



**ADDIS ABABA UNIVERSITY
COLLEGE OF BUSINESS AND ECONOMICS
MBA PROGRAM**

**Practices and Challenges of Training Impact Assessment: the Case of
Commercial Bank of Ethiopia**

**A Thesis Submitted to Addis Ababa University
College of Business and Economics in Partial Fulfillment of the
Requirement for Degree of Master of Business Administration**

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**June, 2018
Addis Ababa**

**Practices and Challenges of Training Impact Assessment: the Case
of Commercial Bank of Ethiopia**

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DECLARATION

I, the undersigned, declare that this study is my original work and has not been presented for a degree in any other university, and that all sources of materials used for the study have been duly acknowledged.

Declared by:

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Date _____

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Acronyms

ASTD	American Society for Training and Development
BMF	Benchmarking Forum
CIRO	Context, input, reaction and outcome
CBE	Commercial Bank of Ethiopia
HRD	Human resource and development
KSA	Knowledge, skill and Ability
ROI	Return on Investment
SPSS	Statistical Packages for Social Studies
TIA	Training impact assessment

Abstract

The majority of organizations realize that training must be a worthwhile effort; there must be returns towards labor productivity after training. Evaluation is possibly the least developed aspect of the training cycle. The principal objective of this research study is to identify the practices and challenges of training impact assessment in Commercial Bank of Ethiopia. For this study, sample survey research method has been chosen where the questionnaire was used to collect the information. The research approach applied for this study was quantitative and qualitative approach in nature, the data that were collected using primary data sources were analyzed and summarized by using tables, mean and standard deviation and analyzed using descriptive statistics for the general information and employees' perception; and interview report was summarized. The major finding of the study shows since behavioral and result evaluation models would provide training managers with the idea of what is training evaluation on a systematic approach however the aspect of training measurement method was not well explored or detailed. And also these models have not reached a stage of clarity for in-depth training evaluation to be carried out. Based on the conclusion made, recommendation for Commercial bank Ethiopia is proposed to make possible effort in exploring systematic approach and detailed method for behavioral and result training evaluation models to make clarity for in-depth training evaluation to be carried out. And also the organization has to develop the capability of the existing experts which are equipped in conducting TIA.

Key Words: *Training, Training impact, Impact assessment, Commercial Bank of Ethiopia*

CHAPTER ONE

1.1 Background of the Study

Training impact assessment can be best explained as Return on investment (ROI) evaluation. Phillips (1997) elucidated that measuring the Return on Investment (ROI) in training and development has consistently earned a place among the critical issues in the Human resources development (HRD) field. The topic appears routinely on conference agendas and at professional meetings. Journals and newsletters regularly embrace the concept with increasing print space. At least a dozen books provide significant coverage of the topic. Even top executives have developed an appetite for ROI information. Leadership educators may soon find that program sponsors and administrators will be asking for Return on Investment information as well. Although the interest in the topic has heightened and much progress has been made, it is still an issue that challenges even the most sophisticated and progressive HRD departments and those involved with leadership development programs. Some professionals argue that it is not possible to calculate the ROI of many programs, while others develop measures and ROI calculations. Regardless of the position taken on the issue, the reasons for measuring the return are still there (Phillips, 1977).

Currently many organizations in Ethiopia understood the essence of training and they make the condition favorable for their worker both within the country and abroad, Banks in Ethiopia like other organizations invest considerable amount of resource to train their people. The main problem here is that not how much the organizations are spend for training of their employees, but how much organizations are effective from training expenditure? Meaning that at the same time the organization are expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it. According to Malik, et al, 2011 organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. The companies spend so much of their budgeted Birr on employees training, so it is crucial that they are able to measure the added value from the training expenditure. This can be measured through comparison of costs and benefits associated with training remains the best way to determine.

Benchmarking Forum (BMF) sample of large organizations increased to \$1,424 per employee in 2005 which is an increase of 4 percent from 2004. In ASTD BEST organizations, there is an increase of 3.7 percent to \$1,616. These figures inform that BMF and BEST organizations show continued allocation for measuring the success of training resources to employee learning and development. Indeed, towards the extent of this, American Society for Training and Development (ASTD), ASTD Press (2004) stated that workplace learning professionals must “articulate the business value” of their initiatives and demonstrate a payback for their efforts in the form of improved organizational performance and measurable results. It is seen the importance of showing the bottom line impact of training programs not only proves that the program is beneficial for the organization, but also provides a platform for deciding which program is to be continued or needs discontinuation Bartel, A. P. (2000).

Training impact assessment is regarded as an important human resource development strategy. However, there seems to be widespread agreement that systematic evaluation is the least well carried out training activity. Chen and Rossi (1992) commented that evaluation knowledge found in the literature has not been fully utilized in program evaluation. This reveals that training evaluation has not been culturally embedded in most organizations. The first reason could be that companies have no knowledge in conducting training evaluation. Secondly, the available training evaluation models are not sufficient in providing a total approach for effective training evaluation. This is further evidenced by a study on the benefits of training in Britain, which revealed that 85 percent of British companies make no attempt to assess the benefits gained from undertaking training (HMSO, 1989).

1.2 Background of the Organization

Ethiopian has long monetary history. Banking was practices ever since the man started using money. The main reason for the establishment of banking was depositing, lending and borrowing, and payments. There for, exchanging money where familiar in money well known ancient civilization as well in Ethiopia for centuries. The founder of modern Ethiopia and its capital Addis Ababa Emperor Menelik, who was responsible also for the founding of Ethiopia first bank, Bank of Abyssinia in 1905. A 50 year franchise agreement with British owned National Bank of Egypt. This agreement was immediately signed and banking operation started on February 16, 1905 by a branch of the National bank of Egypt on a monopoly basis. In short, the Bank of Abyssinia was carrying limited business such as keeping government accounts. Some export financing and undertaking various tasks for the government.

A succession of bank followed: The Bank of Ethiopia, in 1931 the state Bank of Ethiopia, in 1942, and the National and commercial Bank of Ethiopia, both of which founded in 1963 and are still in operation. Commercial Bank of Ethiopia, CBE, is the largest bank in the area of financial sector to carry on all types of banking business and operation competing with other Banks, which profit reaching about a billion. The CBE covered the wide geographical area in the country.

At first Commercial Bank of Ethiopia was established in the year December 16,1963 proclamation No. 207/1955 of October 1963 to take over the commercial Banking activities of the former state bank of Ethiopia under this name it began operation on January 1,1964 with a capital of Eth \$ 20,000,000. The Bank was wholly owned by the state and operated as autonomous institution under the commercial code of Ethiopian.

After 16 years served, under proclamation Number 184 of August 2, 1980 CBE merges with Addis Bank and being them under centralized banking structure. According to this proclamation the bank shall have the responsibility to perform duties in accordance with the general directives issued to it by supervising authority, Namely, The National Bank of Ethiopia.

At the time of merging CBE has a capital of birr 65,000,000 with 154 branches and staff 4,614. This is a period; CBE was started in a monopoly era dominating and leads the banking business all over the country. Consequently, the present day with huge excess capital and 1160 branches

with having above 30,000 employees all working position from the highest to the lowest are held by Ethiopian. At present CBE faced a competitive environment to continue as a leader to achieve its cooperate value. The organization has been taking different improvements customer handling, service delivering, providing training in home and abroad as well as design development program on its human-resource. Thus, the bank pursues a well planned training and development program to meet its needs.

In 1993, the period was the country's economy and state shifts from the command economy to market-oriented; due to a policy redirection has created new opportunities to enter in the banking industry for the private sector thus CBE reduces its influence position in the banking industry.

The researcher work focused on how the CBE practices of training impact assessment activities and to see the related issues. (www.combanketh.et)

1.3 Statement of the Problem

In many organizations, large expenditures are made on training. But whether those expenditures produce value and an economic impact for the organizations that make the expenditures has not been identified clearly. To provide some additional insights on the economic utility of organization-wide training (Morrow et al, 1997) did a study and the study was conducted in a large pharmaceutical firm and focused on identifying the economic impact of managerial and sales technical training efforts.

McClelland (1994) argues that content is more important than applicability in any training program, suggesting that training evaluation is the most ignored part of the process. The study identifies budgetary and other constraints that may cause trainers and program designers to employ standardized, commercially available evaluation instruments that have many disadvantages. Among these are that standardized instruments are neither comprehensive nor focused on areas of critical content that would be either necessary or desirable.

A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation. Recognition of the training methods and measurement techniques are crucial for the organization's training success (Kalemci, 2005).

But, too often, training is done without any thought of measuring and evaluating it later to see how well it worked and how much an organization is effective from training. Generally we can say that training does not deliver the expected value to the organizations when trainees do not transfer the skills learned to their workplace, in other word training effectiveness occurs when trainees not only have the ability but are willing to transfer the skill learned to improve their job (Laoledchai et al, 2008).

Currently many organizations in Ethiopia understood the essence of training and they make the condition favorable for their worker both within the country and abroad, Banks in Ethiopia like other organizations invest considerable amount of resource to train their people. The main problem here is that not how much the organizations are spend for training of their employees, but how much organizations are effective from training expenditure? Meaning that at the same time the organization are expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it.

Thus, the purpose of this thesis is to assess the existing training impact assessment practices in Ethiopian commercial banks in relation to training strategy alignment, link between training impact assessment with employee performance measurement, the effectiveness level of undersig ning return on training investment of HRD department, and other related factors. This may help to contribute to the existing HRD theories from financial institution's perspective as a basis for further researches in the field. On top of that, it may create insight for concerned strategic managements in the sector to have a clear picture about the nature of training impact assessment practices along with its limitations.

1.4 Research Questions

The research was aimed at answering the following questions.

1. What is the nature of training strategy in Commercial Bank of Ethiopia?
2. How does the Bank align training strategy with training impact assessment?
3. What is the link between training impact assessment with employee performance measurement?
4. What are the natures of training impact assessment system and evaluation mechanisms employed in Commercial Bank of Ethiopia?

1.5 Research Objectives

1.5.1 General Objectives

- ❖ The general objective of the study is to assess the practices and challenges of training impact assessment in Commercial Bank of Ethiopia.

1.5.2 Specific Objectives

Having the aforementioned general objectives, the researcher's aimed to address the following specific objectives:

1. To assess the nature of training strategy in Commercial Bank of Ethiopian.
2. To identify whether training strategy is aligned with training impact assessment in Bank.
3. To understand the link between training impact assessment with employee performance measurement.
4. To evaluate the natures of training impact assessment system and evaluation mechanisms employed in Commercial Bank of Ethiopia.

