

ADDIS ABABA UNIVERSITY SCHOOL OF COMMERCE

A Research Thesis Submitted To The School of Graduate Studies of Addis Ababa University School of Commerce In Partial Fulfillment of The Requirement For Degree of Master of Arts In Human Resources Management.

ASSESSMENT OF EMPLOYEES'S TRAINING PRACTICE THE CASE STUDY OF ETHIO TELECOM

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HUMAN RESOURCE MANAGEMENT

Employee Training Practices The Case of Ethio Telecom

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Declaration

I declare that the project entitled “Assessment of employee’s Training Practice at ethio telecom.” is my original work and has not been presented in Addis Ababa University or any other University, and that all sources of material used for the project have been duly acknowledged.

Dagim Tadele (The Researcher)

Statement of Certification

I certify that Dagim Tadele has carried out her research work under my guidance on the topic of “Assessment of Employee’s Training Practice The Case of Ethio Telecom”.

This work is suitable for submission as a partial fulfilment requirement for the award of master’s degree in human resource management.

Adviser: Worku Mekonnen (PhD)

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Abstract

This study aims to explore the current practices that are encountered during the process of training in ethio telecom. It is a description of all the issues concerning Training practices in terms of how the training process is conducted (how training needs are assessed, how Training is designed and set objectives, how training is delivered and how training programs are evaluated); This study aims to investigate problems and challenges that face training activities and searches for practical suggestions to improve the effectiveness of these activities. The research has adopted a multi-methods approach. The data were gathered through a combination of both semi-structured interviews with 12 top and middle level managers and a questionnaire addressed to the randomly selected employees of the organization who have better knowledge and are more experienced about the organization. A purposive sampling method was used in choosing the participants of this study. In total, 12 top and middle managers and 355 employees took part in the study. The study reveals that, mainly in the organization, there is an absence of systematic employee training needs assessment and because of the low commitment of top managers; there is ineffective procedures for evaluation. The company highly depend only on off-the-job training delivery methods, namely lectures methods. To improve training effectiveness the researcher recommends many actions and decisions which need to be undertaken. Finally; ethio telecom should have to conduct each and every process properly. The existence of training programs in place by itself doesn't assure the effectiveness of the training program unless it is supported by systematic training process. Therefore, since each processes are interrelated they need to be conducted with due care. On time delivery of the training should also be given the necessary attention in order to make the training practice effective and productive.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

Every organization strives to be competent in the industry and this competitive edge is depending on the availability of resources and their effective usage. Organizations resource may fall in various categories, physical, financial and human resources. Human resource is considered to be the most vital and useful asset, as other assets can be exploited with the proper use of human resources (Ahmed et al, 2010).

As Armstrong (2006) stated, if a training strategy formulated and carried out properly, It would be a crucial device for generating new skills and changing inappropriate skill in people.

Human resource, is the most valuable asset of any organizations, with the machines, materials and even the money, nothing gets done without man-power. The human resources are considered by many to be key and the most important resources of an organization. The effectiveness and success of an organization therefore depend on the people who form and work within the organization. So, human resource of an organization is the determinant for the realization of its goals. At the same time, simply having this resource (human) is not guarantee for the organization to be successful unless and until the organization improves the performance of the people time to time. For the matter of fact, there are different factors that may affect the employees' performance, like their abilities, motivations and support they receive, the nature of the work they are doing, and their relationship with the organization (Laoledchai et al, 2011).

Generally, the human resources manager must design different techniques these enable the organization to improve the performance of the workforce; among which training is the one and it is the focus of this paper.

Training is designed to improve employees' performance and help the organization realize its objectives effectively and efficiently. But, too often, training is done without any thought of meaning and evaluating it later to see how well it worked and how much organization is effective for training. Training is both time-consuming and expensive; the organization must be effective in terms of the specified objective that a company planned to realize. Effectiveness of the organization from the training expenditure is a measure of how well training achieves its intended

objective. For example, to improve job performance, the effectiveness of the organization from the training expenditure measures to what extent the trainings improve the job performance in the organizations after the training.

Generally we can say the training does not deliver the expected value to the organizations when trainees do not transfer the skills learned to their workplace, in other word training effectiveness occurs when trainees not only have ability but are willing to transfer the skill learned to improve their job (Laoledchai et al,2011).

Therefore, this study was intended to examine existing training practice and related challenges of the company and to forward possible recommendations.

1.2. Statement of the Problem

Ethiopian Telecommunications Corporation had been serving the people for the last 121 years. In those periods, it has introduced to the country so many types of services and technologies which have direct and significant contribution for growth and development of the country.

Even though it has served for long period of time, it was very challenging to continue with the existing management style and technology as a result of the dynamic environment. Therefore, the government has planned a project which is mainly designed to develop world class business processes and to bring in latest telecommunication technologies to the organization.

After the completion of the designing project, implementation has started by month of September, 2010 and the name of the company also changed to ethio-Telecom. During this implementation there was a deviation between the designed business processes and the actual operation because of different factors.

One of the major factors would be the deployed human resource. In other words, the performance of every employee in each work unit has a monotonous impact on the effectiveness of the organization.

Organizational effectiveness largely depends on the ability to acquire and efficient use of the existing work forces. This is because human resources are a strategic resource in which Organization can achieve its competitive advantage. This can be achieved by designing appropriate training programs that respond to the changing environment.

As a result, the organization has developed a human development department which is expected to work on Knowledge and skill development, create good knowledge transfer from external vendors and to identify training needs, and to show the staffs how the organization is concerned

about their development. Therefore, the availability of employees' training practice will have a pivotal role for the achievement of the organization's objective.

However, there are several practices and challenges on staff training program in ethio-telecom, some of them are inconsistency of training need assessment, lack of aligning company strategy with that of the designed training, unavailability of trainees' selection mechanism, and poor practice of training outcome evaluation (focusing only on reaction of trainees).

Therefore, the objective of this study is to verify whether such practice is being carried out in a systematic and planned way, based on the training policy and needs of the human resources.

As indicated in 2013/14/15 annual training reports of the company and formal interview made with 10 trainers and 3 training specialist and training manager who have participated on different trainings were sources of preliminary information about problems with regards to employees training in ethio telecom.

Though, ethio telecom is one of the organization's that viewed employees as valuable resources and invest huge amount of money on employee training activities, but its implementation is not yet systematic, cost effective and planned.

There is inconsistent training need assessment (TNA) program which undertaken within 2 years of gap to identify the real gaps and to nominate trainees with the right training types. But, usually trainings are provided for employees simply by the recommendation of bosses with no consideration of the gap between the job and real performance.

Selections of the trainees in trainings are subjective to the views, assessment and experience of the bosses. But, the core framework of needs assessment consists of at least three level of analysis namely: Organizational analysis, task analysis and individual analysis is under question.

In ethio telecom little attention is devoted to the evaluation of training programs and only limited evaluation techniques were used. Training evaluation is usually undertaken to measure trainee's satisfaction level towards the program. But, training evaluation is an important stage of the training process. According to Kirkpatrick (1998) training efforts are evaluated using four criteria's:

Reaction (level 1), learning (level 2), job behavior (level 3), and result (level 4). However, as per the research's observation ethio telecom rely on level one that is, trainee's reaction of Kirkpatrick's evaluation model when evaluating their training program.

Hence, this study is conducted in order to investigate the actual training practice and related challenges like, lack of management support, lack of long term plan for developing human

resources, inaccurate training need analysis, assigning inappropriate person to the training programs and difficulties to evaluate training outcomes are basic challenges of the company, and to forward the possible recommendations that would make effective implementation of the HRD program in the company.

1.3. Research Questions

In order to address the problems stated in the problems/challenges/ of the statements above, the study were used the following questions and tries to analyze the responses against the expected theories which are accepted in the field of human resources training practice.

Accordingly, the key research questions to be investigated were

- How training need assessment is undertaken?
- How training is designed and delivered in the organization?
- Is training evaluation sufficiently practiced?
- Is the training practice in ethio telecom systematic and planned?
- Is there a clear training policy in ethio telecom? If there, how much it is comprehensive and implemented?

1.4. Objective of the study

The general objective of this study was to examine the overall training practice and challenges in ethio telecom.

The specific objectives of the study are to address the following core points:-

- To examine how training need is assessed;
- To examine if there is effective training practice;
- To examine the major Challenges on training;
- To advise possible solutions to the major problems of training practice in ethio telecom.

1.5 Significance of the study

In this dynamic modern business environment where things are continuously changing, in order to improve productivity of employees' it's very necessary to update training system of the organization.

Training promotes organizational vitality by providing progressive training opportunities that support lifelong learning and assist individuals in working effectively together within their departments and throughout the organizational system.

In this study the employees and employer would be the beneficial from the findings.

The study provided:

- Information about the current status of the company's training program.
- Information for the organization on how to establish effective training program in order to improve employees' productivity for achievement of organizational objectives;
- Commitment/awareness of managers and employees on advantage of conducting effective training programs;

Especially, ethio telecom would be beneficiary by identifying their weakness and demanding the recommendation of the research which can insure how effective training programs could be implemented.

Furthermore, it's helpful in paving ways to other researchers to go further in detail of this specific issue of the topic and can extend to other human resource practices.

1.6. Delimitation / Scope of the Study/

This research is intended to assess the Training practice in case of ethio telecom by excluding other related human resource activities of the company. The organization under the study has 13 Divisions and focused on Addis Ababa workers only. The research will cover the viewpoints of management and non-management employees of the organization.

1.7. Limitations of the study

Lack of awareness among the respondents to fill out questionnaires with due care and return them on time and lack of willingness to fill questionnaires were some of the limitation that the study faced while collecting the data from the respondents.

1.8 Operational Definitions

Training-is the application of formal processes to impart knowledge and help people to acquire the skills necessary for them to perform their jobs satisfactorily. (Armstrong, 2009)

Training Delivery (Implementation) - is a multitude of methods of training that is used to train employees. (Decenzo& Robbins, 2010)

Training Design- is a process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training Evaluation-is a way to evaluate the effectiveness of a training program based on cognitive, skill-Based, affective and result outcomes (Noe,HollenBeck, Gerhart, & Wright, 2008)

Training Need assessment (TNA) - TNA is the process of evaluating the organization, individual employees, and an employee tasks to determine what kinds of training, if any, are necessary. (Noe,HollenBeck, Gerhart, & Wright, 2008)

1.9 Organization of the study

The study is organized into five chapters. Chapter one introduces the study by giving the background information on the research problems, objectives, and scope of the study. Chapter two deals with the review of relevant literature on the research problems and concepts with specific reference too how it applies to ethio telecom. Chapter three discusses the research methodology adopted for the study relevant justifications. It outlines the methodology for carrying out the secondary and primary data collections and how results were analyzed. Chapter four presented the finding on the training practices and challenges of in ethio telecom. Chapter five presents the conclusions drawn from the research findings and recommendations to enhance organizational effectiveness through training and to ensure stable committed human resources.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. Introduction

This chapter mainly emphasize on the theoretical and literature part of the study undertaken. On the first part of the chapter it tried to see the theoretical base for training and training practice (Process). Under this their definition and components under this topic will be discovered. On the later part of the chapter conceptual framework and related research done before by different scholars and their results in terms of the target purpose will be seen.

