



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
SCHOOL OF COMMERCE

**THE EFFECT OF EMPLOYEES TRAINING ON THE
SUCCESS OF PROJECT: THE CASE RAMA
CONSTRUCTION PLC**

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of Commerce in Partial Fulfillment of the requirements for the Masters of
Project Management**

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Addis Ababa, Ethiopia

DECLARATION

I Sara Hashim registration number/I.D. number GSD/8121/13, do hereby declare that this thesis is my original work and that it has not been submitted partially; or in full, by any other person for an award of degree in any other university/institution.

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ABBREVIATIONS

HRD	Human Resource Development
HRM	Human Resource Management
ICT	Information Communication Technology
ILO	International Labor Organization
IT	Information Technology
PCM	Project Cost Management
PM	Project Management
PMBOK	Project Management Body of Knowledge
PMI	Project Management Institute
PPE	Personal Protective Equipment
SPSS	Statistical Package for the Social Sciences
US	United States
VIF	Variance Inflation Factor
WBDS	Work Break Down Structure
US	United States
WHO	World Health Organization

ABSTRACT

The aim of this study is to examine the practice employees training and its effect on the project success within the context of Rama Construction PLC. The conceptual framework is designed by treating employee training practices as an independent variable and project success as dependent variable. Employee training practices was further expressed using specific practices, namely: need analysis practices, training design practices, training methods, and training evaluation practices. The study employed descriptive and explanatory research design. While a questionnaire was used to gather primary data. The study sample in terms of the respondents covered randomly selected employees of Rama Construction and a sample of 195 was administered with the questionnaire and 78.9% response rate was achieved. The data collected was analyzed with the aid of descriptive statistics and multiple linear regressions using Statistical Package of Social Sciences. The findings of the study revealed that the combined effect of employee training practices influenced project success positively. The result shows that the four independent variables, namely: training need analysis practices, training design practices, training methods, and training evaluation practices, that were studied explain 63% of variation success of project in Rama construction company as represented by the R^2 value. The result also revealed that all the four employees training practices, namely: training need analysis practices, training design practices, training methods, and training evaluation practices are significant in predicting success of project in Rama construction company. Thus, study concluded that improved training practice is an increasingly important instrument to get higher success of project in Rama construction company. Therefore, the study recommends the management of Rama construction company should influence employees training practices as a way of improving its success of project.

Key Words: Training, Project Success, Rama Construction PLC.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

Faster completion of project before time at required quality and cost always remained a big issue to the executives of the projects, as it brings with many changes affecting the progress and success rate of the project (John, 2010). Emerging opportunities by the global competition and dealings with multinational firms motivates the project management in such a way to maintain its competitive position stable in the market in a profitable manner. As mentioned by Prabhakar & Lane (2008), each project comprised of various components, like starting and ending date, particular objectives, specific budget, quality specification and a set of interrelated activities. Moreover, a blend of financial and non-financial, physical and material resources are required for its completions. To remain competitive project needs to be completed before its deadline at required quality and cost (Wysocki, et al., 2000). Trained human resources is one of the factors that can affect the success of project in construction industry.

Employees training play a key role in equipping the employees with necessary skills, knowledge and attitude (Aguinis & Kraiger, 2009). Anderson (2000), consider training as a planned process to modify attitude, knowledge or skill behavior through learning experiences to achieve effective performance in an activity or range of activities. Armstrong (2006) described the objective of training is to develop the skills and competences of employees to improve their performance; to help people grow within the organization in order for the organization to meet its future HR needs.

The training of employees is an issue that has to be faced by every organization. In particular, in highly skilled and knowledge intensive industries like construction industry, employees training plays a vital role (Aguinis & Kraiger, 2009). This industry is highly competitive, dynamic and technical industry, whose growth and development depends upon its human resource much more strongly than other resources. This industry needs highly skilled, talented and well-learned human resource. The quality of products and services in this industry both depend upon the quality of human resource, which needs continuous and multiple-skill training. Training of human resources is the main measures to bring project success in construction industry through

training of work-related knowledge, skill and expertise of the organization human resource (Amandi, 2014). Thus, to attain such human resource, there must be emphasis on developing and nurturing a strategy-based on human resource training practices in the construction company (Ahmed & Yohanna, 2014). Therefore, the construction companies should device a mechanism to ensure effectiveness, competency, and dynamic policy for registering maximum attainable performance from its personnel resource through the human resource trainings programs.

Construction companies are rapidly growing both in terms of size and number (Ahmed & Yohanna, 2014). So as the quality and quantity of numbers required for the sector have been rising during the last decades. This growing and tough competition among construction companies increases the demand for competent and skillful employees (Nasser & Nawab, 2014). Manpower training is a continuous and recurring activity in construction companies while the nature of activities and skills required to achieve these tasks have been changing (Lombardo, 2017). These areas will be examined within the context of Rama Construction PLC.

Rama Construction Private Limited Company was established in 1995 in Addis Ababa, Ethiopia. Rama Construction PLC is a category One General Contractor, and since its establishment it has successfully accomplished different construction works for federal government, regional government, and the private sectors of Ethiopia. The company is engineering driven and believes that management is getting the right people for the particular task. The company is very aware of the importance of training and as such provide minimum of about 40 hours of training per employee each year. The company spent large amount of money on employees training program and provide various kind of trainings for technical and administrative staffs. The company offers several types of training in project planning and monitoring methods for project office engineers and computer-based construction site management for head office engineers. Additionally, it offers various types of training for all project and head office logistic officers, as well as project stock keepers, on Kaizen-based stock management systems, overall quality management, and other relevant topics. Thus, assessing the roles of such training program on success of project has greater relevance. In account of this fact, the study focused on examining the role of manpower training practices on project success in Rama Construction PLC.

1.2. Problem Statements

Managing construction project is very challenging due to the pressures of global standards and competition (Prabhakar & Lane, 2008). Although the cost-time-quality triangle can be used to gauge project performance in a straightforward manner, many successful projects might not be viewed as quality projects in terms of project learning and reflection (John, 2010). In this regard, scholars such as Turner et al. (2008), argue that the most important contributing factors for project success in construction project, in particular for enhancing project learning, are human resource training. Amandi (2014), also noted that training of human resources is the main measures to bring project success in construction industry through training of work-related knowledge, skill and expertise of the organization human resource. On account of this fact, study devoted to examine the role of employee training in project success of in construction companies is greater relevance.

Being a project-oriented organization, construction companies like Rama Construction PLC, experience more risks and need to manage them as effectively and efficiently as possible. As an organization entrusted by its customers to deliver the project upon an agreed time, cost and quality standards, construction companies are expected to control time delays, to consider user requirements, established effective costs control system and avoid quality defects to build client confidence and satisfy their customers. Unfortunately, most of the construction projects appear to be on the far side from this expectation (Ahmed & Yohanna, 2014). The performance of the industry, in terms of efficiency and effectiveness, is not as such encouraging with substantial number of projects suffering from delays, cost overruns and quality problems (Prabhakar & Lane, 2008). This was mostly attributed to a number of constraints and the constraints shortage of skilled manpower is one of the most important factors that need to be considered so as to successfully complete project with in required time, cost and quality (Beyene, 2018).

More so, as per researcher assessment, there are gaps in research concerning the human resource training practices and its roles in project success in construction companies with in Ethiopian context. There are researchers such as Alene (2020); Beyene (2018); Amlaku (2010); Getahun (2007), and Tazebachew (2001) conducted researches in the area of manpower training with in information communication projects. The adoption of human resource training programs is

highly determined by the actual situation of a specific organization. However, none of these researchers cover the manpower training practice in construction companies.

In addition, in the project management literature, human resource training practices are found to contribute to project success by facilitating knowledge management, for instance by stimulating knowledge sharing through reward systems, improving project-related knowledge through training, and providing career development (Ahmed & Yohanna, 2014). Evidently, employees training practices are significantly related to project performance (Koelmans, 2018); but the links between these constructs have seldom been tested (Chuang et al., 2019). Accordingly, this research will address in such gaps in previous literature by examining the effect of employees training practices on project success in Rama Construction PLC.

In addition, as per company 2021/22 performance report, Rama Construction PLC in Addis Ababa invest so much financial resources into training of its staff to develop their skills in order to improve performance and skill levels of its employees, which is in turn crucial for the project success. The company has also dedicated departments, sections or units in charge of training and even has training center which core function is to sharpen the skills of its staff from time to time. Nevertheless, all these efforts seem not to yield the needed results. There are still skill gaps in the company and the level of expertise is not yet reached to the desired level as the industry required employees with dynamism and high level of expertise. This in long run may badly affect the overall performance of the company in general and projects success in particular. The study therefore aimed to assess the practice employees training and its effect on the project success within the context of Rama Construction PLC and provide suggestions on the study findings to the company management as how it can make the best use of employee training programs for success of company projects’.

1.3. Research Questions

Based on the aforementioned problems the study was framed to answer the following research questions.

- 1) What is the level of project success at Rama Construction PLC?
- 2) What are the current employees training practices at Rama Construction PLC?
- 3) How employees training practices affect the success of projects at Rama Construction PLC?

1.4. Objectives of study

1.4.1 General objective

The general objective of this study was to examine the practice employees training and its effect on the project success within the context of within the context of Rama Construction PLC at Addis Ababa.

1.4.2 Specific objectives

The specific objectives of this study were-

- 1) To appraise the project's success level at Rama Construction PLC.
- 2) To examine employees training practices of Rama Construction PLC.
- 3) To investigate the effect of employees training practices on the success of project in Rama Construction PLC.

1.5. Significance of Study

The study would provide vital information to the company management on the current practices of employees training and its effect on the performance of the projects. Hence, the findings of this study may contribute to the company's top, middle, and supervisory managements able to get an insight to understand the gaps in company current practices of employees training practices. This in turn help the company to revisit which employees training dimensions and components should require improvement that in turn help the company to design practical strategies on how to take appropriate improvement action that might facilitate the success and performance of the projects.

More so, the study would be important to researchers and future scholars as it would provide empirical literature on human resource training. In addition, the study would suggest areas for further research where future scholars can carry out research on the area.

1.6 Scope of the Study

The scope of this study was delimited in terms of subject (concept) and area (geography). This study examined the employees training practices and its effect on the success of the projects at one of the construction companies i.e., Rama Construction PLC. Conceptually, though there are multiple factors that may affect the success of projects, the study was delimited merely to the

practice of employees training practices and its effect on the success of the projects. Regarding the geographical area coverage, the study was limited Rama Construction PLC at Addis Ababa. Concerning methodological scope, the study adopted quantitative research approach based on descriptive and explanatory research design through survey questionnaire. Regarding time scope, the study was based upon the cross-sectional data in which data was collected from current employees of Rama Construction PLC in Addis Ababa.

1.7 Organization of the Study

The final report of this study is organized into five chapters. Chapter one discusses the introduction part. It contains the background to the research study, presents the statement of problem, and research objectives. Also, the chapter has the significance, scope, and limitations of the study. Chapter two contain theoretical review, empirical review of previous studies and conceptual framework of study. Chapter three discuss the research methodology. Chapter four discuss about the data analysis and interpretation of the outputs. Chapter five present the summary of the finding, conclusions, recommendations and further research suggestions.

CHAPTER TWO

RELATED LITERATURE REVIEW

In this chapter, the researcher reviews relevant literature on theoretical, empirical and conceptual framework issues which are found to be essential to the research inquiry. Thus, the first section discussed conceptual review related to the study variables which were considered in order to lay solid foundation for the research. Areas the chapter treats include the overview of project and project success, and the process and components of employees training, Next, a brief summary of some of the related previous work on this study were discussed. In the final analysis, the chapter present the conceptual framework of study.

2.1. Review of Theoretical Literature

This opening section discusses the conceptual background of basic concepts concerning the main study variables which are discuss in order to laid strong conceptual foundation for the research. The meaning of terms varies from study to study depending on their purpose and the context in which they are utilized. The precise clarifications of basic concepts and theories make clear how they are utilized in the study. The main concepts and theories that this study cover is explain in the following section.

2.1.1. Overview of Project and Project Success

2.1.1.1. The Concept of Project

The Project Management Institute (2000), define a project as a temporary, definitive beginning and definitive end, endeavor undertaken to create a unique product or service. Projects can be considered as the achievement of a specific objective and involve the utilization of resources on a series of activities or tasks.

Projects are also a group of activities that have to be performed with limited resources to yield specific objectives, in a specific time, and in a specific locality. Thus, projects are an investment on which resources are used to create assets that will produce benefits over an expanded period of time. It is a unique process, consisting of a set of coordinated and controlled activities with start and finish dates, undertaken to achieve an objective conforming to specific requirements, including the constraints of time, cost and resources (PMI, 2004).

Turner (1999) defines project as “an endeavor in which human, financial and material resources are organized in a novel way to undertake a unique scope of work, of given specification, within constraints of cost and time, so as to achieve beneficial change defined by quantitative and qualitative objectives”. The definition suggests three key targets of the project, i.e. time, cost and quality, which are to be in focus when undertaking the project. It also highlights the importance of efficient organization of available resources in order to achieve a good final result.

