



ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS

*ROLES OF TRAINING AND DEVELOPMENT IN ENHANCING
EMPLOYEE PERFORMANCE IN PUBLIC ENTERPRISES: THE CASE
OF ETHIO TELECOM*

Helina Shiferaw Solomon

Advisor: Dr. Elias Berhanu (PhD)

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DECLARATION

This research project is my original work and has never been submitted to any other university for award of a degree or any awards.

Signature..... Date.....

Helina Shiferaw

This research project report has been submitted for examination with my approval as the university supervisor.

Signature..... Date.....

Dr. Elias B (phD)

Approved by Board of Examiners

Advisor

Signature

Date

Internal Examiner

Signature

Date

External Examiner

Signature

Date

**Chairman, Department
Graduate committee**

Signature

Date

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ABBREVIATIONS

SPSS	Statistical Package for Social Science
GDP	Gross Domestic Product
MPED	Ministry of planning and Economic Development
HRD	Human resource development
HR	Human Resource
SOEs	State owned Enterprises
T&D	Training and development
PPESA	Privatization and Public Enterprises Supervising Agency
CEOs	Chief Executive Officer

ABSTRACT

The study was undertaken at Ethio Telecom Head Office on the topic “The Roles of Training and Development in enhancing Employees’ Performance” The purpose of the study was to assess the role of Training and Development in enhancing employee performance. The methodology that was used for the study was descriptive. Primary data was collected from a sample of 86 (Eighty six) respondents by using convenience sampling method. Questionnaire and interview was used in the collection of data for analysis. The study revealed that the role of training and development in enhancing employee performance in the organization was very important in addressing the organization issues such as lack of management support for training and development programmes, which constrained training and development. It was also found that training and development in Ethio Telecom was not properly addressed as a key tool in enhancing employee performance. The major challenges of training and development in Ethio telecom could be inadequate time and resource, financial problem, inadequate planning, lack of coordination and inability to transfer learning from training to workplace. The study recommended that in order for Ethio Telecom to be successful as the leading Telecom Company in Ethiopia, managements must empower all departments to engage in the training and development of employees to enhance the potential and strengthen employees’ Performance.

Keywords: Training, development, employees Performance, Ethio telecom

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

The main object of every organization is to improve its performance but it can never be possible without the efficient performance of employees. In different sectors, a wide range of reforms that focus on training and development on the performance of employees have been implemented (Gleeson & Husbands, 2001).

For the organization, training and development leads to improve profitability while cultivating more positive attitudes toward profit orientation. For the individuals, training and development improve job knowledge while also helping in identifying with the goals of the organization. Training and development is defined as the planned learning experiences that teach employees how to perform current and future jobs(Mullins, 2007).

Employee Performance in an organization is realized at the levels of organization, process and individuals and the interrelationships among these will define the vantage points of the organization. In contributing to the overall goal of the organization, training and development processes are implemented as this benefits not just the organization but also the individuals making up that organization. At its core is the improvement in the performance of individuals participating in training and development activities (ibid, 2007)

Even though Training and Development has been playing a significant role in enhancing employee performance, yet in most organization, there is lack of effective planning and implementation. A developing country like Ethiopia, with its rich natural resources and the necessary financial support can also experience such economic success if the appropriate attention is given to the training of her human resource. It is thus seen that in Ethiopia the government is taking adequate steps to ensure that people acquire the necessary knowledge and skills. Because, today we believe that an organization's competitive success is achieved through people (Pfeffer, 1994).

The challenges of sustaining the role of training and development in enhancing employee performance in the organization, Due to this fact, many organizations spend much money on training, believing that training will improve their employees performance and hence the firm's productivity. In 1997, organizations with more than one hundred employees were estimated to have spent \$58.6 billion in direct costs on formal training (Clark and Voogel, 1985).

However, Training has the distinct role in the achievement of an organizational goal by incorporating the interests of organization and the workforce. Nowadays, training is the most important factor in the business world because training increases the efficiency and the effectiveness of both employees and the organization. The employee performance depends on various factors. But the most important factor of employee performance is training. Training is important to enhance the capabilities of employees. The employees who have more on the job experience have better performance because there is an increase in both skills & competencies (Khan, 2011).

In this regard, training increases or develops the managerial skills. Spending on training and development should increase because organization gets more efficiency and effectiveness out of the training and development (workforce special report, 2006). According to Heathfield (2012), the right employee training, development and education at the right time enhance the organization to increase productivity, knowledge, loyalty and contribution. Training and development are often used to close the gap between current performances and expected future performance (Weil and Woodall, 2005).

In Ethiopia, Ethio Telecom is a state owned organization providing telecom services at monopoly level and maintains overall telecommunication services. Ethio-Telecom was re-structured across the country, by launching information technology integration, so as to improve its efficiency and profitability simultaneously with the change of organizational and managerial structure. The major challenges of training and development in Ethio telecom could be lack of top management commitment, inadequate time and resource, financial problem, inadequate planning, lack of coordination and inability to transfer learning from training to workplace. The purpose of this paper is primarily to illustrate the Roles of Training and Development enhancing employees' performance in the case of Ethio-Telecom.

1.2 Statement of the Problem

The success of any organization is reflected by its performance which is in turn highly dependent upon the capacity of its human power to analyze, adapt, initiate, and manage changes. In this era of aggressive competition, what an organization requires is not just framing the right reform strategies but also managing the same. The role of training and development will automatically be reflected in terms of capacitating service delivery, ensuring effective utilization of resources and efficiency in their processes through proper alignment of employee work performance and rational allocation of the resources (Sinha, 2006).

Currently, at national level, Ethiopia is giving due attention and investing on Training and Development in order to sustain continuous development programs. Specifically, in rapidly changing and growing world, connecting people to the world is a major success to the new technologies (GTP 2, 2015).

However, one of the main forcible challenges in sustaining training and development programs by enhancing employee performance in Ethio telecom was hampered by different challenges. Even though the challenges faced in the process of Training and development varies from time to time, the common problems are assessed as follows. In this regard, even though there are different attempts made in enhancing training and development, there is reluctance in giving full support to training and development around some managers of Ethio Telecom. Lack of support for the transfer of training results by supervisors in Ethio telecom was also the other impediments to sustain training in the organization.

On the other hand, there is also lack of understanding between employee training and performance of employees in the organization at different level of management and it needs further awareness creation at different level of management. Similarly, lack of commitment towards Training and Development by employees of ethio telecom were also seen as pulling factor in enhancing employee performance.

Another problem is employees' inability to transfer learning from the training programmes attended and apply this learning to the workplace. This is due to supervisors' lack of support for the transfer of training. Earlier research on the transfer of learning has provided convincing evidence that the work environment - the physical, social, and psychological conditions that

individual employees experience at work - can either encourage or discourage the acquisition and transfer of new skills and knowledge (Tannenbaum and Yukl, 1992; Reid and Barrington, 2003; Cheng & Ho, 2001; and Kupritz, 2002).

However, like any other organizations, Ethio telecom is striving to provide different types of services for the public which relies on the performance of its qualified employees. At the end of the country's five years development & transformation plan, it is expected to have internationally recognized Telecom Company capable of providing world-class telecom services being equipped with modern work process and organizational structure as well as staffed with a new generation workforce (Mulatu, 2014).

Generally, the role of training and development enhancing employees' performance in ethio Telecom did not get much attention especially in the case of the organization. Therefore, it is necessary to generate relevant evidence through a detail study to highlight strategies for improving the performance of employees'. This thesis is aimed at explaining the Roles of Training and development enhancing employees' performance in Ethio telecom.

1.3 Research Questions

This study has addressed the following research questions:

1. What are the roles of training and development in Ethio Telecom?
2. How does training and development enhance employees' performance?
3. What are the challenges of training and development practice in Ethio Telecom?

1.4 Objectives of the Study

1.4.1 General Objective

The general objective of this study is to assess the roles of training and development practice in enhancing employees' performance in Ethio Telecom.

1.4.2 Specific Objective

The study also has the following specific objectives

- ❖ To assess the roles of training and development in Ethio Telecom
- ❖ To analyze how does training and development enhance employee's performance.
- ❖ To identify the challenges of training and development practice in Ethio Telecom.

1.5 Significance of the Study

The study can help to trace out the major role of training and development in enhancing employee performance in ethio telecom and challenges faced to date are systematically analyzed at the organization level in a view to share lessons learned under consideration. Since Training and Development are very important even at nationwide endeavors, the findings of this study is presumed to provide essential information about the role of training and its challenges at Ethio Telecom level as well as national level.

1.6 Scope of the Study

There are many public enterprises in Ethiopia. From those public enterprises this study focuses on training and development practices of ethio telecom particularly the head office and investigates its roles in enhancing employees' performance.

1.7 Limitations of the Study

The limitations of the study that the researcher faced are unwillingness to provide important information by the Organizations Training and Development department. Lack of sufficient information from respondents, lack of well organized documented information and access to the information and constraint getting key officials. The other limitation was the staffs of Ethio telecom were usually very busy and therefore they required a lot of time to fill the questionnaires and to collect data from interview. However, despite the limitations mentioned, the researcher has mitigated the problems using different mechanisms in order to get information and managed the subject under study.

1.8 Organization of the Study

The paper will be organized into five chapters .The first chapter will present the introduction part of study that includes background of the study, statement of the problem, objective of the study, significance of the study and scope of the study. The second chapter will contain review of related literature on the topic of the study. The third chapter is about methodology that highlight the methods used to conduct the research. In chapter four, data presentation, analysis and interpretation will be done. While in chapter five the conclusion and recommendations drawn from the study depending upon the finding of the study will be presented.

CHAPTER 2

REVIEW OF RELATED LITERATURES

2.1. The Concepts of Training and Development

Training is a type of activity which is planned, systematic and it results in enhanced level of skill, knowledge and competency that are necessary to perform work effectively (Gordon 1992).