2.1 What is Training?

“Short term learning intervention, it is intended to build individual knowledge, skills, and attitudes to meet present or future work requirements”. (Dubois & Roth well, 2004)

Training should have an immediate and highly specific impact on work performance and should be grounded on the organization’s requirement and unique corporate culture. It defers in this respect from education and employee development, which prepare the individual for life and work.

Training is the process of obtaining Knowledge, Skills, and/or abilities needed to carry out a specific activity or task. (Gilley, quarto, & Dixton, 2009)

Employee Training; is a learning experience: it seeks a relative permanent change in employees that improves job performance. (Decenzo & Robbins, 2010) Thus, training involves changing skills, Knowledge, attitudes, or/and behavior. This may mean changing what employees Know, how they work, or their attitudes toward their jobs, co-workers, Managers, and the organization.

Training is a systematic process, which helps people to learn how to be more effective at work by modifying knowledge, skills, or attitudes through learning experience to achieve effective performance (Buckley & Caple, 2000).

Training is usually provided to adults and is aimed at producing an improvement in performance at work, by addressing weaknesses in knowledge, skills, or attitudes. It tends to be more practically focused and can take place in a variety of environments and concerned with the acquisition of knowledge, skills, and attitudes. (Itika, 2011)

2.2 Benefits of Training

The best way to answer the question why organizations should train people is to answer the question what will happen if they are not well trained. Training becomes important if there are deficiencies that should be addressed through training, or if there are changes in the organization which have to be put in place by having well trained employees. Training is required there is a change in technology, working conditions, products, inadequate performance, and shortage of staff. Training has many advantages for the individual, the department and the organization because it is expected to provide a skilled pool of human resources, improvement of existing skills, and increase in knowledge and experience of employees, improve employees' motivation, job performance, customer service, and personal growth and opportunity for career development. (Itika, 2011)

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both short-term and long-term benefits for individuals and organizations. (Nassazi, 2013)

There are so many benefits associated with training. (Cole, 2002) Summarize these benefits as below:

- High Moral – employees who receive training have increased confidence and motivations;
- Low cost of production – training eliminates risks because trained personnel are able to make better and economic use of material and equipment thereby reducing and avoiding waste;
- Lower turnover – training brings a sense of security at the workplace which in turn reduces labor turnover and absenteeism is avoided;
- Change management – training helps to manage change by increasing the understanding and involvement of employees in the change process and also provide the skills and abilities needed to adjust to new situations;
- Provide recognition, enhanced responsibility and the possibility of increased pay and promotion;
- Help to improve the availability and quality of staff.

2.3 Types of Training

Dubois and Rothwell, (Dubois & Rothwell, 2004) in their book states that there are various types of training. These are:-

- **Remedial Training:** – helps people meet the basic screening or entry-level requirements for a job.
- **Orientation Training:** – helps to socialize individuals into a corporate culture.
- **Qualifying training:** - assists individuals with meeting basic performance expectations and thus increased their productivity.
- **Second-chance training:** - is provided to those who may be transferred or terminated because they are not meeting organizational work standards.
- **Cross Training:** - is for people who are trying to master new jobs or job skills. Retaining provides upgrading to keep skills current as technological or organizational conditions change.
- **Outplacement training:** - prepares individuals for departure from an organization in the wake of retirement, or organizational staffing changes.

There are also other types of training, namely:-

- **Skill training:** - Focus on job knowledge and skill for: Instructing new hires, overcoming performance deficits of the workforce.
- **Retraining:** - Maintaining worker knowledge and skill as job requirements change due to: Technological innovation and Organizational restructuring.
- **Cross-Functional training:** - Training employees to perform a wider variety of tasks in order to gain. Flexibility in work scheduling, Improved coordination.
- **Team Training:** -Training self-directed teams with regard to: Management skills, Coordination skills and cross-functional skills.
- **Creativity Training:** - Using innovative learning techniques to enhance employee ability to spawn new ideas and new approaches.
- **Literacy Training:** - Improving basic skills of the workforce such as mathematics, reading,, writing, and effective employee behaviors such as punctuality, responsibility, cooperation, etc.
- **Customer Service Training:** - Training to improve communication, better response to customer needs and ways to enhance customer satisfaction.

2.4 Steps in Training process

The way in which a firm plans, organizes, and structures its training affects the way employees experience the training, which in turn influences the effectiveness of the training? Effective training requires the use of a systematic training process. (Mathis & Jackson, 2011)

There are different models that show the steps in the training process, though the contents are more or less the same. According to Kulkarin, (Kulkarin, 2013) the training process involves four stages, namely:

- Assessment of training needs
- Designing the training programs
- Implementation of the training program
- Evaluation of the training program

2.4.1 Training Needs Assessment

Training needs are discrepancies between identifiable shortfalls in knowledge, skills and attitudes of the employee vis-à-vis what is required by the job, or the demand of organizational change. (Itika, 2011)

Training need is the gap between actual performance and desired performance or between current abilities and job requirements that can be closed by training. (McConnell, 2003)

Needs assessment refers to the process used to determine if training is necessary (Hollen, Gerhart, & wright, 2008). Needs assessment occurs at two level-group and individual. An individual obviously needs training when his or her performance falls short of standards, that is, when there is performance deficiency. Inadequacy in performance may be due to lack of skill or knowledge or any other problem. The problems of performance deficiency caused by absence of skills or knowledge can be remedied by training. Faulty selection, poor job design, improving quality of supervision, or discharge will solve the problem. (Garg, 2009)

Assessing Organizational training needs is the diagnostic phase of a training plan. This assessment considers issues of employee and organizational performance to determine if training can help. Needs assessment measures the competencies of a company, a group, or an individual as they relate to what is required. It is necessary to find out what is happening and what should be

happening before deciding if training will help, what kind is needed (Mathis & Jackson, 2011). Determining training needs typically involves generating answers to several questions.

Analysis of Training Needs

The first step in training needs analyzing is what training might be necessary (Mathis & Jackson, 2011). A training needs analysis is a systematic process by which training needs are investigated and consolidated to provide the basis for the training program. (Itika, 2011)

Needs assessment typically involves organizational analysis, person analysis and task analysis.

- a) **Organizational Analysis**– is a process for determining the business appropriateness of training. Organizational analysis considers the context in which training will occur. That is organizational analysis involves determining the business appropriateness of training, given the company’s business strategy, its resources available for training, and support by managers and peers for training activities. (Hollen, Gerhart & wright, 2008)

Training needs can be diagnosed by analyzing organizational outcomes and looking at future organizational needs. Organizational analysis comes from various operational measures of organizational performance. Departments or areas with high turnover, customer complaints, high grievance rates, high absenteeism, low performance, and other deficiencies and be pinpointed.

Following identification of such problems, training objectives can be developed if training is a solution. During organizational analysis, focus group of managers can be used to evaluate changes and performance that might require training. (Mathis & Jackson, 2011)

- b) **Task/Job analysis** –is the process of identifying the important tasks and knowledge, skill and behaviors that need to be emphasized in training for employees to complete their tasks. (Hollen, & wright, 2008). By comparing the requirements of jobs with the KSAs of employees, training needs can be identified.
- c) **Person analysis** – is the process of determining whether employees need training, and whether employees are ready for training. The competencies of current jobholders could also be assessed to determine their suitability for their jobs. (Noe,et al., 2008)

Person analysis involves

- Determining whether performance deficiencies result from a lack of knowledge, skills or ability (a training issue) or from a motivational or design problem

- Identify who needs training
- Determining employees' readiness for training

Carrying out a training needs analysis is a task for an experienced trainer, but it also requires a good understanding of what goes on in the job and what the management is thinking. (Itika, 2011)

Training Objectives and Priorities:-

Once training requirements have been identified using needs analyses, training objectives and priorities can be established by a “gap analysis,” which indicates the distance between where an organization is with its employee capabilities and needs to be. (Mathis & Jackson, 2011)

Training Objectives and priorities are then determined to close the gap. Three types of training objectives can be set:

- Attitude: Creating interest in and awareness of the importance of something (e.g., Sexual harassment training)
- Knowledge: Imparting cognitive information and details to trainees (e.g., Understanding how a product works)
- Skill: Developing behavioral changes in how jobs and various task requirements are performed (e.g., improving speed on an installation). (Goldstein & Ford, 2007)

Once it has been determined that training is necessary, training goals must be established. Management should explicitly state its desired results for each employee. It is not adequate to say we want change in employee knowledge, skills, attitudes, or behavior; we must clarify what is to change and by how much. These goals should be tangible, verifiable, timely, and measurable. They should be clear to both the supervisor and the employee (Decenzo & Robbins, 2010).

Because training seldom is an unlimited budget item and because organizations have multiple training needs, prioritization is necessary. Ideally, management looks at training needs in relation to strategic organizational plans and as part of the organizational change process. Then the training needs can be prioritized based on organizational objectives. Conducting the training most needed to improve the performance of the organization will produce visible results more quickly (Mathis & Jackson, 2011).

2.4.2 Training Design

Once training needs have been identified using the various analysis, and then training objectives and priorities must be established. All of the gathered data is used to compile a gap analysis, which identifies the distance between where an organization is with its employee capabilities and where it needs to be. Training design is the process of developing a plan of instruction for each training program to be offered to meet training objective. (Goldstein & Ford, 2007)

Training design process refers to a systematic approach for developing training programs. Training design process should be systematic yet flexible enough to adapt to business needs (Noe, Gerhart, & Wright, 2008). Whether job-specific or broader in nature, training must be designed to address the specific objectives. Training objectives are set to close the gap. The success of training should be measured in terms of the objectives set. Useful objectives are measurable. This objective serves as a check on internationalization, or whether the person really learned. Objectives of training can be set in any area by using one of the following four dimensions: such as Quality, Quantity, Timeliness, and Cost savings as a result of training. (Sishan Solomon, 2014)

Effective training design considers the learner characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. (Mathis & Jackson, 2011)

2.4.3 Training Delivery

Once training has been designed, the most important decisions to make are how the training will be delivered. Nadler, 1984 as cited in Nassazi, 2013 noted that all the human resource development activities are meant to either improve performance on the present job of the individual, train new skills for new job or new position in the future and general growth for both individuals and organization do as to able to meet organization's current and future objectives.