In general, the term project is very broad term and it is defined differently by different scholars. Even if they define it by their own understanding it represents the same idea. There is no one universally agreed definition of project. But all definitions of scholars gave similarity. Accordingly, the definition of project shares some communality such as an endeavor activity, temporary or time bound, goal-oriented and that has unique deliverables. By summarizing the above given definitions, for the purpose of this study project is defined as a temporary endeavor that has unique output and carries out multiple activities in order to accomplish an organization’s objective by exploiting its resources and having a definite starting and ending points as well as budget and quality constraints.

2.1.1.2. Project Success

There has been much discussion on the nature and definition of project success. According to Chan (2002), project success is an abstract concept and determining whether a project is successful is subjective and extremely complex. Numerous authors have researched the subject on project success but the concept of project success remained ambiguously defined. Project success is probably the most frequently discussed topic in the field of project management, yet it is the least agreed upon even though it was for more than two decades, researchers have labored to identify managerial variables critical to success. It has often proved difficult to define words such as success, because it means different things to different people (stakeholders) and is very context-dependent.

According to the PMI (2013), project success is measured by product and project quality, timeliness, budget compliance, and degree of customer satisfaction. Since projects are temporary in nature, the success of the project should be measured in terms of completing the project within the constraints of scope, time, cost, quality, and resources, as approved between the project managers and senior management.

According to Kerzner (2009), the definition of project success has been modified to include completion within the allocated time, within the budgeted cost, at the proper performance or specification level, with acceptance by the customer/user, with minimum or mutually agreed upon scope changes, without disturbing the main workflow of the organization, and without changing the corporate culture.

Project success described as “a matter of perception and that a project will be most likely to be perceived to be an “overall success” if the project meets the technical performance specifications and/or mission to be performed, and if there is a high level of satisfaction concerning the project outcome among key people on the project team, and key users or clientele of the project” (Prabhakar and Lane, 2008).

De Wit (1988) and other distinguish between project success (measured against the overall objectives of the project) and project management success (measured against the widespread and traditional measures of performance against cost, time and quality).

In the past years the simple definition for success of project was only based on the implementation phase of the project life cycle and product life cycle. But in these days the definition of the project is required from the beginning till the end of the project and product life cycles (Muller and Turner, 2007). For projects to be implemented successfully, the two components of project success must be clearly defined, agreed and progressively reviewed by all parties. These two components are the project success criteria relating to the users and sponsors and the project success factors that are required to deliver those success criteria (Wateridge, 1995). On the same note Cooke-Davis (2002) emphasize the importance of distinguishing between the two components of project success namely the success criteria which he describes as the benchmark to measure or judge success or failure and success factors which are the management inputs and systems that would lead to project success.

Kerzner (2009) states that despite the very few projects that are ever completed without trade-offs or scope changes in time, cost, and quality, success can still be achieved. As a result, he illustrates that success can be defined as a cube where the singular point of time, cost, and quality is a point within the cube. Moreover, he states that there are primary and secondary definitions of success. Thus, for the purpose of this study, Kerzner (2009) definition of project

success is adopted which measured project success in terms of time, cost and quality specification.

2.1.2. The Concepts of Employees Training

Training is defined by a number of scholars. In its broadest sense (Cowhine and MacLer, 1990), define it is a systematic development of the attitude, knowledge and skill behavior pattern required by an individual in order to perform adequately a given task or job. The central idea is that training activities are primarily focused on improving employees and managers'

Training is the process of developing knowledge and expertise in people, (Swanson and Holton, 2001). It is a planned process to modify attitude, knowledge, skill or behavior through learning experiences to achieve effective performance in an activity or range of activities. Training activities impart skills, techniques and methodologies to employers and their employees to assist them in establishing and maintaining employment. Training has also been defined as a situation where an expert works with a learner to transfer to them certain area of knowledge and skills in order to improve current job, (McNamara, 2008). Noe et al (2000) on his part also views training as a planned effort by a company to facilitate employees learning of the job-related competencies. Training is the method or manner used to build abilities and enhance employee skills and knowledge by providing new information for them to perform their job efficiently (Jagero, et al, 2012).

Training should result in change in attitude or an acquisition of new skills. Honey and Mumford (1996) explain that training can only be said to have taken place when people can demonstrate that they know something that they did not know before (insights, facts and realizations) and when they can do something they could not do before (skills). Training is job or task oriented. It therefore aims at enabling individuals to perform better on the job they are currently doing.

By summarizing the above given definitions, and in lines of the definition provided by Armstrong (2006), which is accepted for the purpose of this research, training is planned and systematic modification of behavior through learning events, programs and instruction, which enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively.

2.1.3. Employee Training Process in Construction Company

The construction sector is one of the most dynamic and complex industrial environments. The construction sector is considered to be one of the most dynamic and complex industrial environments (Wild, 2002;). It is a project-based industry within which individual projects are usually custom-built to client specifications (Loosemore et al., 2003). Fluctuations in the economic markets are reflected in considerable variations in the number, size and type of projects undertaken by construction organizations over time. A key characteristic of the industry's output is that the finished product is largely non-transportable and must therefore be assembled at a point of use, usually outside (Fellows et al.,2002). This requires construction organizations to set up temporary organizational structures at dispersed geographical locations, frequently at a distance from central management.

Human resource training in construction sector is best thought of as a process consisting of several interrelated phases or steps or components. The process begins with a series of on-going analysis to determine the extent and nature of an organization employee training needs. With these needs clarified, it is then possible to put together an employee training plan that shows overall objective, programs priorities, and resources allocation, and indicates who will be trained in what by whom and when, each potential trainee can then be matched with a training opportunity, which might occur in-house or out, on the job or off. As a program is developed, consideration is normally given to the instructional objectives that should be met program content, and the delivery system (i.e., training technique (s) to be used. Then the actual training takes place. Finally, there is evaluation. The results of evaluation are feedback to those who will be planning, developing and delivering future programs (Loosemore et al., 2003).

Various authors have developed the general framework for the generic training process. For purposes of this study, the systematic approach to training process for construction company developed by Mathis and Jackson (2016), is used which mainly involves four main components or phases, namely: training needs assessment, training design, implement training program and training evaluation.

2.1.3.1 Training Needs Assessment

Since training is a need-oriented effort, determining the level, type and duration of the training is the prime importance at this stage of the process. Consequently, assessing organizational training need shows the diagnostic phase of planning training aims. As cited on Khan and Masrek (2017); Priyadarshini and Dave (2013), training needs assessment is a strategic process that involves identifying the organization, industries goals, competency gathering, and analyzing the information, determining the gaps between the present situation and the future condition. The assessment phase includes employee and employer performance issues to know if training is needed. During the assessment, it is important to consider non-training factors such as compensations, organizational structure, job design, and physical work plans.

Training needs assessment is the method of determining if a training need exists and, if it does what training is required to fill the gap. TNA seeks to identify accurately the levels of the present situation in the target surveys, interview, observation, secondary data and/or workshop. The gap between the present status and desired status may indicate problems that in turn can be translated into a training need. Training needs analysis identifies training needs at employee, departmental or organizational level in order to help the organization to perform effectively. The aim of training needs analysis is to ensure that, Training addresses existing problems, is tailored to organizational objectives, and is delivered in an effective and cost – efficient manner (Mathis & Jackson, 2016).

According to Mondy and Martocchio (2016), a systematic approach of training needs assessment activity focuses on the firm's strategic mission, goals and corporate plans are studied, along with the results of strategic human resource planning. A training needs assessment helps companies or organizations determine whether training is necessary. Similarly, Training needs assessment is the process of analyzing the difference between what is currently occurring within a job or jobs and what is required either now or in the future-based on the organization's operations and strategic goals (Lussier & Hendon, 2020).

There are three training needs analysis (organizational analyses, task /job analysis, person analysis (Armstrong, 2014). Organizational Analysis provides an objective analysis of the organizational training requirements. Task need analysis is an examination of the job to be

performed. Person analysis determines which employee need training by examining how well employees are carrying out the tasks that make up their jobs (Armstrong, 2014).

2.1.3.2. Training Design

Once training needs have been identified using the various analyses, and then training program must be designed. 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 (Mondy & Martocchio, 2016).

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 (Lussier & Hendon, 2020). 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 internalization, or whether the person really learned. 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 (Priyadarshini & Dave, 2013). Employee training programs includes a variety of teaching technique, schedule, and helping learning environment that ensure employee to improve their skills and later apply on their jobs (Gerbamn 2000).

According to Mathis & Jackson (2016), designing training program step basically involves two tasks which include: (i) setting objectives of human resource training programs; and (ii) developing the contents of the human resource program

i) Setting Objectives of training program

The main objectives of training in the organization are to achieve human resource strategies through ensuring that the organization has skilled, knowledge and competent people required to meet both the current and future needs and challenges of the organization and individual development. An objective is specific outcome that the training program is intended to achieve. In most cases, training objectives are set for the trainees. These objectives define the performance that the trainee should be able to exhibit after training (Armstrong, 2014).

Human resource development experts suggest that objectives should be stated explicitly and answer what should the trainees be able to do after training, under what conditions should the trainee be able to perform the trained behavior and how well should the trainee perform the trained behavior. According to Mathis & Jackson (2016), training objectives must be specific, measurable and time-targeted. Objectives which have such as characteristics serve a number of purposes. According to Mondy & Martocchio (2016), they assist in developing the criteria to be used in evaluating the training outcome. Objective and the evaluation criteria also help in choosing relevant instructional method, media, and material.

ii) Developing the contents of the training program

Most of the time, a question "what is to be learned?" comes in mind before any training program is delivered. In establishing the content of training programs, the scope of the organization operations, its budget limitations, and philosophy must be considered (Armstrong, 2014). In addition to this, training designers may find it helpful to use a checklist as a decision and on those occasions. In designing a training program, the concerned bodies must identify, organize and sequence the subject matter (content) which is going to be taught (Mondy & Martocchio, 2016).

2.1.3.3. Implement Training Program

Implementing training program is the stage of putting the training program in to practice in accordance with the design. Here the trainees interact with the subject matter in order to attain the objectives. In implementing the training, the trainer has to be sure that the training is in line with the objectives set, address the selected target group and fill the gaps identified in knowledge, skills and attitudes and satisfy the trainees (Armstrong, 2014).

A various training methods are available and used by training institutions and organization. Training programs, the methods used wise depend on the objective of the program, the type of material to be learned and the person doing the training. The selection improvement and creation of appropriate training methods consider a number of factors like skills needed for the job, qualifications of the job incumbent resource content and purpose and the kind of operating problem of the organization. Generally, the purpose of training, the nature of concepts; the location of the training, trainees' hierarchical level, cost and the time allocated for training

should be considered to select a method or combination of methods (Mathis & Jackson, 2016). As stated Mondy & Martocchio (2016), the most popular categories used by organization are on-the-job training and off-the job training methods.

i. On-the –Job Training Methods

On the job training methods takes place is centered around the job and the trainee uses once the training is completed. The learning takes place in working his regular tasks (Mathis & Jackson, 2016). Likewise, Noe & Hollenbeck (2019), states that on-the-job training approach the trainee works in the actual work setting, usually under the guidance of an experienced worker, supervisor or trainer. On the job training is useful when employees are expected to become proficient in performing certain tasks or using equipment found at their work stations, because the training is directly related to the requirements of the job. According to Mathis & Jackson (2016), on the job training has two distinct advantages over class room training, first it, facilitates the transfer of learning to do the job. Because the learning environmental tasks place at performing the job, on the job training does not need training facilitates in the work station which reduces training costs.

Even though it has the aforementioned advantages there are several limitations associated with on-the-job training. Mathis & Jackson (2016), limitations of on-the-job training which among other include: physical constraints, noise, and other distractions that could inhibit learning, resulting in costly damage and disruption of the production schedule customer in convenience and temporary service reduction, heavy equipment or chemicals many threaten the safety of others. Therefore, trainers should be aware of those disadvantages, when designing training programs and choosing the appropriate methods. Moreover, it is possible to combine the methods with off-the-job training method to minimize the limitations.

ii. Off-the-Job Training Methods

This method is used to conduct training program outside the work/job site. Noe, & Hollenbeck (2019), indicate that off-the-job training program covers a number of techniques: classroom lectures, films, demonstrations, case studies and other simulation exercise, and program instructions.

There are several advantages of conducting training away from the work setting over on-the-job training. First, classroom setting permit video lecture, discussion, role playing and simulation. Second, conductive learning could be designed to minimize distractions. Third, classroom setting could accommodate large number of trainees and allow for more efficient delivery of training (Mathis & Jackson, 2016).

On the other hand, off-the-job training program has also its own disadvantages. First, there is difficulty of transfer of learning back to the job. Second, there is a risk that some employees consider it has an opportunity to enjoy. Third, it involves increased cost such as travel and rental or purchase and maintenance of rooms and equipment (Mathis & Jackson, 2016).