Development is a broad ongoing multi-faceted set of activities (training activities among them) aimed at bringing someone or an organization up to another threshold of performance, often to perform some job or a new role in the future (McNamara 2008).

Employee performance is defined as the outcome or contribution of employees to make them attain goals (Herbert, John & Lee 2000) cited by (Nassazi, 2013). Afshan et al. (2012) define performance as the achievement of specific tasks measured against predetermined or identified standards of accuracy, completeness, cost and speed. Employee performance can be manifested in improvement in production, easiness in using the new technology, highly motivated workers.

Training and Development basically deals with the acquisition of understanding, know-how, techniques and practices. In fact, training and development is one of the imperatives of human resource management as it can improve performance at individual, collegial and organizational levels. As the process of 'increasing one's capacity to take action, organizations are now increasingly becoming particular with organizational learning and therefore collective development. Organizational learning, on the other hand, refers to the "efficient procedure to process, interpret and respond to both internal and external information of a predominantly explicit nature.

According to Easter by-Smith (1999), the emergence of the concept of organizational learning is central on the hitherto idea that prior advocacies of learning are tended to its commercial significance and are lacking of empirical information on learning processes. Strategically, organizational learning, which makes use of training and development as one of the several responses, deals with the acquisition of understanding, know-how, techniques and practices.

These intellectual intangibles can be translated into an organizational resource through the people that acquire, infer and utilize such towards the achievement of the organization-wide training and

development (Armstrong, 2006). Training and development are planned learning experiences which teach employees how to perform current and future jobs more effectively. Sims (2002) emphasizes that training focuses on present jobs while development prepares employees for possible future jobs. Basically, the objective of training and development is to contribute to the organization's overall goal.

Closing the skills gap is now a critical area of human resource development for organizations to continuously penetrate the market. Skills gap basically threatens the productivity and competitiveness both in organizational and operational levels. This requires that human resource management professionals should start the cultivation of the workforce from the recruitment period. However, this is not easy considering that there are specific works which require customization of skills and that not all newly hired employees acquire social skills aside from the basic skills. In responding to the challenges of the skills gap and skills deficiency, HR professionals have to develop programs that will address the problem (Sims, 2006).

Consistently, companies are investing on their internal customers or employees thus taking advantage of the human capital management. Sense of ownership is also important, requiring HR professionals to develop strategies that will ensure superior knowledge, skills and experience to settle within the workforce. Learning activities shall put skills enhancement and development assignments at its core as well as empowerment and career development. This is lifelong learning which guide the organizations particularly human resource department to make an ongoing investment with organizational members and help them build their competencies (Sims, 2006).

The purposes of learning from the employee perspective are basically to acquire skills and knowledge to do the job and to gain promotion and advance career. In facilitating career changes, training and development also caters for the personal and professional developments

2.2. Overview of Training

One major area of the human resource management function of particular relevance to the effective use of human resources is training. Few people these days would argue against the importance of training as a major influence on the success of an organization. It is the view of Hales (1986) that the general movement towards downsizing, flexible structures of organizations and the nature of management moving towards the devolution of power to the

workforce give increasing emphasis to an environment of coaching and support. He also added training is necessary to ensure sustain economic growth and effective performance and for adequate supply of staff that is technically and socially competent.

Training has emerged as formal corporate function, integral element of corporate strategy, and is recognized as profession with distinct theories and methodologies as companies increasingly acknowledge the fundamental importance of employee growth and development, as well as the necessity of a highly skilled workforce, in order to improve the success and efficiency of their organizations (Bernatek, 2010).

Training in a work organization is essentially a learning process, in which learning opportunities are purposefully structured by the managerial, HR and training staffs, working in collaboration, or by external agents acting on their behalf the aim of the process is to develop in the organization's employees the knowledge, skills and attitudes that have been defined as necessary for the effective performances of their work and hence for the achievements of the organizational aims and objectives by the most cost-effective means available (Tyson and York, 2000).

Furthermore, training is the most important tool of a business to develop commitment, effectiveness, efficiency and loyalty and to create a culture of cooperation among employees. Sometimes the top management and managerial level employees are found to be uncooperative towards HR training, whilst lower level employees lack the commitment to participate in training activities (Abdullah, 2009). As Meyer *et al.*, (1993) indicated that employee commitment has become increasingly important in many organizations. The construct employee commitment is however complex and commitment cannot be seen as a single, homogenous entity, which means the same to all employees. It is multifaceted and can impact on an organization in a number of ways. It changes over time as employee circumstances and needs change. Meyer *et al.*, 1993 defines commitment as purely psychological it is a measure of the extent to which an employee has formed a strong psychological attachment to an organization. According to Morrow (1996), the concept of commitment is four folded, it account for an employee's personal involvement in the decision, the attraction of alternative options, the degree of ambivalence-as well as employee satisfaction. Measuring commitment enables an understanding of why an

organization may be losing satisfied employees whilst keeping the complainers as well as why an organization may keep employees despite clear better offers from competitors. Committed employees are one of the greatest assets any company can have. Each year organizations invest substantial amount of money in training their work force only to see talented and productive employees applying for other job, potentially to join the competition. Employee commitment plays a major role in overall business efficiency and profitability (Weiner, 1982).

Ballout (2009) argue that greater level of employee commitment lead to organizational benefits such as continuous flow of improvements, costs and efficiency improvements and active employee participation. Committed employees are believed to enhance an organization as they feel secure in their jobs, are well trained, feel part of a team and are proud of and enjoy doing their jobs.

Whereas employee loyalty can be defined as employees being committed to the success of the organization and believing that working for this organization is their best option. Not only do they plan to remain with the organization, but they do not actively search for alternative employment and are not responsive to offers (Locke, 1968). The other variable that we can find in employee performance is effectiveness. According to Thompson (2010), employee effectiveness is the product of employee engagement and capability (both that of the employee and that of the organization).

2.3. Principles of Training and Development

For training to be effective, a number of principles are usually applied. The principles are: Positive Reinforcement, Learner Participation; Feedback Mechanism and Transferability of knowledge to job performance. As observed by (Beach 1980) learning is really the core of the training process. Learning refers to the human process whereby skills, knowledge, habits and attitudes are acquired in such a way that behavior is modified. The more highly motivated trainees are the quicker and more effectively they learn. Training must therefore, be related to trainees desires and needs such as job recognition, prestige and promotion. In effect, learning is most effective when the trainees realize that they can fulfill certain needs through training (Obisi 2001).

Positive reinforcement involves the use of rewards as promotion, pay increase, praise, and better working conditions while negative reinforcement involves the use of punishment or penalties on

employees. An example of negative reinforcement will be a demand for an employee to repeat a training course due to poor performance at an initial training (Mamoria, 1995).Learner participation implies active participation of trainees in the learning process. 'Such participation is a prerequisite for effective learning 'since the greater the number of human senses involved the more complete the learning process. In essence, carefully designed practice methods are quite essential to effective learning (Dixon 1999).

Feedback means that learners are allowed to know how they are performing. Information necessary for feedback should include how trainees can avoid repeating the mistakes they made in the future. Research findings have shown that people learn faster when they are informed of their accomplishments (Leibowitz,1981).

Transferability of knowledge portends that employees should transfer the knowledge acquired from training to enhance their job performance. Hence, knowledge, skills and attitudes acquired in training but not used in the job cannot contribute to organizational goals. When employees jobs are not fashioned in line with the areas they have been trained it will not encourage employees to pursue further reading. This underscores the desirability of ensuring that, as much as possible, training tasks are similar to job tasks (Dixon, 1999).

2.4. Dimensions of Training & Development

There are various types of training that an organization may adopt depending on the main objectives of training and these are outlined below:

2.4.1. Orientation/Induction Training

This is given immediately after employment to introduce the new extension staff members to their position. This is mainly concerned with acquainting new employees with the organization. This training is aimed at getting all new entrants familiarize with the organization's goals, structure, culture, work standard and other conditions of employment.

2.4.2. Foundation Training

This is appropriate for newly recruited personnel; every staff member needs some professional knowledge about various rules and regulations of the government, financial transaction, administrative capability, communication skills, report writing, leadership ability, etc.

2.4.3. Job Instruction Training

Job instruction training is received directly on the job, and so it is often called "on-the job" training. It is used primarily to teach workers how to do their current jobs. A trainer, supervisor, or co-worker serves as the instructor. When it is properly planned and executed, this method includes each of the learning principles (Demetra et al, 2008).

2.4.4. Career Development Training

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. Job mastery skills are those that are necessary to successfully perform one's job. Professional development skills are the skills and knowledge that go beyond the scope of the employee's job description, although they may indirectly improve job performance.

2.4.5. Maintenance/ Refresher Training

This keeps specialists, administrators, accountants, supervisors and frontline workers updated and enables them add to the knowledge and skills they have already.

2.5. Objectives of Training and Development

Argyris (1971) contends that an organization's effectiveness is dependent on its ability to accomplish the following objectives:

- (i) To provide job related knowledge to the workers.
- (ii) To impart skills among the workers systematically so that they may learn quickly.
- (iii) To bring about change in the attitudes of the workers towards fellow workers, supervisor and the organization.
- (iv) To improve the productivity of the workers and the organization.
- (v) To reduce the number of accidents by providing safety training to the workers.

- (vi) To make the workers handle materials, machines and equipment efficiently and thus to check wastage time and resources.
- (vii) To prepare workers for promotion to higher jobs by imparting they advanced skills.

Further to this contention, B.M. Bass (1969) identified three other factors which could necessitate training activity as quoted by Monappa&Saiyadain(2008):

1. To keep pace with advanced industrialization for the organization's survival
2. To train and retrain from the shop floor to the top executive (development) because of expansion in numbers of employees and layers of hierarchical levels and variety of complex organization structures and control mechanisms
3. Training inhuman relations has become necessary for tackling human problems for peaceful industrial relations.