Training methods vary greatly, so it is essential to get the right combination to ensure the highest possible rate of learning and the subsequent rerun on investment. Organizations should identify the training method that best fits their employees' learning styles, be flexible enough to allow for changes when needed, and ensure that the training can be transferred into everyday job skills.

Regardless of the method used, ensuring that training is effective the primary goal. (Gilley, Gilley, Quatro, & Dixon, 2009) HRM needs to determine which training methods are the most appropriate for the skill and the employee. It may be necessary to combine several methods. (Decenzo & Robbins, 2010)

Depending on the type of training that needs to be delivered, you will likely choose a different mode to deliver the training. When choosing a delivery mode, it is important to consider the audience and budget constrictions. The most effective methods depend on the learner and the skill being learned. Training methods are categorized into two groups:-

- I. On-the-job Training
- II. Off-the-job Training

On-the-job training is a training that is given to organizational employees while conducting their regular work at the same working venues and off-the-job training involves taking employees away from their usual work environments and therefore all concentration is left out to the training.

Types of Training Delivery Method

On-The-job Training	Off-the-job Training
Job Instructions	Programmed Instructions
Apprenticeship & Coaching	Class Room lectures
Job rotation	Simulation Exercises
Committee Assignment	Business Games
Internship Training	- Case study Methods
Training through step by step	- Audio – Visual Method
	- Experiential Exercises
	- Vestibule Training
	- Computer Modeling
	- Behavioral Modeling
	- Role playing
	Conference/ Discussion
	- Workshop / Seminars

Source: (Ms. Pallavi p. Kulkarni, 2013)

Each approach you chose will have advantages and disadvantages. It is this task of the human resource managers in collaboration with the particular functional manager (s) to decide on the best approach from an available list. (Itika, 2011)

Different Organizations are motivated to take on different training methods for a number of reasons (1) Depending on the organization's strategy, goals and resources available.

(2) Depending on the needs identified at the time, and

(3) The target group to be trained which may include among others individual workers, groups, teams, department or the entire organization. (Greer, 2003)

I. On-the-job training

On-the-job training is the most common approach in which an employer may invest in human capital needed for strategic advantage. Such investments may be made by structuring a job so that employees learn while they work. (Greer, 2003)

On job training is planned and structured training that takes place mainly at the normal workstation of the trainee (Beardwell, Holden, & Claydon, 2004). Although people often associate training with classrooms, much learning occurs while employees are performing their jobs. **On-the-job training (OJT)** refers to training methods in which a person with job experience and skill guides trainees in practicing job skills at the workplace. (Noe, Hollenbeck, Gerhart, & Wright, 2011)

On the job training can range from relatively unsophisticated 'observe and copy' methods to highly structured courses built into workshop or office practice (Beardwell, Holden, & Claydon, 2004). It is a simple and cost-effective training method. It is relatively inexpensive trainees learn while producing; and there is no need for expensive off-site facilitates learning, since trainees learn by doing and get quick feedback on their performance

The in proficient as well as semi- proficient employees can be well trained by using such training method. The employees are trained in actual working scenario. The motto of such training is "learning by doing." (Onyango and Wanyoike, 2014)

Types of on-the-job training

- a) **Coaching:** –an experienced worker or the trainee’s supervisor trains the employee. This may involve simply acquiring skills by observing the supervisor or having the supervisor or job expert show the new employee the ropes, step-by step. (Dessler and Varkkey, 2010)
- b) Every employee, from the clerk to CEO, gets on-the-job training when he or she joins a firm.
- c) **Job rotation:** -in which an employee moves from job to job at planned interval to broaden their understanding of all parts of the business and to test their abilities. (Goldstein & Ford, 2007)
- d) **Apprenticeship** –is a process by which people become skilled workers, usually through a combination of formal learning and long term on the job training. (Greer, 2003)
- e) **Internships** – are opportunities for students in higher education to utilize their instruction and training in a chosen profession as part of their education. Internships vary from very unstructured to highly structured and may include college credit. (Decenzo & Robbins, 2010)

Advantages (Pros) of on the job training

- Provides realism
- Allows active practice
- Provides immediate feedback
- High motivation
- High transfer to job
- Lowers training cost
- Less expensive than off-job training

Disadvantage (Cons) of the on the job training

- Disruptions to operation
- May damage valuable equipment
- Inconsistent across departments
- Inadequate focus on underlying principles.
- Lack of systematic feedback
- Transfer of improper procedures
- Trainee stress

Source: (Decenzo & Robbins, 2010)

II. Off-the-job training

Off the job training, off the job training methods are those in which training is provided away from the actual working condition. It is generally used in case of new employees. Instance of off the job training methods are workshops, seminars, conferences, etc., such method is costly and is effective

if and only if large number of employees have to be trained within a short time period. (Noe, HellenBeck, Gerhart, & wright, 2008)

Types of off the job training

- a) **Classroom Lectures and Seminars:** -Traditional forms of instruction revolve around formal lecture courses and seminars. These help individuals acquire knowledge and develop their conceptual and analytical abilities. Many Organizations offer these in-house, through outside vendors, or both. (Greer, 2003)
- b) **Simulated training (Vestibule training):**-is a method in which trainees learn on the actual or simulated equipment they will use on the job, but are actually trained off the job. It is necessary when it's too costly or dangerous to train employees' on the job. (Dessler & Varkkey, 2010)
- c) **Multimedia Learning:**-can demonstrate technical skills not easily presented by other training methods. This may include videos and DVDs that may be offered online. (Decenzo& Robbins, 2010).
- d) **The case study method:** -presents a trainee with a written description of an organizational problem. The person then analyzes the case, diagnoses the problem, and presents his or her findings and solutions in a discussion with other trainees. (Onyango and Wanyoike, 2014)
- e) **Role Playing:** -is to create a realistic situation and then the trainees assume the parts (roles) of specific person in that situation. (Dessler & Varkkey, 2010)

Advantages of the off the job training

- Avoids disruptions to normal operations
- Minimizes distraction
- Avoids safety concerns

Disadvantages of off the job training

- Transfer of training may be more difficult due to different between the training setting and the work setting
- Costs may be higher due to the cost of the training facility

- Trainee motivation may be reduced because the job-relevancy of the training is not as obvious

2.4.4 Training Evaluation

The evaluation phase is crucial. It focuses on measuring how well the training accomplished what its originators expected. Once a company implements s training program, it must evaluate the program's success, even if it has produced desired result for other companies and even if similar programs have produced desires for it. (Garg, 2009)

Objectives of training evaluation are:-

- To monitor the quality of training
- To provide feedback
- To appraise the overall effectiveness of the investment in training
- To assist the development of new methods of training
- To aid the individual evaluate his or her own learning experience

Evaluation is an attempt to obtain information (feedback) on the effects of training programs, and to assess the value of the training in the light of that information available. We answer the question: How far has the training has achieved its purpose? This is not any easy task because it requires effort, resources, and skills to separate the effects of training on the job performance from other potential environment factors. (Itika, 2011)

It is best to consider how training is to be evaluated before it begins. The most well-known and used model for measuring the effectiveness of training program was developed by Donald L. Kirkpatrick in the late 1950s. Kirkpatrick identified four levels at which training can be evaluated.

- **Level 1- Reaction:** -measure the reaction of the participants toward the training and answers questions about whether the participants liked the training; felt they achieved their learning goals; how much they liked the trainers; and any suggestions they have for improving the training. (Decenzo& Robbins, 2010)

To what extent did the participants find the training useful, challenging, well-structured, organized, and so on?

- **Level 2-Learning:** -measures how well trainees have learned facts, ideas, concepts, theories, and attitudes (Mathis & Jackson, 2011). This could be accomplished by pre-

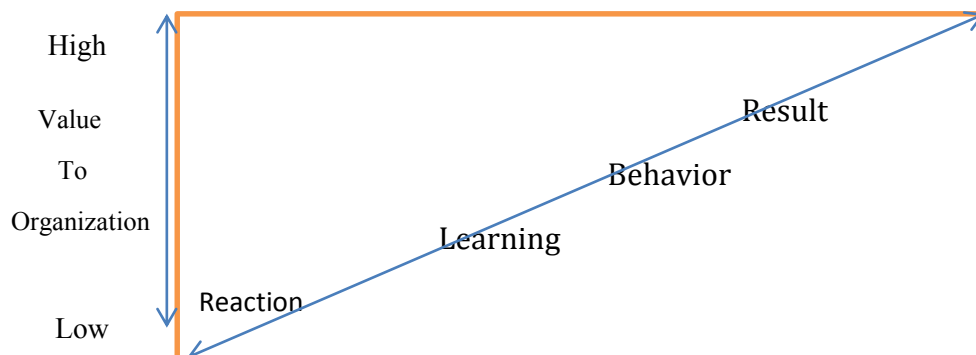
and post-testing the participants or by evaluating the participants against a control group that has not been trained. (Mathis & Jackson, 2011). To what extent did participants improve knowledge and skills and change attitudes as a result of the training?

- **Level 3 – Behavior:-** measures whether the training actually changes the employee’s behavior when he or she returns to the job. This might be evaluated by the participants. Supervisors or trainer (Decenzo & Robbins, 2010). This means measuring the effect of training on job performance through observing job performance. To what extent did participants change their behavior back in the workplace as a result of the training?
- **Level 4 – Results:** -measures whether the training benefited the employer or not. This means measuring the effect of training on the achievement of organizational objectives. Because results such as productivity, turnover, quality, time, sales, and costs are relatively concrete, this type of evaluation can be done by determining ROI or by evaluating a behavior against another standard, such as a benchmark. (Mathis & Jackson, 2011)

What measurable organizational benefits resulted from the training in terms such as productivity efficiency and sales revenue?

The difficulty and cost of conducting an evaluation increases as you move up the levels. So, you will need to consider carefully what levels of evaluation you will conduct for which programs. You may decide to conduct level 1 evaluation (Reaction) for all programs, Level 2 evaluations (Learning) for “hard-skills” programs only, Level 3 evaluations (Behavior) for strategic programs only and Level 4 evaluations (Results) for programs costing over \$50,000. Above all else, before starting an evaluation, be crystal clear about your purpose in conducting the evaluation. (Decenzo & Robbins, 2010)

Figure: 1 Kirkpatrick’s Level of Training Evaluation



Source: (Mathis & Jackson, 2011)

Katharine & Barbara, 2007 as cited in (Mathis & Jackson, 2011) stated that the evaluation of training becomes successively more difficult to do it moves from measuring reaction to measuring learning to measuring behavior and then to measuring results. But the training that affects behavior and results versus reaction and learning provides greater value in viewing training as a strategic performance contributor.

