction. For detail information about the contents of the training evaluation and the format that are commonly used in the college for measuring the immediate reaction of trainees regarding training program and trainer or instructor are indicated on the appendix.

Systematic approach to training generally follows a logical sequence of activities involving conducting training needs, designing the training program, delivering and finally evaluating the training program. Accordingly, the related question was forwarded to both trainees and trainers whether the training program offered by CTIT were planned and systematic.

**Table 26: Respondents' Perception of Training System**

Item		Trainees (n=118)		Trainers (n=26)		Chi-square ( $\chi^2$ )	df	P-value
		No	%	No	%			
Are Training Programs that provided by CTIT-ETC planned and systematic?	Yes	22	18.6	6	23.1	1.3	2	.522
	Not sure	19	16.1	2	7.7			
	No	77	65.3	18	69.2			
<b>Total</b>		<b>118</b>	<b>100</b>	<b>26</b>	<b>100</b>			

*N.B df=degree of freedom*

As indicated in Table 26, 65.3% of trainees and 69.2% of trainers disagreed that the training programs were planned and systematic. On the other hand, 18.6% of trainees and 23% trainees agreed, about 16 % of trainees and 7.7% of trainers were not sure whether the programs were systematic and planned. Moreover, degree of freedom 2, the computed Chi-square ( $\chi^2$ ), 1.3 at 95% confidence interval, the p-value 0.522 is greater than the value of significance level 0.05 which indicates that there is no statistically significance difference between the opinions of the respondents.

Therefore, these responses, together with the study revealed in the assessment of the training programs add up to the conclusion that training programs offered by CTIT indeed might be unplanned and unsystematic as proposed in the background of this study.

In relation to this, (Noe and others 2008; Mathis and Jackson, 2008) indicate that unsystematically designed training will affect the expected results and benefits of training.

**Table 27: Respondents' Perception of the Outcome of Training Programs**

N0	Item	Trainees=118		
		No	%	
1	Have you got benefits or changes from the training that you involved?	Yes	99	83.9
		No	13	11
		Not sure	6	5.1
		<b>Total</b>	<b>118</b>	<b>100</b>
2	If your answer in item 1 is 'yes' What are these benefits or changes?	2.1 Knowledge and skill enhanced after training	74	74.7
		2.3 Job performance improved after training	46	46.46
		2.4 The benefits are below expectation	20	20.2
		2.5 Enjoyed and relaxed during training	18	18.18
<b>Total</b>		<b>*158</b>	<b>100</b>	

\* Multiple Responses

In relation to the benefit or changes perceived as a result of training, trainees were asked whether they got benefits or changes perceived from the training they involved. Accordingly, table 27 shows that 83.9 % of trainees replied that they got benefits and changes that were perceived after training by trainees. However, only 11% of trainees disagreed to the same issue, 5 % of trainees were not sure about the changes, or benefits of training. This implies that majority of trainees were benefited from training even though the changes or benefits that perceived need investigation.

For those who responded positively for item 1 Table 27, one question was forwarded, what were the benefits or changes acquired as a result of training? As indicated, 74.7% of trainees replied that their knowledge and skill were enhanced after training while 46.46% of trainees responded that their job performances were improved after training, 20.2% and 18.8% of trainees confirmed

that the benefits or changes were below their expectation and relax respectively. Therefore, from this it is possible to infer that the major benefits or changes that are acquired or perceived by trainees were knowledge and skills changes than the change on performance. However, the primary objectives of providing training for employees were to improve their performance and to solve performance gap, if the gap is due to knowledge, kills, abilities, and attitude.

**Table 28: Respondents' Ratings of the Constraints of Training Programs**

No	Item	Respondents					
		Trainees (n=118)			Trainers (n=26)		
		Mean	Std. Dev.	Mean Rank	Mean	Std. Dev.	Mean Rank
1	Lack of clear training policy and structure	3.66	1.126	3	4.15	1.008	1
2	Lack of good working relationship between trainers and managers	3.09	.987	7	3.35	1.093	5
3	Lack of providing training based on the training policy and TNA	3.89	1.131	1	3.88	.766	3
4	Training objectives and training program contents are not relevant with actual needs of ETC-CTIT	3.58	1.073	5	3.35	1.294	5
5	Trainees and trainers are not competent	3.10	1.128	6	2.62	.752	9
6	Lack of adequate training resources	2.76	1.265	10	3.15	1.120	7
7	Catering service, training classroom, training environment and other services are not appropriately allocated	3.07	1.252	8	2.69	1.517	8
8	The absence of incentive or promotion for employees after completed Tp	3.69	1.325	2	4.12	1.107	2
9	Lack of knowledge and awareness towards the importance of TNA &TE	3.60	1.178	4	4.15	.784	1
10	Lack of incentive and training of trainers(TOT)	3.08	1.356	9	3.50	1.030	4

Concerning major factors that hinder the achievement of training program, indicated in Table 28, both trainees and trainers point out and ranked in terms of the degree of constraints. Accordingly, lack of clear training policy and structure, and lack of knowledge and awareness about the importance of TNA and training evaluation were found to be the first constraints with equal mean value 4.15 respectively by trainers. Lack of providing training based on training policy and training need assessment was found to be the first constraints with mean value 3.89 by trainees.

Both trainers and trainees ranked the absence of incentive or promotion for trainees after they successfully completed training program with mean value 3.69 and 4.12 respectively as the second constraints. Lack of clear training policy and structure, and lack of knowledge and awareness towards the importance of TNA were found to be the third and fourth constraints with mean value 3.66 and 3.60 respectively by trainees.

Lack of providing training based on training policy, training plan and TNA, and lack of incentive and absence of training of trainer (TOT) were also ranked as third and fourth constraints with mean value 3.88 and 3.5 respectively by trainers. The remaining constraints were indicated in the table with corresponding mean value and ranked (Table 24). It can be seen from the table, in some items there was no major variation in the ranking of the two groups of respondents. Therefore, from the finding, the student researcher deduced that lack of clear training policy and structure, lack of providing training based on training policy and TNA and the absence of incentive or promotion for trainees after the completion of training were the major constraints for trainers and trainees respectively.

Moreover, Fisha (2007) found out that the existing training policy and structure of ETC influenced the effectiveness and efficiency of training system or program. In other words, the existing training policy and structure of ETC is unclear and inappropriate to administer or to implement training systematically. There was also interview held with training and development manager that the absence of linkage between training and career development or promotion negatively affects the motivation of trainees to attend training actively. Consequently, these will have implication on the effectiveness of training directly or indirectly. Besides, according to training experts, lack of appropriate TNA, selection of wrong trainees and lack of coordination between respective working units and training departments were also another major constrains.

However, regarding the importance of linkage between training and career development or promotion, Bryn (1990: 19); Dencerzo and Robbins (2002: 216); and others stated that training must be related to something which the trainee desires. This could be money, job promotion, recognition and so on.

## CHAPTER FIVE

### 5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This chapter deals with the summary of the major finding of the study, conclusion, and recommendation.

#### 5.1. Summary

The main purpose of this study was to assess the current practice of human resources training programs offered by CTIT-ETC and consequently to identify the strength and weakness of the programs and to forward the possible solution and recommendation. To this effect the descriptive survey method was employed and the following basic questions were raised.

1. How is training need assessment conducted?
2. How are training programs designed and delivered?
3. What are the criteria used to select an appropriate trainees and trainers for a particular training program?
4. What mechanisms are used to evaluate training program offered?
5. What are the major Problems or constraints that hinder the practice of training programs?

The data were gathered through different data gathering tools, questionnaire, interview, and careful live observation. Out of these questionnaires 118 (80.8%) were completely filled in and returned. The second set of the questionnaire was distributed to 30 trainers who were involved in providing training in CTIT. Out of these questionnaire 27 (83%) were filled in and returned. However, one question was discarded because it was incomplete and incorrectly filled in. The collected data were analyzed by using relevant statistical tools such as percentage, mean, and mean ranking, Chi-square ( $\chi^2$ ) and t-test. Moreover, SPSS was used for statistical computation. Finally, analysis and interpretation of data were made. Consequently, the major findings of the study were presented as follows:

### **5.1.1. Issues Related to Training Needs Assessment (TNA) and Training Objectives**

It was found out that even though the ETC-CTIT conducts TNA annually, the majority (88%) of trainees and 90% of trainers reported that TNA practice has not be done in scientific and appropriate manner. Moreover, TNA was based on subjective comments from working unit supervisor or managers (65%) and feedback from higher authorities (30%) without identification of true needs and analysis of gaps. This was also supported by data obtained from interview with training and development manager.