2.1.3.4. Evaluating Training Program

Evaluation of training is the final formal phase of employee training process and the most essential aspect of training program. Generally, all good training programs start with identification of training needs and ends with evaluation of training (Noe & Hollenbeck, 2019). Training evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines (Mathis& Jackson, 2016).

Training evaluation is a means to verify the success of the program, i.e., whether employees in the program do their jobs effectively for which they have been trained. As Balogun (2011) noted, the concept of evaluation is most commonly interpreted in determining the effectiveness of a program to its objectives. Mathis and Jackson (2016), also reported that training evaluation compares post-training results to the pre-training objectives of managers, trainers, and trainees.

Evaluation aims to collect all necessary information as feedback to correct and develop training program, to control the whole program's stages and to ensure that training objectives are met consistent with the prepared plans. However, this stage is the hardest and the most difficult task in the training cycle (Noe & Hollenbeck, 2019). From training evaluation, an organization can make a judgment of what employees gain from training and what is transferred and implemented to their work (Balogun, 2011).

According to Mathis & Jackson (2016), evaluation actually takes place at two levels. First, to determine if the various training programs were successful. Second, to assess the extent to which

the overall employee training process met its goals evaluation results can be made available to those responsible for developing and carrying out future training in an attempt to facilitate improvement (Mathis & Jackson, 2016).

2.2. Empirical Review

In this section in order to strengthen the study, various research reports related to subject areas are reviewed. This section highlights some of the previous literature and findings from empirical studies regarding the role of manpower training in project success by mainly focusing on the construction sector.

Jashapara's (2003) work on the impact of learning to organizational performance within construction organizations suggested that the dynamics of competitive forces evident within the industry imply a need for companies to focus their learning activities on efficiency and proficiency to achieve competitive advantage. However, a short-term focus of organizational learning on efficiency and proficiency undermines the long-term individual career development and organizational succession planning benefits that potentially flow from strategic HRD policy, which takes into account the needs of the organization and the people it employs (Dainty et al., 2000). Dainty et al. (2000) recognized the missed opportunities of strategic HRD and suggested a fundamental realignment of the HRD function with the employee needs so that maximum benefits of competitive advantage could be achieved.

Adnane and Clothilde (2004), conducted study to examine the influencing human resource management on project success. Results show, first of all, that although there was a link between project success and the Personnel factor (based on the correlation analyses), this factor did not have a significant impact on project success. The results tend also to confirm that the relationships between the independent variables and project success will vary according to life cycle stage. The results also show that for three distinct structures (functional, project-based and matrix), the management support and trouble-shooting variables were significantly correlated with success.

In Pakistan context, Sundararajam (2007) has conducted empirical study on employees' attitude towards training in private construction sector industries in Pakistan. The study came with certain conclusions about employees' mind set towards training. The researcher found that

training related programs are essential in the study areas. Moreover, the finding indicated that the employees' motivation to attend in the training programs provided by the management for employees' competence development and organizational development play a paramount role in every organization. The researcher said that HRD climate should be improved in the competitive environment. As the overall conclusion indicated by the study HRD has not been properly implemented in private construction sector industries in Pakistan.

Henry et al (2011), conducted research on training and development practices in construction companies: an intervention to enhance project success in Botswana. Here, an organization uses various methods, for instance job rotation is used to train employees in this era of globalization. Similarly, various methods are used to evaluate the training programs. The findings of the research showed that training of employees has a positive effect to the team project success at large. For instance, training of employees improves communication in an organization, transfer of skills and knowledge, improves job performance, encourages team work, boosts the morale of employees and leads to project success. Various approaches are used to evaluate the training programs but the commonly used is the reduction of accidents in the workplace and decline in material wastage. There are many methods used to train and develop employees but the research showed that mostly used method is job rotation (on-the-job) and role playing (on the-job). The two methods were found to be the widely and mostly used by the construction companies under investigation.

Sultana, et al (2012), conducted study to examine the training practice of construction sector in Saudi Arabia. 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 construction companies in Saudi Arabia. The study concluded that if organizations invest in right type of employee training it can enhance project team performance as well as competencies and skills. In addition, innovation; market competition, organizational structuring and most importantly it plays a key role to enhance project team performance. Khan and Tarab (2012) carried out a study to explore the HRD Climate in the private sector of Indian construction industry to study the relationship between the employee

development and project team performance. They exposed in their research that there exists a positive relationship between the development of employees and project team performance.

In Ethiopian context, Gezahegn (2018), undertook study to assess employee training and development on project performance undertaken by Addis Ababa Water and Sewerage Authority Water and Sanitation Development and Rehabilitation Project Office. In this study cross sectional data was collected using self-administered questionnaire containing quantitative and qualitative question. The study indicated that 34.3% of the respondent was agreed that the training provided by the project office had improved their project performance. The organization used off-the-job training methods as ascertained by 57.9% of the respondents. It was also found that the project office had exercised training needs assessment, as agreed by 31.6% of the participants, to identify training needs of the employees at three levels i.e., organizational analysis, task and individual analysis. The study recommended that in order for project office to be successful and build potential and strengthen employees' competencies, it should provide adequate training and development opportunities and coaching for employees who are not identified as high potentials.

Abel (2019), conducted study to assess the effect of human resource management (HRM) practices on project success, a case study in Telecom expansion project in Ethio Telecom. From a distributed total 112 questionnaire, a total of 105 employees from the project participants responded to the survey. The study was found that human resource management practices on project: Project team selection, performance appraisal, training and development and reward and recognition don't have a significant effect on the project success. Even though there were statistically no significant effect by the Human resource management practice, Ethio Telecom need to improve the practices on team selection as well as training and development and continue on the performance appraisal practice as well as reward and recognition practice.

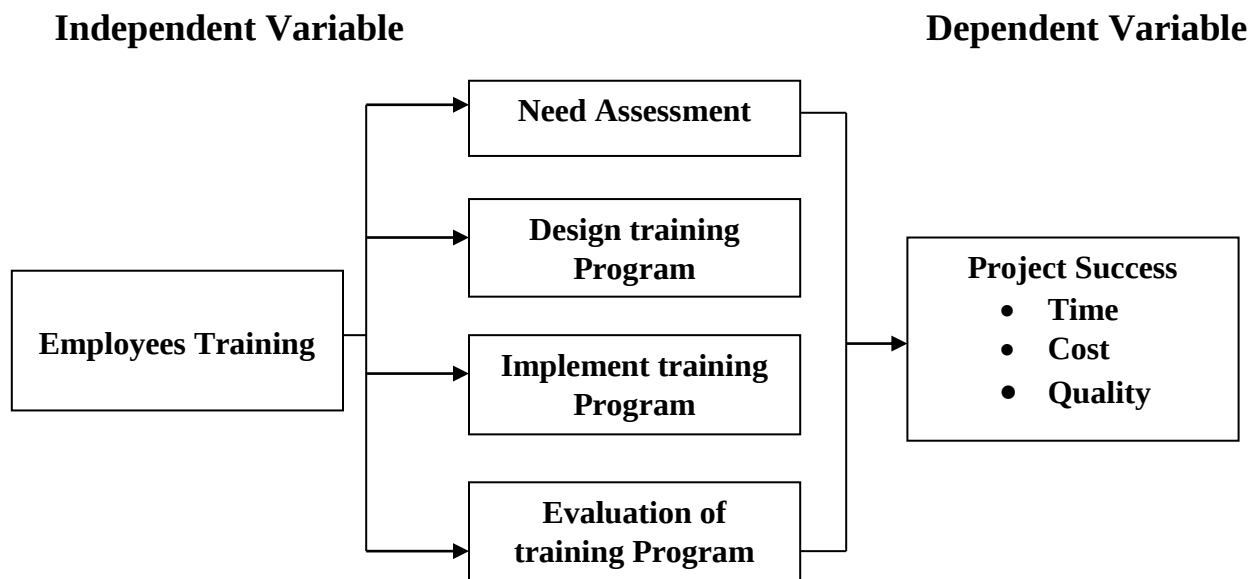
The foregoing review of literature clearly brings into light that a number of studies have been put forward by several authors regarding the manpower development practices and its roles in project success at different levels of management in organizations. Manpower training and development practices had been studied in construction industry in different regions, areas around the globe but no study has been conducted in construction companies in Ethiopian context. Most of the previous studies in Ethiopia context were focused on the public institution.

Moreover, no research paper has ever been seen on the manpower development practices and its roles in project success in context construction company in Ethiopia. The present study therefore aims to fill this gap of literature that has been designed to look forward towards the analysis of the roles of manpower training and development practices in project success in context on one construction company, namely, Rama Construction PLC.

2.3. Conceptual Framework

A conceptual framework is a set of broad ideas and principles taken from relevant fields of enquiry and used to structure a subsequent presentation (Kombo & Tromp, 2009). Figure 2.1 present the conceptual framework of the study.

Figure 2.1: Conceptual Framework



Source: (Henry et al., 2011; and Mathis & Jackson, 2016)

As depicted in figure 2.1, before training takes place, there should be a need for it either from the organizational side or individual level. Series of activities, as indicated earlier take place before the actual training is delivered. The performance gap therefore represents both individual and organizational needs. Based on the need analysis, the appropriate training is implemented to enable the employees acquire the needed skills and competencies. Then the actual training takes place. Finally, there is evaluation. The results of evaluation are feedback to those who will be planning, developing and delivering future training policy and programs. The framework is

based on the assumption that if all employees training components/steps (conducting need analysis, design training program, implementing training program and evaluation of training program) are effectively undertaken, it contribute the success of project, which in turn measure in terms of time, cost and quality.

CHAPTER THREE

RESEARCH DESIGN AND METHODS

This chapter presents the research methodology that was utilized in the study. Accordingly, the chapter describes the methodologies that are was used in this study which includes; the choice of particular research approach, data collection instrument, study population, sampling techniques and data analysis techniques along with an appropriate justification associated with each approach.

3.1. Description of Study Setting

The study was conducted in context of Rama Construction Private Limited Company. Rama Construction Company was established in 1995 in Addis Ababa, Ethiopia. The Company is certified in Integrated System of Quality and Environmental Management System (ISO 9001:2015 and 14001:2015). Currently, it is fully committed to establish and implement ISO Based Quality and Environmental Management system and conduct all activities in conformity with established international standards and legal requirements so as to achieve maximum customer satisfaction and become the industry leader in delivering quality, timely and cost. Rama Construction PLC is a category One General Contractor, and since its establishment it has successfully accomplished different construction works for federal government, regional government, and the private sectors of Ethiopia. The company has a vision to be a world class Construction Company which could undertake any kind of construction works in Ethiopia and internationally. The company has a mission to participate on the country's socio-economic development with highest level of ethical, reliable and professional manner and carry out quality construction services to all stakeholders in a timely and cost-effective manner.

3.2. Research Approach

The study employed quantitative approach because the study requires an analysis of the human resource training practices which has an impact on success of project in Rama Construction Company. Quantitative approach was used as it allows researchers to collect large amounts of survey data from a representative sample of individuals sampled from the targeted population. More so, the relationships among variables were statistically tested, which required a quantitative approach and also used to determine the relationship among the study variables.

3.3. Research Design

The choice of research design depends on objectives that the researchers want to achieve (Newing, 2011). The primary aim of this study is to examine the practice employees training practices and its effect on the project success within the context of Rama Construction PLC. To achieve this objective, the study employed descriptive as well as explanatory/causal research design through survey questionnaire. Lavrakas (2008) describes a descriptive survey research design as a systematic research method for collecting data from a representative sample of individuals using instruments composed of closed-ended and/or open-ended questions, observations, and interviews. This design was employed in this study in order to address the first two objective of the study, i.e., to determine the level of project success and to examine employees training practices in the case company.

To address the third research objective, i.e., to investigate the effect of employees training practices on the success of project in company; the study employed explanatory study. Explanatory research design is focus on an analysis of a situation or a specific problem to explain the patterns of relationships between variables. It helps to understand the nature of the relationship between the independent and dependent variables (Akinyele, 2016). The purpose of using explanatory research was to know the cause and effect of employee training and project success.

3.4. Data Types and Sources

For this study both primary and secondary sources of data were used. The study utilized questionnaire as major instrument for collecting primary data. A questionnaire was preferred because of its convenience and ease of administration. In addition, the study also used secondary data. The secondary data has collected from different published material like report, manual, books, magazines, journal articles, websites, research findings and any other concerned bodies were used to extract any sort of essential information to strengthen the study findings.

3.5. Population and Sample Design

3.5.1. Target Population

Target population of survey is the entire set of units for which the survey data are used to make inferences (Smyth, 2004). The target population of the study consisted of all permanent

employees and management staffs of Rama Construction Company at Addis Ababa. As per the company HR Report (2022), the total number of permanent employees was 380 including the management staffs, project managers, project coordinators, site superintendents, engineers, technicians, accountant, administrators and others, which is the target population of the study.