2.5 On Time Training

Just-in-time training is training that is closely linked to the pressing and relevant needs of people by its associate with immediate or imminent work activities. It is delivered as close as possible to the time when the activity is taking place. The training will be based on an identification of the latest requirements, priorities and plans of the participants, who will be briefed on the live situations in which their learning has to be applied. The training program will take account of any transfer issues and aim to ensure that what is taught is seen to be applicable in the current work situation (Armstrong, 2009). Even if the training is designed properly and delivered in a proper way, if it is not given on time it would be a waste of time. So organization should consider in delivering the training on time.

2.6 Empirical Review

A number of researches' that have been made by many researchers' were trying to asses and examine the practice of employee training. Each of the researches has their own distinctions and conduct with different context and in different country. However their findings are almost the same.

Existing literature present evidence of an existence of obvious effects of training on employee performance in particular (Elnaga & Imran, 2013): (Sultana, Irum, Ahmed, & Mehmood, 2012);

(Onyango & Wanyoike, 2014) while others have extended to a general outlook of organizational performance (Tharenous, Saks, & Moore, 2007). Performance: - is a function of organizational performance since employee performance influence general organizational performance.

Sultan et al., (2012) conducted a study on training practice and its problem on employee performance. In their study training practice of telecommunication sector in Pakistan were examined to determine their impact on employee performance. Based on a combination of literature review and questionnaire surveys, their paper explores that for any organization to succeed in achieving the objective of its training program, the design and implementation must be planned and systematic, tailored towards enhancing performance and productivity. The researchers used 360 questionnaires that should be distributed among the employees of five telecom companies in Pakistan.

The study concluded that if organizations invest in right type of employee training it can enhance employee performance as well as competencies and skills. In addition, innovation; market competition, organizational structuring and most importantly it plays a key role to enhance employee performance. (Sultana, Irum, Ahmed, & Mehmood, 2012)

Tharenou, Saks & Moore, (2007) conducted a review and critique of research on training and organizational-level outcomes by reviewing the results of previous studies that have investigated the relationship between training and human resources, performance and financial outcomes.

The results of meta-analysis from 67 studies suggest that training is positivity related to human resource outcomes and organizational performance but is only very weakly related to financial outcomes. The relationship between training and firm performance may be mediated by employee attitudes and human capital

2.7. Conceptual Framework

Training should be systematic in that it is specifically designed, planned and implemented to meet defined needs (Armstrong, 2009). There are different models that show the steps in the training and development process, through the contents are more or less the same, According to Kulkarni (Kulkarin, 2013), there are four steps: Assessment of training needs, designing of training programs, implementation (Delivery) of training programs and evaluation of training programs.

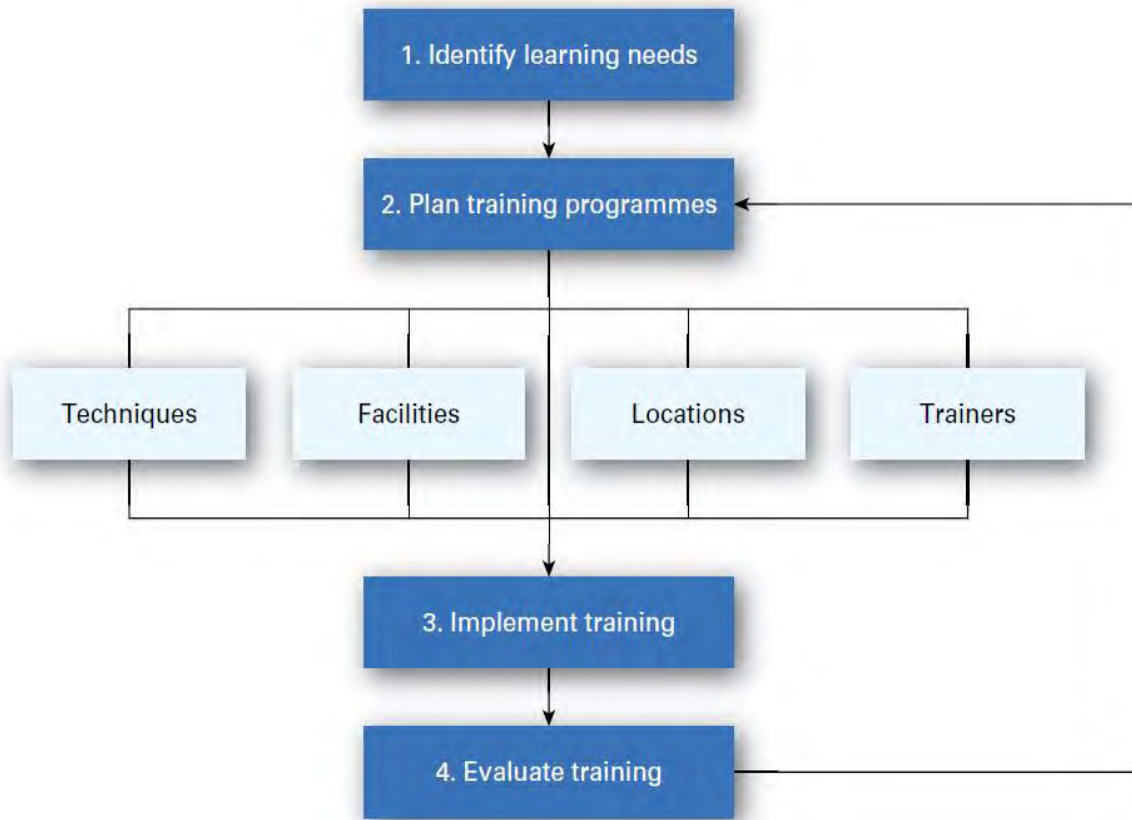


Figure 1: Conceptual Framework

Source; (Armstrong, 2009)

Identifying individual and company-wide training needs is a first step to increasing productivity and performance, creating sustainable value from human capital, and retaining talented employee (Gilley, & Dixton, 2009). Once training needs have been identified using the various analyses, training objectives and priorities must be established to design the training properly.

(Sishan Solomon, 2014) Delivery style is a very important part of training and development. Employees are very conscious about the delivery style (Armstrong, 2000). If someone is not delivering the training in an impressive style and he/she is not capturing the attention of the audience it means he/she is wasting the time. It is very necessary for a trainer to engage its audience during the training session. And even if the training is delivered in a proper manner if it did not delivered timely to the trainees' it will be a waste of time. Training evaluation is a difficult and complex task but the most important activity in the training process because it is the final logical stage; and organizations should assess their training efforts systematically. The main

objective of training evaluation is to prove that the training has actually taught what was intended and to improve the course contents for future use, (Hamidun, 2009)

Every phase should be inter-related and in order to come up with an effective training program, close attention should be given right from the first step up to the last step of the process.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3. Introduction

This Chapter deals with the research methodology employed for data gathering as well as the relevant statistical analysis tools that was employed for analyzing the survey results gathered during the study.

3.1 Research Design

This study were used a descriptive design through surveys to assess the training practice in ethio telecom. This type of research design helps to portray accurately the characteristics of a particular individual, Situation or a group. The descriptive survey research design is appropriate choice, because it is a cross sectional study and the study aimed at measuring the attitude of the employees about the training they are getting from their company (Creswell, 2003).

This study applied both quantitative and quantitative data (Mixed Method Research) . A mixed method approach is one in which the researcher collects, analyzes, and “Mix” or “integrates” both qualitative and quantitative data in a single study to understand a research problem (Creswell, 2003). Hence, by Applying the mixed method the researcher were ensured the strength of the findings towards being more objective and generalized to the entire population.

3.2 Types of Data Collection

According to William, et al., (2010), there are two types of data, primary and secondary. The primary data are those which are gathered for the first time and afresh and thus collected for the case at hand (Kothari, 2004). Secondary data is defined as data that has been previously collected for some purpose other than the one at hand. For the purpose of this study in order to obtain relevant information both primary and secondary data was used.

For collecting primary data the study were used questionnaire and interview from the employees of the ethio telecom. The questionnaire was based on those variables that are stated above and the mentioned research questions. This is because questionnaire are advantageous in collecting large number of data from large number of respondents and help respondents to fill the questionnaire at their convenient time without the interview bias. And the study was also used interview because interview would have a higher response rate and it clarifies the questions well if the questions are not clear, since questionnaire doesn't.

The secondary data sources were collected from different published and unpublished materials such as reference books, handouts, journals and the internet. In addition company annual reports, HR manuals of ethio telecom.

3.3 Data Collection Method

The study used a developed (standard) questionnaire with slight adjustment to best fit with the existing situation of the study. The questionnaire will have closed-ended and few open ended questions that will measure by a five-point Likert scale (from strongly agree to strongly disagree).

First the reliability and validity of research instrument was checked, then after questionnaires were distribute to the participants of the study. After the questionnaires are carefully filled, the researcher personally collected and arranged the completed questionnaire for data discussion and analysis. Finally, the collected data was inserted into data set and make ready for data analysis and discussion by using statistical software application programs (SPSS).

Semi structured interview also scheduled to gather information on the subject from the team leaders of Human Development department and division heads to find out the management view on the training process of the company.

As a final point the results were summarized, tabulated and interpreted appropriately and lastly conclusions and recommendations are forwarded.

3.4 Sampling Design

3.4.1 Target population

As discussed above, this research is aimed at assessing the training practice in the company. So the total populations of the research were the employees' of the company. Though, incorporating all employees' idea on the analysis would have been better for conclusion and generalization, economically and operationally it will be very difficult to contact all employees in the research. Therefore, taking a respective sample of the population of the employees' were found to be feasible.

3.4.2 Sampling Method

Since the target population of the study was ethio telecom employees, the researcher used stratified random sampling method to select samples from the target population. As it is mentioned in Kothari (Kothari, 2004) stratified sampling result in more reliable and detailed information and enable to get more representative samples. The thirty different divisions of ethio telecom were the thirty strata that were used to collect data. Simple random Sampling technique was applied once the thirty different strata's are identified. This is because all the thirty divisions in a given stratum are homogenous (have same level of educational background and level of job categories) and this means all employees who are in different divisions have an equal access and information about the training practice of the organization.

A Random sampling technique was used to interview supervisors, top management and middle level managers in the organization.