Lack of knowledge and awareness on the part of working unit manager or supervisor, and underestimate of the need to do the analysis were the major reasons that were reflected for unscientific and inappropriate TNA practice. However, a resource like budget was not a major reason. The prioritization criteria of identified needs were the interest of top management with mean value 4.4 and urgency or seriousness of the problems (mean 4.4). However, the long term needs of the corporation were not due consideration with mean value 2.15.

Regarding setting training objective, 72% of trainees and about 81% of trainers agreed that training objectives were understandable. It was found that the training objectives were unrelated to TNA with mean value 2.66 and 2.54 for trainees and trainers respectively which is less than neutral value ( $x=3$ ). Both trainees and trainers with mean value 2.49 and 2.42 respectively that there were disagreements regarding communication of training objective for trainees and other necessary stakeholders. The interview result has also shown that communication of training objectives for concerned individuals and stakeholders was limited or none at all.

### **5.1.2. Training Design**

#### **5.1.2.1. Training Contents**

Both trainees and trainers wanted not express clearly their agreement or disagreement regarding planning training contents with mean values 3.00 and 3.12 respectively. Concerning, the relevance of training contents with training needs and objectives of ETC, majority of both groups of respondents disagreed on the statement with mean values 2.70 and 2.92 for trainees and trainers respectively that training contents were relevant to the TNA and objectives of the corporation. Besides, p-value is greater than 0.05. Both trainees and trainers disagreed that the training contents were prepared considering the abilities and interest of trainees, and the reality

of the corporation, while 75% trainees and 69.2% of trainers responded that the contents of training were logically sequenced.

In connection with factors that considered in the process of training design, availability of necessary facilities and the objectives of TP with mean value 3.81 and 3.58 respectively were the first and second factors in designing training program, by trainers. While the availability of trainers or experts and training environment in general were the third and fourth factors. On the other hand, in the process of training design in relation to TNA (mean value 2.58) and ETC-CTIT strategic plan (mean value 2.46) implies that efforts were not made to relate the training programs with TNA and strategic plan or future demands of the corporation which is dynamic in nature. It was also found that the designing of training program were done independently by trainers and training managers with mean value 4.19 and 3.25 respectively. However, working unit managers or supervisors and other necessary stakeholders were not participated.

#### **5.1.2.2. Training Facilities, Premises, and Training Aid**

The findings from the data indicated that facilities like the size of training room, catering services, and training environment in general were encouraging and appropriate except the accessibility of training center to transport services.

In selection of training aid, its availability and attractiveness or masterly of latest technology were considered as first factors and second factors respectively. However, their relevancies to the subject matter were not given priority.

#### **5.1.2.3. Selection of Trainees**

It was discovered that about 68% of trainees and 96% of trainers reported that there is no clear trainees' selection criteria. It was based on personal relationship and good will of immediate boss or supervisors. In the same manner, research found by Southiseng and Walsh (2008) revealed that most of the time employees whom had good networking with immediate supervisor were allowed to join the available training.

#### **5.1.2.4. Selection of Trainers**

According to data obtained, majority (77%) of trainers replied that there are no clear trainers' selection criteria. However, 65% of trainers confirmed that experiences with in ETC were used as criteria. Moreover, trainers reported that informal relationship (61.5%), and knowledge and

skill in subject matter (53.8%) were also used as criteria. But educational level, experience in teaching or training and knowledge in pedagogical science which are believed that very much important for training and educational system were not given due consideration.

Besides, it was discovered that interview with training program director, revealed that trainers were usually selected based on informal relationship to save time of selection process and setting criteria. He added, sometimes related experience in ETC and knowledge in subject matter in the area of study were considered for selection. Similarly, research which was conducted by Malaku (2004: 92) found that the selection of trainees and trainers were based on personal relationships and organizations do not have clear criteria of selection.

### **5.1.3. Delivering of Training**

Concerning activities executed before the training begins in the training session; it was indicated that clarification of objectives, introduction of trainers and setting grand rules or norms were done properly. However, activities like getting the expectation of trainees, and making trainees know each other were not executed as expected. Regarding activities that have to be done during delivery of training, both trainees and trainers replied that defining role of trainer and training expert, delivery of training according to preset schedule, availabilities of training aid and material were appropriate and well done. However, there is no system of checking the readiness and interest of the trainees for specific training before training is delivered.

On the other hand, the finding indicates that selection of training methods in relation to the objective of training, size of trainees, abilities of trainers were moderately and relatively appropriate, while the contents of training program, time, ability of training, seating arrangement and size and shape of the room were relatively less appropriate with the selection of training methods that have been applied.

### **5.1.4. The Practice of Training Evaluation**

Both 88.5% of trainers and 46% of trainees agreed that there was a practice of training evaluation. However, the responses among trainees' respondents could not clearly show the status, the interviews with training program director indicated that there was an evaluation practice which measured the reaction of trainees and learning. Moreover, both 82% of trainees

and 91% of trainers agreed that the evaluation was done at the end of training. However, pre-training evaluation and post training evaluation were not applied at all.

Referring to the evaluation mechanism, 82% of trainers agreed that the evaluation mechanism used to measure the reaction of trainees and what trainees learned during training. In other words, the practice was the two level evaluations (i.e. level-1: reaction and level-2: learning). Besides, the Training Experts admitted that not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers and training program after completion.

Regarding data gathering tools, 65% of trainees and 86.9% of trainers agreed that the mostly used data gathering tool was done by filling questionnaires. This was also supported through interview with training program director. Trainers, trainees and training managers were involved in the process of training evaluation. While the participation of other necessary stakeholders like working unit supervisors or managers was very limited or none at all. Moreover, according to training experts, the collected feedbacks were not utilized and corrections were not made in taking actions as result of information gathered through questionnaire.

Concerning the system of training program that provided by CTIT, 65.3% of trainees and 69.2% of trainers agreed that the training programs were unplanned and unsystematic. Moreover p-value is greater than 0.05 level of significance. Therefore, these responses, together with the earlier finding revealed in this study add up to the conclusion that training programs offered by CTIT indeed might be unplanned and unsystematic as supposed in the background of this study. In relation to the outcome of training, majority of trainees agreed that the benefits or changes that acquired by trainees were only knowledge and skill. However, these might not be direct solution for the performance gap.

#### **5.1.5. Major Constraints**

In connection to major factors that hinder the practice of training program. Both trainees and trainers point out and ranked in terms of the degree of constraints, lack of clear training policy and structure, and lack of knowledge and awareness were found to be the first constraints with equal mean value 4.15 by trainers. Lack of providing training based on training policy and

training need assessment was found to be the first constraints with mean value 3.89 by trainees. Absence of incentive or promotion for trainees after successfully completed the program with mean value 3.69 and 4.2 for trainees and trainers respectively were ranked as the second constraints. Therefore, the finding indicated that lack of clear training policy and structure, lack of providing training based on training policy and TNA and the absence of incentive or promotion for trainees after training completed were the major constraints for trainers and trainees respectively. However, Kenney and other (1992:3) pointed out that a major reason to have clear training policy was to provide guidelines for those responsible for planning and implementing training.

## **5.2. Conclusion**

The following conclusion can be drawn from the findings of the study. Obviously, dynamic organizations such as ETC/ET require careful assessment of training needs, delivering, and evaluating training program in systematic and appropriate manner in line with changing telecom technology. However, the findings show that the TNA conducted by ETC-CTIT has been done without considering organizational, person and task analysis. As far as the procedures or methods of TNA are concerned, a request from line managers and supervisors were the main procedures used in determining TNA. It can be concluded that TNA scheme has been implemented on an *ad hoc* basis rather than comprehensive and systematic analysis. This may hinder the systematic identification of performance gap and the real needs of the organization.

As it has been found out in the study training objectives and training contents were directly not related with TNA and at the same time were not well communicated to necessary stakeholders. This could be the reason that the college was unable to address the needs of the organization in general and the needs of respective working unit in particular. Therefore, lack of understanding the importance of TNA among the respective working units might lead to an improper planning of training activities, which could result in difficulties in the implementation of training system (i.e. designing, delivering, and evaluating). In short, inappropriate and unscientific practice of TNA would have negative implication on the other practice of training activities.