3.5.2. Sample Frame and Sample Size

The sample frame of this research included all permanent employees that have been working in Rama Construction Company at Addis Ababa. This list was obtained from the Human Resources Department of Rama Construction Company. Having known the target population, the next step is to determine the sample size. To determine sample size of the study, a method developed by Taro Yemane (1967) was used for this purpose.

$$n = \frac{N}{1 + (N) e^2} = \frac{380}{1 + (380) (0.05)^2} = 195$$

Where n = Sample size, N = population size, and e = Standard margin of error which 5%. For this study N = 380, and e = 0.05, which gives a sample of 195.

3.5.3. Sampling Technique

For the purpose of this study, the study employed stratified random sampling technique to select sample participants. Specifically, the selection and distribution of questionnaires among employees was made based on stratified random sampling. According to Kothari (2004), if a population, from which a sample is to be drawn, does not constitute a homogeneous group, stratified random sampling technique is generally applied in order to obtain a representative sample. In recognition of this fact, the study employed stratified random sampling technique on which the respondents were structured into different strata based on their position. This is because each group of the respondents is required to have its own representative from the total sample size. Accordingly, respondents were classified into five strata, namely: management staffs, project managers and coordinators, site superintendents, offices and site engineers and administrative/support staffs. This was because each group of the respondents from all the role category was required to have its own representative from the total sample size. Lastly, simple

random sampling technique was used to select respondent from each stratum. Therefore, the sample size for each stratum is presented in the following Table 3.1.

Table 3.1: Study Population and Sampling

No.	Strata	Number of study population	% of total population	Sample
1	Management staffs	30	7.9%	15
2	Project managers and coordinators	36	9.5%	18
3	Site superintendents	42	11.1%	22
4	Offices and site Engineers	148	38.9%	76
5	Administrative/support staffs	124	32.6%	64
	Total	380	1	195

3.6. Data Collection Instrument

The study utilized questionnaire as major instrument for collecting primary data. A questionnaire is preferred because of its convenience and ease of administration. In view of the advantages and the need to gather more information, questionnaire was administered to project team member to solicit their views concerning the roles of employee training in project success.

The study used closed-ended questionnaire for primary data collection. This is due to the fact that closed-ended questions are often good for surveys, because one can get higher response rates. Besides, answers to closed-ended questions can easily be coded and analyzed makes them particularly useful when trying to prove the statistical significance of a survey's results. The questionnaire was adopted from previous literature (Henry et al., 2011; and Mathis & Jackson, 2016) with little modification so as to collect the target information, address research objectives and tied into the overall research problem.

3.7. Instrument Reliability and Validity

Prior to gathering the main data, a pilot test was conducted to assess the validity and reliability of the questionnaire and the degree of ambiguity and clarity of the items. Pilot testing, according to Babble (2002), is a test run of the protocol and tools that someone intends to utilise when conducting research. Therefore, fifteen (15) employees from the company's head office participated in the pilot test, and due care was taken to keep these piloted responders out of the

main study. The results of the questionnaire's pilot administration were used to enhance the questions' content values for the main administration. Additionally, the results of the pilot surveys were used to conduct validity and reliability tests.

3.7.1 Instrument Validity

A validity test of the questionnaires was done on its content. The content validity of the pilot questionnaire was examined to determine the applicability of each question to the variables being assessed and to guarantee that the instrument's content provided solutions to the study's objectives. Three subject-matter specialists carried out this work, after which the instrument underwent the necessary revisions.

3.7.2 Instrument Reliability

In addition, reliability test was carried out in order to ensure the consistency of the instruments used in main administration. The study employed Cronbach's alpha to assess reliability of the questionnaire. A reliability coefficient (alpha) of 0.70 or above is considered acceptable, reliable and recommended for new questionnaire (Oyerinde, 2011). The reliability of the questionnaire was tested using the Cronbach's alpha correlation coefficient with the aid of Statistical Package for Social Sciences (SPSS) software. Accordingly, employee training components and project success were tested as depicted below.

Table 3.2: Reliability Test Result

Variables	Cronbach Alpha	No. of Items
Training Need Analysis Practice	0.818	7
Training Program Design Practice	0.766	8
Training Implementation Practice	0.876	7
Training Evaluation Practice	0.763	5
Project Success	0.729	3

Source: (Survey Data, 2023)

As Tavakol (2001) stated that, there are different reports about the acceptable values of alpha, ranging from 0.70 to 0.95. Hence, the Cronbach's alpha coefficient of all the above variables was fall within the stated range and concluded that there is consistency among each question in the questionnaire.

3.8. Method of Data Analysis

In this study, the collected and processed primary data from the questionnaire was analyzed by descriptive statistics, and multiple linear regression analysis. Descriptive statistics such as mean scores, percentages, frequency distribution and standard deviations were computed to describe the characteristics of the variables of interest in the study. Furthermore, inferential statistics mainly correlation and multiple linear regression analysis were used to determine the relationship between project success and employee training practices.

3.9. Ethical Consideration

The ethical issue is among the main focus of research. Before the data collection process all the necessary information about the study like who is conducting the study and for what purpose is the study conducted and other necessary information that respondents like to know were provided to all respondents so that it can help them to decide whether to participate or not in this study. They were also guaranteed the anonymity and confidentiality of their response.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

This chapter deals with organization, analysis and presentation of data collected from respondents using questionnaires. The data collected was analyzed and interpreted in line with the objective of the study which was to examine the practice employees training and its effect on the project success within the context of Rama Construction Company. It gives the empirical findings and results following the application of these variables using the techniques indicated in the third chapter.

4.1 Response Rate

The researcher was distributed 195 questionnaires to sample respondent. The Table 4.1 shows the response rate of questionnaire.

Table 4.1: Response Rate

Response rate	Sample size	Percentage (%)
Returned questionnaires	154	78.9%
Un-returned questionnaires	41	21.1%
Total	195	100

Source: (Own Survey, 2023)

Out of 195 questionnaires, 154 questionnaires were completed and returned. This represents a response rate of 78.9% and none response rate of 21.1%. According to Mugenda and Mugenda (2003), a response rate of 50% is considered good and response rate greater than 70% is considered to be very good. The 78.9% response rate is thus considered a very good representative of respondents to provide enough information for analysis and to derive conclusions.

4.2 Demographic Profile of Respondents

This section provides a description about main relevant characteristics of respondents; such as demographic characteristics of respondents: sex, age, educational status, years of tenure, and position of respondents. Assessing relevant characteristics of the respondents helps to determine

the capabilities of the respondents to evaluate the concept under consideration. The socio-demographic information of respondents generated through survey questionnaire are presented in Table 4.2.

Table 4.2 Demographic profile of the respondent

Main factor	Factor level	Frequency	Percentage
Gender	Male	118	75.6%
	Female	36	24.4%
	Total	154	100%
Age	18 – 29	29	18.8%
	29 - 40 years	75	48.7%
	41- 50 years	39	25.3%
	Above 50 years	11	7.1%
	Total	154	100%
Educational qualification	Diploma	9	5.8%
	First Degree	107	69.5%
	MSC and above	38	24.7%
	Total	154	100%
For how long have you been employed in Rama Construction?	< 2 years	18	11.7%
	2 – 5 years	82	53.2%
	6 – 10 years	43	27.9%
	> 10 years	11	7.1%
	Total	154	100.0%
Position	Management staffs	13	8.4%
	Project managers and coordinators	15	9.7%
	Site superintendents	17	11.1%
	Offices and site Engineers	60	38.9%
	Administrative/support staffs	49	31.8%
	Total	154	100%

Source: (Own Survey, 2023)

From table 4.2 show that 75.6% were males while 24.4% were females. Therefore, in this study, one can conclude that the majority of the respondents were male. This has resulted in male dominancy in responses than females based on the total population gender distribution of the organization.

To maintain representativeness of the study's sample population, sample elements were taken from diverse age structures of the company's employees, which is for the purpose of this research, they were classified into four age groups as depicted in Table 4.2. Thus, 48.7% of the respondents are within the age group of 30 - 40 years, 25.3% represents the age group 41 - 50, 18.8% are within the age group of 18 - 29 and the remaining 7.1% respondents represent the age group 50 and above. Of the four age classes, the first class is termed as the youth group and all the others are groups of the adult population. From the adult population, the first age group 30-39 years of age is considered early adulthood, the 40-50 years represent middle adulthood and above 50 years of age represents late adulthood. Demographically, 29 years of age is considered the upper bound for the youth age group, and 30 years is the beginning of early adulthood. This implies that although the different age groups were well represented in the study, most of sample has at early adulthood age.

The result in Table 4.2 indicated high rate participation of people attained First Degree education (69.5%), followed by respondents that had Master Degree and above (24.7%). The remaining 9 respondents (5.8%) had Diploma. This indicates that more than two-third of the respondents are Degree holder and one-fourth had Master Degree in various area of specialization. We can conclude that the respondents have better understanding about the organization of training practices and project performance as they were well educated.

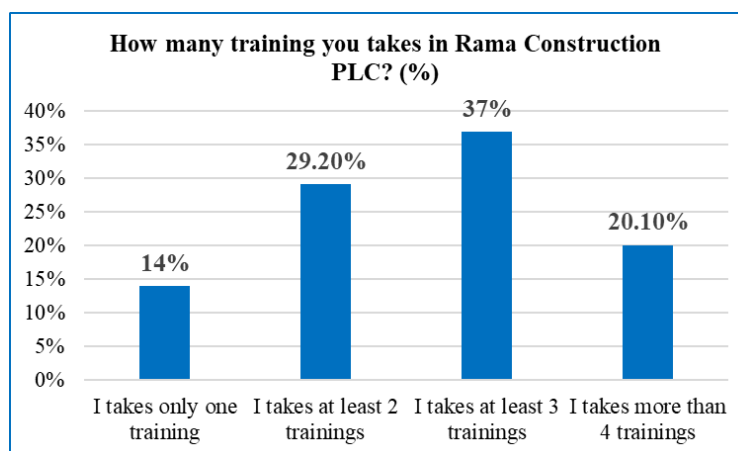
The Table 4.2 also shows the work experience of the respondent' and their stay in the Rama Construction. Little above half of the respondents (53.2%) had 2 - 5 years of work experience in Rama Construction, 27.9% were stayed for 6 - 10 years in company, 11.7 % of the respondents were stayed less than 2 years in company and the remaining 7.1% were stayed for more than 10 years in company. Those with more than one two and above are in better position to explain the relationship between the company training practices and project performance at the company. Thus, the most of the respondents were able to forward valuable information as required by the study.

Lastly, as part of demographic information respondents were asked about their position in Rama Construction Company and the result is illustrated in table 4.2. Accordingly, the result indicated that around two-third (38.9%) of respondents were Offices and Site Engineers, 31.8% were Administrative/Support Staffs, 9.7% were Project Managers and Coordinators and the remaining 8.4% are working in Managerial position. This is the reflection of total population structure.

4.3. Demographic Analysis in relation to Taking Training

Respondents were asked whether they ever received any type of training in their tenure in current organization. As indicated in figure 4.1, when respondents were asked how many trainings, they had taken in Rama Construction, 21 (14.6%) said they had taken just one; 45 (29.2%) said they had taken at least two; 57 (37%) said they had taken at least three; and 31 (20.1%) said they had taken more than four. As a result, more than 85% of the respondents who took part in the study took at least two training during their tenure in Rama Construction.

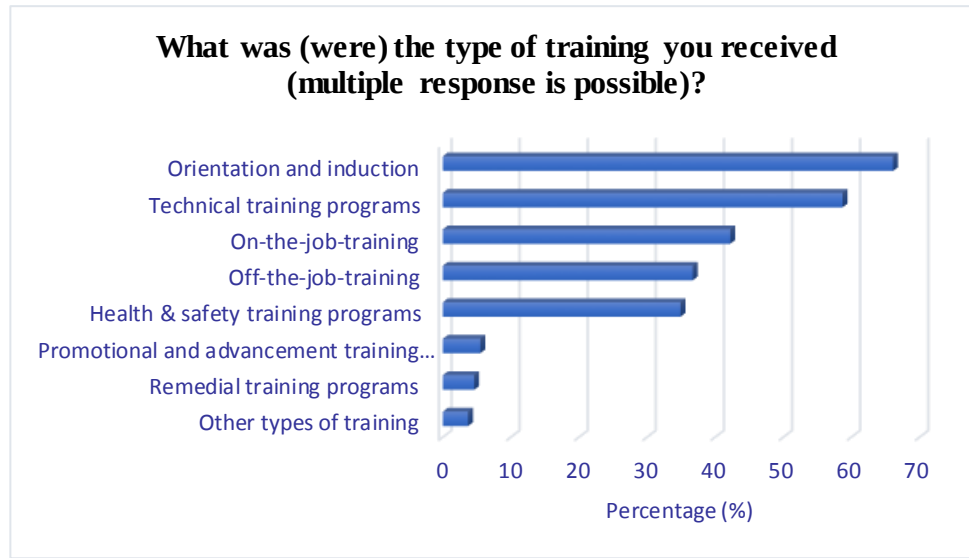
Figure 4.1: Number of Trainings Respondents Taken at Rama Construction



Source: (Own Survey, 2023)

Question was also asked concerning the type of training employees taken. The frequency distribution of the type of training (s) that employees received in their current tenure Rama Construction (multiple responses were possible) and the result is presented in Figure 4.2. As illustrated in the figure 4.2, 66.1% of respondents were indicated that they were taken orientation and induction training, 58.7% were taken technical training programs, 42.2% were taken On-the-job-training, 36.7% of respondents were taken Off-the-job-training, 34.9% were taken health & safety training programs, 5.5% of respondents were taken promotional and advancement training programs and 5.5% were taken remedial training programs. Overall, orientation and induction training and technical training programs appear by far the most common types of training.