3.4.3 Sample Size

As of October, 2016 the thirty divisions have a total of **5,978** employees who are working in Addis Ababa and under head quarter.

S.no	Divisions	No .of Staffs	Male	Female
1	Enterprises	200	120	80
2	Customer Services	2066	1240	826
3	Residential Marketing and Sales	484	290	194
4	Network	1868	1868	747
5	Finance	213	128	85
6	Sourcing and Facilities	460	276	184
7	Human Resources	138	83	55
8	Information System	258	155	103
9	Internal Audit	43	26	17
10	Legal Division	48	28	20
11	Marketing and Communication	93	56	37
12	Quality and Process	47	28	19
13	Security	60	36	24
	Total no of Staffs	5,978	4334	1644

Source: Human Development office

Table 1: Number of employees in ethio telecom (Addis Ababa and under head quarter)

Out of the total number of employees the researcher focused only on those employees who are working in Addis Ababa and under head quarter of the company. The study also took the professional, specialist and managerial level employees of the organization.

The researcher excluded the non-professional employees from the thirty divisions due to they are not actively participated in the training programs that are given by the company and also they are not included in the study because of their level of awareness in filling questionnaire.

Therefore, the target population of the study was 5978 employees of the thirty divisions who are working in Addis Ababa.

In order to determine the sample size, the study was used the below formula based on 95% of confidence interval and 5% of acceptance error.

$$n = \frac{z^2 p q N}{e^2 (N-1) + z^2 p q}$$

Where,

N= Size of total population;

n=size of sample

P= sample proportion, q= 1-p (.5) (p = percentage picking a choice)

e= Acceptable error

Z= the value of the Standard Variance at a given confidence level and to be worked out from table showing area under Normal Curve; At 95% confidence level the value of Z=1.96(Source: Kothari, 2004)

$$n = \frac{1.96^2 \times (0.5) \times (0.5) \times 5978}{0.05^2 \times (5978-1) + 1.96^2 \times (0.5) \times (0.5)} = 361.01$$

Therefore, from the target population of 5978 the sample size =**361**

The total sample size was allocated to the 13 divisions to their population size by the following formula.

The strata sample is determined as

$$n_x = \frac{N_x}{N} \times n$$

So.n	Divisions	Staffs	Strata Sample's
1	Enterprises	200	12
2	Customer Services	2066	125
3	Residential Marketing and Sales	484	29
4	Network	1868	113
5	Finance	213	13
6	Sourcing and Facilities	460	28
7	Human Resources	138	8
8	Information System	258	15
9	Internal Audit	43	2
10	Legal Division	48	3
11	Marketing and Communication	93	6
12	Quality and Process	47	3
13	Security	60	4
Total no of Staffs		5978	361

Source: Human Development office

Table 2: Number of employees in ethio telecom (Addis Ababa and under head quarter)

3.5 Methods of Data Analysis

After the required data were collected from the primary sources, it was analyzed through quantitative and qualitative data analysis methods.

Descriptive statistic helps to describe the general level of agreement of respondents. It reveals the conformity of respondents' attitude about the training practice in ethio telecom. In addition, frequency and percentage were used to present the data. And table and charts also used to ensure easily understanding of the analysis. Finally, the result of statistics analysis were summarized, tabulated and interpreted appropriately.

Meanwhile, responses from the interview were reported in line with the questions forward to the interviewees. And then these findings was combined and summarized together with the quantitative data findings to triangulate the result accordingly.

3.6 Reliability and validity of the instrument

Validity: refers to the extent to which a test measures what we actually wish to measure.

Validity is a measure of the truthfulness of a measuring instrument. It indicates whether the instrument measures what it claims to measure (Sherri L.J., 2009) to raise the validity of the research, the researcher undertaken the following:

- Data was collected using standardized questionnaire from both employees and managers.
- The questionnaire was distributed and collected by the researcher hi mself.

Reliability has to do with the accuracy and precision of a measurement procedure. (Kothari, 2004).The questionnaire was pre-tested with 13 employees to test the content validity of the instrument and also to check the clarity, length, word ambiguity and structure and their suggestion were incorporated before the final distribution of the questionnaire.

Cronbach's Alpha was used to measure the reliability. Cronbach's alpha is a measure of internal consistency, that is, how closely related a set of items are as a group. Ideally, Cronbach's alpha coefficient of scale should be above 0.70 (Pallant, 2005).

Reliability Statistic	
Cronbach's Alpha	Number of items
0.834	50

The results from analysis indicated that the Alpha value is .834. This suggested that the internal reliability in this study was acceptable and signified to be good.

3.7 Ethical Consideration

The researcher has consent of the organization for the study. Employees who are completed the questionnaire were informed about the purpose of data collection, analysis and the covenant to maintain privacy of their responses.

Regarding published and unpublished materials used in the literature review and throughout the study, all citations from copy right holder has been made properly.

- Participants were informed about the purpose of the study
- Participant's privacy and dignity were maintained
- Confidential information of the enterprise has not been disclosed.
- Convenient place and time was designed for participants.
- Collected data had not been used for other purposes other than the study.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.1. Introduction

In this chapter, the result obtained from the company (ethio telecom) and the data obtained through semi structured interviews which are forwarded to training managers in different divisions are presented and analyzed. First demographic characteristics of the respondents are presented. Such information included demographic profile and general information on training. Then it follows with description of the data gathered, discussed and analyzed the findings carefully in order to assess the training practice of ethio telecom. Presentation of findings has been organized in accordance with the study objectives.

As stated in the previous chapter, the questioners were distributed to a total of 361 employees' of the company. However, only 355 questionnaires were appropriately filled and returned. Out of the total sample 7 questionnaires were uncollected and this gives a 98.3% return rate.

4.1.1. Analysis of the Results Related to Participants Characteristics

This section, relating to section three of the questionnaire, aims to present and analyze the data regarding the general background of the participants

4.1.1.1 Demographic profile of the respondents based on Gender, Age and Service year

Table 4.1.1. Gender, Age and Service year of the Participants

Variables	Category	Frequency/number	Percent	Cumulative percent
Gender	Male	213	60	60
	Female	142	40	100
	Total	355	100	
Age	<20	0	0	0
	20-25	120	34.0	34
	26-30	135	38.0	72
	31-40	85	24.0	96
	> 41	15	4.0	100
	Total	355	100	

Service Year	1-5	112	31.5	31.5
	6-10	146	41.1	72.6
	11-15	63	18	90.6
	16-20	27	7.6	98.2
	>21	7	1.8	1000
	Total	355	100	

Source: Survey Result (2016)

The data obtained from the questionnaire, shows that the majority of the respondents were male, 213 (60%). Therefore, the male female proportion in terms of number is fair.

With regard to respondents' age category, 34% and 38 %of the participants were aged between 20-25 and 26-30 years respectively. No one of the participants were aged below 20 years while the rests (31-40 and >41 were 28%. From this we can conclude that majority, 72% of the participants are less than 31 years of age and this implies that the employees' of the company are young.

The above table shows that 31.5% of the participants had a work experience of 1-5 years in the organization. 41.1% of the participants had 6-10 years' work experience while 18% had 11-15 years' work experiences. This indicate that since majority of them are above 6 years of experience and more or less not new to the environment, they need a proper training in order to strength their real work experience through proper training and to become more effective and increase their performance in future.

4.1.1.2. Demographic profile of the respondents based on Educational Qualification.

Table 4.1.2. Education status of the participants

Valid	Frequency	Percent	Cumulative Percent
Certificate	3	6	6
Diploma	46	13	13.6
BA degree	262	74.0	87.6
Masters and Above	44	12.4	100
Total	355	100	

Source: Survey Result (2016)

From the above table, it is evidenced that the employees of ethio telecom hold a range of educational qualification from certificate to Master's Degree level. The majority of the respondent 74% (262 in number) of the participants were BA Degree holders, 12.4% (44 in numbers) of the participants were Diploma holders and the rest 13% (46 in number) and 6% (3 in numbers) of the participants were at the level of Diploma and certificate respectively. This implied that the organization has fairly educated employees.

4.1.1.3. Demographic profile of the respondents based on Position in the Organization

Table 4.1.3. Working position in the organization

Valid	Frequency/number	Percent	Cumulative percent
Staff (non-Management)	287	80.8	80.8
Supervisor	56	15.8	96.6
Management	12	3.4	100
Total	355	100	

Source: Survey Result (2016)

The above table shows that 3.4% of the participants were at the position of management and 15.8% were at the supervisory position while the rest and the majority of the participants 80.8% were non-management /staffs/.

4.1.2. Analysis of the Data Related to the Current Training

This section, relating to section one of the questionnaires, presents and analyzes the collected data regarding how Training is conducted in ethio-telecom. Three parts are included: training needs assessment (TNA), training delivery methods and training evaluation and follow up stage.

4.1.2.1 Training Related Questions

Table 4.1.4 Organization provide training to its employee

Valid	Frequency	Percent	Cumulative Percent
Yes	346	97.5	97.5
No	9	2.5	100
Total	355	100	

Source: Survey Result (2016)

As the aim of this paper was to assess the training practice in ethio telecom, the respondents were asked whether their organization provide them with training and 97.5% of the respondent responds

agreed. The remaining 2.5% claims that they didn't get any form of training since they joined the organization. This clearly demonstrates that the ethio telecom have a training practice in place.

4.1.2.2 Results on frequency of training taken

The frequencies at which respondents attend training programs are shown in table below, the result indicated that out of the 346 respondents who took training since they joined the organization, 57.1% of the employee are trained several times, 33.5% are trained twice and the number of respondents who are trained only once and rarely are in number i.e. 14.7

Table 4.1.5 Results on frequency of training taken

Valid	Frequency	Percent	Cumulative Percent
Once	18	5.2	5.2
Twice	116	33.4	38.2
Several Times	198	57.1	95.7
Rarely	14	4.3	100
Total	346	100	

Source: Survey Result (2016)

Even if the majority of the respondents took the training several times there are some respondents who took the training only once and rarely and this clearly demonstrate that there is gap in allocation of employees for training program, as it is indicated in the interview this is due to lack of accurate training need analysis.

4.1.2.3 Result related to on-time training

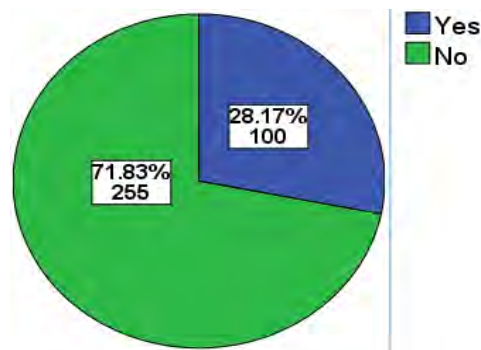


Chart 1. Result related to on-time training

Source: Developed for this study

As it is indicated in the above chart among the respondents the majority which means 71.83% (255 in number) of the respondent claim that their organization is not providing them with on time training. Interviewed managers agreed, that even if ethio telecom have a training program and policy in place and give training to the employees several times they fail to give this training at the right time. Failing to deliver the training at the right time will also decrease the effectiveness of the training program.