According to the finding, training managers and trainers are those who are involved in the process of designing training program. However, necessary stakeholders like trainees, respective working unit managers or supervisors were not included. Hence, this may be a cause that hinders identifying the actual needs of the users timely. On the other hand, in designing training program efforts were not made to relate the training programs with TNA and strategic plan or future demands of the corporation which is dynamic in nature. Therefore, the overall practice of designing training programs were not done well as expected in light of changing technology and demand of telecom industry. This may inhibit to in looking forward what kind of training will be needed in the future in line with change in technology and organizational demands.

It is true that if training is to be helpful and impactful it must be designed and presented to the right trainees. Besides, trainees should be selected on the basis of clear criteria, like related experiences, educational background, performance appraisal etc. To this effect, the finding indicated that there was lack of clear selection criteria in ETC-CTIT in that personal judgment and good will of immediate boss or supervisors were used for trainee selection. It can be argued that such situation may reduce the quality or the success of training program unless resolved timely. Similarly, the finding shows that the practice of selecting trainers was unclear and informal. Moreover, teaching or training experiences and knowledge in pedagogical or andragogical science that are believed to be important for effectiveness of the training were not given due attention. This situation will create incompetent trainers and discourage or exclude potential trainers to compete and also it will affect transferring of learning to work place.

In relation to delivering training, the contents of training program, time, and ability of training, seating arrangement and size and shape of the room were relatively less appropriate with the selection of training methods that have been applied. Moreover, during training or before training begins activities such as getting expectation and interest of trainees, and making trainee know each other were not properly executed. Therefore, directly or indirectly these factors may have negative effect on effectiveness of training programs if not properly executed.

It was discovered that the ETC-CTIT has done evaluation at the end of training program in order to see or to identify the immediate reaction and the learning result of trainees. But efforts were not made to evaluate the change on job performance and the impact on the organization. This

may hinder to see or check whether training is transferred to work place or not. Besides, it is difficult to make sure adequate return on investment for the resource spent on training.

Finally, the study identified factors that hinder the practice of training programs. As a result, lack of clear policy and structure, lack of knowledge and awareness about the need and the importance of TNA, lack of providing training based on training policy and TNA, lack of linkage between training and career development or promotion are some of the major factors that hinder the achievement and practice of training programs. Moreover, as it has been stated by earlier researcher Fisha (2007), the existing ETC training policy, guidelines and structure is lacking the clarity of duties and responsibilities in which the college under take the training system. Thus, a combination of these inhibiting factors can have the effect on assessing, planning, implementing and evaluating of CTIT training programs which in turn might result in difficulties in the provision of well trained and capable human resources in line with the demand of the corporation (ETC). These might leads to inadequate and poor provision of telecom service to the society in general. Therefore, from the findings of this study it can be possible to conclude that the training programs offered by CTIT were unplanned and unsystematic.

### **5.3. Recommendations**

Based on the findings and conclusion of the study the following recommendations were suggested. As revealed by the study, TNA conducted by ETC-CTIT was unscientific and inappropriate. Therefore, ETC-CTIT needs to learn how to make an effective and systematic training need analysis. Particular attention should be paid to how effectively they translate their training plans and needs into workable and measurable training programs within the organization context. Given the great impact of TNA plan on the success of training function, the use of full-training needs assessment procedures are recommended rather than merely asking the individual managers or immediate supervisor about training needs. In this context, it is worth stressing the importance of relating TNA to organizational analysis, task analysis and person analysis.

Identification of training needs should be done more professionally in conjunction with the line manager as well as HR personnel. Everyone involved should agree exactly to what the trainees are lacking, for instance what skill is needed, and what attitudes need to be changed toward work

performance. Furthermore, the researcher recommends that training managers should monitor effectively their training needs assessment plans and procedures in cooperation with concerned first line managers. These plans should be related to the organization strategic needs analysis and to the objective of the corporation.

Setting training objectives and presenting them in understandable way is not an end by itself. It should be communicated and explained to trainees and necessary stakeholders. Moreover, it has to be ensured that the objectives are directly related with identified needs and actual demands of the corporation. Similarly in designing training contents they also have to be based on the needs of immediate users. The training content which is developed without consulting the primary users and those who have either direct or indirect interest on the training program may ultimately result in failure of the whole program. Therefore, there must be a discussion and consultation with respective offices and concerned individuals to make the training effective.

The findings indicated that there was lack of clear selection criteria in that personal judgment and good will of immediate boss or supervisors were used for trainee selection. Thus CTIT is recommended to set clear selection criteria (like education, related experience, performance evaluation, prerequisite training etc). In addition to this, the criteria should also need to be revised in line with the demand of the training program and the needs of the corporation. There must also be transparent and equal treatment of employees. Besides since teaching is also an art trainers should be selected not only based on documents and qualification, but also on their motive, commitment, communication skill, and ability to motivate trainees.

It is known that evaluating training program is believed to be crucial not only for insuring the adequate return on investment for the resource spent, but also to identify and to make correction for future improvement. Therefore, evaluation of training programs should be done at each level on regular basis instead of only assessing the immediate reaction and learning effect of trainees, such evaluation should also include both changes on individual and organizational performance which is useful and reliable to measure the effectiveness and efficiency of training programs as well as for transferring of training to work place.

In order to make the training program effective and efficient the college (CTIT) needs to have its own clear training policy guidelines, manual and procedures which can be derived from ETC general training policy document with clear accountabilities and responsibilities. As a result it would help the college and make easy to asses, design, deliver, evaluate and generally to administer the training programs systematically. Besides, ETC-CTIT should create a linkage between training and career development or promotion or some incentive package that motivate trainees to attend the training program actively. The study also suggested that to make training programs strategic and systematic, TNA, training design, selection of trainees and trainers, delivery and evaluation of training programs have to be carefully executed by involving necessary stakeholders in line with the demands of telecom sector. Moreover, ETC/ET and CTIT training managers and line managers should try to take measure to solve limitations that found out in the study by creating systematic training programs, otherwise it is unlikely for them to cope up with changing telecom technology as well as to provide quality service for customer that require well trained and capable human resources.

Concerning the future research, this study particularly focused on the training programs offered by CTIT however, the development program and its implication were not discussed. Hence, the further research should explore more about development and learning practices with clear explanation of their implication. Finally, this study was conducted by incorporating the view of trainees, trainers and training officials; it is recommended that the researcher for further study would get additional or different information if the views of line managers or supervisors have been taken in to account.

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# Appendices

## APPENDIX-1

Addis Ababa University

School of Graduate studies

Department of Educational planning and Management

Human Resource and Organizational Development Stream

Questionnaire to be filled by *Trainees*

### Dear Respondent:

The main purpose of this study is to assess HR training programs offered by College of Telecommunication and Information Technology (CTIT-ETC). This is the requirement for partial fulfillment of master of Art in Human Resource and Organizational Development in education.

To achieve the purpose, your cooperation in completing this questionnaire is highly appreciated. The success of this study entirely depends upon your honest and sincere responses to the questions. In case you have any doubts, the data collected from individual respondents will be kept confidential and whenever needed will be reported in aggregate. You are therefore, kindly requested to provide the required information. The information which you provide is purely for academic purpose.

### Thank you in advance for your cooperation!

### General Directions:

1. To ensure the confidentiality, you need not to write your name.
2. Select your best choice for questions requiring optional response by making , and indicate your opinion by making a tick mark "✓" for questions with rating scale (choice), or write your response in brief wherever necessary in the space provided.

*N.B Rating scale (Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

3. If you have any comment, please don't hesitate to communicate, contact no. (0911237212), email address: [kibebu.tilahun@yahoo.com](mailto:kibebu.tilahun@yahoo.com)

### Part One: Personal Information

1. Sex: A. Male  B. Female

2. Age: A. ≤ 25  B. 26-35yrs  C. 36-45yrs  D. 46 and above yrs

3. Experience: A. ≤5yrs  B. 6-10 yrs  C. 11-15yrs  D. 16-20yrs  E. 21 and above yrs

### 4. Qualification:

A. MA/MSc  B. BA/BSc  C. Diploma (10+3)

D. Certificate /TVT (10+2)  E. High school Complete  F. Others, please specify-----

**Part: Two**

**I. Training Need Assessment**

1. Does ETC-CTIT conduct training need assessment?

A. Yes  B. No  C. Not sure

2. If your answer is ‘Yes’ for Question # 1, how often does ETC-CTIT conduct training need assessment?

A. Semi-annually  B. Annually  C. In two years  C. others, Specify-----

3. Do you think that training need analyses have been practiced in scientific manner in ETC-CTIT

A. Yes  B. No  C. Not sure

4. If your answer is ‘No’ for question # 3 (i.e. if training need analyses have not been practiced in scientific manner, what would be the major reason? Indicate your level of agreement or disagreement using rating scale.