Figure 4.2: The types of training that employees taken



Source: (Own Survey, 2023)

A question regarding the selection criteria for training was put to the study participants. The two main selection criteria for trainees are supervisor recommendations and organizational membership. This is supported by the survey's results, which showed that 50.5% of respondents said they were chosen for training based on their organizational membership and 62.4% said they were chosen based on the advice of their supervisor. The results also showed that performance and employee requests were not as frequently utilized criteria for choosing trainees. In this regard, it was found that just 18.3% of respondents said they were chosen for training on their own initiative, and 16.5% said they were chosen based on performance. Finally, 9.4% of respondents said they attended training because it was required. Finally, 9.4% respondents were indicated that they take training as it is compulsory to take it.

The study also assess how often does the organization undergo training practices. When asked how frequently they receive training, respondents gave the following responses: 54 (35.1%) said twice a year, 40 (26%) said once every three months, 31 (20.1%) said once a year, and the remaining 22 (14.3%) said multiple times a year.

4.4. Assessments of the Company Training Practices

The first specific objective of the study was to examine employees training practices at Rama Construction. In line with this, the study assessed the company training practices in relation to issues including: training needs assessment practice; training program design practices, training methods, and training program evaluation practices. The analysis of this study was done using descriptive statistics or through using central tendency, from these the researcher used the mean scores of each variable. The main reason for using this measurement was to demonstrate the average responses of respondents for each question that was included under each dimension of the predictor variable and to reach the grand mean of each dimension. Finally, the interpretation is made by using the grand mean of each independent dimension for the aim of achieving partial research objectives of the study. A range of mean was constructed by using itemized Likert rating scale. The researcher was used (Shrestha, 2015) guide to interpret the result which is presented in the Table 4.3. The mean of each individual item ranging from 1- 5 falls within the following interval:

Table 4.3: Descriptive statistics result interpretation guide

Interval of Means	Interpretation
1.00 – 1.80	Very Low
1.81 – 2.60	Low
2.61 – 3.40	Medium
3.41 – 4.20	High
4.21 – 5.00	Very High

Source: (Own Survey, 2015)

4.4.1. Training Needs Assessment Practice

The first step in employee training process is to diagnose needs. Training needs assessment is the method of determining if a training need exists and, if it does what training is required to fill the gap. These needs consist of actual and potential performance discrepancies that are important to the organization and that can be remedied as effectively and efficiently as by any other means. Thus, this part deals with training needs assessment which are being practiced in Rama Construction. Table 4.4 deals with respondents' report on training needs assessment.

Table 4.4: Training Needs Assessment Practice

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
In the company, there is SMART manual & instrument of need assessment.	12.3	52.6	9.7	24.7	0.6	2.49	1.18
The need assessment checklist filled without bias and is genuine.	1.3	42.2	28.6	24.0	3.9	2.87	0.93
Training need assessment manual is prepared by considering the need of prospective trainees.	1.9	50.6	16.2	27.9	3.2	2.80	0.98
The need of training is properly prioritized by considering the interest of prospective employee.	0.6	54.5	9.1	28.6	7.1	2.87	1.06
The training need analysis methods enable to clearly identify the employees' skill and knowledge gap.	0	41.6	26.0	25.3	7.1	2.98	0.98
The company practiced training based on your work needs.	3.2	24.7	18.8	42.9	10.4	3.32	1.06
Training need analysis conducted is able to produce relevant findings on performance gaps.	13.0	26.0	16.2	33.1	11.7	3.05	1.25
Grand Mean and SD						2.91	1.06

Source: (Own Survey, 2023)

Table 4.4 above illustrated the result concerning the training needs assessment practice. The finding indicated that grand mean response for the Rama Construction training need assessment practice is 2.91, which is considered moderate according to Shrestha (2015) mean interpretation guide. This indicate the company practice in terms of training need assessment are somehow moderate though there are some areas that needs improvement. Specifically, result from the quantitative investigation regarding the company training need assessment practices indicated that there are limitations in term of producing SMART need assessment manual & instrument, the need of training is not properly prioritized by considering the interest of prospective employee. More so, there is limitation in terms of preparing training need assessment manual by considering the need for prospective trainees. The total standard deviation aggregate was also

found to be 1.06 implying that there some variation among respondents when assessing their perception about the company training needs assessment practices.

Regarding the company training needs assessment practices, the first statement was in whether there is SMART manual and instrument of need assessment in Rama Construction. In this regard, 64.9% of the respondents said disagreed while 25.3% of the respondents agree and 9.7% remained neutral. The mean response is 2.49. This implies that in company there is lack of SMART manual and instrument of need assessment. The second statement was the need assessment checklist filled without bias and so genuine. In this regard, 43.5% of the respondents were disagree 27.9% of the respondents agreed while 28.6% remained neutral to the statement. The mean response is 2.87. This implies that respondents have less agreement regarding to the need assessment checklist filed without bias and genuine.

The third statement was training need assessment manual is prepared by considering the need of prospective trainers. Concerning to this, 52.6% of the respondents said disagreed while 30.1% of the respondents said agreed. The mean response is 2.80. This implies that there is limitation in terms of preparing training need assessment by considering the need for prospective trainees. The fourth statement was in the organization need of training are properly prioritized by considering the interest of prospective employee who is going to train. In this regard, 55.2% of the respondents reported disagreed while 35.7% of the respondents said agreed. The mean response is 2.87. From the above information, it is possible to conclude that in the organization need of training are not properly prioritized by considering the interest of prospective employee who is going to train. This implies that company should improve its need assessment practices and should properly prioritized by considering the interest of prospective employee who is going to train. The company needs to ensure that training need assessment addresses existing problems, is tailored to organizational objectives, and employee skill needs.

The fifth statement was whether the training need analysis methods enable to clearly identify the employees' skill and knowledge gap. In this regard 41.1% of the respondents were disagree, 32.4% were agree while 26% of the respondents were neutral. The mean response is 2.99. From the above information, it is possible to conclude that respondents were neutral to the training

need analysis methods enable to clearly identify in relation to employees need to perform their jobs.

The sixth statement was whether the company training is practiced based on the work needs. In this regard 53.3% of the respondents were agreed, 27.9% of the respondents were disagreed, while 18.8% were remained neutral. The mean response is 3.32. From the finding, it is possible to conclude that there is still gap in terms practicing training based on the work needs. This implies that the company requires to improve its need assessment practice to ensure that the training are made based on the work needs.

The seventh statement was whether training need analysis conducted is able to produce relevant finding on the performance gaps. In this regard, 39% of the responds were disagree 44.8% of the respondents said agreed, while remaining 16.2% of respondents remained neutral to the statement. The mean response is 3.05. From this finding, it is possible to conclude that respondents were neutrals to training need analysis conducted able to produce relevant finding on the performance jobs. The finding implies that the company should ensure that new employees training needs is analyzed to determine what the job entails and to break it down in to sub tasks each of which then teach to the new employee.

Overall, the result of quantitative analysis indicated there are limitations or problems in terms of most training need assessment practices. On other hands, the review of documents revealed that the company has training need assessment manual and various kind need identification forms are exist within the company. As indicated in the company need assessment manual, the company performance needs assessment to determine which employees need training and what type of skills or knowledge they need to acquire. More so, as indicated in the company training need assessment manual the company need analysis has typically undertaken at three level: organizational analysis, task analysis and individual or personal analysis. Despite this provision it is observed from document analysis that although the company conducted need assessment at organizational and individual level in every year, in practices the company failed to make need analysis at task level. More so, the finding from the document analysis indicated the company only make analysis of tasks during job design during which a detailed analysis of various components of jobs and how they are performed, the knowledge, skills and abilities required to

perform the job are identified. It is important however, that the company need to ensure that analysis of tasks would indicate whether tasks have changed over period of time and whether employees have adequate skills in performing these tasks.

4.4.2. Assessments of Training Program Design Practices

After the employee training needs are identified; the next step would be to design training program. However, since needs typically exceed available resources, it is usually necessary to formulate a strategy for meeting as many of them as possible with available staff facilities and funds. This is the issue of designing appropriate training plan, objectives and roles. Thus, the result of the company training design practices presented or summarized in Table 4.5.

Table 4.5: Training Program Design Practices

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
Training objectives are set in advance.	1.3	17.5	13.6	52.6	14.9	3.62	0.98
The company in its programs has set SMART training objectives	8.4	47.4	16.2	24	3.9	2.68	1.05
The company's training program has been developed in accordance with the strategic plan	4.5	11.7	11.7	59.7	12.3	3.64	0.99
The company training program design practices allow the participation of all employees	9.7	47.4	5.2	29.9	7.8	2.79	1.19
The training program of the company is well communicated to all partners & stakeholder	19.5	42.9	6.5	26.0	5.2	2.55	1.21
Training program of the company is designed in compatible with the actual job to be performed.	2.6	20.1	30.5	40.9	5.8	3.27	0.94
Training programs allow acquiring skills, knowledge and attitude and improve project performance.	0	8.4	16.2	48.1	27.3	3.94	0.88
Training program considers the employees future career development.	13.0	28.6	9.7	37.7	11.0	3.05	1.2
Grand Mean and SD						3.19	1.05

Source: (Own Survey, 2023)

Table 4.5 above showed that the grand mean response for the company training program design practices is 3.19, which considered to be moderate according to Shrestha (2015) mean interpretation guide. This indicates the company practice in terms of designing training program are somehow moderate. This implies that there are some areas that needs improvement. Specifically, result from the survey investigation regarding training program design practices indicated that there are limitations in term of setting SMART training objectives, communicating the training plan of the company to all partners & stakeholder and limitation in terms of allowing participation of all employees in designing the company training program. The total standard deviation aggregate was also found to be 1.08 implying that there some variation among respondents when assessing their perception about the company training program design practices.

Concerning the company training design practices, the first statement was whether training objectives are set in advance. Against this statement 67.5% of the respondents reported agreement to the statement while only 18.8% of the respondents disagreed to the statement. The mean response is 3.62. From this response, it is possible to say training objectives are set in advance. The second statement was whether the company in its program has set SMART training objectives. In this regard, 55.8% of the respondents were disagreed, 27.9% of the respondents said agreed while 16.2% remained neutral. The mean response is 2.68. From the result, it is possible to say that the company in its program has lack SMART training objectives. This implies that the company needs to improve its practice by setting SMART training objectives, which crucial element to effectively measure and evaluate the training programs.

The third statement was whether the Rama Construction Company's training program have been developed in accordance with the strategic plan. Against this statement 72% of the respondents said agreed while 16.2% of the respondents were disagree and 11.7% remained neutral. The mean response is 3.64. From the above information, it is possible to say that the company training program has been developed in accordance with the strategic plan. This implies that the company had been developed training program in accordance with the strategic plan and the company training program derived from, and linked to, the company's corporate strategy, missions and objectives.

The fourth statement was whether the company training program preparation allows the participation of all employees. In this regard, 57.1% of the respondents disagree while 38.7% of the respondents said agreed. The mean response is 2.79. From the above information, it is possible to conclude that the company training program preparation lack the participation of all employees. The fifth statement was whether the training program of the organization is well communicated to all partners and stakeholders. Against this statement, 62.3% of the respondents were disagreed while 31.2% of the respondents were agreed and the remaining 6.5% were neutral to the statement. The mean response is 2.55. From the above information, it is possible to conclude that the training program of the company not well communicated to all partners and stakeholders. According to these findings, the company should make sure that the design of its training programs permits the participation of all of its employees.

The sixth statement was whether training program of Rama Construction is designed in compatible with the actual job to be performed. In support of this statement 46.7% of the respondents were agreed while 22.7% of the respondent were disagreed and the remaining 30.5% were neutral. The mean response is 3.27. From the above information, it is possible to conclude that respondents were neutral regarding whether the training program of the company is designed in compatible with the actual job to be performed.

The seventh statement was whether training programs of the Rama Construction allow acquiring skills, knowledge, and attitude improves employee's performance. Regarding this statement, 75.4% of the respondents were agreed while only 8.4% of the respondents were disagree and 16.2% remained neutral to the statement. The mean response is 3.94. From the above information, it is possible to conclude that training program allow acquiring skills, knowledge, and attitude to improve project performance. The eight statement was whether the company training program consider the employee's future career development. Considering this statement, 48.7% of the respondents were agreed while 41.6% of the respondents were disagreed and 9.7% remain neutral. The mean response is 3.05. indicating most of respondent were neutral on statement whether training program do consider the employee's future career development.