These two writers give a very clear indication human resource development (HRD) personnel what the aims and objectives of training and development by organizations ought to be; i. e. to say for training and development by organization not to be waste of resources by the organizations, it must seek to achieve the above mentioned objectives and probably some more depending on the environmental and business situation of the organization concerned.

Once the training needs are identified, the next step is to define specifically training objectives and to decide upon the methods to be adopted to achieve these objectives.

2.6. Training Methods / Techniques

According to Dessler (2008), training and development must consist of five steps:

Step 1: Needs analysis -: In this step the trainer identifies the specific job performance skills needed, assess the prospective trainee's skills and then develop specific, measurable knowledge and performance objectives based on any deficiencies identified.

Step 2: Instruction design -: Here the trainer decides on, compile and produce the training programme content including workbooks, exercises, and activities. Some techniques might include on-the-job training, off-the-job training and so on.

Step 3: Validation -: (optional) this stage validates step 2 in which there is testing of the training programme on a small representative audience.

Step 4: Implementation -: This is where the training programme is actually put into action.

Step 5: Evaluation -: Here management assesses success or failure of the programme.

Cascio (1992) postulates that new training methods are appearing every year and that while some are well founded in learning theory or models of behavioral change, others result more from technological than theoretical development. Cascio classifies training methods into three:

1. Information presentation including lectures, conferences, motions methods, reading list, close circuit TV, behavior modeling and understudy assignments
2. Simulation methods include programmed group exercise, business games, case studies, role play.
3. On-the-job training; these include orientation, apprenticeship, job rotation and understudy assignments.

2.7. Training and Development Policies

Policies are formulated to provide guides to action and to set limits to decision making; what should be done in certain circumstances and how particular requirements and issues must be dealt with, Armstrong & Stephens (2005). Policies are therefore set up in such areas as marketing, finance, operations as well as human resource. In human resource, there could policies on training and development, recruitment and selection and salary administration and compensation; just to mention a few. Such organizational policies (human resource policies) are either formally expressed in manuals or informally as haven grown from customs and traditional practices over the years. However to avoid ambiguity, it is very important that all major policy statements are formally expressed in manuals. This makes it possible and easier for managers, supervisors, union/association executives to familiarize themselves with relevant policies and how they should be interpreted. Again there is the need for senior management to communicate policies if they have not been written. The attend time taken that could be used on more pressing issues and the confusion that comes with oral traditions could be avoided with a formally expressed policies in a manual. Again it is the position of the researcher that, since employees come and go, while management and leadership of unions / associations also changes, there would be the strong need

for policies to be more formally expressed in manuals for to avoid misinterpretation and to encourage consistency and fairness.

A policy document usually starts with a statement of broad objectives of management and its philosophy for the establishment of a mutuality of interest with its employees for great cooperation. Mullins (2007), lists the following as the essential components of a training and development policy.

1. The view that continuous training (and retraining of employees) is the norm
2. The assumption that training will be a life – long process (may as long as employee remains in the employment of the organization)
3. Recognition of the need to update existing skills, replace redundant skills and train for new skills and
4. The need for multi-skilling to cope with change. (In today's work labor market multi-skilling is the new paradigm shift for would be employees). This is because with the increase in the cost of doing business while profit are declining, management of business are working to cut cost in the numbers of hired employees.

While policy formulation is an exercise meant for the attainment of organization's goals, it also serves the concurrently as a statement of the organization's corporate philosophy.

Monappa&Saiyadain (2008), fine policy in three different contexts:

1. Those policies are the basic rules to govern the functioning of a department or unit so that in the implementation of the policy the desired objectives are meet. This means the policy is a guide to decision making e. g. what to do when certain situations arise.
2. Those policies that are used as control mechanisms in order to restrain managers from undesirable actions or from mishandling situation
3. Policy guidelines can be used to rationalize decision making whenever standard decisions are involve; i. e. those decisions that are repeated given the same situation.

2.8. Benefits of Training

The main purpose of training is to acquire and improve knowledge, skills and attitudes towards work related tasks. It is one of the most important potential motivators which can lead to both

short-term and long-term benefits for individuals and organizations. There are so many benefits associated with training. Cole (2002) summarizes these benefits as below:

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

2.9. Relationship between Training & Employee Performance

The performance of workers and organizations in delivering public services is a multi-faceted concept. It can be understood in an expansive or a more narrow way. The expansive understanding includes factors internal to an organization such as jobsatisfaction, organizational citizenship behavior voluntarily helping others in the workplaceOrgan (1988), and organizational commitment (the strength of a person's attachment to andinvolvement in an organization, Grusky 1966). All of these have in turn been shown to beconducive to performance understood more narrowly, namely as outputs and outcomes, inparticular efficiency, and effectiveness.

Moreover, employee performance is an important building block of an organization and factorswhich lay the foundation for high performance must be analyzed by the organizations. Sinceevery organization cannot progress by one or two individual's effort, it is collective effort of allthe members of the organization. Performance is a major multidimensional construct aimed toachieve results and has a strong link to strategic goals of an organization (Mwita, 2000).

Therefore, role of training on employee performance is not only significant but studies prove that it also increases job satisfaction and commitment towards the organization and training transfer is more likely to increase performance, job involvement, and increases motivation to learn and transfer (Velada and Caetano, 2007).

Taiwo (2001) is of the opinion that the objectives of training are to: provide the skills, knowledge and aptitudes necessary to undertake required job efficiently. Therefore, she or he has the potentials, he may progress, increase efficiency by reducing spoilt work, misuse of machines and lessening physical risks. Obisi (1996) submitted that training aim at developing competences such as technical, human, conceptual and managerial for the furtherance of individual and organization growth. Also Taiwo (2001) postulated that the process of training is a continuous one. The need to perform one's job efficiently and the need to know how to lead others are sufficient reasons for training and the desire to meet organizations objectives. It is to increase personnel efficiency, professional growth, and smooth and more effective organization's operations.

According to Amisano (2009), employee performance may be related to numerous factors within the workplace, such as overall job satisfaction, knowledge, and management. But there is a definite relationship between training and performance, as training programs can address numerous problems that relate to poor performance.

2.10. Role of Training and Development for Employees' Performance

2.10.1. Career Competencies

Employees get a lot of benefits from the employee training and development program. They learn the soft and technical skills as required by their jobs. In last 30 years unemployment is at its lowest rates which is not beneficial for the workers to start new job, if opportunities for growth are fewer (Dobbs 2000). Fresh university graduates mostly considering for a firm which provides intensively training programs to their employees, but this idea is risky for organizations to lose fresh trained employees with couple of years (Feldman 2000). Professional which are placed in the industry of information technology, identify that knowledge is authority and they required to retain their abilities and talent according to current requirement of the market. Most of the

employees recognize the importance of training program and would like to increase their salary Dillich(2000)cited by Ahmed (2013).

It is also expected from the fresh graduate not appropriately equipped for the continually changing business environment (Gerbman 2000). Young professionals with entrepreneurial ambitions know that they have shortage of experience and money; hence they attempt to join companies which provide training programs to prepare their employees for the betterment of future (Feldman 2000).Employee development program help employees to survive in the future and develop their abilities to cope with new technologies.

Employees understand that training program can directed to superior duties and higher remuneration (Fenn 1999). Furthermore, helping workers to improve their skills and knowledge to cope with the future requirements, lead to job satisfaction.

2.10.2. Employee Satisfaction

Employees have no feeling about their organizations, if they think that their organizations are not caring about them (Garger 1999). Companies which are willing to spend money on their employees, give value to work with those companies, even though that investment eventually benefits the organization. Companies which are providing the training and development programs for their employees are achieving high level of employee satisfaction and low employee turnover. Training increase organization's reliability for the reason that employees recognize their organization is spending in their future career Rosenwald(2000) (ibid).

Loyalty with the organization cannot be calculated but it is substantial to intrinsic reward that employee feel. Employee feels comfortable and wants to stay with their organization, when they feel they are putting their efforts and skills in the bottom line for their organization. Employees who are satisfied with their jobs, believe that their work has a purpose and important for their organization (Moses 2000). Usually the best performers do not leave a job for the purpose of financial benefits. Though salary and benefits plays an important part in selecting and retention of the employees, employees are always observing the opportunities to acquire novel skills, to get the encounter of different duties, and looking for personal and professional development. Therefore, nourishing these requirements facilitates in figure up confidence, self-esteem and job gratification in employees (Nunn, 2000) (ibid).

2.10.3. Employee Presentation

Training effects on behavior of employees and their working skills which resulted in enhanced employee performance and further constructive changes that serves as increase employee performance (Kraiger 2002). However, dissimilarities in positions of effect sizes were not big, the efficiency of training vary regarding the training transfer technique and the skill being trained. Benefits of training program are also related to technical skills of the employees. Training is positively effects on the employee performance of the employees. During a qualitative study concerning mechanics in India, Barber (2004) originates that on-the-job training headed to superior novelty and implicit skills. Technical and professional skills are very important for the employees to perform a job in an effective way. Providing training opportunities to employees can enhance the performance of the employees. Concerning to implicit skills, Barber described in his study that profession of a mechanic needs “feel” to remain successful. Barber (2004) described in the result of an effective training that a mechanic had worthy emotion of how to hit the metal at the particular spot so that work must be performed in a systematic and proper way.