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Training need analyses have not been practiced in scientific manner because of:	Rating scale				
		1	2	3	4	5
4.1	Understatement of the need to do the analysis					
4.2	Lack of interest on the part of concerned individual in the organization					
4.3	Lack of adequate budget					
4.4	Lack of knowledge and awareness on the part of working unit supervisors or managers towards the importance and need of assessing training needs					
4.5	Lack of expertise to undertake training need assessment					

## II. Setting Training Objective

5. Please indicate your level of agreement or disagreement in related to the quality and the extent of communicating training objectives ,using the rating scale provided

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
5.1	Training objectives are clearly stated in understandable way					
5.2	Training objectives are related with training need assessment					
5.3	Training objectives are explained and communicated for trainees and other stakeholders					

## III. Training Design

### i. Training Content

6. Please indicate your level of agreement or disagreement with regard to CTIT training program content (subject matter) by using the rating scale provided

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
6.1	Training contents of CTIT were well planned					
6.2	Training contents of CTIT is relevant with the training needs and objectives of the corporation					
6.3	Training contents are related to the tasks which you perform					
6.4	Training contents consider the reality of the corporation					
6.5	Training contents consider the ability and interest of trainees					
6.6	Training contents are clear, simple and easy to understand					
6.7	The contents of training are logically sequenced					

**ii. Facilities and Premises**

7. Please indicate your level of agreement or disagreement towards the appropriateness of facilities and premises in which training conducted, using rating scale

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
7.1	Size of training room is convincing					
7.2	Location of training institution is accessible (available) to transport					
7.3	Facilities (coffee service, lunch, recreational facilities, toilet etc ) are comfortable					
7.4	The training environment helps trainees to learn not only from the instructor but also from one another					

**iii. Selection of Trainees**

8. Please indicate your level of agreement or disagreement with regard to the selection criteria of trainees, using rating scale.

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	The selection criteria of trainees is :-	Rating scale				
		1	2	3	4	5
8.1	By using transparent and clear criteria					
8.2	Based on personal relationship					
8.3	Based on good will of immediate supervisors or top managers					
8.4	Based on the demand of the training program					
8.5	There is no clear selection criteria of trainees					
8.6	Based on Other criteria, if any-----					

#### IV. Training Delivery

9. Please indicate your level of agreement or disagreement towards the activities to be done while training is conducted, using rating scale

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
9.1	Training spaces are arranged during training					
9.2	the role of the training officer / coordinator and trainer is defined					
9.3	Training is delivered according to pre-set schedule					
9.4	Training materials (handout, notebook, pen etc) are available during training					
9.5	Training aids (loud speakers, overhead projector or LCD, etc) are available during training					

#### V. Training Program Evaluation

10. Does CTIT-evaluate its training program?

A. Yes  B. No  C. Not sure

11. If your response is 'Yes' for question # 10 when does the CTIT- evaluate its training program? (you can choose more than one choice)

- A. Before the training program started
- B. While training is on going
- C. At the end of the training program
- D. The evaluation is made when the problem arises
- E. Post training evaluation
- F. Other, please specify \_\_\_\_\_

12. If training evaluation is conducted in your college which of the following tool (is/ are) mostly used to gather feedback? (you can choose more than one choice)

- A. Observation
- B. Questionnaire
- C. Interview
- D. Discussion
- E. Test
- F. Other, please specify \_\_\_\_\_

13. Do you think that you have gotten benefits/changes from the training that you involved?

- A. Yes
- B. No
- C. Not sure

14. If your answer is 'Yes' for Question # 13, what are the benefits/changes you obtained from the training you involved? (you can choose more than one choice)

- A. My knowledge and skill enhanced after training
- B. My job performance improved after training
- C. The benefits are below my expectation
- D. I enjoyed and relaxed during training

15. In your opinion, do you think training that provided by CTIT-ETC is planned and systematic?

- A) Yes
- B) No
- C) Not sure

**VI. Training Program Constraints**

16. What are the **major** constraints of training program that you observed in the provision of CTIT training program? Please indicate your level of agreement or disagreement by using the rating scale provided

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Major Problem(s) or constraint(s) of training program are/is :-	Rating scale				
		1	2	3	4	5
16.1	Lack of clear training policy and structure					
16.2	Lack of good working relationship between trainers and managers					
16.3	Lack of providing training based on the training policy and training need assessment					
16.4	Training objectives, content and programs are not relevant with actual needs of the corporation					
16.5	Trainees and trainers are not competent					
16.6	Lack of adequate training budget, training materials, training aids and trainers					
16.7	Catering service, training classroom, training environment and other services are not appropriately allocated and initiated the trainees to attend the training program attentively					
16.8	The absence of incentive or promotion for employees after they successfully completed the training program ( lack of linkage between training and career development)					
16.9	Lack of knowledge and awareness towards the importance of need assessment and evaluation of training					
16.10	Lack of incentive package and training for trainers(TOT)					
16.11	Others, Please specify-----					

17. What measures do you think that should be taken to overcome the constraints?

.....  
 .....

18. Finally, if you have anything to add regarding the training program provided by CTIT.....

.....  
 .....

APPENDIX-2

*Addis Ababa University*

*School of Graduate studies*

*Department of Educational planning and Management*

*Human Resource and Organizational Development Stream*

*Questionnaire to be filled by Trainers or Instructors*

**Dear Instructor/Trainer:**

The main purpose of this study is to assess HR training programs offered by College of Telecommunication and Information Technology (CTIT-ETC). This is the requirement for partial fulfillment of master of Art in Human Resource and Organizational Development in education.

To achieve the purpose, your cooperation in completing this questionnaire is highly appreciated. The success of this study entirely depends upon your honest and sincere responses to the questions. In case you have any doubts, the data collected from individual respondents will be kept confidential and whenever needed will be reported in aggregate. You are therefore, kindly requested to provide the required information. The information which you provide is purely for academic purpose.

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

**General Directions:**

1. To ensure the confidentiality, you need not to write your name.
2. Select your best choice for questions requiring optional response by making , and indicate your opinion by making a tick mark "✓" for questions with rating scale (choice), or write your response in brief wherever necessary in the space provided.

*N.B Rating scale (Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

3. If you have any comment, please don't hesitate to communicate, contact no. (0911237212), email address: [kibebu.tilahun@yahoo.com](mailto:kibebu.tilahun@yahoo.com)

**Part One: Personal Information.**

1. **Sex:** A. Male  B. Female
2. **Age:** A. ≤25yrs  B. 26-35yrs  C.36-45yrs  D. 46 and above
3. **Total Experience as Trainer or Instructor:**  
A. ≤5yrs  B.6-10 yrs  C.11-15yrs  D.16-20yrs  E.21and above yrs
4. **Qualification:**

- A. MA/MSc  B. BA/BSc  C. Diploma (10+3)  D. Certificate /TVT (10+2)  
 E. High school Complete  F. Others, please specify-----

**Part Two:**

**I. Training Need Assessment**

1. Does ETC-CTIT conduct training need assessment?  
 A. Yes  B. No  C. Not sure
  
2. If your answer is 'Yes' for Question # 1, how often does ETC-CTIT conduct training need assessment?  
 A. Semi-annually  B. Annually  C. In two years  C. others, Specify-----
  
3. If ETC-CTIT conduct training need assessment; which technique does it use to conduct the training need assessment? (you can indicate more than one choice )  
 A. Analyzing overall organizational performance   
 B. Analyzing how individual perform the job (analyzing individual capacity)   
 C. Analyzing how organizational task are performed (task analysis)   
 D. Feedback of higher authorities   
 E. Immediate supervisors or mangers judgment or comment
  
4. What criteria does your organization (ETC-CTIT) use for prioritizing identified needs?  
 Indicate your level of agreement or disagreement using rating scale.