1.6 Operational Definition of Variables

To explore answer for the above question the researcher based the following variables as operation ally defined below:

Training – the planned and systematic modification of behavior through learning events, programs and instruction that enable individuals to achieve the levels of knowledge, skill and competence needed to carry out their work effectively. Kolb (1984)

Strategy is a set of fundamental or critical choices about the ends and means of a business.(Child, 1972).It is the direction and scope of an organization over the longer term, which matches its resources to its changing environment, and in particular, to its markets, customers and clients to meet stakeholder expectations. Johnson and Scholes (1993)

Training strategy – is precise specifications for each part of the training task including the resources of time, skill and facilities. Lynton and Pareek (2004) suggested four key issues for training strategy. They are: the need for action perspective in establishing a training strategy; setting goals; planning the specifications; and programming the resources and their sequences for these requirements.

Training Impact - is an indirect result of training and it is defined as the effect of training on trainees' performance, motivation and/or attitudes. McCoy and Hargie (2001)

Training impact assessment - is the process of determining what impact the training has had on a training participant's job performance and how that impact translates into organizational effectiveness. TIA, simply put, is an effort to track. McCoy and Hargie (2001)

1.7 Scope of the Study

Training impact evaluation focuses on the process criteria to provide further information to understand the training system so that the intended objectives are achieved (Goldstein & Ford, 2002).

The scope of this research was is delimited to focus on training impact assessment. The study also delimit itself to CBE branches that exist in Addis Ababa, it does not focused on branches out of this capital city. Also within Addis Ababa area branches, the study focused on employees in some selected branches of CBE. With reference to time the study was conducted in 2010 E.C.

1.8 Significance of the Study

Given the growing recognition of training as an important factor in economic competitiveness, considerable attention is currently being devoted to the subject of return on investment in training to firms.

This attention is also related to the link between competitive economic pressures and the need to increase the efficiency and effectiveness of training which positions ROI as a critical issue for most companies. No less important is the requirement to link strategic business objectives with training goals and outputs. However, Training impact assessment had not given an attention as it has significance importance for organizational performance.

This study is, therefore; expected to give some insight in training impact assessment practices and challenges of the commercial Bank of Ethiopia in Addis Ababa in the year 2010 E.C.

The findings may provide recent information to the Bank while taking corrective measures in training impact assessment practices which enables to attain the contribution made by people to organizational performance. It can also serve as a base for further studies in the area.

1.9 Limitation of the Study

Although there were notable contributions from this study there were certain limitations of this study.

One limitation of this research was there is no adequate literature which conducted in this area of study. Other constraints that were faced by the researcher while conducting this study were lack of awareness among the society to fill out questionnaires and return them on time and also some employees were not willing to fill questionnaires.

Since the research study was conducted in a certain branches of the bank; it might not be generalized to other organizations. Therefore future research should be conducted on large scale by considering more organizations and banks overall country.

1.10 Organization of the Study

The study was presented in five chapters. The first chapter highlights background of the Study, background of the organization, statement of the problem, research question, objectives the Study, Scope of the Study, Limitation of the Study and Significance of the Study. The second Chapter is dedicated to review of related Literature. The third Chapter concerned with the Methodology of the Study, and describes design of the research; identify the population, sample size and appropriate sampling method. Chapter four presents the analysis of the data, the results and discussion. Finally, Chapter five comprises summary of findings, conclusion and recommendations

CHAPTER TWO

LITERATURE REVIEW

2.1 Concept and meaning of training impact assessment

2.1.1 Concept of training impact assessment

McClelland (1994) argues that content is more important than applicability in any training program, suggesting that training assessment is the most ignored part of the process. The study identifies budgetary and other constraints that may cause trainers and program designers to employ standardized, commercially available evaluation instruments that have many disadvantages. Among these are that standardized instruments are neither comprehensive nor focused on areas of critical content that would be either necessary or desirable.

Assessment is related to efficiency, effectiveness, and impact (Rossi & Freeman, 1989). McCoy and Hargie (2001) argue that no one model of assessment is complete and suited to all situations; each has its strengths and weaknesses. The key aim of assessing a training program is to analyze the extent to which its objectives match the organization's goals and objectives. Once the program has been evaluated thoroughly, the key factors that contribute to its success or failure can be identified as its positive and negative features. The organization will then be able to assess how successful its investment in that program has been, and what else it needs to add to improve it according to the needs of individual employees (Philips, 1996). By gaining organizational satisfaction among individual employees, it will be easier for the organization to retain them.

Pfeffer(2000) shows that training can be a source of competitive advantage in numerous industries. Given that the world market structure is competitive, continuous improvement is imperative for organizations. Training and learning are the key organizational ongoing processes that contribute to growth. White and Mackenzie-Davey (2003) support this argument, and indicate that training has become part of organizational learning and change, employee evaluation, and career development.

Training effectiveness can be analyzed through various factors, including product service, institution profitability, work motivation, work efficiency, individuals' ability and knowledge,

smaller wastage of resources, and level of job satisfaction (Drucker, 1995). An effective training program leads to an improvement in the quality of services.

In the current “global environment,” with employees being tasked to take on new challenges and responsibilities, it has become increasingly important to train managers as leaders (Black & Gregersen, 2000). At the center of this environment is the need to help individuals learn in order to meet both organizational targets and personal objectives. The implications for the training and development sector has therefore taken on a new significance with over one third of the educational budget in Fortune 500 companies being spent on employee development at the middle and upper levels (Klein, Astrachan, & Kossek, 1996).

An educated and well-trained work force is considered essential to maintaining a business firm’s competitive advantage in a global economy. Training can prove a powerful agent in facilitating a firm’s expansion and developing its capabilities, thus enhancing profitability (Cosh, Duncan, & Hughes, 1998).

2.1.2 Training impact assessment practices

In today’s rapid moving environment and competitive business challenges, training human capital has become an important asset in organizations and businesses on which they spend a huge amount of money every year. Carrigan, S. (2001) stated that about US\$750 billion is spent annually around the world, representing an average of almost two per cent of the payroll of many organizations. Training is only a method of human capital intervention, however, evaluation allows for justification to meet organizations objectives, needs and performance. It is utterly important for us to concentrate on the impact of the training process itself. Even though there are many evaluation models available and training function is believed to have become an important agenda for business performance today, we still see many organizations which are not yet very subtle about the importance of conducting evaluation nowadays. Very minimal attention is still paid towards the returns that their training programs are achieving. Rowden, R. W. (2005) stated that HR managers are often plagued by the lack of simple and effective methods for showing the benefits of the training provided by their departments, often resorting to ‘smiley sheets’ or just assuming that if training is based on a needs analysis, it is probably effective.

Furthermore, Burkett, H. (2005) stated that data from ASTD's Benchmarking Forum indicate that the number of companies performing some type of results-oriented evaluation grew from 27 per cent of Forum companies in 1994 to 40 per cent in 1995, but the number of these firms which convert the results from training into monetary terms in order to calculate an ROI on the training investment is not clear.

2.1.3 The Problem with training impact assessment

The need for evaluation is generally recognized by L&D specialists and the Kirkpatrick model is well known, but Grove and Ostroff (1990) noted that there were five barriers that appeared to explain why training evaluations were not carried out very effectively in organizations:

1. Senior management often not insisting on or requesting information on the impact of the training that was provided.
2. The lack of expertise among L&D professionals on how to carry out training evaluations.
3. A lack of clear objectives attached to training programs so that actually knowing what to evaluate against is difficult if not impossible.
4. The limited budgets available to training department's means those resources are devoted to training provision rather than training evaluation.
5. The risks associated with evaluation may be too great, given that the evaluation data might reveal that the training had little impact.

Traditional approaches to evaluation set out to prove the merit of specific learning interventions and to demonstrate their cost-effective delivery. Such proof, however, while identifying that the trainer has done good work, does not necessarily assess the extent of the training intervention with the organization's strategic priorities. Whereas a traditional approach to evaluation focuses on the reactions and consequences for learners and trainers resulting from discrete and individual training interventions, a strategic approach requires a focus on the aggregate value contribution made by a more dispersed range of learning processes.

2.1.4 Argument for assessing training costs and benefits

Developing human capital does have demonstrable costs. However, it is more than a cost, indeed it is an investment. Weiss, C. H. (1972) it is an investment in the development of individual, organizational and ultimately societal capability. As in any investment, the return on the outlay should be demonstrable. Reasons advanced in opposition to measure HRD effectiveness frequently revolve around a view that benefits are too difficult to measure. A variation on this assessment will be too subjective and requiring too many assumptions to be made Edwards, J. E., J. Scott, J. C. Scott and N. S. Raju (2003).

Somewhat cynically, it has also been suggested that the aversion to outcomes measurement on the part of some HRD managers may be as simple as fear of collecting data which may show their programs to be ineffective, the possibility being that HRD budgets may be cut as a result Kraiger, K. (2002). Other than this fear of potentially adverse budget impacts, the arguments against measuring ROI or non-return on soft skills training investment essentially distils down to a view that isolating the outcomes from HRD and tying these back to initial outlay is just too complex and too difficult a task to be undertaken. This is an argument too hard to maintain. If training employees is important to be done, if an investment is being made in the development of human capital, then it is reasonable that the business impact and ROI should be able to be demonstrated and measured. Asserting that soft skills' training is intrinsically a good thing and therefore its effectiveness needs to be measured is not a sustainable argument. The relationship between soft skills training programs and the resulting improvements, the broad benefits of soft skills training investments, can and should be actively identified and measured. Just as HRD it is not an optional extra but a strategic imperative, so too is the effective measurement and evaluation of training outcomes.

2.1.5 Meaning of training impact assessment

In the current climate of cost cutting and downsizing, training professionals are under increasing pressure to provide positive, measurable evidence of the contribution of training. After all, you don't want to spend time or money on training that doesn't provide a good return.

Impact evaluation is a tool for measuring a program's effectiveness. It is the process of determining what impact the training has had on a training participant's job performance and how that impact translates into organizational effectiveness. Training impact assessment, simply put, is an effort to track. McCoy and Hargie (2001).

2.1.6 Training strategies

Training and development strategies are the active components of an overall approach to strategic Training and Development. They express the organization's intentions on how Training and Development activities will take place and provide guidance on how these activities should be planned and implemented. The strategies ensure that a Training and Development philosophy as set out above is acted upon. They are concerned with developing a learning culture, promoting organizational learning and providing for individual learning. Hwang, S. A. (2003)

2.1.6.1 Organizational Training Strategies

Organizational learning strategies aim to improve organizational effectiveness through the acquisition and development of knowledge, understanding, insights, techniques and practices. As stated by Ehrenberg and Smith (1994), human capital theory indicates that: 'The knowledge and skills a worker has – which comes from education and training, including the training that experience brings – generate productive capital.'