2.11. Role of Training and Development for Organizational Effectiveness

2.11.1. Market Growth

Employee development programs are important for any organization to stay solvent and competitive in the market. Though it is expensive for the organization to spend the money on their employees but this investment is positive for the organizations to hold the place in the market. American Society for Training and Development mentioned two motives that are significant for employee’s knowledge, first employees identify the worth of training and marketable by organization and second CEOs of the companies understand that how fast information is transferring in current business environment. Greengard (2000) described that organizations are required to develop and maintain such learning environment for the employees that expand the knowledge of organization and competitive ability. However, employee training programs derived through a high price, but have a positive impact on return-on-investment. Microsoft and General Electric Company are entirely large effective organizations, and these organizations realize training opportunities as an investment (Kleiman 2000) cited by Ahmed (2013).

Furthermore, employee training and development programs not only increase the profit of organizations but also provide difference within their native market. Organizations can practice training and development opportunities to support them available to the current employees, perspective employees, plus clients of the company.

Lastly, organizations can utilize employee training and development programs to improve their appearance as best employer in the job market.

2.11.2. Organizational Performance

Training has been defined as mainly contributing factor to the organizational effectiveness (Schuler and MacMillan1984). However, there is an increasing factor that Human resource management practices impacts on attitudes and work-related manners. To evaluate the effectiveness of training and development program it has been advised that check directly the relationship of training and organizational commitment.

The study proposes that constructive work-related performance and attitudes mainly depend on the perception of the employees as the employees think that their organizations are taking care of them. However, the same factor is reliable with the social exchange model; Blau (1964) suggested that the emotional agreement between employer and employee are the central element of organizational performance. Employees respond with optimistic attitudinal and behavioral replies which are supportive to their organization. However training can be used to provoke the preferred results that may contain with enhanced organizational commitment (Bartlett 2001).

2.11.3. Employee Retention

The research described that employee retention is a challenging notion and there is no particular method to retain employees with the organization. Several organizations have revealed that one of the characteristic that help to retain employee is to offer them opportunities for improving their learning. Therefore, it has confirmed that there is strong relationship between employee training and development, and employee retention Rosenwald(2000) cited by Ahmed (2013).

Companies should realize that experienced employees are important assets and companies have to suffer the challenge for retaining them (Garger 1999). Therefore, companies which are providing training and development programs to their employees are getting success in retaining them. On other side, numerous employees participate in employee training programs are not

assured of a conventional association between programs and employee retention; several managers found that positive learning atmosphere directed to higher retention rates (ibid).

Organizations that are offering employee development programs are getting success with retaining employees. An effective design of training program can also increase retention among employees. Employee retention is a volunteer move by organizations to create an environment which involves employees for long term. For the description of more effective retention, researchers have recommended that organizations may contain with training and development program that classifies volunteer assignments, requirements, and expectations. “To retain employees, organizations need to think seriously about their investment in training and development” (Leonard, 1998). Though numerous persons involved with employee training and development programs are not assured of a direct association between the programs and employee retention. However, specific numbers of managers discover that a constructive learning environment pointed to higher retention rates (ibid).

2.12. Effect of Training and Development

The major factor in the creation of employee human capital, which determines the long-term productivity of an employee’s behavior (Nelet *al.*, 2004). While training is concerned with the employee’s current job, development prepares the employee for future job requirements. Effective development programmes allow management to maintain a workforce that can adequately replace employees who may leave the company or who are moved to other areas. It also allows for employees to cope with newly developed technology, and ensures that adequate human resources are available for expansion into new areas.

Nelet *al.* (2004) outlines the following effects of training and development on organizational productivity:-

- Increased success of quality projects
- Reduction of project failures and defects
- Reduction of staff turnover
- Minimal supervision needs
- The ability to progress
- Greater capabilities to carry out more projects

➤ Changes in employee behavior

Noe *et al.* (2003) compiled a list of different approaches for employee development. Their approaches fall into four categories: formal education, assessment, job experience, and interpersonal relationships. Formal education programmes include short courses offered by consultants, executive MBA programmes, and university courses. These involve lectures by experts, business games and simulations, adventure learning, and meetings with customers.

Assessment is the collection of information and the provision of feedback to the employees about their behavior, communication styles and skills. Job experience includes job rotation, promotion, transfer, temporary assignments and downward moves (Noe *et al.*, 2003).

Every organization should train its employee based on its need per time so that they could compete. Employee training and development positively affects employees' performance and eventually enhances organizational efficiency.

2.13. Factors affecting Training Effectiveness

In the real world, there are many factors that influence the effectiveness of training and development in an organization. One similar factor i.e. the human resource policy of training and development has been identified by Haywood (1992). He mentioned that too many training programmes place emphasis on ease and the purpose behind the design of programs namely learning, skill development and behavioral change, has defeat the original purpose and goals of training are lost. Everything is affected by its surrounding weather directly or indirectly and similarly training effectiveness is also affected by many factors.

As noted by Birdi (2005), the poor managerial support or an unfavorable departmental climate could limit the impact of creativity training with regard to influencing idea implementation. Unfavorable environment affects the training effectiveness. According to him training will be affected negatively if there is less support from department or there is unfavorable condition for training. Likewise, Fischer & Ronald (2011) stated that open-mindedness is also a significant moderator of training effectiveness. It has been found that training become more successful if the participants and trainer work with open-mindedness.

Moreover, Haslinda & Mahyuddin (2009) found that lack of support from top management and peers, employees' individual attitudes, job-related factors and also the deficiencies in training

practice are the main factors which affect the effectiveness of training. If there will be less support from top management and peers, job is not going well or somehow there is problem in job and absence of training practice then there is less chance of effective training programme.

Saks &Haccoun (2007) discussed that psychological states of trainees especially motivation, self-efficacy, perceived control and the realities of the organizational context affects the training outcomes.

Transfer of training is the main part in training effectiveness programme. It is found that transfer of training generally refers to the use of trained knowledge and skills back on the job. Baldwin &Magjuka (1988) mentioned that for transfer to occur, “learned behavior must be generalized to the job context and maintained over a period of time on the job”. Meanwhile, Saks &Haccoun (2007) views training transfer is the generalization of knowledge and skills learned in training on the job and the maintenance of acquired knowledge and skills over time. According to the transfer of training framework by Saks &Haccoun (2007), the transfer of training activities could be segregated into three phases which is before, during, and after training to facilitate and improve the transfer of training. The trainer should conduct follow-up or booster sessions following a training program.

2.14. Evaluation of the Training Program

Evaluation of the training is the final phase of the training program. The evaluation needs to be made by comparing the results with the objective of the program that were set in the assessment phase. Training evaluation is the process of gathering information that helps to collect all the descriptive and judgmental information required to make effective training decisions (Desimone, 1994) cited by Mengistu (2014). Evaluation should be viewed as part of an effective training process and a base to improve organizational decision- making about human performance improvement. This is critically important because it determines if the learner has achieved the objectives of the program and also highlights areas where the program should be revised (Butter, 1998) *ibid*. Thus any one comes from a training program or process needs to be evaluated and judged what has changed as a result of training? Does the person feel different? Does he/she know something new? Has he or she acquired new skills? The criteria used to evaluate training depend on the objective of the program before it was implemented. Pre post test approaches, post

training performance and pre-post training performance are the most common approaches used to determine the effectiveness of training program (Desimone, 1994) *ibid*. Result of training evaluation gives crucial evidence of training effectiveness through linking Training and Development performance evaluation criteria which has set by the organization.

2.15. Challenge of Training and Development

A critical challenge that faces human society at the start of the twenties first century is to obtain full employment and sustained economic growth in the global economy and social inclusivity. This challenge has recently become even more complex and demanding. Economic, social and technological changes are gathering place and calls for continues policy and instructional adoption in order to meet new needs and seize the opportunities that are opening up in a rapidly integrating world economy (Gomiz-Mija, 1995) cited by Mengistu (2014). It has been increasingly recognized that people's endowment of skills and capabilities and investment in educating and training, constitutes the key to economic and social development and facilities every bodies participation in economic and social life. The challenges associated with the changing nature of work and the work place environment is real. Rapid change requires a skilled knowledge work force with employees who are adaptive, flexible and focused on the future. Although training and development needs are become more complex, we still have to get the right people, to the right courses at the right time. Most business owners want to succeed but not engage in training and development designs that promise to improve their chances of success because of the overcoming challenges that may hinder the smooth operation of the program (Gomiz, 1995) (*ibid*). However, human resource training and development programs might hampered by different factors. Among others the following are the major ones.

Management capacity and attitude: The attitude of top management is mainly the primary problems for training and development success in the organization. Top level management commitment to support training and development program's one of the major factors that influences the process and expected results of the program. The knowledge and attitude of management is crucial for the success and effectiveness of training and development program (Gumize, 1995) (*ibid*). Managers' at all level particularly top management should provide real support for training and development of the organization. In addition managers should be

committed to involve in the HRD process which are curial in integrating the training and development activities to the strategic process.

Availability of resources: The other factor which affects the effectiveness of training program is the availability adequate resources include materials, facilities, personnel, time. Inadequate time and resource allocated amount would affect the amount and quality of training and education. Therefore, the organization that has considerable shortage of one or more of these resources would face the problem of training and development of its human resources.

Financial problem: financial problem is the major constraints that hamper the implementation of and effectiveness of training and development program of the organization. Most organizations do not allocate separate budget for training and development programs. With regards to this the amount of fund available for training and development will clearly affect the quality of training and development program that can be undertaken. In addition, the implantation of effective and proper training and development programs are influenced by various factors. Such as in adequate planning, lack of coordination various efforts, in adequate need analysis and lack of training among those who lead the training and development activities are some of the common constraints that affect the effectiveness of training and development programs (ibid).

2.16. Conceptual Framework

The conceptual framework that could be developed to study the roles of training and development is based on the review of the literature. The following conceptual model is developed from this review of the literature and establishes the interrelationships among the factors considered to be essential to the dynamics of answering there search question. This is presented below Figure1 describing the roles of training and development enhancing employees' performance.