*(Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	The identified training need is prioritized based on:	Rating scale				
		1	2	3	4	5
4.1	The availability of resources (budget and trainer)					
4.2	Urgency or seriousness of the problems					
4.3	The Interest of top management					
4.4	The long term needs of the corporation					

5. What are the major sources or methods your organization used in the analysis of training needs? (you can indicate more than one choice)
- A. Analysis of reports or records
- B. Analysis of strategies and future needs of the corporation
- C. Interview
- D. Observation
- E. Questionnaire
- F. Performance Appraisal Data
- G. Judgment or recommendations of work unit supervisors or managers
- H. Please indicate if other techniques that have been used \_\_\_\_\_
6. Do you think that training need analyses have been practiced in scientific manner in ETC-CTIT
- A. Yes       B. No       C. Not sure
7. If your answer is 'No' for question # 6 (i.e. if training need analyses have not been practiced in scientific manner, what would be the major reason? Indicate your level of agreement or disagreement using rating scale.

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Training need analyses have not been practiced in scientific manner because of:	Rating scale				
		1	2	3	4	5
7.1	Understatement of the need to do the analysis					
7.2	Lack of interest on the part of concerned individuals in the organization					
7.3	Lack of adequate budget					
7.4	Lack of knowledge and awareness on the part of working unit supervisors or managers towards the importance and need of assessing training needs					
7.5	Lack of expertise to undertake training need assessment					

## II. Setting Training Objective

8. Please indicate your level of agreement or disagreement in related to the quality and the extent of communicating training objectives ,using the rating scale provided

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
8.1	Training objectives are clearly stated in understandable way					
8.2	Training objectives are related with training need assessment					
8.3	Training objectives are explained and communicated for trainees and other necessary stakeholders					

## III. Training Design

### i. Training Content

9. Please indicate your level of agreement or disagreement with regard to CTIT training program content (subject matter) by using the rating scale provided

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
9.1	Training contents of CTIT were well planned.					
9.2	Training contents of CTIT is relevant with the training needs and objectives of the corporation.					
9.3	Training contents consider the reality of the corporation.					
9.4	Training contents consider the ability and interest of trainees.					
9.5	The contents of training are logically sequenced.					

10. On what basis the training program designed? please indicate your level of agreement or disagreement using rating scale

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Training programs are designed based on:	Rating scale				
		1	2	3	4	5
10.1	The Purpose or objective of the training program					
10.2	The availability of necessary facilities					
10.3	The availability of trainer or experts who have special knowledge in training design					
10.4	Training needs assessment					
10.5	Training environment					
10.6	Training programs are designed in related to ETC-CTIT future and strategic plan					

11. Who does participate in the process of designing training program in CTIT-ETC? Indicate your level of agreement or disagreement using rating scale

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Item	Rating scale				
		1	2	3	4	5
11.1	Training is designed with participation of Trainers					
11.2	Training is designed with participation of Training managers					
11.3	Training is designed with participation of supervisors or managers of perspective working unit or section					
11.4	Training is designed with participation of Trainees					
11.5	Training is designed with participation of All stakeholders					

**ii. Facilities and Premises**

12. Please indicate your level of agreement or disagreement towards the appropriateness of facilities and premises in which training conducted, using rating scale

*(Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
12.1	Size of training room is convincing					
12.2	Location of training institution is accessible (available) to transport					
12.3	Facilities (coffee service, lunch, recreational facilities, toilet etc ) are comfortable					
12.4	The training environment helps trainees to learn not only from the instructor but also from one another					

13. On what basis training aid is selected in the college? Indicate your level of agreement or disagreement using rating scale.

*(Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Item	Rating scale				
		1	2	3	4	5
13.1	Training Aid is selected based on Its relevance to the subject matter					
13.2	Training Aid is selected based on The interest of the trainees					
13.3	Training Aid is selected based on The interest of the trainers					
13.4	Training Aid is selected based on its availability					
13.5	Training Aid is selected based on The mastery of the latest technology					

iii. Selection of Trainees and Trainers

a) Trainees

14. Please indicate your level of agreement or disagreement with regard to the selection criteria of trainees, using rating scale.

(Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)

N <sup>o</sup>	The selection criteria of trainees is :-	Rating scale				
		1	2	3	4	5
14.1	By using transparent and clear criteria					
14.2	Based on personal relationship					
14.3	Based on good will of immediate supervisors or top managers					
14.4	Based on the demand of the training program					
14.5	There is no clear selection criteria of trainees					
14.6	Based on other criteria, if any please specify-----					

b) Trainers

15. In your college, what are that selection criteria that used to select trainer (s)? (you can choose more than one choice)

- A. Educational level and
- B. Experience in training or teaching
- C. Knowledge and skill in subject matter
- D. Experience within ETC
- E. Their knowledge in pedagogical science
- F. Informal relationship
- G. There is no clear selection criteria
- H. Others, please specify \_\_\_\_\_

#### IV. Training Delivery

16. In Your College (CTIT), what are the activities done before the beginning of the training?  
(you can select more than one choice)

- A. Clarification of objective
- B. Introduction of trainer(s)
- C. Setting ground rules or norms
- D. Getting the expectation of trainees
- E. Making trainees know each other
- F. Other, please specify \_\_\_\_\_

17. Please indicate your level of agreement or disagreement towards the activities to be done while training is conducted, using rating scale

*(Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Question item	Rating scale				
		1	2	3	4	5
17.1	Training spaces are arranged during training					
17.2	The role of the training officer / coordinator and trainer is defined					
17.3	Training is delivered according to pre-set schedule					
17.4	Training materials (handout, notebook, pen etc) are available during training					
17.5	Training aids (loud speakers, overhead projector or LCD, etc) are available during training					

18. How do you rate the factors that determine appropriateness of the training methods commonly used in your college?

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Training method is selected based on:	Rating scale				
		1	2	3	4	5
18.1	Needs and abilities of trainees					
18.2	Ability of the trainers					
18.3	The content					
18.4	Objectives or purpose of the training					
18.5	Size of the trainees					
18.6	Seating arrangement					
18.7	Time					
18.8	Size and shape of the room					
18.9	Others, please specify _____					

#### V. Training Program Evaluation

19. Does CTIT-evaluate its training program?

A. A. Yes

B. No

C. Not sure

20. If your response is 'Yes' for question # 19 when does the CTIT- evaluate its training program?

(You can indicate more than one choice)

a. Before the training program started

b. While training is on going

c. At the end of the training program

d. The evaluation is made when the problem arises

e. Post training evaluation

f. Other, please specify \_\_\_\_\_

21. What are the mechanisms used to measure the training program by college?

(You can choose more than one choice)

- A. Measures the reaction of trainees at the end of training
- B. Measures what trainees learn from the training through test
- C. Measures the behavior and performance change on the jobs as a result of training
- D. Measures the impact of training on organizational performance.
- E. Others, please specify \_\_\_\_\_

22. If training evaluation is conducted in your college, which of the following tools is/ are mostly used to gather feedback?

- G. Observation
- H. Questionnaire
- I. Interview
- J. Discussion
- K. Test
- L. Others, please specify \_\_\_\_\_

23. If training evaluation is conducted in your college, who is/are involved to evaluate it?(you can indicate more than one choice you)

- A. Trainer
- B. Trainees
- C. Training mangers
- D. External independent body
- E. Other, please specify \_\_\_\_\_

24. In your opinion, do you think training that provided by CTIT-ETC is planned and systematic?

- A. Yes
- B. No
- C. Not sure

**VII. Training Program Constraints**

25. What are the **major** constraints of training program that you observed in the provision of CTIT training program? Please indicate your level of agreement or disagreement by using the rating scale provided

*Strongly Disagree =1, Disagree=2, Undecided=3, Agree=4, Strongly Agree=5)*

N <sup>o</sup>	Major Problem(s) or constraint(s) of training program are/is :-	Rating scale				
		1	2	3	4	5
25.1	Lack of clear training policy and structure					
25.2	Lack of good working relationship between trainers and managers					
25.3	Lack of providing training based on the training policy and training need assessment					
25.4	Training objectives, content and programs are not relevant with actual needs of the corporation					
25.5	Trainees and trainers are not competent					
25.6	Lack of adequate training budget, training materials, training aids and trainers					
25.8	Catering service, training classroom, training environment and other services are not appropriately allocated and initiated the trainees to attend the training program attentively					
25.9	The absence of incentive or promotion for employees after they successfully completed the training program ( lack of linkage between training and career development)					
25.10	Lack of knowledge and awareness towards the importance of need assessment and evaluation of training					
25.11	Lack of incentive package and training for trainers(TOT)					
25.12	Others, Please specify-----					

26. What measures do you think that should be taken to overcome constraints?.....

.....