2.1.6.2 Individual Training Strategies

Individual learning comprises the processes and programs used to increase the capabilities of individual employees. Strategies for individual learning are driven by the organization's human resource requirements, which are expressed in terms of the skills and behaviors required to achieve business goals.

2.2 Theoretical frame work of the study

2.2.1 Approaches to training evaluation

Evaluation in its modern form has developed from attempts to improve the educational process (Bramley, 1996). Evaluating the effectiveness of people became popular at about the same time as scientific management, and school officials began to see the possibility of applying these concepts to school improvement (Bramley, 1996). Tyler (1949) model is generally considered an early prominent evaluation model which was planned to evaluate the value of progressive high-school curricula with more conventional ones (Stufflebeam & Shinkfield, 1985).

Tyler (1949) introduced the Basic Principles of Curriculum and Instruction, which is organized around four main concerns:

- ♦ What educational purposes should the organization seek to attain?
- ♦ How to select learning experiences that are likely to be useful in achieving these purposes?
- ♦ How can the selected learning experiences be organized for effective instruction?
- ♦ How can the effectiveness of these learning experiences be evaluated?

Tyler laid the foundation for an objective-based style of evaluation. Objectives were seen as being critical because they were the source for planning, guiding the instruction and preparing the test and measurement procedures. Tyler's objective-based evaluation model concentrates on clearly stated objectives by changing the evaluation from appraisal of students to appraisal of programs. He defined evaluation as assessing the degree of attainment of the program objectives. Decisions made on any program had to be based on the goal congruence between the objectives and the actual outcomes of the program (Stufflebeam & Shinkfield, 1985).

2.2.1.1 Discrepancy Evaluation Model

The Discrepancy Evaluation Model, developed by Provus (1971) is used in situations where a program is examined through its development stages with the understanding that each stage (which Provus defines as design, installation, process, product and cost-benefit analysis) is measured against a set of performance standards (objectives). The cost-benefit analysis identifies the potential benefits of the training before it is carried out. The expected behaviors which result

from the training are agreed upon between the trainer and the trainees. The analysis also establishes training objectives, which are defined as changes in work behavior and increased levels of organizational effectiveness (Bramley & Kitson, 1994). The program developers had certain performance standards in mind regarding how the program should work and how to identify if it were working. The discrepancies that are observed between the standards and the developed design are communicated back to the relevant parties for review or further corrective action. A discrepancy evaluator's role is to determine the gap between what is and what should be. This model helps the evaluators to make decisions based on the difference between preset standards and what actually exists (Boulmetis & Dutwin, 2000).

Provus's Discrepancy Evaluation Model can be considered an extension to Tyler's earlier objective-based model where a set of performance standards must be derived to serve as the objectives to which the evaluation of the program is based. Furthermore, the model may be also viewed as having properties of both the formative and summative evaluation (Boulmetis & Dutwin, 2000). The design stage comprises the needs analysis and program planning stages; installation and process are parts of the implementation stage where formative evaluation is done; and product and cost-benefit analysis stages comprises a summative evaluation stage.

Formative evaluation focuses on the process criteria to provide further information to understand the training system so that the intended objectives are achieved (Goldstein & Ford, 2002). Brown, Werner, Johnson and Dunne (1999) note several potential benefits of formative evaluation. The program could be assessed half way through to see whether it is on track, effectively performed, and whether the activities are meeting the needs of the training. The evaluator determines the extent to which the program is running as planned, measures the program progress in attaining the stated goals, and provides recommendations for improvement. The evaluation findings in these reports and the monitoring data could be used to end a program in midstream (Goldstein & Ford, 2002). Unlike formative evaluation, summative evaluation is fairly stable and does not allow adjustments during the program cycle. Summative evaluation involves evaluating and determining whether the program has experienced any unplanned effects. It helps organizational decision makers decide whether to use the program again or improve it in some way. Campbell (1988) discriminates between two types of summative evaluations; the first evaluation simply questions whether a particular training program produces

the expected outcome. The second evaluation compares and investigates the benefits and viability of programmed instruction procedures. By comparing the two evaluations, it was found that programmed instruction produces quicker mastery of the subject, but the eventual level of learning retention is the same with either technique (Campbell, 1988).

Provus Discrepancy Evaluation Model provides information for establishing measures of training success by determining whether the actual content of the training material would develop knowledge, skill and ability (KSA) and eventually lead to a successful job performance. However, there are too many subjective issues that exist, especially on the setting up of the performance criterion. The chosen criterion is based on the relevance of three components: knowledge, skill and ability which are necessary to succeed in the training and eventually on the job. Considering that modern approaches to assessing training programs must be examined with a multitude of measures, including participant reactions, learning, performance, and organizational objectives, it is necessary for training evaluators to view the performance criteria as multidimensional (Goldstein & Ford, 2002). Training can best be evaluated by examining many independent performance dimensions. However, the relationship between measures of success should be closely scrutinized because the inconsistencies that occur often provide important insights into training procedures (Goldstein & Ford, 2002). Decisions and feedback processes depend on the availability of all sources of information. There are many different dimensions in which the performance criteria can vary. Issues like relevance and reliability of the criterion are important to consider should one wish to adopt this discrepancy evaluation model. There are several considerations in the evaluation of the performance criteria. These include acceptability to the organization, networks and coalition that can be built between trainees and realistic measures (Goldstein & Ford, 2002).

Responsive approaches used in the goal-free model are better evaluative approaches as there is considerable variation in what the objectives of a program are thought to be. Responsive approaches are a form of action research which involves the stakeholders in the data collection process (Bramley, 1996). The intention is not to attribute causality, but to gain a sense of the value of program from different perspectives. The term "responsive evaluation" was first used by Stake (1977) to describe a strategy in which the evaluator is less concerned with the objectives of

the program than its effect in relation to the concerns of interested parties, namely the stakeholders.

The responsive approach involves protracted negotiations with a wide range of stakeholders in constructing the report. It is thus more likely to reflect their reality and be useful for them. However, the underlying philosophy of responsive evaluation is different from the goal-based approach. Evaluators are seen as subjective partners and the evaluation is based upon a joint collaborative effort which results in findings being constructed rather than revealed by the investigation. Truth is a matter of consensus among informed parties. Facts have no meaning except within some value framework. Phenomena can only be understood in the context in which they are studied, generalization is not possible.

The suggested method intends to achieve progressive focus by giving more attention to emerging issues rather than seeking the truth. Legge (1984) introduced a model similar to goal free evaluation which evaluates planned organizational change. The evaluation is a joint, collaborative process, which results in something more constructed than revealed by the investigation. Legge (1984) suggests that instead of attempting evaluation as a thoroughly monitored research, a contingency approach should be adopted. The contingency approach is used to decide which approach is more appropriate or best matches the functional requirements of the evaluation exercise. Campbell (1988) revealed that internal validity of the scientific approach may not be so crucial. To increase internal validity, the legitimate stakeholders should agree on the evaluation approach. The highlight on internal validity in the scientific approach will frequently imply controlling key aspect of the context and many organizational variables. This may lead to rather simplified information which clients find difficult to use because it does not reflect their perception of organizational reality. Due to this strong bipolarity between practitioners and academics, not many responsive evaluations have been described in the training literature (Bramley, 1996).

2.2.1.2 Transaction Model

The Transaction Model developed by Stake (1977) affords a concentration of activity among the evaluator, participants and the project staff (Madaus, Scriven & Stufflebeam, 1986). This model combines monitoring with process evaluation through regular feedback sessions between

evaluator and staff. The evaluator uses a variety of observational and interview techniques to obtain information and the findings will be shared with all the relevant parties to improve the overall program. The evaluator participates and provides project activities.

Besides trying to obtain objectivity, the evaluators use subjectivity in the transaction model. This model may have a goal-free or a goal-based orientation. Findings are shared with the staff of all the projects in order to improve both individual and overall projects (Boulmetis & Dutwin, 2000).

2.2.1.3 Goal-Free Model

Unlike early models, the goal-free model developed by Michael Scriven is a model that involved methodological studies and processes (Popham, 1974). The evaluation model examines how the program is performing and how the program could address the needs of the client population. Program goals are not the criteria on which evaluation is based. However, it is a data gathering process which studies actual happenings and evaluates the effectiveness of the program meeting the client's needs. The evaluator has no preconceived notions regarding the outcome of the program (as opposed to the goal-based model). Categories of evaluation naturally emerge from the evaluator's actual observation. Once the data have been collected, the evaluator attempts to draw conclusions about the impact of the program in addressing the needs of the stakeholders.

However, this model has its weakness in terms of its subjective measures. There are some preconceived notions that the evaluator must be an expert in his respective field and some say no expertise is better (Rossi & Freeman, 1993). Some researchers said that an evaluator who is not familiar with the nuances, ideologies and standards of a particular professional area will presumably not be biased when observing and collecting data on the activities of a program. They maintain, for example, that a person who is evaluating a program to train dental assistants should not be a person trained in the dental profession. But other researchers allege that a person who is not aware of the nuances, ideologies and standards of the dental profession may miss a good deal of what is important to the evaluation. Both sides agree that an evaluator must attempt to be an unbiased observer and be adept at observation and capable of using multiple data collection methods (Wholey, Hatry & Newcomer, 1994). This is a topic of debate among many

experts. Scriven suggested using two goal-free evaluators, each working independently to address the preconceived issues and reduce the possible biasness in evaluation (Scriven, 1991).

A study by O'Leary (1972) illustrates the importance of considering other dimensions of the criteria. She used a program of role-playing and group problem-solving sessions with hardcore unemployed women. At the conclusion of the program, the trainees had developed positive changes in attitude toward themselves. However, it also turned out that these changes did not reflect the lack of positive attitudes toward their tedious and structured jobs.

These trainees apparently raised their levels of aspiration and subsequently sought employment in a working setting consistent with their newly found expectations. It was obvious that the trainees were leaving the job as well as experiencing positive changes in attitude. However, there are many other cases in which the collection of a variety of criteria related to the objectives is the only way to effectively evaluate the training program (Goldstein & Ford, 2002). This has caused goal-based evaluation lost ground during the last 20 years because of the growing conviction that evaluation is actually a political process and that the various values held in the society are not represented by an evaluative process which implies that a high degree of consensus is possible (Bramley, 1996).

Further studies by Parlette and Hamilton (1977) rejected the classical evaluation system, which focuses on objective reality, assumed to be equally relevant to all stakeholders in acknowledging the diversity posed by different interest groups. They suggested the "illuminative evaluation", with description and interpretation rather than with measurement and prediction.

2.2.1.4 Systemic Evaluation

Systemic evaluation analyses the effectiveness of the whole system and enhances the interfaces between the sub-systems in such a way as to increase the effectiveness of the system. That is what the "system approach" sets out to do (Rossi & Freeman 1993). The most comprehensive purpose of systemic evaluation is to find out to what extent training has contributed to the business plans of various parts of the organization and consider whether the projected benefits obtained outweigh the likely cost of training.