Different studies have been conducted on training and development, concerning different countries and organization; Ethio telecom as organization has its own different social groups that vary in their attitude, educational level, psychological behavior and other factors which influence and change their learning.

Strategic learning via training generally focuses on the alignment of group efforts and goals with those of the organization (Yorks, 2005). However, attempting to teach idiographic groups to align in complex organizations is terribly inefficient and ineffective without addressing the frame of reference stemming from the identities of the groups.

Therefore, social identity becomes an important lens through which people perceive new information, attribute cause, make meaning, and choose to undertake new learning. Without addressing the identity factors stemming from group membership, the success of typical training efforts may fail to realize their promise of improving individual and organizational performance (Yorks, 2005).

Generally, the researcher derived the following model which is developed by Abbas and Yaqoob (2009) to see the relationship between training and performance of employees. Meaning that if, training is implemented then does it affect the employee performance.

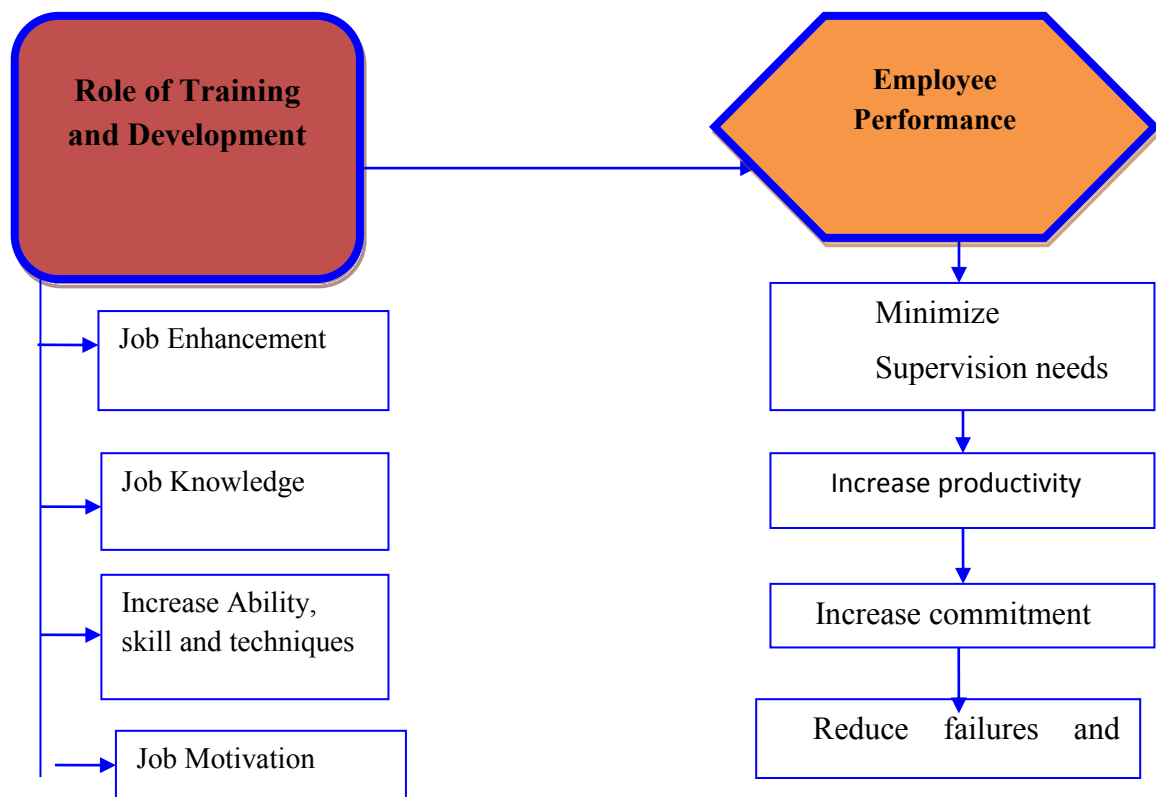


Figure 1: Conceptual framework:Adapted from (Ahmed 2013, Amisano 2009, Abbas and Yaqoob 2009,Monappa&Saiyadain 2008, Cole 2002).

CHAPTER 3

RESEARCH METHODOLOGY

3.1. Introduction

In this chapter, the research design and methodologies that are used to achieve the objectives of the research were addressed. It includes research design, target population, sample size determination, research instrument, data collection, data analysis, reliability and ethical considerations.

3.2. Research Design

Research design is the blueprint for achieving research objectives and answering research questions. In other words, it is a master plan to specify the methods and procedures for collecting and analyzing the needed information (Adams *et al*, 2007).

This study has employed a descriptive research type to assess the roles of training and development in enhancing employees' performance in Ethio telecom. The rationale behind using descriptive research type is to explain events as they happen and report on the facts on the ground and make judgment as to what ought to be done.

3.3. Sample Size

The sampling technique in this study were one of non-probability sampling method is convenience sampling to serve the objectives of the study. As the researcher mentioned under the target population, employee of Ethio telecom at the head office in Addis Ababa are taken for the purpose of this study. Using convenient sampling techniques, out of 860 employees of Ethio Telecom, questionnaires were distributed to 10% of the total population that is 86employees. In addition, the researcher has conducted interview for training manager.

3.4 Sources of Data

Both primary and secondary data sources were used to explore and assess the roles of training and development enhancing employees' performance in Ethio telecom. Both data sources are essential to understand the issues of training and development and it requires critical understand from different perspectives.

3.4.1 Primary Sources

The primary sources of data were collected from the selected sample of population using both questionnaires and interviews.

3.4.2 Secondary Sources

Secondary data sources are gathered from books, articles, annual reports of the organization, research reports, proclamations, regulations, directives and internet are used in securing secondary sources of data. For instance the researcher has traced the history of ethio telecom and its role of training over the last few years from secondary sources. Moreover, secondary sources of information were gathered from human resource management policies, magazine and previous researches.

3.5 Data Collection Procedures

The researcher has used questionnaires and interviews to collect data. The purposes of questionnaires were to investigate the awareness of training program and the role of training and development enhancing employees' performance. Semi-structured interview was conducted for the training manager.

3.6 Data Analysis Methods

After the data was collected from both primary and secondary sources through both questionnaires and interviews, the results were analyzed and interpreted using descriptive data analysis tools. The collected data was coded in order to put into a limited number of categories and the data were analyzed by SPSS (Statistical Package for Social Science) using simple descriptive statistics such as frequency, percentages and table. The method of analysis used for the data collected from semi-structured interview is content analysis which is employed to describe the content of respondents' comments systematically and classify the various meanings expressed in the material. The questions were open-ended to allow the interviewees to express their ideas freely. The results obtained from the analysis of data were interpreted and documented.

3.7 Reliability of Research Instruments

For the purpose of measuring internal consistency of the scales, Cronbach's alpha coefficient of correlation is used. This coefficient is a model of internal consistency, based on the average inter-item correlation, unlike other types of models. Hence, those scaled items in the questionnaire

were found to be reliable and valid because the Cronbach's alpha coefficient correlation was calculated to be .831 which is greater than .70 as stated in Table 1. One can determine that those Scales which are developed and designed to measure the attitude of the respondent's towards the role of training and development in Ethio telecom.

Table 1: Reliability Statistics

Cronbach's Alpha	No of Items
.831	31

3.8 Ethical Considerations

To undertake the research, the necessary approval and permission letter was written and obtained from the University and requested to the study area that is the Ethio Telecom and other concerned bodies. All sample of target population were treated in ethical manner. Further, brief description about the title, purposes and objectives of the study were made clear to the target population during data collection. Moreover, they were informed about their valuable and genuine responses contributions for the achievements of the study. Moreover, participants were participated on voluntary basis and were treated with respect, and instrument design was made as relevant as possible.

CHAPTER 4

DATA ANALYSIS, RESULTS AND INTERPRETATION

4.1.Introduction

This chapter presents the analysis of the data collected from the respondents and discusses the research findings on the roles of training and development enhancing employee's performance on public enterprises with a case study of Ethio telecom. The findings and discussions will be based on the 78 responses of valid questionnaires.

4.2 Characteristics of the Respondents

General information of respondents like gender, age, educational level, work experience in the company and job category are analyzed in Table 2.

Table 2: Respondents' Background

Category		Frequency	Percentage
Gender	Male	42	53.8
	Female	36	46.2
Age	21-30	50	64.1
	31-40	26	33.3
	41-50	2	2.6
Educational Level	College Diploma	2	2.6
	Bachelor's Degree	54	69.2
	Master's Degree	22	28.2
Year of Service in the Company	1-2	4	5.13
	3-5	20	25.64
	6-10	34	43.59
	>10	20	25.64
Job Category	Administrators	30	38.5
	Specialists	31	39.7
	Supervisors	14	17.9
	Managers	3	3.9

Source: Own Survey Questionnaire, 2016

It can be seen from the above table that from the total respondents 46.2% were female and the remaining 53.8% were male. This is due to the entire Ethio Telecom Company data also shows outweighing of male employees in number as compared to those female employees. In the company, the share of female employees from the total is 46% and the remaining 54% is filled by male workers.

Most respondents' age lay in between 21 and 30 years old (which accounts for 64.1%). This shows that most workers in the company are energetic and can bring change other things remaining constant. It is followed by 31-40 years which accounts for 33.3% of respondents. The last is 2.6% which is in the range between 41 and 50 years. There is no respondent below age of 21 years and above 50 years old.

The above table clearly shows that majority of respondents (69.2%) are those who have bachelor degree, followed by master's degree and college diploma holders (28.2% and 2.6%, respectively). There is no any respondent who has PhD degree. Hence, the respondents were capable of understanding the questionnaire survey. The share of administrators, specialists, supervisors and managers from the total respondents is 38.5%, 39.7%, 17.9% and 3.9%, respectively which is proportional. This is because when going up in managerial levels, number of employees working in those positions decreases.