4.1.3 Training Needs Assessment

This part of the analysis is concerned with part one of section one in the questionnaire, which is related to how TNA is conducted in terms of frequency of conducting TNA, the techniques used in determining training needs,

4.1.3.1. Conducting TNA

Table 4.1.6 frequency of conducting formal need assessment in the organization

Valid	Frequency	Percent	Cumulative Percent
Never	61	17.2	17.2
Rarely	213	60	77.2
Sometimes	57	16	93.2
Mostly	17	5	98.2
always	7	1.8	100
Total	355	100	

Source: Survey Result (2016)

From the table, 17.2% of the participants responded that the organization does not conduct formal need assessment while the majority 60% of the participants argued that the organization conducts need assessment occasionally. 16% of the participants responded that the organization sometimes conducted need assessment. Few (5%) of the respondents argued, the organization conducted need assessment mostly and 1.8% of the respondents argued the organization conducted need assessment on regular basis.

In addition, as of the responses of the interviewed managers, the organization conducts need assessment based on the budget it has at hand and the employees' potential gap observed during the time of supervision. There is no formal document that shows the status of all employees which

helps to identify gaps and finally to determine who are eligible to take training and what type of training is appropriate to them.

4.1.3.2 Techniques used during training needs assessment

Table 4.1.7 Techniques deployed in conducting need assessment in the organization

	TVSE		TSE		TCE		TGE		TVGE	
Training Techniques	C	%	C	%	C	%	C	%	C	%
To what extent is the training activity related to ethio telecom strategy	102	28.7	62	17.5	82	23.1	53	15.2	56	15.5
To what extent is the training activity derived from tasks of employee's.	79	22.3	69	19.4	71	20	77	21.7	59	16.6
To what extent is the training activity derived from lack of knowledge, skill, ability or motivational aspect of the person.	106	29.8	83	23.3	68	19.1	43	12.1	55	15.5

Source: Survey Result (2016)

TVSE=to a very small extent, TSE=to a small extent, TCE= to a considerable extent, TGE= to a great extent, TVGE=to a very great extent

Table 4.1.7 Show that 28.7%, 79% and 29.8% of the respondents confirmed that ethio telecom training programs are not related to company strategy, also not properly derived from tasks of employee's and not derived from employees' lack of knowledge, skill, ability or motivational aspect of the person respectively.

In addition, as of the responses of the interviewed managers, the organization training programs lack integrity with that of overall company, job and individual analysis.

4.1.4 Training Design and its Objectives

This part of the analysis is related to part two of section one in the questionnaire, which is concerned with training objectives.

4.1.4.1 Objectives of Training in the Organization

Table 4.1.8 Objectives of Training in the Organization

	SD		D		NS		A		SA	
Training Objectives	C	%	C	%	C	%	C	%	C	%
Your organization set objective for training programs	95	26.7	65	18.3	83	23.3	53	15	59	16.7
Training objectives were set and in consideration of the organization's goal	77	21.7	71	20	71	20	77	21.7	59	16.7
Training program that you have taken with clear objectives provide you greater job performance	53	15	42	11.7	71	20	83	23.3	106	30
Training program that you have taken with clear objectives enhanced employees skill	42	11.7	106	53	89	25	65	18.3	53	15
Keeping employees informed of technical and procedural changes occurring within the institute	53	15	42	11.7	71	20	83	23.3	106	30

Source: Survey Result (2016)

SD=Strongly Disagree, D=Agree, NS=Not sure, A= Agree, SA= Strongly Agree, C= Count

From the above table, 15%, 21.7% and 23.3% of the participant agree that ethio telecom set objective for training programs, objectives were set in consideration of the organization's goal and training with clear objectives have greater job performance. 26.7% of the participants strongly disagree that the organization does not set objective for training programs. 30% of the participants disagree while 20% were not sure whether the organization conducts training for the purpose of keeping employees informed of technical and procedural changes occurring within the institute. 30% of the participants strongly agree that training program that has clear objectives would lead to greater job performance. This implies that majority of employees of the company are not aware of the objective of the training they are participating.

Interviewed managers also agreed that even if there is training policy in place the company did not implemented it properly. And this implied that the company did not communicate the training objectives properly to their employees.

4.1.5 Training Delivery Methods

This part of the analysis is related to part three of section one in the questionnaire, which is concerned with training delivery methods in ethio telecom, in terms of training forms, whether or not they offer in-the-house training; Training methods used in the organizations;

4.1.5.1 Training Delivery Forms

Table 4.1.9 Training delivery forms

	N		R		S		M		A	
Training Delivery Forms	C	%	C	%	C	%	C	%	C	%
On-the-job training	42	11.7	142	40	118	33.3	47	13.3	6	1.7
Off-the-job within the organization	89	25	95	26.7	47	13.3	91	25.7	33	9.3
External training (outside the organization)	160	45	98	27.7	79	22.3	12	3.3	6	1.7

Source: Survey Result (2016)

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

Table 4.1.9 reveals that all of the training approaches were utilized in the organization. However, 40%, 26.7% and 27.7% of the participants reported that the on-the-job training, off-the-job within the organization and external training approaches respectively were the rarely used approaches. 45% of the participants responded that External training (outside the organization) approach is never used. 33.3% and 22.3% of the participants responded that on-the-job training and external training were respectively used sometimes. This implies that ethio telecom is not practicing effective training delivery system since their applications of different training delivery forms are not satisfactory.

Management of the company believed that all training delivery forms are used in accordance of the type and nature of training. But they also agreed that the company mostly focused on off-the-job training method. This implies that all training delivery forms are not equally practiced.

4.4.1.2 Training Methods Used by the Organizations

Table 4.1.10 Training Methods Used by the Organizations

	N		R		S		M		A	
Training delivery techniques	C	%	C	%	C	%	C	%	C	%
Lecture	7	1.9	28	7.2	21	5.9	71	20	225	63.3
Group work (Discussion)	107	30.3	131	36.7	63	17.7	32	9	22	6.3
Individual projects	237	66.7	71	20	24	6.7	18	5.0	6	1.7
Role playing	201	56.7	100	28.3	36	10	18	5.0		
Demonstration	166	46.7	77	21.7	83	23.3	18	5.0	12	3.3
Case studies	183	51.7	65	18.3	89	25	18	5.0		
Computer based training	118	33.3	83	23.3	107	30	29	8.3	18	5.0
Coaching	184	51.7	71	20	77	21.7	23	6.7		
Job rotation	267	75.3	50	14	15	4.3	19	5.3	4	1.1

Source: Survey Result (2016)

N=Never, R=Rarely, S=Sometimes, M =Mostly, A=Always, C= Count

Table 4.1.10 shows 66.7%, 56.7%, 46.7%, 51.7%, and 75% of the participants agreed that the in-house training never used training methods or techniques representing, individual projects, role playing, demonstration, case studies and coaching and Job rotation respectively. 36.7% of the participants agreed that group work training technique is rarely used in the organization. 30% and 21.7% of the participants agreed that computer based training and coaching training technique are sometimes used in the organization respectively. 63.3% of the participants agreed that lecturing method were the most and regularly used method. The interviewed managers' believed that the company tries its best to incorporate most of the delivery techniques in the training program but lack to be effective as the desired level of incorporating all techniques.

From the above analysis the researcher concluded that the company are not used those training delivery techniques in a manner that enhance employees' performance. Therefore, the company lacks proper application of those training delivery methods which used for effective and proper delivery of training programs.

4.1.6. Evaluation and Follow up

This part of the analysis is related to part four of section one in the questionnaire, which is the evaluation and follow up stage. To understand how this stage is conducted many questions were asked in the questionnaire. Thus, this part includes analysis of the frequency of evaluation, the evaluation methods and evaluating the outcomes of training in the organization.

4.1.6.1. The Frequency of Training Evaluation

Table 4.1.11 How often training evaluated in the organization?

Valid	Frequency	Percent	Cumulative frequency
Never	107	30	30
Rarely	148	41.7	71.7
Sometimes	77	21.7	93.4
Mostly	18	5.0	98.4
Always	6	1.7	100
Total	355	100	

Source: Survey Result (2016)

The above table shows that almost 41.7% and 21.7 of the participants reveal that the organization evaluates its programs on rarely and occasional basis respectively. However, 30% of the participants agree that the organization never evaluates its training programs. This implies that the effectiveness of training evaluation in the company is not satisfactory.

4.1.6.2. The extent of evaluating the outcomes of training in the organization

Table 4.1.12. The extent of evaluating the outcomes of training in the organization

	TVSE		TSE		TCE		TGE		TVGE	
Levels of outcomes	C	%	C	%	C	%	C	%	C	%
Trainees' reactions: Evaluate the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations and relevance of the program	18	5.0	12	3.3	71	20	136	38.3	118	33.3
Learning outcomes: Evaluate the skills, knowledge and attitudes acquired during the program	154	43.3	89	25	59	16.7	29	8.3	24	6.7
Behavior change: Evaluate the change in on-the-job performance, which can be attached to the program.	214	60.2	92	25.8	25	7	18	5	7	2
Results: Evaluate the effect in the organization's performance resulting from the change of behavior such as: cost saving, quality improvement, customer satisfaction.	164	46.1	119	33.6	45	12.8	23	6.5	4	1

Source: Survey Result (2016)

TVSE=to a very small extent, TSE=to a small extent, TCE= to a considerable extent, TGE= to a great extent, TVGE=to a very great extent

Table 4.1.12 shows that 38.3% of the participants stated that, when evaluating the effectiveness of training programs, the organization depend to a great extent on trainees' reaction level. In addition, 43.3%, 60.2% and 46.1% of them affirmed that, the organization depend to a very small extent on evaluating learning outcomes levels, behavior change and performance result levels respectively, while only 1% of them said that they depend to a great extent in the result level when evaluating training effectiveness. Once a company implements training program, it must evaluate the program's success, but the above analysis implies that ethio telecom practicing poor training outcome evaluation.

In addition, as of the responses of the interviewed managers, even though the organization used a questionnaire to evaluate the reaction of trainees' after the training program, they are failed to use the other evaluation methods properly this showed us that the company are hardly ineffective with the listed evaluation methods.