The main questions, which this strategy sets out to answer, are (Bramley, 1996):

- ✚ Is the program reaching the target population?
- ✚ Is it effective?
- ✚ How much does it cost?
- ✚ Is it cost effective?

These questions are used to derive facts about the evaluation by defining the size of the target population and working out the proportion that have attended the training and not opinions of whether useful learning has taken place. Effectiveness is difficult to measure as the word may imply different meanings to different people. However, the model seems to measure quantity rather than the quality of what is being done.

In the system analysis model, the evaluator looks at the program in a systematic manner, studying the input, throughput and output (Rivlin, 1971).

Inputs are elements that come into the system (i.e. clients, staff, facilities and resources).

Throughput consists of things that occur as the program operates, for example, activities, client performance, staff performance, and adequacy of resources such as money, people and space.

Output is the result of program-staff effectiveness, adequacy of activities etc. The evaluator mainly examines the program efficiency in light of these categories.

2.2.1.5 Quasi-Legal Approach

Quasi-legal evaluation operates in a court of inquiry manner. Witnesses are called to testify and tender evidence. Great care and attention is taken to hear a wide range of evidence (opinions, values and beliefs) collected from the program. This approach is basically used to evaluate social programs rather than formally evaluate training or development activities.

Quasi-legal evaluation was reported flawed by Porter and McKibbin (1988) in the area of management education in the USA. The substantial information received from stakeholders was analyzed by a small group of professors from a business school. The students were basically satisfied with the qualification which they have obtained and found course worthwhile and useful. However, the researchers criticized that young graduates who attend MBA courses have never worked in an organization and thus do not understand the sort of issues, which should be the basic discussion material of MBA courses. A similar problem arose with Constable and McCormick's (1987) report on the demand for and supply of management education and training

in the UK. The researchers found that judgment by insufficiently impartial judges in the quasi-legal approach may be irrelevant, biased or inconclusive (Bramley, 1996).

2.2.1.6 Art Criticism Model

In the Art Criticism Model developed by Eisner (1997), the evaluator is a qualified expert in the nuances of the program and becomes the expert judge of the program's operation. The success of this model depends heavily upon the evaluator's judgment. The intended outcome may come in the form of critical reflection and/or improved standard. This model could be used when a program wishes to conduct a critical review of its operation prior to applying for funding or accreditation.

2.2.1.7 Adversary Model

In Owen's Adversary Model, the evaluator facilitates a jury that hears evidence from individuals on particular program aspects (Madaus, Scriven & Stufflebeam, 1986). The jury uses multiple criteria to "judge" evidence and make decisions on what have happened. This model can be used when there are different views of what is actually happening in a program such as arguments for and against program components.

2.2.1.8 Contemporary Approaches - Stufflebeam's Improvement-Oriented Evaluation (CIPP) Model, 1971

Stufflebeam considers the most important purpose of evaluation is not to prove but to improve (Stufflebeam & Shinkfields, 1985). The four basic types of evaluation in this model are context (C), input (I), process (P) and product (P).

Context evaluation defines relevant environment and identifies training needs and opportunities of specific problems. Input evaluation provides information to determine usage of resources in the most efficient way to meet program objectives. The results of input evaluation are often seen as policies, budgets, schedules, proposals and procedures. Process evaluation provides feedback to individuals responsible for implementation. It is accomplished through providing information for preplanned decisions during implementation and describing what actually occurs. This includes reaction sheets, rating scales and content analysis. Ultimately, product evaluation measures and interprets the attainment of program goals. Contemporary approaches could take

place both during and after the program with the aim to improve program evaluation by expanding the scope of evaluation through its four basic types of evaluation (Madaus, Scriven & Stufflebeam, 1986).

The CIPP model was conceptualized as a result of attempts to evaluate projects that had been funded through the Elementary and Secondary Act of 1956 (Stufflebeam, 1983). To conduct CIPP model evaluation, the evaluator needs to design preliminary plans and deal with a wide range of choices pertaining to evaluation. This requires collaboration between clients and evaluators as a primary source for identifying the interest of the various stakeholders.

2.3.1.9 Cervero's Continuing Education Evaluation, 1984

In Cervero's book titled "Effective continuing education for professionals" he suggested seven categories of evaluation questions organized around seven criteria to determine whether the programs were worthwhile (Cervero, 1988). The seven criteria are (a) program design and implementation, (b) learner participation, (c) learner satisfaction, (d) learner knowledge skills and attitudes, (e) application of learning after the program, (t) impact of application of learning and (g) program characteristic associated with outcomes.

Program design and implementation is concerned with what was planned, what was actually implemented and the congruence between the two. Factors such as the activities of learners and instructors and the adequacy of the physical environment for facilitating learning are common questions which are asked in this category.

Learner participation has both quantitative and qualitative dimensions. The quantitative dimension deals with evaluative questions that are most commonly asked in any formal program. The data is not used to infer answers in the other categories. Qualitative data is collected in an anecdotal fashion by unobtrusively observing the proceedings of the educational activities.

Learner satisfaction is concerned with the participants' reaction and is collected according to various dimensions, such as content, educational process, instructor's performance, physical environment and cost.

Learner knowledge, skills and attitudes focus on changes in the learner's cognitive, psychomotor and affective goals. Normally, the evaluator will adopt a pen and paper test to judge the effectiveness of these categories.

Application of learning addresses the degree of skill transfer to the actual work place. The impact of application of learning focuses on the second-order effects, which means the transfer and impact on the public (Cervero, 1988). Program characteristics are associated with the outcome of the program. There are two kinds of evaluative questions: the implementation questions and the outcome questions. Implementation questions are useful for determining what happened before and during the program. Outcome questions are useful for determining what occurred as a result of the program.

The seven categories in this model are not viewed as a hierarchy (Junaidah, 2001). Cervero's ideas have several antecedents in the evaluation literature. His framework was influenced by Kirkpatrick's (1959) and Tyler's (1949) models. It is considered to be a comprehensive model as it covers all the stages involved in starting from the program design stage to the outcome stage. However, this model evaluation may be viewed as being too tedious to implement due to its complexity. The author is too immersed in getting facts of the entire process and ignores the efficiency of the whole evaluation process. This makes the model more summative than formative in nature.

2.3.1.10 The Kirkpatrick Model, 1959a, 1959b, 1960a, 1960b, 1976, 1979, 1994, 1996a, 1996b, 1998

One of the most widely used model for classifying the levels of evaluation, used by Barclays Bank PLC, Reeves in 1996 and others, was developed by Kirkpatrick. His model looks at four levels of evaluation, from the basic reaction of the participants to the training and its impact to the organizational. The intermediary levels examine what people learned from the training and whether learning has affected their behavior on the job. Level one (Level 1) concerns itself with the most immediate reaction of participants and is easily measured by simple questionnaires after the training. Level two (Level 2) is harder to measure and is concerned with measuring what people understood and how they were able to demonstrate their learning in the work

environment. Level two (Level 2) can be measured by pen and paper tests or through job simulations. Level three (Level 3) looks at the changes in people's behavior towards the job. For example, after a writing skills course, did the individual make fewer grammatical and spelling errors and were their memos easier to understand? Level four (Level 4) measures the "result" gained from the training. It focuses on the impact of the training on the organization rather than the individual.

Kirkpatrick (1959) developed this coherent evaluation model by producing what was thought to be a hierarchy system of evaluations which indicates effectiveness through:-

- Level 1 (Reaction)
- Level 2 (Learning)
- Level 3 (Behavior)
- Level 4 (Results)

Kirkpatrick's (1994) Training Evaluation Model

Reaction	How did the participants react to the training?
Learning	What information and skills were gained?
Behavior	How have participants transferred knowledge and skills to their jobs?
Results	What effect has training had on the organization and the achievement of its objectives? (Timely and quality performance appraisals are corporate goal)

Kirkpatrick was the first researcher to develop a coherent evaluation strategy by producing what was thought to be a hierarchy of evaluations, which would indicate benefit (Plant & Ryan, 1994).

Level 1: Reaction Evaluation

Kirkpatrick proposed the use of a post course evaluation form to quantify the reactions of trainees. Evaluation at this level is associated with the terms "happiness sheet" or "smile sheet" because reaction information is usually obtained through a participatory questionnaire administered near or at the end of a training program (Smith, 1990).

Studies on evaluation mechanisms have shown that such evaluation sheets are not held in high esteem, despite their general use by trainers of many organizations and in institutions of higher

learning (Bramley 1996; Clegg, 1987; Love, 1991; Rae, 1986;). Clegg (1987) found that training evaluation was conducted for 75 percent of training programs done in organizations. A study by Dawson (1993) found that Level 1 evaluation sheets were ubiquitous.

Level 2 Learning Evaluation

The learning level is concerned with measuring the learning principles, facts, techniques and skills presented in a program (Kirkpatrick, 1994). Tyler (2002) found that 32 percent of companies in America have carried out post-training evaluation on Level 2.

Another research conducted by Mathews, Ueno, Kekale, Repka, Pereira and Silva (2001) on 450 companies in UK, Portugal and Finland which focused on training quality and training evaluation showed that 40 percent of UK companies, 31 percent of Finland companies and 51 percent of Portugal companies conduct formal assessment on learning of the principles, facts, skills and attitudes which were specified as training objectives.

This level evaluates the knowledge, skills development and attitudinal changes that have taken place. Examination of both knowledge and attitudinal outcomes is important to increase coverage of training impacts because the pattern of change can vary between the pre-test and post-test (Basadur, Graen & Scandura, 1986; Kraiger, Ford & Salas, 1993).

Researchers either assessed change before and after a program (Basadur et al., 1986; Bretz & Thompsett, 1992) or they look merely at the post-training attainment score (Davis & Mount, 1984; Warr & Bunce, 1995). Measures of learning should be objective, with quantifiable indicators of how new requirements are understood and absorbed. This data is used to confirm that participant learning has occurred as a result of the training initiative (Phillips & Stone, 2002).

Level 3 Behavioral Evaluation

Job performance after training is referred to as behavioral by Kirkpatrick (1959, 1976) and transfer by Alliger, Tannenbaum, Bennett, Traver and Shotland (1997). Level 3 evaluates the extent to which the "transfer" of knowledge, skills and attitudes has occurred. Tyler (2002) reported that only 9 percent of America industries have carried out post training evaluation at

this level. The focal point is on performance at work after a program. It is essential to record before and after performance but sometimes self report are obtained if information are unavailable to an evaluator (Wexley & Baldwin, 1986). It determines the extent of change in behavior that has taken place and how this behavior would be transferred to the workplace. It further encourages one to take into account the possible factors in the job environment that could prevent the application of the newly learned knowledge and skills since a positive climate is important for transferring.