The review of documents also revealed that despite the fact that the training objectives are set at organizational level, in most cases, training objectives are not set for each training or trainees

separately. It is observed here that the objectives are not defined in detail for each type of training program and trainees and nor define the performance that the trainee should be able to exhibit after training. This implies that company need to ensure that objectives should be stated explicitly. More so, the finding implies that the company should set objectives that define the performance that the trainee should be able to exhibit after training and ensure that training objectives describe behavior and standard of the performance for the training settings.

4.4.3. Assessments on the Company Training Delivery Methods

A various training methods are available and used by training institutions and organization. Based on this, the study assessed the method of the company's training delivery practice, and for that statement concerning the method of delivery practice were designed and the result of field survey is presented in Table 4.6 below.

Table 4.6: Assessments on the Company Training Delivery Methods

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
The Company gives both on-the-job and off-the-job training.	0	11.7	22.7	53.9	11.7	3.66	0.83
The delivery method that the Company employed is proper to acquire the necessary knowledge, skills and attitudes.	0	12.3	17.5	57.8	12.3	3.7	0.84
The company is employed trainee- centered training as well as delivery method.	5.8	39.6	12.3	37.0	5.2	2.96	1.10
The trainers have knowledge, skills and ability to transfer and demonstrate the content of training appropriately	0	13.0	15.6	63.6	7.8	3.66	0.80
Required facilities, equipment's and training aids are provided in accordance with the level of trainees.	2.6	25.3	28.6	38.3	5.2	3.18	0.96
There is safe and conducive environment to conduct training in the Company	0.6	13.0	10.4	58.4	17.5	3.79	0.90
Training conducted is fit to intended purposes and objectives with the method employed	1.3	25.3	24.0	42.9	6.5	3.28	0.96
Grand Mean and SD						3.46	0.91

Source: (Own Survey, 2023)

The table 4.6 indicated that the grand mean response for the company practices in terms of training delivery methods is 3.46, which is considered high according to Shrestha (2015) mean interpretation guide. This indicate the company practices in terms of training delivery methods is relatively better and there is more agreement among the respondents concerning the training delivery methods though there are few areas that needs to be improved; specifically, in terms of using trainee-centered training as well as delivery method. The total standard deviation aggregate was also found to be 0.91 which is close to one implying that there some variation among respondents when assessing their perception about the company training delivery method.

Concerning the method of delivery practice, the first statement deals with whether the company gives both on job and off-job training. In this regard, 65.6% of the respondents said agreed while 11.7% of the respondents said disagreed and the remaining 22.7% were neutral. The mean response is 3.66. Thus, from the above information, it is possible to conclude that the company gives both on job and off job training. The second statement depicted that the delivery method that the Rama Construction employed is proper to acquire the necessary knowledge skills and attitudes. In this regard, 70.1% of the respondents said agree while 12.3% of the respondents were disagree and 17.5% remained neutral. The mean response is 3.70. Thus, the delivery method that the company employed is proper to acquire the necessary knowledge, skills and attitudes.

The third statement is whether the Rama Construction is employed trainee-centered training delivery method. In this regard, only 45.5% of the respondents disagreed, while 42.2% were agree and the mean response is 2.96. Thus, from this information, it is possible to say respondents were not quite sure whether the company employed trainee centered training delivery method. The fourth statement was whether the trainer has knowledge, skill, and ability to transfer and demonstrate the content of training is appropriate. Regarding to this, 71.4% of the respondents said agree while, only 7.8% of the respondents disagree and the remaining 15.6% were neutral. The mean response is 3.66. Thus, from the above information, it is possible to say most of respondents believed that trainer has knowledge, skills and ability to transfer and demonstrate the content of training appropriately.

The fifth question asked whether the Rama Construction had supplied training practice/program facilitations, equipment, and training aids that were appropriate for the trainers' skill levels. In this regard, 43.5% of the respondents said agreed while 27.9% of the respondents said disagreed and 28.6% were remained neutral. The mean response is 3.18. The sixth statements were whether there is safe and conducive environment to conduct training in the company. Regarding to this, 75.9% of the respondents said agree while 13.6% of the respondents said disagreed and the remaining 10.4% were neutral. The mean response is 3.79. Thus, from the result we inferred that there is safe and conducive environment to conduct training in the company.

The seventh statement was whether training conducted is fit to intended purposes and objectives with the method employed. Regarding to, this issue, 49.4% of the respondents said agree while 26.6% of the respondents were disagree and 24.0% were remained neutral. The mean response is 3.28. This implies that there are moderate level of agreement regarding whether training conducted is fit to the intended purpose and objectives with the method employed.

Overall, as per survey result Rama Construction has used various training methods, which are selected depend on the objective of the program, the type of material to be learned and the person doing the training. The company organizes off-the-job training and on-the-job training. Although there are a few areas that need to be improved, the findings show that company practices in terms of training delivery methods are generally better and there is more consensus among the respondents regarding these methods. In particular, the company's use of trainee-centered training delivery methods needs to be improved.

4.4.4. Training Program Evaluation Practice

Evaluation of training program is the final formal phase of employee training process and the most essential aspect of training program. Generally, all good training programs start with identification of training needs and ends with evaluation of training (Gopal, 2009). Training evaluation ensures that whether candidates are able to implement their learning in their respective work place or to the regular routines. Based on this fact, to assess training program evaluation practice, statement concerning the training evaluation practice were designed and the result of field survey is presented in Table 4.7 below

Table 4.7: Training Program Evaluation Practice

	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
The company evaluates the training practice before, on the process and after the program	31.8	37.7	4.5	18.2	7.8	2.32	1.3
The company use feedback at the end of the training program	10.4	32.5	24.0	24.7	8.4	2.88	1.14
Training evaluation is used to identify potential candidate for current training & future development	7.8	49.4	18.8	20.8	3.2	2.62	1.04
Training evaluation assesses the gap before and after delivery of the training	0	66.3	9.7	18.8	4.5	2.61	0.94
The management makes feedback to fill the gap & improve the effectiveness of the training program.	7.8	43.5	23.4	20.8	4.5	2.71	1.02
Grand Mean and SD						2.64	1.06

Source: (Own Survey, 2023)

Table 4.7 showed that respondents report on training program evaluation. The grand mean response for the company practices in terms of training program evaluation practice is 2.64, which considered to be low according to Shrestha (2015) interpretation guide. This indicate the company practices in terms of training evaluation practice is relatively poor and there is less agreement among the respondents concerning training program evaluation practice. The total standard deviation aggregate was also found to be 1.06 which is close to one implying that there some variation among respondents when assessing their perception about the company training evaluation practices. To describe this idea statements were desisted and presented as follows.

The first statement was whether the company evaluates the training practice before, on the process and after the program. In this regard, 69.5% of the respondent disagreed while 26% of the respondent were agreed and the remaining 4.8% were neutral. The mean response is 2.32. This implies that there are limitations in terms of timely evaluating the training result before, on the process and after the program.

The second statement was the company use feedback at the ends of the training program. In this regard, 42.9% of the respondent disagreed while 33.1% were disagree and 24% of the respondents were neutral to the issue. The mean response is 2.88. From the above information, it is possible to conclude there are limitations in terms of the company uses feedback at the end of the training program.

The third statement was whether the Rama Construction Company used training evaluation to identify potential candidate for current training and future development concerning to this, 57.1% of the respondents disagreed while 23% of the respondent were agree and the remaining 18.8% were neutral. The mean response is 2.62. Thus, it is possible to conclude that the Rama Construction did not appropriately make training evaluation to identify potential candidate for current training and future development.

The fourth statement was whether the training and evaluation assess the gap before and after the delivery of the training. Regarding to this issue, 66.9% of the respondents said disagreed while 23.2% of the respondent agreed. The mean response is 2.61. This implies that training and evaluation did not appropriately assess the gap before and after delivery of the training.

The fifth statement was whether the management makes feedback to fill the gap and improve the effectiveness of training. In this regard 51.3% of the respondents said disagree while 25.2% of the respondents were agree. The mean response is 2.71. From this, it is possible to conclude that the management did not timely make feedback to fill the gap and improve the effectiveness of training.

Overall, as per the survey results the company practices in terms of training evaluation practice is relatively poor and there is less agreement among the respondents concerning training program evaluation practice indicating that there are several shortcomings in terms of the company training evaluation practices. It is important here the company should ensure that evaluation can serve a number of purposes within the organization helping to determine whether a program is accomplishing its objectives, identify the strengths and weakness of training program, decide who should participate in future programs identify which participant benefited the most and least from the program, reinforce major points to be made to the participants, gather data to assist in

designing future training programs, determine if the program was appropriate and establish a data base to assist management in making decisions.

4.5. The Measure of the Company's Project Success

The other specific objective of the study was to appraise the project's success level of Rama Construction company. To address the objective, the respondent's opinion of the project success was evaluated based on how well it met the three project management constraints of cost, time, and quality. The respondents were asked to rate the project success level in which they involved based the completion of projects on the anticipated budget, timeframe, and quality. The table 4.8 shows the cumulative mean value of each of the three project management constraints of cost, time, and quality.

Table 4.8: Perception of Respondents on the Project Success

Items	Strongly Disagree (%)	Disagree (%)	Neutral (%)	Agree (%)	Strongly agree (%)	Mean	SD
The project was completed on time or earlier.	1.3	25.3	24.0	42.9	6.5	3.28	0.96
The project was completed within or below budget.	3.2	24.7	18.8	42.9	10.4	3.32	1.06
The project was completed within the assigned standard quality.	0	8.4	16.2	48.1	27.3	3.94	0.88
Grand Mean and SD						3.51	.96

Source: (Field Survey, 2023)

As can be seen from table 4.8, the response indicates an average mean value of 3.51 with a standard deviation of 0.98 indicating majority of respondents had moderate level of agreement on the accomplishment of the project within the stated cost, time, and quality. From the respondent's perception, majority of the respondents showed that the project is completed within the assigned standard quality with a mean value of 3.94. This shows that the vast majority of the responders are in agreement that the project was completed within the required standard of quality. While the projects completed within the specified time and budget were rated relatively lower with a mean value of 3.28 and 3.32. This suggests that respondents in question are in only

moderate agreement that the project are finished within the assigned schedule and within the allocated budget.

4.6. Relationship Between Employee Training and Project Success

The study also assessed the relationship between employee training and project success. This was addressed by using the correlation analysis. Thus, the study conducted correlation analysis to test the strength of relationship or association between the research variables from the primary data. The Table 4.9 illustrates the correlation coefficient between the dependent variables, which is project success, and independent variables, (need analysis practices, design training program, implementing training program and evaluation of training program).

Table 4.9: Correlations Between Employee Training and Project Success

		Training need analysis	Training program design	Training Implementation practice	Training program evaluation	Project Success
Training need analysis practices	Pearson Correlation	1	.529 ^{**}	.393 ^{**}	.525 ^{**}	.577 ^{**}
Training program design practices	Pearson Correlation	.529 ^{**}	1	.263 ^{**}	.397 ^{**}	.561 ^{**}
Training Implementation practices	Pearson Correlation	.393 ^{**}	.263 ^{**}	1	.407 ^{**}	.651 ^{**}
Training program evaluation practices	Pearson Correlation	.525 ^{**}	.397 ^{**}	.407 ^{**}	1	.556 ^{**}
Project Success	Pearson Correlation	.577 ^{**}	.561 ^{**}	.651 ^{**}	.556 ^{**}	1

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

Source: (Field Survey, 2023)

As shown in the table 4.9, all employee training practices (need analysis practices, design training program, implementing training program and evaluation of training program) have significant relationship with project success. Training implementation practice has the highest positive correlation with project success with a correlation coefficient of 0.651 and a p-value (Significance level) 0.005. The relationship is considered to be high. Training need analysis practices, training design program, and training program evaluation practices are positive correlation with project success with a correlation coefficient of 0.577, 0.562 and 0.556, respectively. These relationships are considered to be moderate.

4.7. Assumptions/Diagnostic Test for Multiple Linear Regressions

4.7.1. Multicollinearity

When two or more independent variables are substantially correlated with each other, multicollinearity arises. This complicates determining which independent variable contributes to the variation explained in the dependent variable (Simon, 2004). The Variance Inflation Factor (VIF) is a tool for determining if study variables are multicollinear. Variance Inflation Factor was checked for indication of multicollinearity where their numerical values were all well below the cut-off value of 10 suggested by Neter, et al., (1996). As indicated in Table 4.10, the VIF value for all independent variables are below 2 which was below the cut-point value 5 indicating that there was no collinearity among the independent variables based on this rule of thumb.