4.1.7 Analysis of Training Problems and Challenges

This part of the analysis relates to section two of the questionnaire; it presents and analyses the findings regarding the current Training problems and challenges in ethio telecom; in other words, factors that might impede the effectiveness of Training functions and programs in the organization.

4.1.7.1 Possible factors that might hinder training practices

Table 4.1.13. Possible factors that might hinder training practices

	SD		D		NS		A		SA	
Possible factors that might hinder training practice	C	%	C	%	C	%	C	%	C	%
Management does not support training programs	37	10.5	66	18.5	71	20	136	38.3	45	12.7
Lack of long-term plan for developing human resource	24	6.7	65	18.3	83	23.3	118	33.3	65	18.3
Poor quality training programs	65	18.3	113	31.7	106	30	53	15	18	5.0
Lack of on-the-job training	59	16.7	24	6.7	47	13.3	154	43.3	71	20
Inaccurate training need analysis		13.3		13.3		10		36.7		26.7
Discrepancy between the provided training and job skills	30	8.4	29	8.3	100	28.3	136	38.3	59	16.7
Work environment does not support new behaviors learned in training programs	83	23.3	77	21.7	77	21.7	71	20	47	13.3
Sending inappropriate persons to the training programs	47	13.3	47	13.3	46	11.7	160	45	59	16.7
Lack of professional in the training department	97	27.3	89	25	113	31.7	33	9.3	24	6.7
Insufficient time and budget to execute training programs	106	30	97	27.3	89	25	33	9.3	29	8.3
Difficulties to evaluate training outcomes	32	9	47	13.3	59	16.7	130	36.7	86	24.3
Poor training planning in terms of training content and methods	42	11.7	59	16.7	106	30	71	20	77	21.7

Source: Survey Result (2016)

Table 4.1.13 shows, 38.3%, 33.3%, 43.3%, 36.7%, 38.3% and 45% of the participants agreed that management does not support training programs, lack of long-term plan for developing human resource, lack of on-the-job training, inaccurate training need analysis, discrepancy between the provided training and job skills, and sending inappropriate persons to the training programs were respectively representing the most important factor that contributes to training failure.30% of the

participants strongly disagreed that insufficient time and budget to execute training programs was preventing training program. While 25% were not sure, however, 9.3% of the participants agreed that it is an important training challenge in the organization.

Moreover, 23.3%, 27%, and 30% of the participants strongly disagreed that the factors, work environment does not support new behaviors learned in training programs, lack of professional in the training department and insufficient time and budget to execute training programs, to the training programs respectively were contribute to the training failure.

20% of the participants also strongly agreed that poor training planning in terms of training content and methods was the most important factor that prevents training program.

Interviewed managers revealed that above all the system under which the organization operating is not permissive to effective training activities in addition to less attention and negative attitude of top managers, sending inappropriate persons to the training program, lack of long term plan for developing and the non-existence of research done on this topic in the past are the most important challenges and obstacles that prevent effective training activities.

Moreover, interviewed managers agreed and strongly believe that difficulty in measuring training outcomes, lack of management support, were the most important problems that prevent the effective practices of training programs. Especially, they emphasized that the absence of inaccurate training needs analysis in line with discrepancy between the provided training and job skill strongly influences training practices. This implies that company environment, training budget are not the major factors that hinder the training practice. But those other factors; lack of management support, lack of long-term plan for developing human resource, lack of on-the-job training, inaccurate training need analysis, discrepancy between the provided training and job skills, and sending inappropriate persons to the training programs were respectively representing the most important factor that contributes to training failure. Therefore, the company has a lot of challenges that hinder not to effectively practice its training program in a systematic and planned way.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This part of the study aims to summarize the findings and results that have emerged from the data analysis presented in chapter four.

5.1.1. Results Related to Participants Characteristics

The majority of the respondents were male, 213(60%). In terms of age composition taken from the sample, almost 72% of the participants were young who are supposed to be more trainable. 31.5% of the participants had a work experience of 1-5 years in the organization. 41.1% of the participants had 6-8 years' work experience. 262(74%) of the participants were degree holders and 46(13%) of the participants were diploma holders. Almost 87% of the participants were diploma and degree holders. 3.4% of the participants were at the position of management and 15.8% were at the supervisory position while the rest and the majority of the participants 80% were non managers/staffs/.

5.1.2. Current Training Practices in ethio telecom

5.1.2.1 Training Needs Assessment

17.2% of the participants responded that the organization does not conduct formal need assessment while the majority 60% of the participants argued that the organization conducts need assessment occasionally. 16% of the participants responded that the organization sometimes conducted need assessment. Few (5%) of the respondents argued, the organization conducted need assessment mostly and 1.8% of the respondents argued the organization conducted need assessment on regular basis.

28.7%, 79% and 29.8% of the respondents confirmed that ethio telecom training programs are not related to company strategy, also not properly derived from tasks of employee's and not derived from employees' lack of knowledge, skill, ability or motivational aspect of the person respectively.

In addition, as of the responses of the interviewed managers, the organization training programs lack integrity with that of overall company, job and individual analysis.

5.1.2.2 Training Design and its Objectives

Concerning the objective of training 15%, 21.7% and 23.3% of the participant agree that ethio telecom set objective for training programs, objectives were set in consideration of the organization's goal and training with clear objectives have greater job performance. 26.7% of the participants strongly disagree that the organization does not set objective for training programs. 30% of the participants disagree while 20% were not sure whether the organization conducts

training for the purpose of keeping employees informed of technical and procedural changes occurring within the institute. 30% of the participants strongly agree that training program that has clear objectives would lead to greater job performance.

5.1.2.3 Training Delivery Methods

As to the respondents, all of the training approaches were utilized in the organization. 40%, 26.7% and 27.7% of the participants reported that the on-the-job training, off-the-job within the organization and external training approaches respectively were the rarely used approaches. 45% of the participants responded that External training (outside the organization) approach is never used. 33.3% and 22.3% of the participants responded that on-the-job training and external training were respectively used sometimes.

Based on methods used to deliver in-house training, 66.7%, 56.7%, 46.7%, 51.7%, and 75% of the participants agreed that the in-house training never used training methods or techniques representing, individual projects, role playing, demonstration, case studies and coaching and Job rotation respectively. 36.7% of the participants agreed that group work training technique is rarely used in the organization. 30% and 21.7% of the participants agreed that computer based training and coaching training technique are sometimes used in the organization respectively

63.3% of the participants agreed that lecturing method were the most and regularly used method

5.1.2.4 Evaluation and Follow up

Based on the importance of the training evaluation, 41.7% and 21.7 of the participants reveal that the organization evaluates its programs on rarely and occasional basis respectively. However, 30% of the participants agree that the organization never evaluates its training programs agreed that their organization considers evaluation as relatively unimportant.

According to the interviewees, training positively influences performance in changing the behaviors and attitudes of employees in line with the changing situations like, new technologies and new working methods. Most of the respondents agreed that profitability, financial turnover of the organization, raising employee morale, quality of goods and products, productivity, cost reduction and employee satisfaction are the most important significant impact of training,

However, when trying to assess the level of training outcomes 38.3% of the participants stated that, when evaluating the effectiveness of training programs, the organization depend to a great

extent on trainees' reaction level. In addition, 43.3%, 60.2% and 46.1% of them affirmed that, the organization depend to a very small extent on evaluating learning outcomes levels, behavior change and performance result levels respectively, while only 1% of them said that they depend to a great extent in the result level when evaluating training effectiveness.

5.1.3. Training Problems and Challenges

Among the possible factors that might hinder training, 38.3%, 33.3%, 43.3%,36.7%, 38.3% and 45% of the participants agreed that management does not support training programs, lack of long-term plan for developing human resource, lack of on-the-job training, inaccurate training need analysis, discrepancy between the provided training and job skills, and sending inappropriate persons to the training programs were respectively representing the most important factor that contributes to training failure.

30% of the participants strongly disagreed that insufficient time and budget to execute training programs was preventing training program. While 25% were not sure, however, 9.3% of the participants agreed that it is an important training challenge in the organization.

Moreover, 23.3%, 27%, and 30% of the participants strongly disagreed that the factors, work environment does not support new behaviors learned in training programs, lack of professional in the training department and insufficient time and budget to execute training programs, to the training programs respectively were contribute to the training failure.

20% of the participants also strongly agreed that poor training planning in terms of training content and methods was the most important factor that prevents training program.

Interviewed managers revealed that above all the system under which the organization operating is not permissive to effective training activities in addition to less attention and negative attitude of top managers, sending inappropriate persons to the training program, lack of long term plan for developing and the non-existence of research done on this topic in the past are the most important challenges and obstacles that prevent effective training activities.

Moreover, interviewed managers agreed and strongly believe that difficulty in measuring training outcomes, lack of management support, were the most important problems that prevent the effective practices of training programs. Especially, they emphasized that the absence of inaccurate training needs analysis in line with discrepancy between the provided training and job skill strongly influences training practices.

5.2 Conclusions

This study was conducted in ethio telecom with the general objective of assessing the training practice of the organizations. Questionnaire was the main source of data. These questionnaires are distributed for 355 employees of the company. An interview was also conducted with the 12 top and middle management of the organization.

Based on the data presented and analyzed in chapter four of the study, the following particular findings were observed:

The analysis indicates that there are some respondents who took the training several times while some of them took the training only a couple of times and this clearly demonstrates that there is a gap in allocation of employees for training program, as it is indicated in the interview this is due to lack of proper data management. Also according to the finding, majority of the respondent claimed that their organization is not providing them with on-time training. Even if the company have a training program in place and give training to the employees several times they failed to give this training at the right time.

In order to assess the existing training practice of the company, the study emphasized on the four process of training. Training process include training needs assessment (TNA), training design (TD), training delivery method, and training evaluation. And all of them were checked individually on the analysis.

Training needs assessment was the first variable to be discussed. The result regarding whether the organizations conduct a formal training needs assessment properly reveals that majority (17.2%) of the respondents believed that the training needs assessment of the company is not conducted properly. To identify the training needs of employees the company use questioner. In addition they use a direct observation of immediate supervisors to identify the areas of gaps in which training in needed. Four questions were asked to measure the appropriateness of the training needs assessment methods of the organization did not identified the gas properly. The interview made with team leaders also indicate that even if their training process is started with the identification of training needs, training need assessment practice of the organization did not identified the gaps and conducted properly and this is due to the lack of manager's commitment to properly identify the performance gap that should be filled with trainings.