Level 4 Results Evaluation

The evaluation of a particular training program becomes more complex as one progress through every level of Kirkpatrick model. Results can be defined as the final results that occurred because the participants attended the training program. This includes increased production, improved quality, increased sales and productivity, higher profits and return on investment. Level 4 evaluation observes changes in the performance criteria (i.e. key results area) of organizational effectiveness. This level anticipates the gains the organization can expect from a training event. This level of evaluation is made more difficult as organization often demand that the explanation be given in financial terms with measurable quantifiers (Redshaw, 2001).

2.3 Review of empirical research

Given the growing recognition of training as an important factor in economic competitiveness, considerable attention is currently being devoted to the subject of return on investment in training to firms.

For the past 30 years since Kirkpatrick's first idea was published in 1959, much debate had been recorded on this model. Despite criticism, Kirkpatrick model is still the most generally accepted by academics (Blanchard & Thacker, 1999; Dionne, 1996; Kirkpatrick, 1996a; 1996b; 1998; Phillips, 1991). However, research conducted in the United States has suggested that US organizations generally have not adopted all of Kirkpatrick's 4-level evaluation (Geber, 1995; Holton, 1996). This is especially true for the last two, more difficult, levels of Kirkpatrick's hierarchy (Geber, 1995). In a survey of training in the USA, Geber (1995) reported that for companies with 100 or more employees, only 62 percent assessed behavioral change. Geber's

(1995) results also indicated that only 47 percent of US companies assess the impact of training on organizational outcomes. This poses a good research question about the model's methodology and it forms the basis for epistemological studies around the methodology.

Kirkpatrick's work has received a great deal of attention within the field of training evaluation (Alliger & Janek, 1989; Blanchard & Thacker, 1999; Campion & Campion, 1987; Connolly, 1988; Dionne, 1996; Geber, 1995; Hamblin, 1974; Holton, 1996; Kirkpatrick, 1959; 1960; 1976; 1979; 1994; 1996a; Newstrom, 1978; Phillips, 1991). His concept calls for four levels of evaluation namely reaction, learning, behavior and results. His four levels of training effectiveness stimulated a number of supportive and conflicting models of varying levels of sophistication (Alliger & Janek, 1989; Campion & Campion, 1987). There are models and methods that incorporate financial analyses of training impact (Swanson & Holton, 1999). However, Warr, Allan and Birdi (1999) conducted a longitudinal study of the first three levels of training evaluation. The study correlated the following: relationships between evaluation levels, individual and organizational predictors of each level and the differential predictions of attainment vs change score. The study showed that immediate and delayed learning were predicted by the trainee's motivation, confidence and use of learning strategies. The researchers highlighted that it is preferable to measure training outcomes in terms of change from pre-test to post-test, rather than merely through attainment (post-test) scores (Warr, Allan & Birdi, 1999).

A review of the most popular procedures used by US companies to evaluate their training programs showed that over half (52 percent) use assessments about participants' satisfaction with the training. 17 percent assessed application of the trained skills to the job and 13 percent evaluated changes in organizational performance following the training. 5 percent tested for skill acquisition immediately after training while 13 percent of American companies carried out no systematic evaluation of their training programs (Mann & Robertson, 1996). Many of these procedures reflect Kirkpatrick's four levels of reactions, learning, behavior and results of which will be further discussed.

More than 50 evaluation models available use the framework of Kirkpatrick model (Phillips, 1991). Currently, majority of the employee training is evaluated at Level 1. Evaluation at Level 1 is associated with the terms smile sheet or happiness sheet, because reaction information is

usually obtained through a participatory questionnaire administered near the end or at the end of training program (Smith, 1991). The specific indication of the smile sheet or happiness sheet is enjoyment of the training, perceptions of its usefulness and its perceived difficulty (Warr & Bunce, 1995).

Phillips and Stone (2002) enhanced the popularity of the Kirkpatrick model by inserting the fifth level into the existing 4-level model, though he further argued the inadequacy of this model in capturing the return on investment aspect of the training outcome. Phillips and Stone's (2002) 5-level evaluation model was seen as an extension of Kirkpatrick's 4-level evaluation model as different companies have their own definition of pay offs to measure the training results. Return on investment compares the training's monetary benefits with the cost of the training, so that the true value of the training to the organization can be assessed.

Converting data to monetary values is the first phase in putting training initiatives on the same level as other investments that organizations make (Phillips, 2002). It cannot be used to cover other variables that may affect the results (i.e. culture, productivity, etc). Kirkpatrick (1994) refuted this idea by claiming that there are many ways to measure training results.

This raises the question whether training evaluation be varied only as a measure of financial benefits? Lewis and Thornhill (1994) are of the opinion that there should be 5 levels of evaluation measuring the training effects on the department (i.e. Level 4) and its effects on the whole organization (i.e. Level 5). Lewis and Thornhill (1994) emphasized the need to look at the value and the organization cultures as the variables to measure training effectiveness.

In recent times others have tried to make the system easier to deal with. Warr et al. (1999) came up with the context, input, reaction and outcome (CIRO) evaluation system with the context part going some way towards front-loading the evaluation and partly towards mirroring Kirkpatrick model. Dyer (1994) proposed an evaluation system that suits all organizations, irrespective of size or diversity of operation. It is a system that is relatively easy to come to terms with and can be implemented at all the hierarchical stages of an organization. It fits the individual and it fits the whole organization. The system puts Kirkpatrick's evaluation system against a mirror. The benefits of using Kirkpatrick's Mirror should be self-evident to anyone involved in management. Application of the paradigm allows the individual to become more business focused, and if

adopted universally should provide efficient and effective training throughout any organization (Dyer, 1994).

A different model was used in a study by Shireman (1991) on the evaluation of a hospital based health education program. The study adopted the CIPP model in examining the type of evaluation which was being conducted in the hospital. A structured questionnaire was sent to a stratified random sample of 160 hospitals of four different sizes in four mid-western states.

The result showed that 48 percent of the respondents reported that product evaluations were usually done and less than 25 percent reported that other types (i.e. context, input, process) of evaluations were done. The product evaluation is outcome-based and quite similar to Kirkpatrick's end process evaluation. Both types of evaluations require appropriate data collection activities.

Kirkpatrick model was used by most researchers as an initial framework of evaluation model generation. This paper addresses the methodological issues surrounding the taxonomy of Kirkpatrick model as an area for epistemological study. The theoretical and empirical literature of Kirkpatrick model will be critically evaluated and further research opportunities will be outlined.

Phillips (1991) concluded that out of more than 50 evaluation models available, the evaluation framework that most training practitioners used is the Kirkpatrick model. Though the model seemed to be weathered well, it has also limited our thinking on training evaluation and possibly hindered our ability to conduct meaningful training evaluation (Bernthal, 1995).

More than ever, training evaluation must demonstrate improved performance and financial results. But in reality, according to Garavaglia (1993), training evaluation often assessed whether the immediate objectives have been met; specifically, how many items were answered correctly on the post-test. Some based their evaluation only on trainee reaction; the first level of Kirkpatrick model developed in 1959 (Brinkerhoff, 1988). Such information gave organization no basis for making strategic business decisions (Davidove & Schroeder, 1992). Most practitioners are familiar with Kirkpatrick's 4-level evaluation model but many never seemed to get beyond Levels 1 and 2 (Regalbutto, 1992). Numerous organizations have adopted the model

presented by Kirkpatrick to suit their own situations; the solution seems to cause the growth of generic models (Dyer, 1994).

Kirkpatrick called for a definite approach to the evaluation model. All 4 levels must be measured to ensure effectiveness of the whole evaluation system since each level provides different kinds of evidence.

This view was supported by Hamblin (1974), who suggested that reaction leads to learning and learning leads to change in behavior, which subsequently leads to changes in the organization. He further stated that each level can be broken at any link and having positive reaction is necessary to create positive learning. According to Bramley and Kitson (1994), there is not much evidence to support this linkage. Further research carried out by Alliger and Janek (1989) found only 12 articles which attempted to correlate the various levels advocated by Kirkpatrick. Although there are problems in external validity with such a small data, the tentative conclusion was that there was no relationship between reaction and the other three levels of evaluation criteria. A correlation study, which was run on these four levels of evaluation showed insignificant results. A literature search based on Kirkpatrick's name yielded 55 articles but only 8 described evaluation results and none described correlations between levels (Toplis, 1993). This concluded that good reactions did not predict learning, behavior or results.

A series of industrial surveys conducted in the last 30 years show little application of all 4 levels of Kirkpatrick model. Surveys conducted since 1970 showed that most industrial trainers rely on student reaction, fewer on test learning and almost none on test application and benefit (Brandenburg, 1982; Plant & Ryan 1994; Raphael & Wagner, 1972). In the last 20 years, a number of writers claimed to have performed a full Kirkpatrick evaluation; however, the linkages described in connecting the training event with the outcome are subjective and tenuous (Salinger & Deming, 1982; Sauter 1980).

A survey conducted by the Bureau of National Affairs and American Society of Training and Development (ASTD) in 1969 using questionnaires indicated that most of the companies conducted Level 1 evaluation and unsystematic approaches to Level 2 evaluation (Raphael & Wagner, 1972). The survey indicated that problems of evaluation at higher levels were mainly due to a lack of understanding of the approach used. Kirkpatrick model seems to offer a one-size

fits all solution to measure training effectiveness. However, there has been little contribution and reliability of this model despite great industrial emphasis in this area.

Kirkpatrick model focuses mainly on immediate outcome rather than the process leading to the results. The following questions were never successfully addressed. In fact the improvement of these processes is the main forces of effectiveness (Murk, Barrett & Atchade, 2000).

- How well a person's motivation level affects the learning behavior
- The degree of superiors' support after the training
- The extent to which training interventions was appropriate for meeting needs
- Longer-term effects of the training, the pay-off in determining a course's overall impact and cost-effectiveness
- The conduciveness of the training environment

An empirical study by Warr, Allan and Birdi (1999) showed that external processes like increasing confidence and motivation levels of trainees as well as use of certain learning strategies are important contributing factors towards training effectiveness. A 2-day training course was studied on 23 occasions over a 7-month period in the Institute of Work Psychology, UK. Technicians who attended the training courses which involved operating electronic tools were asked to complete a knowledge test questionnaire on arrival and at the end of the course. A follow up questionnaire was mailed to the trainees one month later.