Table 4.10: Multicollinearity test for the Study Variables

Independent Variables	Collinearity Statistics	
	Tolerance	VIF
Training need analysis practices	.578	1.729
Training program design	.700	1.428
Training methods	.789	1.267
Training program evaluation	.661	1.513

Source: (Survey data, 2023)

4.7.2. Homoscedasticity

In a study, homoscedasticity occurs when the variance of residuals (error term) is the same for all predicted variables (Tabachnic & Fidell, 2007). Heteroscedasticity in a study, on the other hand, occurs when the variance of the errors varies between observations (Long & Ervin, 2000). There are different ways for measuring the availability of heteroscedasticity. The most commonly used method is Breusch-Pagan test which was used to test the null hypothesis that the error variances are all equal versus the alternative that the error variances are a multiplicative function of one or more variables. Breusch-Pagan tests the null hypothesis that heteroscedasticity is not present. If sig-value is less than 0.05, reject the null hypothesis. A large chi-square value greater than 9.22 is an indication of the existence of heteroscedasticity (Sazali, et al., 2010). In this study, as indicated in Table 4.11, the sig-value for fitted values of dependent variable project success was 0.2503 and chi-square value of 2.82, which are indicating that heteroscedasticity was not a concern.

Table 4.11: Breusch-Pagan for Heteroscedasticity

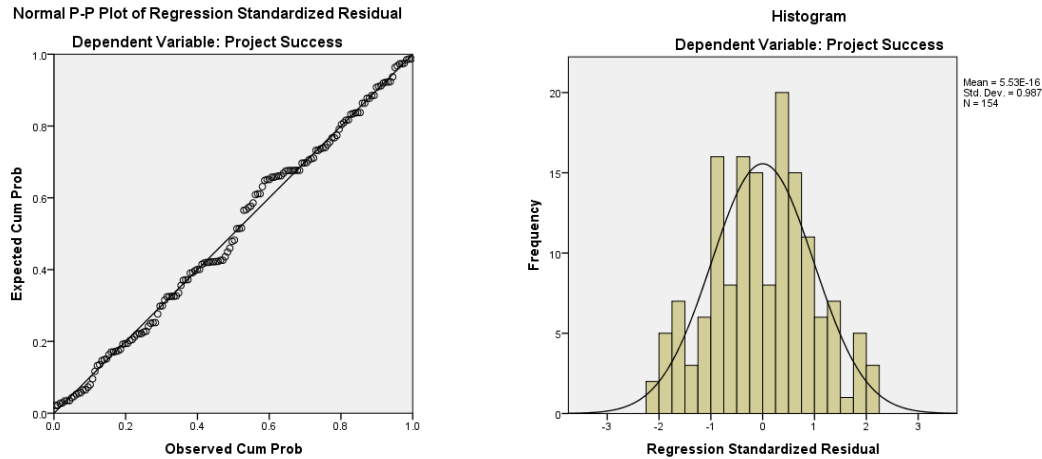
Breusch-Pagan / Cook-Weisberg test for heteroscedasticity
Ho: Constant variance
Variables: fitted values of Project Success
chi2(1) = 1.82
Prob> chi2 = 0.2503

Source: (Survey data, 2023)

4.7.3. Normality

The normality assumption in multiple regressions assumes that residuals (errors) are nearly regularly distributed. The residuals of the regression should follow a normal distribution in order to derive accurate inferences from regression analysis. Plotting normal P-P or Q.Q for the dependent variable to corroborate the given result is a straightforward technique to check this assumption (Asghar & Saleh, 2012). The cumulative probabilities (values range from 0 to 1) are plotted on the X-axis, and the predicted probabilities given the normal curve are plotted on the Y-axis. The points would be on a straight diagonal line if the sample was exactly normally distributed. The Figure 4.3 illustrates Normal P-P plots for the dependent variables (project success), in which the points lie on a straight line, indicating that the data is normally distributed.

Figure 4.3: Normal P-P Plot of residual for dependent variables



Source: (Survey data, 2023)

4.8. Analysis of Regression Results

The main objective of study was to investigate the effect of employees training practices on the success of project in company. This was done through regression analysis. The independent variable employee training is operationalized through: need analysis practices, design training program, implementing training program and evaluation of training program. Thus, the study sought to determine the effect of each of the four employee training practices (need analysis practices, training design program design practice, training program implementation practices and training program evaluation practice) on the project success. The result of the regression analysis is presented in the following section.

4.8.1. The Multiple Coefficient of Determination (R^2)

Coefficient of determination explains the percentage of variation in the dependent variable (the project success) that is explained by all the four independent variables (need analysis practices, training design program design practice, training program implementation practices and training program evaluation practice). The table 4.12 below preset the model summary.

Table 4.12: Model Summary for Employee training and Project Success ^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.800 ^a	.640	.630	3.949	1.701

a. Predictors: (Constant), Training need analysis practices, Training program design practices, Training implementation practice, Training program evaluation practices,

b. Dependent Variable: Project Success

Source: (Own Survey, 2023)

The result shows that the four independent variables, namely: training need analysis practices, training design practices, training implementation practice, and training evaluation practices, that were studied explain 63% of variation success of project in Rama Construction as represented by the R^2 value. The remaining 37% of the variability in project success is left unexplained by the explanatory variables used in the study.

4.8.2. ANOVA Interpretation

The result in ANOVA table 4.13 shows that the sum of squares of the regression is 4123.607 at 4 degrees of freedom and a mean square of 1030.902. The residual sum of squares is 2323.977 with 149 degrees of freedom and mean square value of 15.597. The test for the joint significant which is given by the F statistic is 66.09, it is statistically significant. This imply that the independent variables, that are training need analysis practices, training design practices, training implementation practices, and training evaluation practices considered were relevant in explaining success of project at Rama Construction Company.

Table 4.13: ANOVA for Training and Project Success ^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4123.607	4	1030.902	66.095	.000 ^b
Residual	2323.977	149	15.597		
Total	6447.584	153			

a. Dependent Variable: Project Success

b. Predictors: (Constant), Training need analysis practices, Training program design practices, Training implementation practice, Training program evaluation practices

Source: (Own Survey, 2023)

4.8.3. Regression Coefficients

The findings in Table 4.14 show the coefficients of the regression. According to the findings, the all the four employees training dimensions (training need analysis practices, training design practices, training implementation practice and training evaluation practices) are significant in predicting the project success since the p values were less than 0.05.

Table 4.14: Coefficients for Employee Training Practices and Project Success ^a

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	-9.771	3.037		-3.217	.002
1 Training need analysis practice	.405	.167	.156	2.419	.017
Training design practice	.469	.094	.292	4.960	.000
Training implementation practice	.764	.096	.440	7.952	.000
Training evaluation practices	.311	.105	.179	2.952	.004

a. Dependent Variable: Project success

b. Predictors: (Constant), Training need analysis practices, Training program design practices, Training implementation practice, Training program evaluation practices

Source: (Own Survey, 2023)

Training implementation practice has positive and significant effect on success of project at Rama Construction Company with a beta value (beta =.764) and t value of 7.952 which is significant at 0.00. Training program design practice has also positive and significant effect on success of project at Rama Construction Company with a beta value (beta =.469) and t value of 4.960 which is also statistically significant. Similarly, training need analysis as one components of employee training practice has also positive and significant effect on success of project at Rama Construction Company with a beta value (beta =.405) and t value of 2.419 which is also statistically significant. Lastly, training evaluation practices has also positive and significant effect on success of project at Rama Construction Company with a beta value (beta =.311) and t value of 2.952 which is also statistically significant.

When these beta coefficients are substituted in the equation, the model becomes

$$Y = 0.405X_1 + 0.469X_2 + 0.764X_3 + 0.311X_4 - 9.7710$$

Where: Y is the success of project at Rama Construction Company, X₁ is training need analysis practice, X₂ is training program design practice, X₃ is training implementation practice, and X₄ is training evaluation practices. This means that holding other factor constant one unit change in

training need analysis practice result in 0.405-unit change in success of project at Rama Construction Company; one unit change in training design practice result in 0.469 unit change in success of project at Rama Construction Company; one unit change in training implementation practices result in 0.764 unit change in the success of project at Rama Construction Company; and finally one unit change in training evaluation practices result in 0.311 unit change in success of project at Rama Construction Company.

4.9. Discussion of the Finding

The study used multiple linear regression analysis to determine the statistical relationship between the independent and dependent variables. This study in hand chiefly focuses on the role of training in enhancing the success of project. In line with this, the finding of from the above regression results, the discussion of findings is discussed as follows.

The finding revealed that training plays vital role in current employees to perform their job, which in turn contributed the success of project at Rama Construction. The study found that there is a strong positive relationship between training practice and project success among the selected sample projects at Rama Construction Company. The correlation between the two variables, training and project success was 0.800 which was significant at 0.000 level. This correlation was found to be strong. The regression analysis also showed that there is a strong impact of training on project success among the selected sample project at Rama Construction Company. The R Square value indicates how much of the total variation in the dependent variable, project success, can be explained by the independent variable, training which is 63%

The study found that project training need analysis practice has a significant effect on project success in Rama Construction Company. This means that holding other factor constant one unit change in training need analysis practice result in 0.405-unit change in success of project at Rama Construction Company. The results of project training need analysis practice on project success matched those of Leonard (2011) study, which found that project training need analysis practice has an impact on success of construction project in Kenya.

As indicated in table 4.13, training program design practice has a significant positive effect on project success in Rama Construction Company. According to the result, one unit change in training design practice result in 0.469-unit change in success of project at Rama Construction Company. This result is consistence with many studies which have undertaken with different

countries. In the study which undertake in Pakistan by Khan, et al. (2011), they found that training program design practice had significantly contributed to success of the construction project.

The study found that training implementation practice has a significant effect on project success in Rama Construction Company. According to the result, one unit change in training implementation practices result in 0.764-unit change in the success of project at Rama Construction Company. Similar to this finding, Rida et al (2015), found that training implementation practice had not significantly affect the construction projects in Ghana.

More so, the finding indicated that training program evaluation practice has a significant positive impact on project success in Rama Construction Company. According to the finding, one unit change in training evaluation practices result in 0.311-unit change in success of project at Rama Construction Company. The positive and significant effect on training program evaluation on the project success is in line with the previous studies of Khan, et al. (2011); and Rida et al (2015).

Overall, the findings of correlation and regression analysis empirically confirm the arguments given by previous authors like Leonard (2011). The results of study carried out in the construction industry in Kenya by Leonard (2012), showed that there is a positive relationship between the two variables of training and project success with 0.508 of correlation value and also training had accounted 50.1% of variation in the project success of their study sample. Khan, et al. (2011) had also identified a positive impact of training and development on project performance in their study. They have considered training and development, on the job training, training design and delivery system as independent variable while project success as dependent variable. According to Khan, et al (2011) found training increase success of construction project. They have proved it though research on training is the best way to improve project success in construction companies. Similarly, Rida et al (2015) studied observe that how training need establishes, how effective the training methods of construction companies and their influence of project success. And they found that training enhance skills and abilities of employees, which in turn contributed to the success of project.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter discusses the summary of major findings, conclusions and recommendations of the study. The study was an objective to examine the practice employees training and its effect on the project success within the context of Rama Construction Company. Based on this, the chapter presents the conclusion and recommendations that comprise further actions, which the study proposes for improving the human resource training practice in Rama Construction Company.

5.1. Summary of Finding

As it is to be recalled, the major objective of the research was to examine the practice employees training and its effect on the project success within the context of Rama Construction Company. To achieve these objectives, the study used survey questionnaires as a primary data collection tool. In this section, the major findings of the research which have been discussed before are summarized in accordance with the objectives of the research as follows.

The first specific objective of the study was to appraise the project's success level. To address research objective, the study assessed respondent's opinion of the project success level based on how well it met the three project management constraints of cost, time, and quality. In line with this, the response indicates an average mean value of 3.51 with a standard deviation of 0.98 indicating majority of respondents had moderate level of agreement on the accomplishment of the project within the stated cost, time, and quality. From the respondent's perception, majority of the respondents showed that the project is completed within the assigned standard quality with a mean value of 3.94. This shows that the vast majority of the responders are in agreement that the project was completed within the required standard of quality. While the projects completed within the specified time and budget were rated relatively lower with a mean value of 3.28 and 3.32. This suggests that respondents in question are in only moderate agreement that the project are finished within the assigned schedule and within the allocated budget.

The second specific objective of the study was to examine employees training practices at Rama Construction Company. To determine this, four main categories of training practices were taken into consideration: training needs assessment practice; training design practices; methods of

training delivery and training evaluation practice. In this regard, study came to claim the following as key findings.

- Concerning training needs assessment practice, the finding indicated that grand mean response for the Rama Construction training need assessment practice is 2.91. The total standard deviation aggregate was also found to be 1.06 implying that there some variation among respondents when assessing their perception about the company training needs assessment practices. Overall, the findings revealed that the company practice in terms of training need assessment are somehow moderate though there are some areas that needs improvement. Specifically, result from the quantitative investigation regarding the company training need assessment practices indicated that there are limitations in term of producing SMART need assessment manual & instrument. Also, the need of training is not properly prioritized by considering the interest of prospective employee.
- The study also found that the grand mean response for the company training design practices is 3.19. Overall, the findings revealed that company practices in terms of training designing are somehow moderate and there are some areas that need improvement. Specifically, result from the survey investigation indicated that there are limitations in term of setting SMART training objectives; communicating the training plan of the company to all partners & stakeholder. Also, limitation in terms of allowing participation of all employees in designing the company training program. More so, despite the fact that the training objectives are set at organizational level, in most cases, training objectives are not set for each training or trainees separately. It is observed here that the objectives are not defined in detail for each type of training program and trainees and nor define the performance that the trainee should be able to exhibit after training. More so, the finding implies that the company not appropriately define the performance that the trainee should be able to exhibit after training.
- Concerning methods of training delivery practice, the survey result indicated that the grand mean response of 3.46. This indicate the company practices in terms of training delivery methods is relatively better and there is more agreement among the respondents concerning the training delivery methods. As per survey result, a company has used various training methods, which are selected depend on the objective of the training program, Specifically, the finding revealed that respondents were more agreement on the

delivery method that the company employed proper training method that helps trainees to acquire the necessary knowledge, skills and attitudes; the company gives both on job and off job training; trainer has knowledge, skills and ability to transfer and demonstrate the content of training appropriately. However, the survey result found that respondents were not quite sure whether the company employed trainee centered training delivery method.