Table – 2 also tried to show the experience workers have in the company. Accordingly, the highest share which is 43.9% goes to those who work in the company between six to ten years, the next highest percentage of the workers 25.64% was those who worked between three to five years and similarly more than ten years in the company. The least share 5.13% was those who have experience of one to two years with the company.

4.3 Training and Development Policy Assessment in Ethio Telecom

Table 3: Existence of Training and Development Policy

Training and Development Policy in Ethio Telecom is effective			
		Frequency	Percent
1	Yes	70	89.7
2	No	8	10.3
Total		78	100
The Organization communicate the policy to its employees appropriately			
		Frequency	Percent
1	Yes	48	61.5
2	No	30	38.5
Total		78	100
Level of employees awareness about training and development policy			
		Frequency	Percent
1	Good	50	64.10
2	Average	12	15.38
3	Poor	16	20.52
Total		78	100

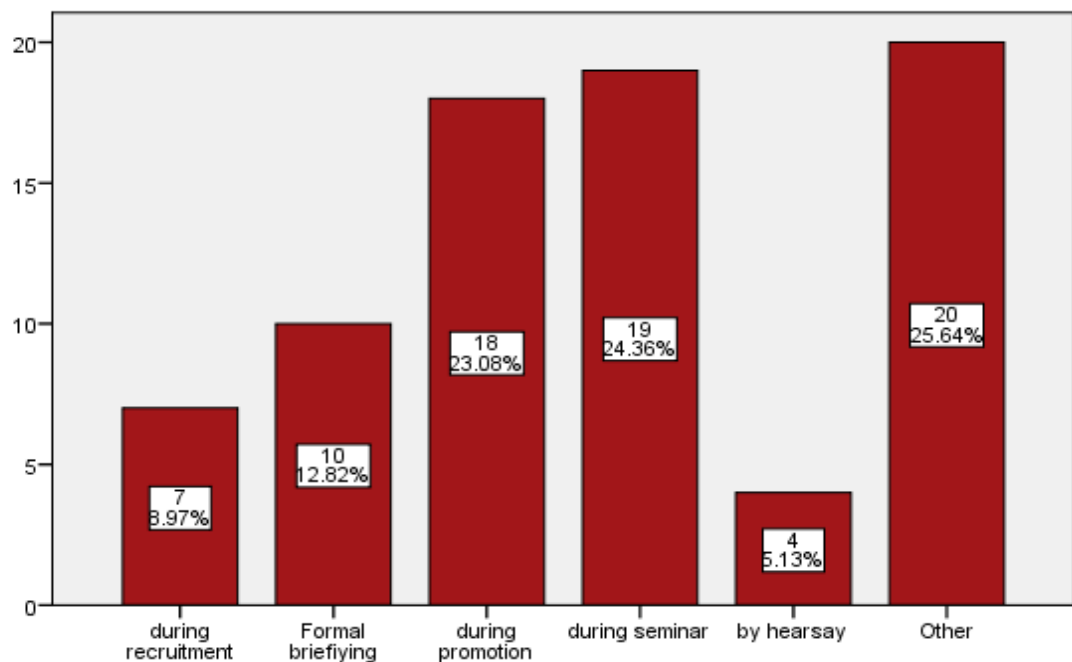
Source: Own Survey Questionnaire and Interview, 2016

Regarding the presence of training and development policy in Ethio Telecom is effective or not, table 3 shows that about 89.7% of respondents confirm that the organization has a training and development policy while 10.3% respondents believe that Ethio telecom training & development policy is not effective. From this it is possible to infer that the organization has a policy to training and development.

Moreover, interview made with training and development director, the manager has explained that Ethio telecom has a training policy in place and is working towards attaining its goal in training. Further, she mentioned that the policies are the expressions of the training philosophy of the organization and training policies provide guidelines for training, and ensures the organizations training resources are allocated to predetermined requirements.

In addition to this, policy communication to employees were also assessed and it was found that more than half of the respondents that is about 61.5 % of them replied as the training and development policy is communicated to employees while about 38% responded that the policy is not communicated to its employees. From this, one can deduce that Training and Development policy were not uniformly communicated to all employees of the organization. Table 3 shows that the rate of understanding on human resource T&D, majority of respondents 64.1% (50) respondents rate at very good, 20.5 % (16) poor, 15.4% (12) became average. To realize the result, the rate of understanding on human resource training and development policy in the organization is very good.

Figure 2. Training and development Communication method



Source: Own Survey Questionnaire and interview, 2016

As the training manager explained both training methods are available even if the first type of training is most of the time given for employees. Accordingly, the Training Manager was asked to identify the training types and methods used. Regarding the types of training, she indicated that Ethio telecom engages in orientation training for new employee, refresher training for existing employees, and other types. Concerning training methods, she mentioned on the job training, mentoring, seminar etc as the methods of training. In addition to this response, the researcher can also proved that the standard used to communicate the policy to the employee's of the company 9 % (7) respondents said during recruitment, 12.8 %(10) of respondents organization replied as formal briefing, 23.1% (18) respondents said during promotion, 24.4%(19) respondents said during seminar while 5.1% (4) and 25.6% (20) of the respondents replied as by hear say and other, respectively. Other communication method is like via-email. To conclude the result, the company used different methods of training to trainee employees in the organization.

4.4. Training and Development Program

Table 4: Assessment of Training and Development Program

The provision of Training in Ethio Telecom is planned and systematic		
	Frequency	Percent
Yes	28	35.90
No	50	64.10
Total	78	100
Training need assessment is made appropriately in selecting staff for training		
	Frequency	Percent
Yes	57	73.1
No	21	26.9
Total	78	100
Ethio Telecom has effective career development plan for employees performance		
	Frequency	Percent
Yes	18	23.1
No	60	76.9

The provision of Training in Ethio Telecom is planned and systematic		
	Frequency	Percent
Yes	28	35.90
No	50	64.10
Total	78	100
Training need assessment is made appropriately in selecting staff for training		
	Frequency	Percent
Yes	57	73.1
No	21	26.9
Total	78	100
Ethio Telecom has effective career development plan for employees performance		
	Frequency	Percent
Yes	18	23.1
No	60	76.9
Total	78	100.0

Source: Own Survey Questionnaire, 2016

The question was to indicate about whether training in Ethio telecom is planned and systematic. As the researcher view from their response majority of the respondents that representing 64.1% refuse for the planned and systematic nature of the organization training and 35.9% respondents agreed for the planned and systematic nature of the organization training. In addition to this, interviewee noted that the major challenges in training and development in her statement as “besides lack of commitment, inadequate time and resource, financial problem, in adequate planning, lack of coordination, absence and inability to transfer learning from the training programmes to the workplace”. Regarding training need assessment, 73.1% (57) of the respondent believe that need assessment is done during provision of training for employees. However, some of them that are 26.9% responded that need assessment is not primarily done before providing training for the staff.

Career development is the ongoing acquisition or refinement of skills and knowledge, including job mastery and professional development, coupled with career planning activities. As in table 4,

majority of respondents representing 76.9% reported that they are not aware of existence of any career development plan for individual members of staff. Where, 23.1% respondents reported that they are aware of the existence of career development plan. But developing a career development plan is yet an ongoing process in the company.

4.5. Training and Development Practice

Table 5: Training Practice in ethio Telecom

S.No	Item	Disagreement	Neutral	Agreement	Total
1	Job strengths and limitations are documented by supervisors appropriately	54	11	13	78
2	Ethio telecom sponsored employees for further studies to acquire new skills, knowledge and abilities	26	14	38	78
3	The delivery method that the organization used is convenient to get the necessary knowledge and skills.	22	13	43	78

Source: Own Survey Questionnaire, 2016

From the above table 5, regarding documentation of strengths and limitation in training process, about 54 respondents said that it is not documented for future learning while 13 of them said it is recorded and document. But 11 respondents have no idea on the issue or they are neutral. This indicates there is a poor performance of supervisors to document job limitations and strengths of employees.

In enabling employees to acquire new skills, knowledge's and experience in their job, 38 respondents agreed that there is a sponsorship program for employees. However, 26 of the respondents do not get further training sponsorship in the organization. While 14 of them remains neutral. From this it can be concluded that employees are engaged in sponsorship for further training in addition to the organization training.

Likewise, the delivery method suitability in order to get the necessary skills and knowledge's 43 of them replies that the way of delivery method is convenient to them. On the other hand about 22 of the respondents said that the method is not suitable for getting the necessary skills and knowledge's required.

Table 6: Training and Development Program Quality

S.No	Item	Disagreement	Neutral	Agreement	Total
1	Because of good training practice employees are committed to work	22	17	39	78
2	The quality of training content is excellent in Ethio telecom	8	27	43	78
3	Training and Development are addressed as a key issue in Ethio Telecom	10	28	40	78

Source: Own Survey Questionnaire, 2016

Table 6, shows that about 39 (50%) of the respondents agreed that the training given enabled them to be committed to their work while 17 (21.8%) of them remain neutral, 22(28.2%) of them disagree that the training provided do not have added value on their commitment to their work that they are doing in the Organization. Regarding the quality of training content given by Ethio

Telecom, most of the respondents (43) rating the quality are excellent 27 of them remains neutral while 8 of them said it is poor.

Further, whether training and development is addressed as a key issue in Ethio Telecom, as of 38respondents, due attention is not given to training and development while about 40 of them considered that training is given due attention in Ethio Telecom.