More than 70 percent of the respondents returned the questionnaire. The questionnaire was designed to capture what the researches defined as third factors (i.e. confidence, perception, motivation, learning strategies, age, etc). The results showed a non-significant correlation between reactions towards the course and job behavior. Perceptions of course difficulty were significantly negatively associated with frequency of use of equipment. Correlation between levels two and three evaluation were small. Learning scores and changes in those score - Level 2 were strongly predicted by trainee's specific reactions to the course, but those reactions were not significantly associated with later job behavior - Level 3 (Warr, Allan & Birdi, 1999).

Alliger et al. (1989) carried out a meta-analysis of studies where reaction measures had been related to measures of learning (11 studies) and changes in behavior (9 studies). They found that

positive reactions did not predict learning gains better than negative ones (the average correlation between reactions and amount of learning was .02 nor were they any better at predicting changes in behavior after the program was .07).

Bramley and Kitson (1994) asserted that measuring learning is problematic because designing a reliable measuring instrument is difficult and the necessary skills are often not available.

Grove and Ostroff (1990) pointed out that training directors often do not possess the essential skills to conduct training evaluation. This could be part of the reason why companies are reluctant to evaluate their training effectiveness.

Though Kirkpatrick's traditional assessment methods were widely used on Level 1 and 2 evaluations, the benefits of collecting data at each level are unclear. This uncertainty may result in organization failing to evaluate training completely or selecting forms of evaluation that may not be reliable. Inadequacy in Kirkpatrick model on each level forces one to look for other possible measures. Therefore, one may argue that to make Kirkpatrick model definite, a more detailed assessment method must be conducted at each level to ensure practicality, validity and applicability (Mann & Robertson, 1996).

Mann and Robertson (1996) undertook to investigate the utility of various methods used in evaluating training programs. Twenty-nine subjects were selected from a three-day training seminar for the European National Run in Geneva, Switzerland. The seminar was a computer training event (on e-mail and the Internet) for youth workers, and trainees were asked to complete training evaluation forms before and after the training program and by post one month later. Sixteen people returned this final questionnaire. Each questionnaire contained three sets of questions designed to measure knowledge, attitudes and self-efficacy. The results showed doubt over the value of the data received from reaction and learning levels.

Recommendations were made based on the following findings:-

- ♦ Measuring learning (Level 2) as a method of evaluating training effectiveness is important. The study showed that not all of what is learned immediately after training is retained one month later. This denotes that the practitioner should be aware of the short-term training effectiveness.

- ♦ To ensure a more realistic evaluation at Level 2, one must be prudent of the pre and post course evaluation method proposed by Kirkpatrick. The time frame for learning to take place was never specified. An appropriate measuring model is necessary to determine the extent of learning has taken place. In another words, Kirkpatrick model lacks longitudinal considerations.
- ♦ Measuring changes in learning through data collection as prescribed by Kirkpatrick (absolute term) gained no value in predicting how well a person can perform the skills attained from the training after a one-month period.
- ♦ A positive attitude does not show any relevance on how well a person can perform a trained task after a month. Reaction evaluation that shows positive attitude attained have no direct linkage to performance.

However, individual self-efficacy did not decrease over time. Empirical studies shown that self-efficacy correlates with actual performance (Kraiger, Ford & Salas 1993). One might look at the possibility of measuring self- efficacy instead of reaction evaluation. In another words, self-efficacy offers more tangible results as compared to reaction evaluation.

The reasons for Kirkpatrick failure in Level 3 and Level 4 evaluation was due to lack of a defined framework and specific tools that are appropriate for measuring transfer of learning since its first introduction 40 years ago. It is necessary, at the most basic level, to have a body of case studies from which the generalizations can be drawn and thus hypotheses formed.

However, this body of information has not been published (Bramley & Kitson, 1994).

The issue here is whether or not the knowledge taught during training is being transferred or demonstrated by the trainees on the job. The transfer component of training evaluation was examined by Olsen (1998) in a study conducted in 1996. Transfer is evidence of whether what has been learned is actually being used on the job for which it was intended.

The survey asked questions regarding how Kirkpatrick's 4-level evaluation were performed, what percentage of payroll was spent on training, how much training was actually transferred to the job and what specific items would enhance the level of transfer. A content analysis was carried out on the 138 survey comments received on how the respondents made estimates of the percentage of transfer value they reported. Follow up interviews were also undertaken to provide

additional clarification on responses and record impressions and opinions about the data collection. The results showed that the percentage of transfer depended on the types of training. Technical training showed the best rate of transfer, soft skills (interpersonal) do not transfer as readily and are not easily observed. Transfer is not so readily apparent in the effective work areas (Olsen, 1998).

Bramley (1996) offered an explanation why evaluation is not being carried out at the behavior and result levels. Traditionally most trainers use individual and educational models of training process. The process has its limitation as emphasis is on encouraging individuals to learn something rather than to find uses (if any) for the learning.

The American Society for Training and Development (ASTD) found that 45 percent of surveyed organizations only gauged trainees' reactions to courses (Bassi & van Buren, 1999) as cited by (Eseryel, 2002). Overall, 93% of training courses are evaluated at Level One, 52% of the courses are evaluated at Level Two, 31% of the courses are evaluated at Level Three and 28% of the courses are evaluated at Level Four. These data clearly represent a bias in the area of evaluation for simple and superficial analysis.

Few attempts have been made in connection with organizing measurements to determine the level of training effectiveness involving trained individuals. The lack of reliable, valid measurements of learning, reaction (satisfaction with training) and training impact at work may be one of the factors that have been hindering research progress in the training evaluation area.

Training impact at work is one of the main criterion variables of training evaluation models and corresponds to the third level of evaluation in more traditional approaches such as those of Kirkpatrick (1976, 1977) and Hamblin (1978). Job impact is an indirect result of training, and it is defined as the effect of training on the trainees' performance, motivation and/or attitudes.

Kirkpatrick's (1976, 1977) and Hamblin's (1978) approaches suggest that criterion variables such as reactions, learning, job performance (impact) and results (or organization change and final value) keep a highly positive relation among them. However, according to Alliger and Janak (1989), specialized literature on training evaluation has shown that those relations are not always significant or not always in the direction foreseen by such approaches. Research results have revealed situations in which a participant - despite showing contentment (a favorable

reaction) with training and having obtained good scores in learning evaluations - would not apply his or her newly acquired skills at work. In this case, such a trainee has failed to produce a positive training transfer, not necessarily because of poor memory, poor retention capability, and poor generalization, or due to shortcomings on the training program, but because opportunities to put the things he or she has learned into practice in the work environment have been missing.

Researchers have given little attention to the evaluation of assumptions related to Kirkpatrick's model (1976, 1977) and have neglected the importance of doing further studies on the interrelation of the criterion variable.

2.4 Summary of review of related literature

Evaluating the influence of training on work place and its role for organizational outcome is an issue of importance for all sort of organizational management. Due to the complex condition of economic pressure, for this purpose the business leaders are more cost and benefit vexatious about the return on training investment due to prevailing economic downturn, to address such problem, over the period evaluating the training effectiveness has been given much focus. (<http://www.ijmsbr.com>)

Currently many organizations in Ethiopia understood the essence of training and they make the condition favorable for their worker both within the country and abroad, Banks in Ethiopia like other organizations invest considerable amount of resource to train their people. The main problem here is that not how much the organizations are spend for training of their employees, but how much organizations are effective from training expenditure? Meaning that at the same time the organization are expected to be effective from the investment that they invest for training, simply invest huge amount of Birr for training is not enough. Organizations must measure the return on investment to check how much they are effective from it. According to (Malik, et al, 2011) organizational effectiveness is the concept of how effective an organization is in achieving the outcomes the organization intends to produce. The companies spend so much of their budgeted Birr on employees training, so it is crucial that they are able to measure the added value from the training expenditure. This can be measured through comparison of costs and benefits associated with training remains the best way to determine.

Evaluation is related to efficiency, effectiveness, and impact (Rossi & Freeman, 1989). McCoy and Hargie (2001) argue that no one model of evaluation is complete and suited to all situations; each has its strengths and weaknesses. The key aim of evaluating a training program is to analyze the extent to which its objectives match the organization's goals and objectives. Once the program has been evaluated thoroughly, the key factors that contribute to its success or failure can be identified as its positive and negative features. The organization will then be able to assess how successful its investment in that program has been, and what else it needs to add to improve it according to the needs of individual employees (Philips, 1996). By gaining organizational satisfaction among individual employees, it will be easier for the organization to retain them.

In fact it is the training that bridges the gap between job requirement and employee present specifications. A training program is not complete until you have evaluated methods and results. A key to obtaining consistent success with training programs is to have a systematic approach to measurement and evaluation. Recognition of the training methods and measurement techniques are crucial for the organization's training success (Kalemci, 2005)".

But, too often, training is done without any thought of measuring and evaluating it later to see how well it worked and how much an organization is effective from training, training is both time-consuming and expensive, the organization must be effective in terms of the specified objective that a company planned to realize. Effectiveness of the organization from the training expenditure is a measure of how well training achieves its intended objectives, for example, to improve job performance the effectiveness of the organization from the training expenditure measures to what extent the trainings improve the job performance in the organizations after the training. Generally we can say that training does not deliver the expected value to the organizations when trainees do not transfer the skills learned to their workplace, in other words training effectiveness occurs when trainees not only have the ability but are willing to transfer the skill learned to improve their job (Laoledchai et al, 2008).

To respond to this dynamic and ever changing environment, organizations both public and private must place increasing importance on learning and skill development. This considerable investment may bring employers a favorable return but rarely is the impact of this expenditure

assessed (Bersin, 2006). Studies suggest that many training and development activities are implemented on blind faith with only the hope that they will yield results (Arthur et al., 2003; Broad and Newstrom, 1992; Robinson and Robinson, 1989). Seldom are training programs rigorously evaluated to determine their effect on the behavior or job performance of participants.

One of the more optimistic estimates suggests that no more than 15 percent of learning transfers to the job (Cromwell and Kolb, 2004). Other studies of transfer rates find they typically average only in the 10 to 40 percent range (Baldwin and Ford, 1988; Burke and Hutchins, 2007; Fitzpatrick, 2001; Ford and Kozlowski, 1997). Therefore, it is important to explore methods that encourage transfer of learning in order to achieve greater training impact. (Improving Training Impact through Effective Follow-Up Techniques) Training@intrac.org.

For those who invest in the development of competencies, whether governments, enterprises, trade unions, organizations and people; it is fundamental to determine, with some degree of certainty, the return of the investment and the impact of training. (39th Technical Committee Meeting, Brasilia, October 2009.)

For those who allocate resources and efforts to the skills development, whether governments, enterprises, individuals, training institutions or others, it is essential to determine the impact of their actions and their return of investment, and to know to what extent objectives have been fulfilled. Therefore, they need to go through evaluation processes that create valid, useful and reliable information.