- Concerning training evaluation practice, the survey result indicated the grand mean response of 2.64, which was considered to be low implying there is less agreement among the respondents concerning the company training program evaluation practice. This indicates the company training evaluation practice are relatively poor. Specifically, the result revealed the company did not timely evaluating the training practice before, on the process and after the program. And the company did not appropriately use feedback at the end of the training program. Overall, the finding revealed that that is company has not appropriately ensured that evaluation can serve the organization helping to determine whether a program is accomplishing its objectives, identify the strengths and weakness of training program, decide who should participate in future programs.

The third specific objective of study was to investigate the impact of employees training practices on the project success. In this regard, study came to claim the following as key findings.

- The result shows that the four independent variables, namely: training need analysis practices, training design practices, training implementation practices, and training evaluation practices, that were studied explain 63% of variation in the project success within the context of Rama Construction Company as represented by the R^2 value.
- The result also revealed that all the four employees training practices, namely: training need analysis practices, training design practices, training implementation practices, and training evaluation practices are significant in predicting the project success within the context of Rama Construction Company since the p values were less than 0.05.

5.2. Conclusion

The study has come a long way in discussing employees training practices and its impact on the project success within the context of Rama Construction Company. Based on the finding of the study, the study makes the following conclusions.

Concerning the project success level based on how well it met the three project management constraints of cost, time, and quality, the study concluded that the success of project at Rama Construction company is found at moderate level. In terms of the three project management constraints of cost, time, and quality, the projects are relatively better performance in terms of completed within the assigned standard quality. While there are shortcomings in terms of the projects completed within the specified time and budget.

Overall, the study conclude that employees training has significantly influencing on the success of project at Rama Construction company. The result also revealed that all the four employees training practices, namely: training need analysis practices, training design practices, training implementation practice, and training evaluation practice are significant in predicting the success of project at Rama Construction company. Thus, the improvement of these training practices by the company has a higher potential of improving success of projects. Accordingly, it can be concluded that improved training practice is an increasingly important instrument to improve the success of project at Rama Construction. Therefore, the management of Rama Construction company should influence employees training practices as a way of improving its project success.

5.3. Recommendation

Based on the findings obtained from study, the following recommendations are made by the researcher:

- As the revealed that the improvement of the training practices by the company has a higher potential of improving the success of project at Rama Construction company, the management of company should influence employees training practices as a way of improving its the success of project. Thus, Rama Construction company should support of managers for training activities and give series attention to allocate sufficient budget, resource and allotment of time for training program. The company should build

knowledge-creative learning culture, understanding of different interests and promoting positive work force attitudes toward training.

- Management of company should observe the different areas where project management trainings are necessary while keeping in mind the aim to improve dimensional fulfillment levels of workers. It is essential for the project manager and his team to have adequate knowledge and a high level of competence concerning project management to ensure the success of projects. In order to achieve a high level of success rate in a project, the company must get the services of a competent project manager who is proficient enough with the capabilities of handling projects, and the project team members must cooperate with the project manager so that they can function as a team for successful completion of projects. Thus, the company Human Resource section ought to take up the task of project management training and dedicated since considered and official way to deal with training will contribute decidedly towards the performance of workforce.
- As study revealed training need analysis practices by the company has a higher potential of improving the success of project at Rama Construction; thus, the company should improve its training needs assessment practices. The company should develop SMART manual and instrument of need assessment. More so, the company should prepare training need assessment by considering the need for prospective trainees. The company should also promote utilization of training need assessment technology to plan and design training program. used to assess the success of the company as well as the project.
- More so, as the revealed that the improvement of the training design practices by the company has a higher potential of improving the success of project at Rama Construction. Thus, the management of company should influence employees training design practices as a way of improving its the success of project. In line with this, the company should also promote employees should participate in planning, designing and developing in human resource training programs. Staff in the company should be helped to grow in to more responsibility by systematic training rather than consider it training as means to make themselves free from staff routine that they will be confident enough to carry out the responsibility of the job. Rama Construction in its program should set SMART training objectives. More so, training objectives should be clear to both management and staff because they can be

- Lastly, as study revealed training program evaluation practices by the company has a higher potential of improving the success of project at Rama Construction. Thus, the company should improve its training evaluation practices. Management of the company should clearly state the results of training before and after training is being conducted for each staff, what change in staff skill, attitude, behavior and knowledge. The company should also provide performance feedback which will allow employee to be informed of changes to both their work goals and the overall goals of the company. More so, it is important to properly evaluation and follow up of training programs, selecting good evaluation criteria, interpreting evaluation results to facilitate the success of project. Moreover, it has to be continuous, participatory, well organized, and the result feedback of it should be sent to each department/office and the problems have to be solved on time based on the result of the evaluation.

5.4 Future Research Suggestions

Although this research provides some significant insights into employee training practices and its effect on the success of project at Rama Construction company, there is still a chance to extend the findings to gain a more comprehensive understanding. Due to time and budget constraints this research was geographically delimited to employees of head office in Addis Ababa. Therefore, any future endeavor might include employees working outside the capital city and also other construction companies if there are any variances in the study findings. The future research may also employee training practices in construction industry in wider sample in order to have a comprehensive view of impact of employee training on project success. The study also suggests that further studies should include a qualitative analysis of the relationship between employee training and project success. Such a study would involve interview of key informants in the human resource development and would provide hidden insights into the intricate relationship between employee training and project success. More so, as the current study measures project success based on employee's perception, this method suffered from self-perceptual bias. Thus, the future study should consider other objective method of project success measures.

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APPENDIX I: QUESTIONNAIRE

ADDIS ABABA UNIVERSITY

SCHOOL OF COMMERCE

The purpose of this questionnaire is to collect data for post graduate study at School of Graduate Studies of School of Commerce for the study entitled: “The Effect of Manpower Training on Project Success: The Case of Rama Construction PLC”. This questionnaire is required to assist in determining the objectives of the study. Your privacy will be kept anonymously and, therefore, no one knows who provided the information. Any information provided will be used for academic purpose only and will be treated in strict confidence. Therefore, you are kindly requested to provide your responses to different questions below. Thank you in advance for agreeing to participate in this study.

General Instruction: - Circle your response or indicate "√" in the box beneath for closed-ended questions among the provided alternatives but write your response in the space provided for open-ended questions. You don't need to write your name.

Section One: Respondents Profiles

Instruction: - Circle your response or indicate "√" in the box beneath for each question.

1.	Sex:	Male () Female ()
2.	Age:	18-25years () 41-55 years () 26-40 years () over 55 years ()
3.	Education level	Primary () BA/BSC () Secondary () MA/MSc/MBA () Diploma () PHD ()
4.	For how long have you been employed in this company?	< 1 year years () 3 – 5 years () 1 – 3 years () >5 years ()
5.	Roles in Company:	Management staffs () Project managers and coordinators () Offices and site Engineers () Site superintendents () Administrative/support staffs ()

SECTION II: General Questions in relation to taking training:

Instruction: - Circle your response or indicate "√" in the box beneath for each question.

1.	Have you ever received any type of training? If "No", please skip to next section	Yes ()	No ()	
2.	What was the criterion of selection?	Organizational membership ()	Performance ()	
		Supervisors recommendation ()	Compulsory ()	
		Upon employee request ()	Don't know ()	
3.	How often does the organization undergo training?	Quarterly ()	Annually ()	
		Semi-annually ()	No specific schedule ()	

4. What was (were) the type of training you received (please tick "√"): multiple response is possible			
a) On job training		b) Health & safety training programs	
c) Off job training		d) Promotional training programs	
e) Orientation and induction		f) Remedial training programs	
g) Technical training programs		h) Field training programs	
i) Construction Project Management		j) Mention if you have some: _____ _____ _____	
k) Foundation training programs			
l) Refresher training programs			
5. What was the mode of delivery on the training(s) you have participated in			
Lecture ()		Seminar ()	
Demonstration ()		Simulation ()	
Discussion ()		Presentation ()	
Workshop ()		Other (specify):	

SECTION III: Employee Training Practices

Please put (√) mark against each question that indicate your level of agreement for each question.
5= Strongly Agree, 4 =Agree, 3= Neutral, 2= Disagree, 1=Strongly Disagree

S/N	Item	1	2	3	4	5
Training Needs Assessment Practice						
1.	In the company, there is SMART manual & instrument of need assessment.					
2.	The need assessment checklist filled without bias and is genuine.					
3.	Training need assessment manual is prepared by considering the					

S/N	Item	1	2	3	4	5
	need of prospective trainees.					
4.	The needs of training are properly prioritized by considering the interest of prospective employee.					
5.	The trainings need analysis methods enable to clearly identify the employees' skill and knowledge gap.					
6.	The company practice training based on your work needs.					
7.	Training need analysis conducted is able to produce relevant findings on performance gaps.					
8.	The company training need assessment practices greatly contribute to the success of projects.					
	Training program design practices					
9.	Training objectives are set in advance.					
10.	The company in its programs has set SMART training objectives					
11.	The company's training program has been developed in accordance with the strategic plan					
12.	The company training program preparation allow the participation of all employees					
13.	The Training program of the company is well communicated to all partners & stakeholder					
14.	Training program of the company is designed in compatible with the actual job to be performed.					
15.	Training programs allow acquiring skills, knowledge and attitude and improve employee's performance.					
16.	Training program considers the employees future career development.					
17.	The company's training program design practices greatly contribute to the success of projects.					
	Methods of Training Delivery Practice					
18.	The Company gives both on-the-job and off-the-job training.					
19.	The delivery method that the company employed is proper to acquire the necessary knowledge, skills and attitudes.					
20.	The company is employed trainee- centered training as well as delivery method.					
21.	The trainers have knowledge, skills and ability to transfer and demonstrate the content of training appropriately					
22.	Required facilities, equipment's and training aids are provided in accordance with the level of trainees.					

S/N	Item	1	2	3	4	5
23.	There is safe and conducive environment to conduct training in the company					
24.	Training conducted is fit to intended purposes and objectives with the method employed					
25.	The company's methods of training delivery practice greatly contribute to the success of projects.					
	Training Evaluation Practice					
26.	The organization evaluates the training practice before, on the process and after the program					
27.	The organization use feedback at the end of the training program					
28.	Training evaluation is used to identify potential candidate for current training & future development					
29.	Training evaluation assesses the gap before and after delivery of the training					
30.	The management makes feedback to fill the gap & improve the effectiveness of the training& development.					
31.	The company's training evaluation practice greatly contribute to the success of projects					

Section III: Problems/challenges of Employee Training

The purpose of this section is to determine the main gaps/problems/challenges regarding Human Resource training practices in the company. To what extent do you agree or disagree with the following possible factors that might hinder employee training practices in the company. Please circle in the box that best reflects your answer.

S/N	Item	1	2	3	4	5
1.	There are lack of necessary knowledge and skill on the part of the trainer.					
2.	There is unclear training and development program					
3.	Poor administration of the Training program process.					
4.	The purpose of the Training program being unrealistic.					
5.	Good training program is not followed by rewards.					
6.	Training programs are not designed based on need assessments.					
7.	There is lack of timely feedback and evaluation of training program.					
8.	Inaccurate training need analysis will affect employees'					

S/N	Item	1	2	3	4	5
	interest.					
9.	I believe that there is a discrepancy between the provided training and the required job skills.					
10.	There is lack of professionals in the training department.					
11.	The planning of training is poor in terms of training content and methods.					
12.	There are lack of resources and budget.					
13.	Management does not support training programs.					

14. What measures has to be taken to overcome the problems related to Human Resource

Development: _____

Section IV: Questionnaires on Project Success

In the section below, indicate the extent to which you agree with each of the following statements regarding the project success by ticking (✓) that which most closely matches your opinion. Use the following rating scale. **1: Strongly Disagree, 2: Disagree, 3: Neutral, 4: Agree and 5: Strongly Agree**

No.	Questions project success	5	4	3	2	1
		(SA)	(A)	(N)	(D)	(SD)
1.	The projects have completed on time or earlier.					
2.	The projects have completed within or below budget.					
3.	The project has completed within the assigned standard quality.					

Thank You Once Again for Your Cooperation and Helpfulness!