Table 7: Importance of Group Training and Evaluation

S.No	Item	Disagreement	Neutral	Agreement	Total
1	During training group work enable more effective for trainers	8	21	49	78
2	Ethio Telecom Evaluate its training programs regularly	36	26	16	78

Source: Own Survey Questionnaire, 2016

The above table shows that about 49 (62.9%) of the respondents agreed that group work during training enable them to be more effective in training than individually working, while 21(26.9%)remains neutral. On the other hand few of them that are about 5.1% disagree with the idea raised. Regarding training evaluation, most of them that is about 36 of them answered that training is not regularly evaluated in Ethio Telecom. While only 16 of the respondents agreed that training is evaluated regularly in the Organization. From this we can analyze that there is a gap in evaluating training progress strength and its weakness.

Table 8: Level of Participation in Training program

There are professional trainers in my organization who can transfer and demonstrate the training appropriately.		
	Frequency	Percent
Disagree	48	61.5
Neutral	10	13
Agree	20	25.5
Total	78	100
Trainers who deliver Training are capable enough to deliver training		
	Frequency	Percent
Agree	48	61.5

Neutral	14	17.9
Disagree	16	20.5
Total	78	100
The level of participation was high during the training time		
Agree	33	42.3
Neutral	19	24.4
Disagree	26	33.3
Total	78	100
Active participation during training has a positive effect on my commitment to the company and for my work.		
	Frequency	Percent
Disagree	24	30.8%
Neutral	20	25.6%
Agree	34	43.6%
Total	78	100.0

Source: Own Survey Questionnaire,2016

Trainers should be professional and good enough to teach and train employees wisely. As table 8 shows, 61.5% said that professional trainers in the organization cannot transfer and demonstrate the training appropriately. Contrary to this 25.5% agreed and 13% were neutral concerning the availability of professional trainers. Respondents were asked to point out whether trainers who deliver the required training are competent enough. Table8 depicts that majority of the respondents 61.5% replied that most of the trainers who deliver training at different time are capable enough to deliver the necessary training for employees while 20.5% of them responded that some trainers are not capable enough to deliver the necessary training for Ethio Telecom. Generally speaking, trainers who deliver the required training in the selected organization are good enough to transfer the necessary skills and knowledge. In the same table, respondents were asked to indicate their level of participation at the time of training. Thus, majority of the respondents that representing 42.3% agreed, 24.4% were neutral and 33.3% of respondents disagreed on their high level of participation at the time of training. Therefore, employees in Ethio telecom are standard participant in their training in order to increase their performance. In relation with active participation during training, respondents were asked to indicate their level of

participation to bring a positive effect on their commitment to the organization and for the work, 43.6% of respondents as indicated in table 8 below, agreed in their active participation during training session. Only 25.6% respondents were neutral and 30.8% of respondents disagreed on their active participation which will help to more committed for the work and for the organization. Therefore, it can be concluded that, employees in Ethio telecom are not well participate actively for better commitment.

4.6. Roles of Training and Development in Enhancing Employees' Performance

Table 9: Role of Training in creating relationship with new technologies and staffs

Training given by Ethio Telecom has enabled employees to improve work performance		
	Frequency	Percent
Agree	41	52.6
Neutral	25	32.1
Disagree	12	15.4
Total	78	100
Training has enabled to use of new technologies in work environment		
	Frequency	Percent
Agree	61	78.2
Neutral	15	19.2
Disagree	2	2.6
Total	78	100

Training in Ethio Telecom promote good employee relation and reduce absenteeism		
	Frequency	Percent
Agree	46	58.9
Neutral	22	28.2
Disagree	10	12.9
Total	78	100

Source: Own Survey Questionnaire 2016

Table 9 shows that 52 % of respondents replied that training given by Ethio Telecom has enabled them to improve their work performance while 15.5% of them believe that training given do not improve their work performance. Contrary to this 32 % of them were neutral regarding the role of training in improving work performance. From this we can analyze that Training has a potential

I can say that after training employees in Ethio telecom are working well their regular activities

to motivate and can lead to many possible benefits for both individuals and the organization. Employee development program help employees to survive in the future and develop their abilities to cope with new technologies. The respondents, who had replied that training helps to enhance the use of new technologies, tools and operational safety, It can be observed in table 9 that 78.2% (61) of the respondents put it at agree, while 19.2% (15) of the respondents put it at neutral, 2.6% (2) said disagree .The score shows training helps to enhance new technologies, tools and operational safety this are more advantages' for the organization. Table 9 also reveals regarding the relationship between staffs, majority of respondents representing 58.9% were agreed that they do have a good relationship with their staffs to learn more and training reduces lateness and absenteeism. Among the total respondents 28.2% respondents neutral regarding their relationship, 12.9% put it disagree. So that, it can be concluded that there is a good relationship between staffs and because of training the lateness and absenteeism of employees' at Ethio telecom is low.

	Frequency	Percent
Disagree	18	23.1%
Neutral	22	28.2%
Agree	38	48.7%
Total	78	100.0
The training provided by the organization helped me to perform my work quickly and efficiently.		
	Frequency	Percent
Disagree	4	5.2%
Neutral	26	33.3%
Agree	48	61.5%
Total	78	100.0
In my opinion, training has helped me to improve my performance since I joined Ethio telecom.		
	Frequency	Percent
Disagree	6	7.7%
Neutral	32	41.0%
Agree	40	51.3%
Total	78	100.0

Table 10: Role of Training enhancing employees' performance

Source: Own Survey Questionnaire, 2016

However, many organizations engage in training for different purposes and it was necessary to find out what major purpose underlies training in Ethio telecom. According to the training manager, the training given to employees at Ethio telecom is to improve the skills, knowledge, abilities and competencies. The ultimate objective however is to improve both individual and organizational performance. The concern therefore is about how Ethio telecom carries through its training and what role the training has had on its employees in terms of improved performance. This general purpose of training can be tightening by the responses from the respondents. Table10 reveal that 48.7% agreed that after training employees in Ethio telecom are working well their regular activities. However, 28.2% of the respondents had no idea or neutral for the importance of training to perform well their regular activities and, 23% disagreed up on this issue.

In addition to this response, the researcher can also prove that how much the training provided by the organization helped employees to perform their work quickly and efficiently from the response. Therefore, as shown in the same table, among the respondents 35.9% agreed about the training relevance to work quickly and efficiently even if 25.6% strongly agreed 33.3% neutral and in addition to this, 2.6% disagreed and strongly disagreed up on this issue.

The researcher confirmed from responses of the respondents that the purpose of training in the organization is delivered and accomplished reasonably as the organization needs. Employees were asked to show their opinion, how much training has helped to improve their performance since they joined Ethio telecom. Likewise, table 10 shows that majority of the respondents that representing 14.1% agreed and 37.2% strongly agreed that training helped to improve their performance, 41% neutral, 5.1% disagreed. Only 2.6% of respondents strongly disagreed. Hence, these responses indicated that the purpose of training as explained before has been achieved as the need and requirement of the organization and it also helped workers to improve their performance.

Table 11: Effectiveness and efficiency of Training

The training I received helped me to enhance high quality of service in ethio telecom		
	Frequency	Percent
Disagree	8	10.3
Neutral	25	32.1
Agree	45	57.7
Total	78	100.0
Training and development at ethio telecom would contribute to achieving effectiveness and efficiency of ethio telecom goals		

	Frequency	Percent
Disagree	8	10.3
Neutral	23	29.5
Agree	47	60.2
Total	78	100.0
I feel the training provided helped my organization to ensure its success with customer satisfaction.		
	Frequency	Percent
Disagree	6	7.7
Neutral	26	33.4
Agree	46	58.9
Total	78	100.0

Source: Own Survey Questionnaire, 2016

We made an analysis as to whether the training helped to enhance high quality of service. As indicated in Table 11, 57.7% (45) of the respondents put it agree, 32.1% (25) said neutral, 10.3% (8) disagree. The finding indicates that Ethio telecom is a first-class service render organization this is because of training.

In the same table shows analysis on whether training and development at ethio telecom would contribute to achieving effectiveness and efficiency of ethio telecom goals. 47 respondents representing (60.2%, indicated that training and development would contribute to achieving effectiveness and efficiency of Ethio telecom goals. Others 23(29.5%)/and 8 (10.3%) said that neutral and disagree. Most of the respondents agree training ensure customer satisfaction. 59% agree that training helped to ensure customer satisfaction.33.4% remaining different about it and only 7.7% do not agree that training helped to ensure customer satisfaction.

Table 12: Role of training in improving employees’ performance in Ethio Telecom

Because of knowledge, skills and attitude that I received from the training I can accomplish activities without waste.		
	Frequency	Percent

Disagree	15	19.3
Neutral	24	30.8
Agree	39	50
Total	78	100.0
I feel that training enable me to perform my work with greater accuracy and precisely.		
	Frequency	Percent
Disagree	4	5.1%
Neutral	31	39.7%
Agree	43	55.2%
Total	78	100.0
Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training.		
	Frequency	Percent
Disagree	8	10.3%
Neutral	18	23.1%
Agree	52	66.7%
Total	78	100.0

Source: Own Survey Questionnaire and interview, 2016

In measuring the role of training enhancing employees' performance, respondents were asked key questions. These questions are summarized in table 12 with their responses. Therefore, as table 13 clearly illustrates that as many as 39 out of 78 respondents agreed and link their knowledge, skills and attitudes generally their performance with training. Whereas 24 respondents were neutral for the help of training to receive knowledge, skills and attitude. On the other hand, 15 respondents were disagreed. Moreover, majority of the respondents representing 55.2% are agreed and feel that training enable them to perform their work with greater accuracy and precisely. 39.7% of the respondents respectively were neutral and 5.1% disagreed for the significance of training to perform their work with greater accuracy and precisely.