In practical terms, when making decisions about the implementation of impact evaluations, people face a number of myths about the technical complexity and the costs involved which many times discourage them from carrying out these evaluations.

2.5 Conceptual frame work of training impact assessment

The conceptual framework for the study is taken training impact assessment as dependant variable and, nature of training strategy, link between training strategies with training impact assessment, alignment of training impact assessment with employee performance measurement,

aining impact assessment system and evaluation mechanisms are taken as an independent variable.

The dependant variable, training impact assessment, can be explained by the independent variables; nature of training strategy, link between training strategies with training impact assessment, alignment of training impact assessment with employee performance measurement, training impact assessment system and evaluation mechanisms. As training impact assessment practices is in place which guides the activity, this leads to challenges in assessing training impacts.

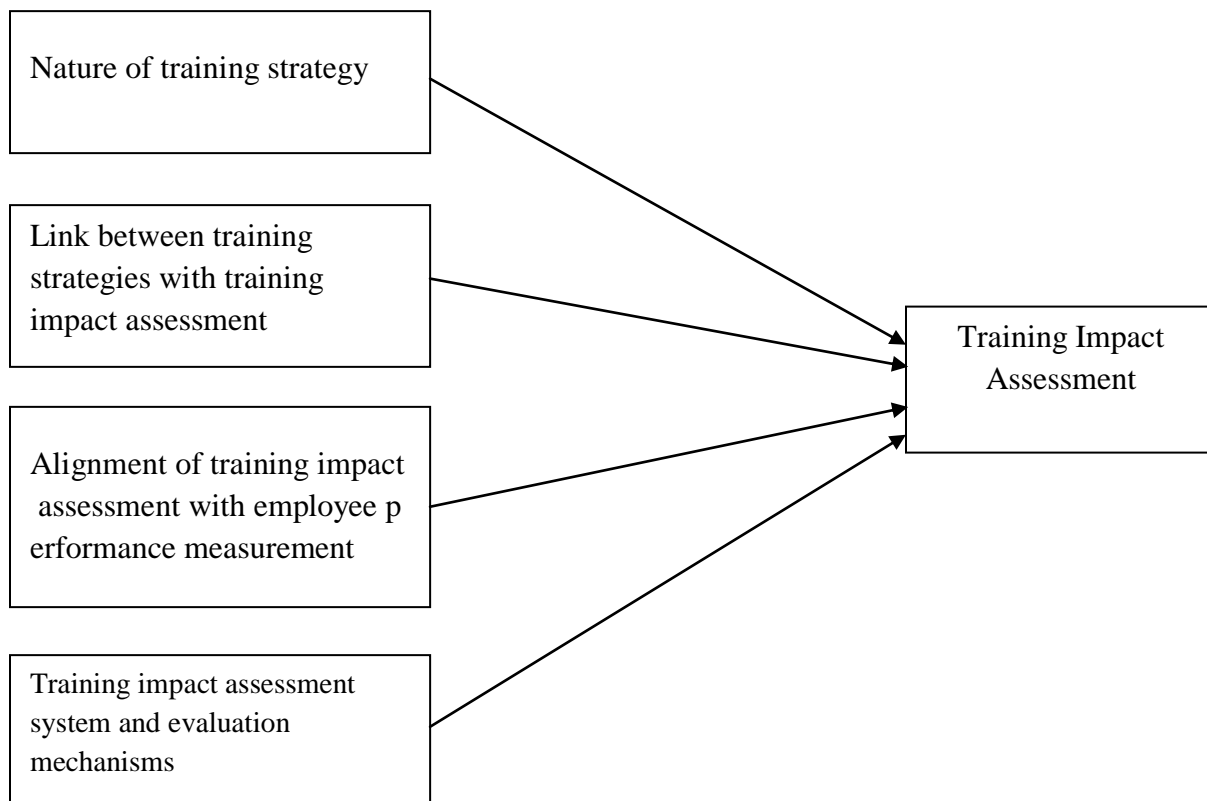


Figure 3.1: Conceptual Frame work Training Impact Assessment

Source: Composed by the researcher from the literature review, 2018

CHAPTER THREE

3. Research Design and Methodology

In this chapter appropriate methods were used in order to answer the research questions and the purpose of the research was presented. Also it was provided description of the instruments which were used for data gathering, targeted population, sampling procedure, sources of data used, and methods of data analysis, presentation and interpretation.

There were several method and procedures that was used in this study which was presented under the following subheading: Research design, Research approach, sample size and sampling technique, data source and collection method, questionnaire, method of data analysis.

3.1 Research Design

Saunders et al. (2007), defines research design as the general plan of how the research questions will be answered. It is the conceptual structure within which research is conducted. It constitutes a blue print for the collection, measurement, and analysis of data.

In undertaking this study, descriptive method was employed to assess the practices and challenges of training impact assessment in commercial Bank of Ethiopia. The descriptive survey method was employed because the study was an assessment aiming at revealing the current training impact assessment practices and challenges in commercial Bank of Ethiopia of Addis Ababa currently in the sector. As a result, the major problems of training impact assessment practices and challenges of the public service providers can be identified.

3.2 Research Approach

There are two approaches that provide in the research method such as Quantitative and Qualitative, where one of them is not better than the others, all of this depends on how the researcher want to do a research of study(Ghauri & Kjell, 2005). To achieve the aforementioned objectives, the study adopted quantitative research approach, where it can be used of questionnaire provided predominantly descriptive and qualified data and qualitative approach using an interview.

The researcher used quantitative and qualitative approach in order to triangulate the questions raised in questionnaires and interview.

3.3 Research Method

The researcher used a survey approach; survey is a method of collecting data in which people are asked to answer a number of questions (usually in the form of a questionnaire). The reliability of a survey's results depends on whether the sample of people from which the information has been collected is free from bias and sufficiently large (Anol, 2012). According to (Leary, 2004), the major advantages of questionnaires are that they can be administered to groups of people simultaneously, and they are less costly and less time-consuming than other measuring instruments. For this study, sample survey research method has been chosen where the questionnaire was used to collect the information.

3.4 Source of Data

Both primary and secondary sources of data were used in this study. The primary sources of data for this study were the organization's HRD manager, district manager and employees of the Bank. In addition, report and documents in the organizations were referred for the purpose of revealing the background of the study, to organize relevant literature review and design the research questionnaires.

Both primary and secondary data were used in the study to perform statistical analysis and reach to some conclusions.

3.5 Methods of Data Collection

The researcher collected data using survey questionnaire from employees of the Bank and through interview with HRD manager and district manager.

Closed or structured questionnaires are a quantitative method of research, which was advocated by Malhotra (Malhotra, 2005). It is a positivist research method. It includes the low level of involvement of the researcher. A questionnaire is a series of questions asked to individuals to obtain statistically useful information about a given topic. When properly constructed and

responsibly administered, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations. Questionnaires are frequently used in quantitative and social research.

The questionnaires were distributed physically in person to the survey participants and follow-up calls were made to provide feedback, clarification and remainder. (Sekaran, 2001) suggests that questionnaires are an efficient data collection mechanism provided the researcher knows exactly what is required and how to measure the variables of interest. Questionnaires can be administered personally, mailed to the respondents, or even electronically distributed depending on the situation (Sekaran, 2001). The questionnaires consist of closed-ended question items. Interview questions were structured and unstructured items in which information was gathered by the interview made with HRD managers.

3.6 Data collection Instrument

To collect primary data from the respondent's the instrument applied was structured self-administered questionnaire with predetermined questions. The questions were close ended that give respondents to choose and rate by using Likert scale. Likert scale was applied with options ranging from strongly agree to strongly disagree with neutral options neither agree/disagree included. Scaled questions responses were graded on continuum examples of types of scales include the Likert scale.

Personally administered questionnaires provide high response rate, questions can be more detailed, rapport with respondents and usually a convenience. In order to ensure content validity measurement items were mainly adopted from prior studies. Another instrument that was used to gather primary data was interview, which was conducted by asking interview questions to HRD managers.

3.7 Population and Sampling Design

3.7.1 Population of the Study

According to Hair et al. (2006), population of the study is said to be a specified group of people or object for which questions can be asked or observed made to develop required data structures

and information. For this study, HRD manager working at head office, district manager and Employees of Commercial Bank of Ethiopia working at western branches of Addis Ababa Area were selected as a population. It was assumed that the various branches of CBE operate in a similar manner with respect to policies and practices though the branches were located in different geographical areas.

3.7.2 Sampling Frame and Sample Size

The sampling frame is source materials from which the sample is selected. In this research, the participants of the study were managers and professional employees of those selected branches of Commercial Bank of Ethiopia who were working around different branches. The sampling frame from which participants selected were all professional staff position level employees who were manager and non-manager position employees. Commercial Bank of Ethiopia Addis Ababa area Branches were categorized into four zones (Southern, Northern, Eastern and Western). Because of time, financial and data administration problem, for this study the commercial bank of Ethiopia head office and Branches of Western zone of Addis Ababa city were selected to investigate this study. From 74 branches of Western zone which were found only in Addis Ababa city 20 were randomly selected to undertake this study. The participants (respondents) were selected from 20 branches of commercial Bank of Ethiopia under Western zone of Addis Ababa city. To determine the sample size that was able to captured objective issues, the researcher proposed to use Carvalho sample size determination table. (Carvalho, 1984)

The Commercial Bank of Ethiopia has one head office HRD manager and the branch banks have 877 employees and one district manager on permanent basis who were working in the Banks. To have a reasonable representative sample, 267 employees and two managers were included in the sample population. So, the sample contained 269 respondent employees, head office HRD manager and one district manager. To determine the sample size that was able to captured objective issues, the researcher proposed to use Krejcie & Morgan (1970).

The sample computation will be as follows:

$$n = \frac{X^2 * N * P * (1-P)}{ME^2 * (N-1) + (X^2 * P * (1-P))}$$

Where: n = Sample Size

X² = Chi –Square for the specified confidence level at 1 degree of freedom

N = Population Size

P = Population proportion (.50 in this Table)

ME = desired Margin of Error (expresses as a proportion)

3.7.3 Sampling Technique

The sampling techniques were employed in this study were two types. The techniques were employed in selecting Branches and employees was probability sampling technique of systematic (interval) sampling while for CBE managers' respondents, non-probability sampling which was purposive sampling was used to select because no other departments were concerned about HRD department. In applying systematic random sampling technique, list of bank branches and employees in the branches was used.

3.8 Reliability and validity

3.8.1 Reliability

Reliability is concerned with the internal consistency of the items. Hair et al. (2007) defined reliability as the extents to which a variable or a set of variable is consistent in what it is extended to measure. As the current study uses multiple items in all variables, internal consistency analysis was carried out through Cronbach alpha reliability tests.