.....

27. Finally, if you have anything to add regarding the training program provided by CTIT.....

.....

## Appendix-3

### Interview

The purpose of this interview is to help the researcher to collect relevant information related to the basic question of the study. This interview is conducted with key training officials of ETC-CTIT (i.e. Training program Director, Training and Development Manager and senior Training experts)

Sex: ---- Qualification: -----Total number of Experience: ---Experience on current position: -----

#### I. Training Needs Assessment

1. Are Training Need Assessment (TNA) ever practiced before the trainings have been offered?  
If so, how? If not, why?
2. How does ETC identify or check whether training is considered as a solution or not for the specific performance problems or gap?
3. Do you think that TNA is conducted properly in scientific manner? if not, why ?
4. What method or source does ETC use for conducting TNA?
5. How are needs prioritized? What are the criteria of prioritization?

#### II. Setting Training Objective

1. Does your college set objective for training program in general and for each course in particular before delivery of training?
2. If objective are set before the delivery of training how do you rate and check the quality of objective (I.e. its clarity, measurable, attainable etc.)
3. Are the objective clearly communicated to all stakeholders? If 'yes' how

#### III. Training Design

**If training programs were designed in advance:**

- a) What are the major components included in designing
- b) Who does involve in designing the training programs?

**i) Selecting Contents of the Training Programs**

1. How does the selection of contents for training program done?
2. Once the selection of contents is done, do you sequence them before embarking to a TP?

**ii) Selecting training Facilities and Materials**

How does your college-ETC select training aid for a training program?

**iii) Trainers and Trainees Selection**

1. What prerequisites' or criteria are there in selecting appropriate trainers? Who set criteria to select trainer(s) and/or trainee(s)?
2. On what basis does the selection of appropriate trainees are done?

**VI. Delivery of the training programs**

1. How do you check the readiness and interest of the trainees for specific training program?
2. How do you check the appropriateness of the training methods?

**IV. Training Evaluation**

1. If training evaluation is conducted, how do you measure the reaction of trainees and trainers towards the training program?
2. How do you measure whether the trainees have brought changes in their behavior and performance result?
3. When is training evaluation conducted? , and what are the mechanism used to evaluate it?

**V. Constraints' of training**

1. What are the major problems or constraints that hinder the college in relation to training to achieve its objective?
2. Finally, if you have anything to say regarding the training program offered by CTIT-TP, you are most welcome.



## APPENDIX-4

### Instructor Evaluation

Name of Instructor/Trainer \_\_\_\_\_

Course Title \_\_\_\_\_

The purpose of this evaluation is to inform the instructor(s) of the efficiency of every session/module in order to make improvements, if necessary. Please answer all questions as objectively as possible, without being influenced by any likes or dislikes towards the instructor. Please put X in the box which represents your opinion best. The 5 boxes allow you to vary your opinion.

- The preparation and presentation done by instructor was adequate      100% 80% 60% 20% 0%      The preparation and presentation done by instructor was not adequate
- 
- The methodology used was good      100% 80% 60% 20% 0%      The methodology used was not good
- 
- The instructor's voice is clearly heard      100% 80% 60% 20% 0%      The instructor's voice is not clearly heard
- 
- The instructor has been helpful & knowledgeable in answering questions      100% 80% 60% 20% 0%      The instructor has not been helpful & knowledgeable in answering questions
- 
- The instructor encouraged active participation and has been respectful of the idea raised by participants      100% 80% 60% 20% 0%      The instructor did not encourage at all
- 
- The instructor has been very clear      100% 80% 60% 20% 0%      The instructor has not been very clear
- 
- The instructor has been punctual      100% 80% 60% 20% 0%      The instructor has been not punctual
- 

Do you have any suggestion or comments for the instructor?

\_\_\_\_\_

\_\_\_\_\_

Appendix-5



## Course Evaluation

Course Title: \_\_\_\_\_

Duration: \_\_\_\_\_

The purpose of this evaluation is to evaluate the overall program and individual courses in order to make improvements, if necessary. Please answer all questions as objectively as possible, without being influenced by any likes or dislikes towards the instructor or the module itself. Please put X in the box which represents your opinion best. The 5 boxes allow you to vary your opinion.

### Training Delivery:

The goal of the training has been met	100%	80%	60%	20%	0%	The goal of the training has not been met
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The course content and coverage was sufficient	100%	80%	60%	20%	0%	The course content and coverage was not sufficient
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The topics covered were relevant and interesting	100%	80%	60%	20%	0%	The topics covered were not relevant and interesting
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Time allowed was enough	100%	80%	60%	20%	0%	Time allowed was not enough
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The handouts and exercises were very helpful	100%	80%	60%	20%	0%	The handouts and exercises were not very helpful
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
There was sufficient opportunity for interactive participation	100%	80%	60%	20%	0%	There was no sufficient opportunity for interactive participation
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Everything was new	100%	80%	60%	20%	0%	Everything was not new
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understood everything	100%	80%	60%	20%	0%	I understood nothing
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

በአዲስ አበባ ዩኒቨርሲቲ

የድህረ ምረቃ ት/ቤት

ሥነ-ትምህርትና ሥነ-ፀባይ ኮሌጅ

የትምህርት ኘላንና ሥራ አመራር ትምህርት ክፍል

የሰው ኃይል ሀብት እና ተቋማዊ ልማት ትምህርት ዘርፍ

በቴሌ ኮሌጅ (CTIT) ከተሰጡት ማንኛውም ዓይነት ስልጠና ላይ በተሳተፉ ሰልጣኞች (ሠራተኞች ወይም የሥራ ኃላፊዎች) የሚሞላ መጠይቅ

የጥናቱ ርዕስ: በቴሌ ኮሌጅ (CTIT) የሚሰጠውን አጠቃላይ የስልጠና ኘሮግራሞችን መገምገም ወይም መዳሰስ (Assessment)

የመጠይቁ ዓላማ: በቴሌ ኮሌጅ (CTIT) የሚሰጠውን አጠቃላይ የስልጠና ኘሮግራም ለመገምገም (To Assess) እንደያስችል መረጃዎችን መሰብሰብ

የዚህ ጥናት ውጤት: በኮሌጁ ለሚሰጡት የስልጠና ኘሮግራሞች ውጤታማነት አስተዋጽኦ ይኖረዋል ተብሎ ይገመታል።

ስለዚህ እርሶ ይህንን መጠይቅ በመሙላት የሚሰጡት ግልጽና እውነተኛ መረጃ ለጥናቱ ዓላማ መሳካት ተቀዳሚ ሚና አለው። በመሆኑም የሚሰጡት መረጃ ለጥናቱ ብቻ የሚውልና በሚስጥር የሚያዝ ስለሆነ በቅንነትና በታማኝነት መጠይቁን እንደትሞሉልኝ በማክበር እጠይቃለሁ።

ውድ ጊዜዎን ሰጥተው መጠይቁን ለመሙላት ላበረከቱት በጎ አስተዋጽኦ ክልብ አመሰግናለሁ።

ማሳሰቢያ:

1. መጠይቁ ላይ ስም መጻፍ አያስፈልግም።
2. የ “√” ምልክት በሳጥኑ ውስጥ በማስቀመጥ ምርጫዎን ያሳውቁ።
3. ተጨማሪ አስተያየት ወይም ማብራሪያ ካልዎት ጥያቄዎቹ ሥር ባሉት ክፍት ቦታ ላይ ይግለጹ።
4. አስተያየት ወይም ጥያቄ ካለዎት በሞባይል ቁጥር 0911-23-7212 (email address: kibebu.tilehun@yahoo.com)

**ክፍል አንድ፣ የግል ሁኔታ (Personal Information)**

1. **ፆታ:**                    ሀ. ወንድ                     ለ. ሴት
  
2. **ዕድሜ:**                    ሀ. 25 ዓመት እና ከዚያ በታች                     ለ. 26-35   
   ሐ. 36-45                     መ. 46 እና ከዚያ በላይ
  
3. **የሥራ ልምድ:**            ሀ. 5 ዓመት እና ከዚያ በታች                     ለ. 6-10                     ሐ. 11-15   
   መ. 16-20                     ሠ. 21 እና ከዚያ በላይ
  