In addition to this, the training manager was also asked to explain whether training has a role on employee performance and the mechanism they measure. Information obtained through interviews reveals that the selected organization hasn't adopted sound methods to evaluate the

effectiveness of their training programs. Training in these organizations, like in any other organizations, aim at improving the job performances of skills deficiency employees by improving through developing their job related skills. If a given training results in job related skills of the skill-deficiency employees, thus their job performance, it said to be an effective. Finally, majority of respondents representing 66.7% agreed that whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training. Among the respondents 23.1% were neutral and 10.3% disagreed on this issue.

CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

5.1. Summary of Findings

From the discussion and analysis made further, the main summary of findings is;

- Regarding Training and development policy Ethio Telecom training and development policy has effective.
- In the findings and results of the study, all respondents have been disagreed on Ethio telecom has career development plan for individual members of staff and in Ethio telecom training program is not planned and systematic and the findings also shows there is lack of documenting strengths and weakness in training and development program.

- The major challenges of training and development in Ethio telecom could be lack of top management commitment, inadequate time and resource, financial problem, inadequate planning, lack of coordination and inability to transfer learning from training to workplace.
- The quality of training content is excellent in Ethio telecom and in addition Training and Development are addressed as a key issue in Ethio Telecom
- Regarding training evaluation, Ethio telecom not much has been done in terms of training evaluation which is only limited to immediate assessment of trainers, trainees and training program during and sometimes after completion of training.
- Training given by Ethio Telecom has allow employees to improve work performance in addition to this Training in Ethio Telecom promote good employee relation and reduce absenteeism.

5.2. Conclusion

The study assessed the roles of training and development enhancing employees' performance in Ethio telecom. The results and the findings of the research conclusion concentrated the data collected from structured questionnaires, some of unstructured interviews and secondary data.

There is no doubt that Training and development can play a great role not only in improving employee performance of the organization but also, it is very important to enhance effective service delivery for customers of the Organization. Training and Development in the organizational culture needs effective planning, commitment of higher and middle level managers in order to sustain it's for the overall performance.

Important to note is that, the Role of Training and Development is indispensable in employee job performance. In this regard, any efforts which is made to enhance the role of T&D need attention in planning, Communicating, providing and Evaluating of Training in Ethio Telecom. Besides to this, if Ethio Telecom is to play a leading role in providing effective Telecom service to its customers, it needs to improve Employees job performance with frequently and profession based training programs.

Interview with the training manager and responses from respondents indicated that training in Ethio telecom is not as planned and systematic as the organization would have wanted to have it. Moreover, from the results of the study it can be concluded that Ethio telecom certainly had training policy. However, the processes involved in training are not duly followed because of the

costs associated with it and lack of coordination in some division of the organization. Due to these facts, public enterprises in Ethiopia including Ethio telecom could not achieve easily their training objectives and a little bit limited in the transfer of learning, the extent to which employees are able to apply the knowledge, skills and attitudes acquired.

The other conclusion is training delivered for employees in the selected organization helped to receive the necessary knowledge, skills and attitudes and ultimately achieve its purpose. In addition to this, it also make them perform their work with greater accuracy and precisely. Therefore, public enterprises in Ethiopia are strived to compete in the global economy, differentiation on the basis of the skills, knowledge, and motivation of their workforce takes on increasing importance.

Finally, concluding the whole research conducted it is found that Employee training programs are highly effective program which should be planned, systematic and implemented by public enterprises organization to run a cycle of increasing skills in employees to increase performance and this further result as organization productivity growth and performance.

5.3. Recommendations

Based on findings of the research and conclusions drawn from them, the researcher suggests the following possible and credible recommendations to be undertaken by the company at different levels.

- Ethio Telecom training and development policy has effective so the company carries on this policy creation and implementation additionally the company should give a chance for employees to participate in the designing and development of the organization training policy.
- The other recommendation is the department as well as the organization should give attention on career development plan for individual members of staff and documenting strengths and weakness in training and development program.
- The training department in Ethio telecom should request sufficient budget for employee training purpose and in order to get this budget it should tried to convince and persuade those

who allocate the budget. After that, they should utilize this budget effectively and efficiently. Moreover, the study recommends that the training department should give great attention when the training plan are first developed and designed so that it will help to duly follow the training processes. Furthermore, it should be developed in line with the corporate plan and employee should aware and know what it look likes in order to understand the intention of employees and to create self confidence among employees. Lastly, the management in Ethio telecom should continuously improve and follow up systematically the training plan and in operation. This can help the organization to have planned and systematic training. The organization should allow enough time for their training program in order to utilized different training opportunities in the country and abroad on time so that trainer will have sufficient time to equip the trainees with the required knowledge and skills. Besides, it can reduce as well as avoid program mismatch that happened in the organization and ultimately will have quality training and management support and motivate employees to transfer learning from training to workplace.

- The quality of training content is excellent in Ethio telecom so the company keep on this by leading, learning and motivating the training department.
- Feedbacks from employees on training should be collected before and after training like that of the organization received feedback during training. This will enable the organization to improve their current and future training programs and to gauge its effect. The organization should allow enough time for their training program in order to utilized different training opportunities in the country and abroad on time so that trainer will have sufficient time to equip the trainees with the required knowledge and skills. Besides, it can reduce as well as avoid program mismatch that happened in the organization and ultimately will have quality training. Hence, Ethio telecom should see learning, training as well as training objectives, plan, implementation and evaluation as a continuous process for organizational development and survival.
- Training given by Ethio Telecom has allow employees to improve work performance in addition to this Training in Ethio Telecom promote good employee relation and reduce absenteeism so the company continuously done with training and development program .

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APPENDICES

Appendix I: Letter of Introduction

Dear Respondent,

I am a Masters student in Addis Ababa University School of Business and economics Department of Public Management and policy (Specialization in Development Management) and in my final year of study. As part of the requirement for accomplishment of the degree, I am undertaking a research to assess the Roles of Training and Development enhancing employees' performance in Ethio telecom.

Your response is very important to the ending product of the study and you are requested to completely and objectively respond all questions. Your commitment to respond genuinely is essential to this study because you represents the other employees of Ethio telecom those who are not included in the sample. Please answer all questions.

In this regard, I kindly requesting for your support in terms of time, and by responding to the questionnaire. The Information received will be treated with desired full confidentiality.

Thank you for your time

Yours faithfully

Helina Shiferaw

Appendix II: Questionnaire

General Instruction

1. No need of writing your name on the sheet
2. Feel free and attempt all questions
3. Put the symbol of (✓) in the box for each question

Section A. Background of Respondents

1. Gender: Female Male
2. Age: 20-30 31-40 41-50
Above 51
3. Educational level: certificat Diploma degree MA/MSc
PHD or above
4. How long have you served in the organization?
Less than a year 1-2 year 3-5 year 6-10year
More than Ten Years
5. What is your current job position in the organization? -----

Section B. Training and Development policies

1. Ethio telecom Training and Development Policy has effective
1) Yes 2) No
2. The company communicate Training and Development Policy to their employees regularly
1) Yes 2) No
3. Rate of understanding on Human Resource Training and Development policy at ethio telecom
1) Excellent 2) Very good 3) Good 4) Average 5) Poor
4. What was the medium used in communicating this to you?
1) During recruitment 2) Formal briefing 3) during promotion 4) Seminar
5) By hearsay 6) if other specify.....

Section C. Training and Development program

5. Training in Ethio telecom is planned and systematic
 - 1) Yes
 - 2) No
6. Training need assessment is made in selecting staff for training
 - 1) Yes
 - 2) No
7. Ethio telecom has career development plan for individual members of staff
 - 1) Yes
 - 2) No

Section D. Role and practice of Training and Development(Tick (✓) only once for each question)

No	Items	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
Training and Development practice						
1.	Job strengths and limitations are documented by supervisors appropriately					
2.	Ethio telecom sponsored employees for further studies to acquire new skills, knowledge and abilities					
3.	The delivery method that the company used is convenient to get the necessary knowledge and skills.					
4	Because of the good training practices of the company employees are committed for their work and for the company.					
5.	The quality of training content is Excellent in Ethio telecom					

6.	Training and Development addressed as a key issue in the work conditions of your organization					
7.	I think that carried out works in group after training enable me more effective than individually.					
8.	Ethio telecom evaluate the effectiveness of training program regularly					
9.	There are professional trainers in my organization who can transfer and demonstrate the training appropriately.					
10.	Trainers who deliver the required training are competent enough.					
11.	I feel that my level of participation was high at the time of training.					
12.	Active participation during training has a positive effect on my commitment to the company and my work					
Training and Development Roles Enhancing Employees' Performance						
13.	Training content is relevant to achieving your personal needs, goals and self-development					
14.	Training helps me to enhance the use of new technologies, tools and operational safety.					

15.	Training promotes good relationship with staffs and reduces lateness, absenteeism.					
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16.	I can say that after training employees in Ethio telecom are working well their regular activities.					
17.	The training provided by the organization helped me to perform my work quickly and efficiently.					
18.	In my opinion, training has helped me to improve my performance since I joined Ethio telecom.					
19.	The training I received helped me to enhance high quality of service in ethio telecom					
20.	Training and development at ethio telecom would contribute to achieving effectiveness and efficiency of ethio telecom goals					
21.	I feel the training provided helped my organization to ensure its success with customer satisfaction.					
22.	Because of the knowledge, skills and attitude that I received from the training I can accomplish activities without waste.					
23.	I feel that training enable me to perform my work with greater accuracy and					

	precisely.					
24.	Whenever the performance evaluation report shows that the employee performs poorly, an employee is given the required training.					

Section E: Interview Questions

1. What do you think about the roles of Training and development enhancing employees' performance in Ethio Telecom?
2. Do you have a Training and Development policy in your Organization?
3. What are the challenges of training and development practice in Ethio Telecom?
4. What are the effects of training and development in the organization?
5. What are the major purposes of training that the organization need to attain?
6. What methods of training are used?
7. How is training evaluated?

Appendix III: Ethio-telecom Organizational chart