Training design is the second stage of the training process. Summary of the result shows that even if there is a training design policy in place the company did not implement it properly. And this implied that the company did not communicate the training objectives properly to their employees. And this showed that there is a gap that is created in the training needs assessment process of the organizations. The consequence of training needs assessment stage is reflected in this process because trainings are designed on the identified in the needs assessment process.

The third process of training is the delivery (implementation) of training. For the proper implementation of training program, the response reveals, attention was not given to training programs and as a result the organization did not use multi method training delivery which helps to address the individual differences in capturing new ideas. In implementation of training, the organization uses sometimes case study, computer based training, coaching and job rotation methods in the organization and lectures were the mostly used methods by the organization.

The last stage of training process is training evaluation. According to the analysis (30%) of the respondents believed that there is no proper evaluation of training program in their organizations. This assured us even if there is the practice of evaluating the training in the company it is not conducted properly i.e. the effectiveness of training evaluation in the company is not satisfactory.

Even though the organization used a questionnaire to evaluate the reaction of trainees' after the training program, they are failed to use the other evaluation methods properly this showed us that the company are hardly ineffective with the listed evaluation methods. And this implies that not using the evaluation methods properly makes it difficult to differentiate the change in performance of employees that was caused by the training.

Generally, the extent of the organization to evaluate learning outcomes, behavior changes and results were not given attention.

Based on the responses for problems and challenges facing the organization under study, it is revealed that, above all the system under which the organization operating is not permissive to effective training activities in addition to less attention and negative attitude of top managers, sending inappropriate persons to the training program, lack of long term plan for developing and the non-existence of research done on this topic in the past are the most important challenges and obstacles that prevent effective training activities.

5.3. Recommendations

The findings from this study indicate a need for the management of the ethio telecom to improve the current training practice in an attempt to satisfy their employees' needs and inspire them for higher level of performances is proposed.

- ✓ Assessing training needs is playing a very important role in identifying individuals who need to be trainee, designing the program that relates to the needs of both individuals and the organization, allocating the required time, determining the program objectives and the required skills and determining the required resources for implementing the program. Therefore, the organization should conduct formal training program rather than simply led by haphazard actions and the will of top managers.
- ✓ Since training need analysis (TNA) is the building block of training program, and a tool to identify the gap between the actual performance and the desired performance in the organization, it has to be institutionalized in ethio telecom. Training should take place based on proper TNA. Training needs analysis methods have to be practiced. These methods are: Organizational, task/job and person/individual analyses. Since these methods of analyses are equally important, management of ethio telecom should use them as effectively as possible and has to keep records of the analysis.
- ✓ The analysis indicates that there is a training design policy in ethio telecom but it is not being implemented properly. According to Mathis and Jackson (Mathis & Jackson, 2011), effective training design should consider the learning's characteristics, instructional strategies, and how best to get the training from class to the job (training transfer) in order to produce learning. Therefore, need to give due attention during the designing stage. They also need to ensure that adhere to the design policy of the company during this stage. Furthermore ethio telecom should communicate their training objective so that training can pay a positive role in the organization.
- ✓ Ethio telecom should give the training at the right time in order to bring the desired outcome. According to Armstrong (Armstrong 2009), even though the training is designed and delivered in a proper way, if it is not given on-time it would be a waste of resource. So ethio telecom should consider in delivering the trainings at the right time.
- ✓ Ethio telecom mostly depends on off-job training; Job rotation, coaching computer based training were some of training delivery techniques used sometimes while lecture and group

discussion were delivery techniques used mostly. To have positive results from training program, organizational commitment to training must tie in closely with appropriate effective training methods and training delivery mechanisms. Therefore, in order to have effective training methods and implementation, the organization should use both on-the-job and off the job training methods to maximize the effectiveness of the program.

- ✓ Though the training evaluation system being used by ethio telecom is a good idea, but it only measures the immediate reaction of the trainees and lacks the ability to address post-test performance improvement or behavioral change occurring due to the training. Hence, it is recommended that ethio telecom should apply training impact analysis in order to assess the effectiveness of the training program by measuring the trainees' performance before and after training. Therefore, ethio telecom needs to evaluate its training program at least at four levels. These levels are; Reaction, Learning, Behavior and Result levels.
- ✓ Finally in order to have an effective training practice ethio telecom should have to conduct each and every process properly. The existence of training programs in place by itself doesn't assure the effectiveness of the training program unless it is supported by systematic training process. Therefore, since each processes are interrelated they should be conducted with due care.

5.4 Suggestion for Future Research

Finally, the study sample is mainly focused on Addis Ababa employee of the company. So future researcher can take sample of all regional offices.

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Appendix-1

Addis Ababa University School of Commerce

Department of Human Resources Management

Dears,

My name is **Dagim Tadele**. I am studying Masters of Human Resource Management in AAU. I kindly request your assistance in completing a questionnaire which I am using to collect data for my research study. I am working on my project entitled **Assessment of Employee Training Practices the case ethio-telecom**. Your assistance in completing this questionnaire is completely voluntary and will be highly appreciated. Please give you're most thoughtful and honest answers. The data is completely confidential and reported only in anomaly format. If you would like to receive the result of the survey, please write your email address in the end of the questionnaire.

Thank you for your valuable assistance!!

Section One: General Issues

Instruction: Please tick ($\sqrt{\quad}$) in the box that best reflects your answer for each question.

1. Does your organization provide you a training program since you joined the organization?
Yes No
2. How often do you attend training program?
Only once Twice
Several times Rarely
3. Does your organization give you on time training? (at the right time)
Yes No

Part 1: Training Needs Assessment

4. How often does your organization conduct formal training need assessment? Please tick (√) in the box that best reflects your answer for each question

Never Rarely Sometimes Mostly Always

5. If your answer to 4 is (Rarely, Sometimes, Mostly, Always), to what extent does the following methods are used to determine training needs in your organization?

1= to a very small extent [TVSE]	2= to a small extent [TSE]	3= to a considerable extent [TCE]	4 = to a great extent [TGE]	5= to a very great extent [TVGE]
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Identification of techniques employed for training need assessment					
1. To what extent is the training activity related to ethio telecom strategy.	1	2	3	4	5
2. To what extent is the training activity derived from tasks of employee's.	1	2	3	4	5
3. To what extent is the training activity derived from lack of knowledge, skill, ability or motivational aspect of the person.	1	2	3	4	5

Part 2: Training Design and its Objectives

6. Does your organization target the following objectives when conducting training programs?

1=Strongly Disagree	2= Disagree	3= Not sure	4= Agree	5= Strongly agree
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Training objectives					
The organization set measurable objective for training programs	1	2	3	4	5
Training objectives were set and in consideration of the organization's goal	1	2	3	4	5
Training program that you have taken with clear objectives provide you greater job performance	1	2	3	4	5
Training program that you have taken with clear objectives enhanced employees skill					
Keeping employees informed of technical and procedural changes occurring within the institute	1	2	3	4	5

Part 3: Training Delivery Methods

7. Which of the following forms of training does your organization use? Please **circle** in the box that best reflects your answer

1=Never	2=Rarely	3=Sometimes	4 = mostly	5=A1ways
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Training delivery forms					
On-the-job training	1	2	3	4	5
Off-the-job within the organization	1	2	3	4	5
External training (outside the organization)	1	2	3	4	5

8. Which of the following **training methods** are used by your organization? Please **circle** in the box that best reflects your answer where. You can **circle** more than one answer.

1=Never	2=Rarely	3=Sometimes	4 = Mostly	5=A1ways
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Identification of training delivery methods or Techniques employed by ethio telecom.					
Lectures	1	2	3	4	5
Group work (discussion)	1	2	3	4	5
Individual projects	1	2	3	4	5
Role playing	1	2	3	4	5
Demonstration	1	2	3	4	5
Case studies	1	2	3	4	5
Computer based training	1	2	3	4	5
Coaching	1	2	3	4	5
Job rotation	1	2	3	4	5
Other, Please Specify.....					

Part 4: Evaluation and follow up

9. How often does your organization evaluate training programs? Please **circle** in the box that best reflects your answer where

1. Never [] 2. Rarely [] 3. Sometimes [] 4. Mostly [] 5. Always []

10. To what extent does your organization evaluate the following levels of **training outcomes**? Please **circle** in the box that best reflects your answer where.

1= to a very small extent [TVSE]	2= to a small extent [TSE]	3= to a considerable extent [TCE]	4 = to a great extent [TGE]	5= to a very great extent [TVGE]
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To what extent does your organization.....?					
1. Evaluate the feeling and opinion of the trainees about the program material, facilities, methods, contents, trainers, durations and relevance of the program	1	2	3	4	5
2. Evaluate the skills, knowledge and attitudes acquired during the program	1	2	3	4	5
3. Evaluate the change in on-the-job performance, which can be attached to the program.	1	2	3	4	5
4. Evaluate the effect in the organization's performance resulting from the change of behavior such as: cost saving, quality improvement, customer satisfaction.	1	2	3	4	5

Section Two: (Training Problems and Challenges).

The purpose of this section is to determine the main problems and obstacles that might face training function/ programs in your Organizations.

12. To what extent do you agree or disagree with the following possible factors that might hinder training practices in your organization? Please **Circle** in the box that best reflects your answer where.

1=Strongly disagree	2= Disagree	3= Not sure	4= Agree	5= Strongly agree
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Possible factors that might hinder training practices					
Management does not support training programs	1	2	3	4	5
Lack of long-term plan for developing human resource	1	2	3	4	5
Poor quality training programs	1	2	3	4	5
Lack of on-the-job training	1	2	3	4	5
Inaccurate training need analysis	1	2	3	4	5
Discrepancy between the provided training and job skills	1	2	3	4	5
Work environment does not support new behaviors learned in training and development programs	1	2	3	4	5
Sending inappropriate persons to the training programs	1	2	3	4	5
Lack of professional/s in the training department	1	2	3	4	5
Insufficient time and budget to execute training programs	1	2	3	4	5
Difficulties to evaluate training outcomes	1	2	3	4	5
Poor training planning in terms of training content and methods	1	2	3	4	5

Appendix- 2

Interview Questions

Addis Ababa University School of Commerce

Department of Human Resources Management

The interview has been designed to seek information purely for academic purposes. The main purpose of the study is to conduct a thesis on the topic. "Assessment of employee Training Practice the case of ethio telecom". Thus as a Training team leaders of the company. It's hoped that the success of the study depends on the information you provide.

Thank You

1. Is their training policy in your organization?
2. How does your organization assess and prioritize the training needs of employees?
3. How does your organization design the training program?
4. What methods of training delivery are used?
5. How is training evaluated in your organization?
6. Do you think that there is an effective training practice in your organization?
 - Possible factors that might hinder training in your organization?