4. **የትምህርት ደረጃ:**    ሀ. ሁለተኛ ዲግሪ (MA/MSC)                     ለ. የመጀመሪያ ዲግሪ (BA/BSC)   
   ሐ. ዲግሎማ (10+3)                     መ. ቴክኒክና ሙያ (10+2)   
   ሠ. ሁለተኛ ደረጃ ት/ቤት ያጠናቀቀ   
   ረ. ሌላ ካለ ይገለጹ \_\_\_\_\_

**ክፍል ሁለት:- የስልጠና ፍላጎት ዳሰሳ**

1. በኮርፖሬሽን የስልጠና ፍላጎት ዳሰሳ ጥናት ይደረጋል?  
ሀ. አዎን                     ለ. አይደለም                     ሐ. እርግጠኛ አይደለሁም
  
2. ለ1ኛ ጥያቄ መልስዎ “አዎን” ከሆነ በምን ያህል ጊዜ የስልጠና ፍላጎት ዳሰሳ ጥናት ይደረጋል?  
ሀ. በግማሽ አመት                     ለ. በአመት አንድ ጊዜ                     ሐ. በየሁለት አመቱ   
መ. ሌላ ካለ ይገለጹ \_\_\_\_\_
  
3. በኮርፖሬሽን (በኮሌጅ) የስልጠና ፍላጎት ዳሰሳ ጥናት ሲደረግ ሳይንሳዊ በሆነ መንገድ ይተገበራል/ይሰራል?  
ሀ. አዎን                     ለ. አይደለም                     ሐ. እርግጠኛ አይደለሁም

4. ለጥያቄ ቁጥር 3 መልስዎ “አይደለም” ከሆነ (ማለትም የስልጠና ፍላጎት ዳሰሳ ጥናት በሳይንሳዊ መንገድ የማይተገበር ከሆነ) ምክንያቱ ምን ሊሆን ይችላል? በሚከተለው ሠንዘረኝ ውስጥ የተገለጹ ነጥቦችን በመጠቀም አስተያየትዎን ቢገልጹ፤ (ለቁጥሮቹ የተሰጠ ፍቺ ይመልከቱ)።

1=ፍጹም አልስማም 2=አልስማምም 3=ለመወሰን ያስቸግረኛል 4=እስማማለሁ 5=በጣም እስማማለሁ

ተ.ቁ	የስልጠና ፍላጎት ዳሰሳ ሳይንሳዊ በሆነ መንገድ ያልተተገበረበት ምክንያት፡-	መለኪያ				
		1	2	3	4	5
4.1	ለስልጠና ዳሰሳ ዝቅተኛ ግምት መስጠት					
4.2	ጉዳዩ የሚመለከታቸው አካላት ፍላጎት ያለመኖር					
4.3	የገንዘብ ወይም የበጀት አለመኖር					
4.4	የክፍል ኃላፊዎች፣ ተቆጣጣሪዎች ወይም አመራር ላይ ያሉ ኃላፊዎች የስልጠና ፍላጎት ዳሰሳ ጥቅም ያለመገንዘብ እንዲሁም የአወቀት ውስንነት					
4.5	የስልጠና ዳሰሳ ጥናትን የሚተገበር ባለሙያ ዕጥረት					

**ክፍል ሁለት፡- የስልጠና ዓላማ**

የሚከተለውን ሰንጠረዥ በመጠቀም በኮሌጁ የሚሰጡ የስልጠናው ዓላማ/ዎች ላይ ያለዎትን አስተያየት ይግለጹ

1=ፍጹም አልስማም 2=አልስማምም 3=ለመወሰን ያስቸግረኛል 4=እስማማለሁ 5=በጣም እስማማለሁ

ተ.ቁ	ጥያቄ	መለኪያ				
		1	2	3	4	5
5.1	የስልጠናው ዓላማ በግለጽ ተቀምጧል					
5.2	የስልጠናው ዓላማ ከስልጠናው ፍላጎት ዳሰሳ ጋር ተዛማጅነት አለው					
5.3	በኮሌጁ የሚሰጡ ስልጠናዎች ዓላማው ለሰልጣኞችና ለሌሎች ባለድርሻ አካላት ይገለጻል					

**ክፍል ሦስት፡- የስልጠና አዘገጃጀት**

**I. የሥልጠና ይዘትን የሚመለከት**

6. የሚከተለውን ሠንጠረዥ በመጠቀም በቴሌ ኮሌጅ (CTIT) የሚሰጠውን የስልጠና ነገራት (Content) ላይ ያለውን አስተያየት ይገለጹ

1=ፍጹም አልሰማም 2=አልሰማም 3=ለመወሰን ያስቸግረኛል 4=እስማማለሁ 5=በጣም እስማማለሁ

ተ.ቁ	ጥያቄ	መለኪያ				
		1	2	3	4	5
6.1	የስልጠናው ይዘት በጥሩ ሁኔታ የታቀደ ነው					
6.2	የስልጠናው ይዘት ከስልጠና ፍላጎት ዳሰሳ እና ከኮርፖሬሽኑ ዓላማ ጋር የተዛመደ ነው					
6.3	የስልጠና ይዘት እርሰዎ ከሚሰሩት ሥራ ጋር ግንኙነት አለው					
6.4	የስልጠናው ይዘት የኮርፖሬሽኑን እውነታ ያገናዘበ ነው					
6.5	የስልጠናው ይዘት የሰልጣኞችን ችሎታ እና ፍላጎት ያገናዘበ ነው					
6.6	የስልጠናው ይዘት ግልጽ እና ለመረዳት ቀላል ነው					
6.7	የስልጠናው ይዘት ለመረዳት በሚያመች ቅደም ተከተል የተቀመጠ ነው					

**II. የስልጠና ቦታ እና የመሣሪያ ዝግጅት**

7. የስልጠና ቦታ አመቺነትና የስልጠና መሣሪያ አግባብነት በሚመለከት የሚከተለውን ሠንጠረዥ በመጠቀም ለተገለጹት ነጥቦች መስማማትዎን ወይም አለመስማማትዎን “√” ምልክት በማድረግ መልሱን ይስጡ። (ለቁጥሮቹ የተሰጠ ፍቺ ይመልከቱ)

1=ፍጹም አልሰማም 2=አልሰማም 3=ለመወሰን ያስቸግረኛል 4=እስማማለሁ 5=በጣም እስማማለሁ

ተ.ቁ	ጥያቄ	መለኪያ				
		1	2	3	4	5
7.1	ስልጠናው የሚሰጥበት ክፍል (Room) ተስማሚ ነው					
7.2	ስልጠናው የሚሰጥበት ቦታ ለትራንስፖርት አመቺ ነው					
7.3	አስፈላጊ የሆኑ አገልግሎቶች (የሻይ፣ ቡና፣ ምሣ፣ የመጻጻፍ፣ የመዝናኛ) ሁኔታ አመቺ ነው					
7.4	በአጠቃላይ የስልጠናው አካባቢ ሠልጠኞች ከመምህራኖቻቸው ብቻ ሳይሆን እርስ በርስ ለመማማር አመቺ ሁኔታ ነበር					

**III. የሠልጣኞች መረጣ ዝግጅት**

8. በኮሌጁ ለሚሰጡ ስልጠናዎች፡ ሰልጣኞች የሚመረጡበት መስፈርት ጋር በተያያዘ ለተገለጹት ነጥቦች መስማማትዎን ወይም አለመስማማትዎን “√” ምልክት በማድረግ መልሱን ይስጡ።

1=ፍጹም አልስማም 2=አልስማምም 3=ለመወሰን ያስቸግረኛል 4=እስማማለሁ 5=በጣም እስማማለሁ

ተ.ቁ	ሠልጣኞች (Trainees) የሚመረጡት፡	መለኪያ				
		1	2	3	4	5
8.1	ግልጽ የሆነ መመዘኛ በመጠቀም					
8.2	በግል ግንኙነት					
8.3	በቅርብ አለቃ ወይም የበላይ አመራር መልካም ፈቃድ					
8.4	ስልጠናው በሚጠይቀው መመዘኛ መሠረት					
8.5	ግልጽ የሆነ መመዘኛ የለም					
8.6	ሌላ መመዘኛ ካለ ይገለጹ _____					

**ክፍል አራት፡- የስልጠና አሰጣጥ**

9. በኮሌጁ ስልጠና በሚሰጥበት ወቅት ከሚከናወኑት ተግባራት ጋር ተያያዘ የሚከተለው ሰንጠረዥ በመጠቀም ለተገለጹት ነጥቦች መስማማትዎን ወይም አለመስማማትዎን “√” ምልክት በማድረግ ይመልሱ።

1=ፍጹም አልስማም 2=አልስማምም 3=ለመወሰን ያስቸግረኛል 4=እስማማለሁ 5=በጣም እስማማለሁ

ተ.ቁ	ጥያቄ	መለኪያ				
		1	2	3	4	5
9.1	ስልጠና በሚሰጥበት ወቅት የስልጠና ቦታ በትክክል ይዘጋጃል።					
9.2	የስልጠና አስተባባሪና የአሠልጣኝ ሚና በግልፅ ተቀምጧል።					
9.3	ስልጠናው በወጣው መርሃ ግብር መሠረት ይከሄዳል።					
9.4	ስልጠና በሚሰጥበት ወቅት ለስልጠና የሚያስፈልጉ ማቴሪያዎች ለምሳሌ Handout የማስተወሻ ደብተር፣ እስክሪቢቶ ወዘተ ተዘጋጅተው ይቀርባሉ።					
9.5	ስልጠና በሚሰጥበት ወቅት የስልጠና መርጃ መሣሪያዎች ለምሳሌ፣ LCD, overhead projector ወዘተ እንደየአስፈላጊነቱ ዝግጁ ሆነው ይቀርባሉ።					

**ክፍል አምስት፡- የስልጠና ንግግራም ግምገማ**

10. በኮሌጁ የሚሰጡ ስልጠናዎች ማለትም እርስዎ የተሳተፉበት ስልጠና(ዎች) ይገመገማል(ሉ)?
- ሀ. አዎን       ለ. አይደለም       ሐ. እርግጠኛ አይደለሁም
11. ለጥያቄ ቁ. 10 መልስዎ “አዎን” ከሆነ ግምገማው መቼ ይካሄዳል? (ከአንድ በላይ መምረጥ ይችላሉ)
- ሀ. የስልጠናው ንግግራም ከመጀመሩ በፊት
- ለ. ስልጠናው በመስጠት ላይ እያለ
- ሐ. ስልጠናው ከተጠናቀቀ በኋላ
- መ. ግምገማው የሚካሄደው ችግር ሲኖር ነው
- ሠ. ግምገማው የሚካሄደው በድህረ ስልጠና ጊዜ
- ረ. ሌላ ካለ ይገለጹ \_\_\_\_\_
12. በኮሌጁ የሚሰጡ ስልጠናዎች ማለትም እርስዎ የተሳተፉበት ስልጠና ግምገማ ተካሂዶ ከሆነ ግብረ መልስ (Feedback) ለመሰብሰብ ከሚከተሉት መሣሪያዎች ይበልጥ የሚጠቀሙት የትኛውን ወይም የትኞቹን ነው? (ከአንድ በላይ መምረጥ ይችላሉ)
- ሀ. ሠልጣኞች የሚሰሩትን በመመልከት       ለ. መጠይቅ አዘጋጅቶ በመበተን
- ሐ. ቃለ ምልልስ ማድረግ (ከስልጣኞች ጋር)       መ. ተሳታፊዎችን ማወያየት
- ሠ. ፈተና ወይም ሙከራ በመስጠት
13. እርስዎ ከተሳተፉበት ስልጠና ጠቀሜታ ወይም ለውጥ አግኝቻለሁ ብለው ያስባሉ?
- ሀ. አዎን       ለ. አይደለም       ሐ. እርግጠኛ አይደለሁም
14. ለጥያቄ ቁ.13 መልስዎን “አዎን” ከሆነ ያገኙት ጠቀሜታ ወይም ለውጥ ምንድን ነው? (ከአንድ በላይ መምረጥ ይችላሉ)
- ሀ. ከስልጠና በኋላ የእውቀት ለውጥ (መሻሻል) አሳይቻለሁ
- ለ. ከስልጠና በኋላ በሥራ ላይ መሻሻል አሳይቻለሁ
- ሐ. ያገኘሁት ጠቀሜታ እንደጠበኩት አይደለም
- መ. በስልጠና ወቅት መዘናናትንና የአእምሮ እረፍት እንዳገኝ ረድቶኛል
- ሠ. ሌላ ካለ ይገለጹ \_\_\_\_\_
15. በእርስዎ አመለካከት በኮሌጁ የሚሰጡ አጠቃላይ የስልጠና ንግግራሞች በዕቅድና በስርዓት (Planned and Systematic) የሚመራ ነው ብለው ያምናሉ?
- ሀ. አዎን       ለ. አይደለም       ሐ. እርግጠኛ አይደለሁም

**ክፍለ ስድስት፡- የስልጠና ንግግራም ችግሮች ወይም እንቅፋቶች**

16. ለስልጠናው ንግግራም ዋና ዋና እንቅፋቶች ወይም ችግሮች ይሆናሉ ብለው ያስቡትን የሚከተለውን ሠንጠረዥ በመጠቀም “√” ምልክት በማድረግ ይመልሱ።

1=በፍጹም አልሰማም 2=አልሰማም 3=ለመወሰን ያስቸግረኛል 4=እስማማለሁ 5=በጣም እስማማለሁ

ተ.ቁ	ስልጠና ንግግራም እንቅፋት የሆኑ ችግሮች፡-	መለኪያ				
		1	2	3	4	5
16.1	ግልጽ የሆነ የስልጠና ፖሊሲ እና መዋቅር አለመኖር					
16.2	በአሰልጣኞች እና በአስተዳደሩ ወይም የበላይ ኃላፊዎች መካከል ጥሩ የስራ ግንኙነት አለመኖር					
16.3	የሚሰጡ ስልጠናዎች፣ የስልጠና ፖሊሲ እና የስልጠና ፍላጎት ዳሰሳን መሠረት ያለማድረግ ችግር					
16.4	የስልጠናው ዓላማ፣ ይዘት እና ንግግራም ከኮርፖሬሽኑ ወቅታዊ ፍላጎት ጋር አለመጣጣም					
16.5	የሰልጣኞች እና የአሰልጣኞች ብቃት ችግር					
16.6	የስልጠና በጀት፣ የስልጠና ማቴሪያል፣ የስልጠና መርጃ መሣሪያ እና አሰልጣኞች አለመኖር /እጥረት/					
16.7	የስልጠናው አካባቢ (የመማሪያ ክፍል እና ሌሎች አገልግሎቶች) በተገቢው ሁኔታ አለመቅረብ እንዲሁም ሰልጣኞችን በስልጠናው በደንብ እንዲሳተፉ የሚያነሳሳ ሁኔታ አለመኖር					
16.8	ሰልጣኞች ስልጠናውን በተገቢ ሁኔታ ካጠናቀቁ በኋላ ተመጣጣኝ የሆነ ማትሪያ (ለምሳሌ፡- የዕድገት፣ የደምዘ ማስተካከያ እና ገንዘብ ወዘተ) አለመኖር					
16.9	ጉዳዩ በሚመለከታቸው አካላት በኩል የስልጠና ፍላጎት ዳሰሳ ጥናት እና የስልጠና ግምገማ ለስልጠና ውጤታማነት የሚያስገኙትን ጠቀሜታ በውል አለመገንዘብና እና የዕውቀት ችግር መኖር					
16.10	ለአሰልጣኞች ማትሪያ /Incentive/ እና በቂ የአሰልጣኞች ስልጠና አለመኖር					
16.11	ሌላ ካለ ይገለጹ _____					

17. ችግሮቹን ለመፍታት መወሰድ አለበት የሚሉት እርምጃ ካለ ቢገልጹ \_\_\_\_\_  
 \_\_\_\_\_

18. በኮሌጁ የሚሰጡ አጠቃላይ ስልጠናዎችን በሚመለከት ለመጨመር የሚፈልጉት ሃሳብ ካለ ይግለጹ \_\_\_\_\_  
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## Declaration

I hereby declare that this study in my original work done under the guidance of Dr. Yekunoamlak Alemu as advisor and that all sources of relevant materials used in this thesis have been duly acknowledged.

Name: Kibebu Tilahun


Signature: 

Date: 13/04/2011

## Submission Approval

This thesis has been submitted for examination with my approval as university advisor.

Name: Yekunoamlak Alemu (PhD)

Signature: 

Date: 18/05/2011