Duffy, Duffy, and Kilbourne (2001) asserted, Cronbach's α measure the consistency with which participants answers items within a scale. Duffy et al. (2001) further stated, a high α (greater than .60) indicates that the items within a scale are measuring the same Construct. SPSS version 20 used to produce the values for Cronbach's α . The results of the reliability analysis are presented in below table. Based on the results of the reliability analysis, one can conclude that the items are internal consistence.

Table 3.1: Cronbach’s alpha of Constructs

Constructs	Number of Item	Cronbach's alpha
Factors Related to the nature of strategy for training and development	7	.871
Factors Related to Strategic linkage between performance measurement and training impact assessment	6	.892
Factors related to training impact assessment practices in the Bank		
Factors related to Reaction Evaluation	8	.895
Factors related to Learning Evaluation	5	.857
Factors related to Behavioral Evaluation	13	.941
Factors related to Result Evaluation	8	.91

Source: Own survey, 2018

3.8.2 Validity

Validity is the ability of an instrument to measure what is designed to measure. There are two forms of validity tests that are frequently mentioned in the research literatures: external and internal validity. The external validity of research findings is the data’s ability to be generalized across persons, settings, and times; while internal validity confirms the ability of a research instruments to measure what it is purposed to measure (Cooper & Schindler, 2008).

For this study, to ensure validity of the instrument, to check on the clarity, length and working of the question, the researcher has considered the input of the advisor, specialized in the area.

3.9 Methods of Data Analysis

Once data were collected, it was necessary to employ statistical techniques to analyze the information, as this study is quantitative in nature. Thus the data that were collected using primary and secondary data sources were analyzed and summarized by using tables; mean and standard deviation were analyzed using descriptive statistics for the general information and employees’ perception of training impact assessment. The data were analyzed with the Statistical Package for Social Study (SPSS). Analysis for the interview part was made with discussion and the results of the interview questions were integrated to the responses of employees through questionnaires and were analyzed accordingly.

3.10 Ethical Considerations

Ethics as a system or moral values concerned with the degree to which research procedures adhere to professional, legal and social obligation of the participants. Therefore, ethical consideration in research should uphold fairness, honesty, openness, disclosure of methods and the purpose for which the research is being carried out (Politand Beck, 2008). In order to keep the confidentiality of the data given by respondents, the respondents will not be required to write their name and will be assured that their responses will be treated in strict confidentiality. The purpose of the study will be disclosed in the introductory part of the questionnaire.

CHAPTER FOUR

4. Data Presentation, Analysis, and Interpretation

4.1 Chapter overview

This chapter deals with the analysis of the data, the results and discussion. The data have been collected based on standardized close ended questionnaire and interview. The analysis for the questionnaire is purely quantitative and the interview part is presented as a report. A total of 267 questionnaires have been distributed to the sample respondents and 246 were collected. This makes the response rate 92.1%. In addition to this the information gathered through interview from HRD and Branch manager and secondary data like HRD manuals is utilized to elaborate major facts related to practices and challenges of training impact assessment of CBE.

4.2 Demographic characteristics

This part comprises respondent's data related to their personal and professional characteristics in order to give information regarding the composition of the sample. The variables summarized incorporate age, gender, education qualification, position and work experience.

Table 4.1: Respondents' distribution based on Age

	Age	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	18-25 years	73	29.7	30.0	30.0
	26-35 years	148	60.2	60.9	90.9
	36-45 years	19	7.7	7.8	98.8
	45 above	3	1.2	1.2	100.0
	Total	243	98.8	100.0	
Missing	System	3	1.2		
Total		246	100.0		

With regard to age category 73 (29.7%) were 18-25years, 148 (60.2%) were within the age range of 26-35, 19 (7.7%) were e between 36-45 and the remaining 3 (1.2%) were above 45 years. In general the figure shows the Bank has large number of young workforce. From the demographic characteristics of the respondents we can say that the Bank is armed with young force with an advantage of serving for long period if the Bank implements strong training impact assessment.

This is the main reason to have strategic learning and development. Strive to develop one's human capital and retain them is indisputable to provide an efficient service to customers.

Table 4.2: Respondents' distribution based on Gender

	Gender	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	male	158	64.2	64.5	
	female	87	35.4	35.5	
	Total	245	99.6	100.0	
Missing	System	1	.4		
Total		246	100.0		

Source: own survey, 2018

As shown on table 4.2, 158 (64.2%) were male and 87 (35.4%) were female. In general, the table shows, large number of the CBE employees were male.

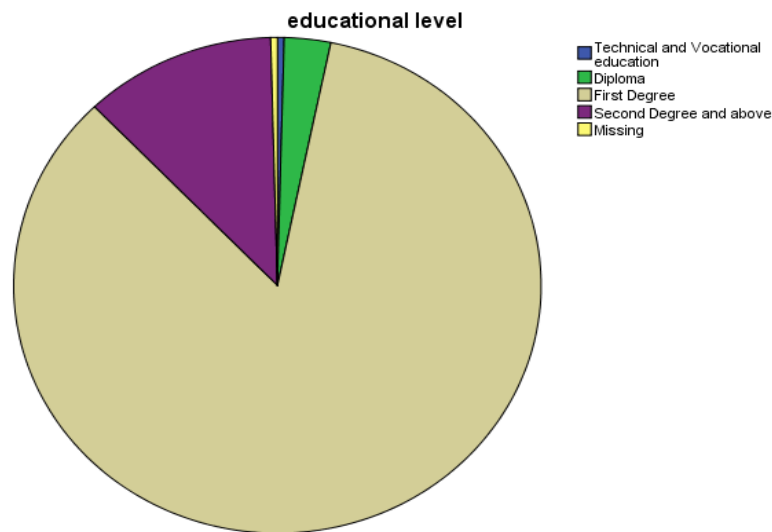


Figure 4.1: Educational Levels of the Respondents

Source: own survey 2018

As shown on figure1, 1 (.4 %) were Technical and Vocational, 7 (2.8%) were diploma, 208 (84.6%) were first degree holder, 29 (11.8%) were second degree and above. In general, the figure shows, large number of the CBE employees had first degree.

Table 4.3: Employees work position and Experience

Item		Type	Frequency	Percent	Valid Percent	Cumulative Percent
Position in CBE		Management	24	9.8	9.8	9.8
		Non-Management	220	89.4	90.2	100.0
		Total	244	99.2	100.0	
Educational level	Valid	Technical and Vocational education	1	.4	.4	.4
		Diploma	7	2.8	2.9	3.3
		First Degree	208	84.6	84.9	88.2
		Second Degree and above	29	11.8	11.8	100.0
		Total	245	99.6	100.0	
	Missing	System	1	.4		
	Total		246	100.0		

Source: own survey, 2018

As shown on the above table, 24 (9.8 %) of the respondents had a managerial position and 220 (89.4%) were non-management. With regard to years of experience in CBE 9.3% had less than a year, 63.4% employees had an experience of 1-5years and 19.5% employees had an experience of 6-10 years and 7.7% of the respondents served more than 11 years.

4.3 Interpretation of results

The data was analyzed by using SPSS version 20 for statistical analysis. Once the completed surveys were verified, the researcher then coded the responses in each questionnaire. All data collected were entered by the researcher. For example: All the seven nature of strategy for training and development questions were coded from NQ1 to NQ7 and entered according to the number that was assigned to them. The strategic linkage between performance measurement and training impact assessment questionnaires were coded from SQ1 to SQ6. The training evaluations, i.e. Reaction evaluation questions were coded from RaQ1 to RaQ8, Learning evaluation questions were coded from LQ1 to LQ5, Behavioral evaluation questions were coded from BQ1 to BQ13 and Result evaluation questions were coded from RuQ1 to RuQ8 respectively.

All questions were answered on a rating scale from 1 to 5. The biographic information were also coded and entered into the SPSS system. The results were interpreted by using the means and standard deviations.

4.4 The nature of strategy for training

For successful outcomes of training and development program, it is necessary to have clear goals, a possible strategy for attaining them, and precise specifications for each part of the training task including the resources of time, skill and facilities. Lynton and Pareek (2004)

If an organization wants to achieve the intended goals and to be competitive there should be a strategy which is formulated in the participation of employees and communicated before implementation.

The means and standard deviations for the nature of strategy for training and development were calculated and presented in table 4.4.

Variables of the nature of strategy for training

	NQ	Constructs	N	Mean	Std. Deviation
Presence of strategy, participation and communication of strategy	1	There is a strategy for training in your organization	246	3.82	.941
	2	The strategy of the organization is formulated in the participation of employees	246	2.99	1.148
	3	After the strategy of the organization formulated it was communicated before implementation	245	2.89	1.046
Implementation, evaluation, achievements of strategy and strategic link between training and TIA	4	Training strategy is well implemented	245	3.37	1.031
	5	The impact of the training strategy is evaluated	243	3.27	1.003
	6	The trainings are given in expectation that the intended strategic goals are achieved	241	3.41	1.058
	7	There is strategic linkage between training and training impact Assessment	241	3.32	.997

Table 4.4: the means and standard deviations the nature of strategy for training and development

According to table 4.4, the mean score of implementation, evaluation, achievements of strategy and strategic link between training and TIA (NQ4-NQ7) 3.34 was the higher in comparison to the other nature of strategy for training and development category which was Presence of strategy, participation and communication of strategy. Out of implementation, evaluation, achievements of strategy and strategic link between training and TIA, the maximum mean went to trainings are given in expectation that the intended strategic goals are achieved (NQ6) with the mean score of 3.41 and standard deviation of 1.058. It was therefore inferred that most of the respondents were agreed with trainings are given in expectation that the intended strategic goals are achieved, although the standard deviations indicated that there were respondents who perceived trainings are not given in expectation that the intended strategic goals.

The mean score for Presence of strategy, participation and communication of strategy (NQ1-NQ3) of the nature of strategy for training and development was 3.23 with standard deviation of 1.045. Out of the mean score of the category of the nature of strategy for training and development, most of the respondents were agreed with there was strategy for training and development in the organization (NQ1) with mean score of 3.82 and standard deviation of .941. But the participation in the formulation of the strategy and communication before implementation (NQ2, NQ3) had the least mean of 2.99, 2.89 with standard deviation of 1.046, 1.148 respectively. In general, this result meant that most employees were agreed with there was strategy for training and development in the organization.

Interviews made with the CBE managers approved that there was training and development strategy align with CBE business strategy which was formulated in the participation of employees and it was well communicated. The strategy was also well implemented and its implementation was evaluated. Hence, it is reasonable to conclude that there was strategic linkage between training and training impact assessment in CBE.

4.5 Strategic linkage between performance measurement and training impact assessment

Several studies conducted in European countries have documented the impact of training on organizational performance. Aragón Sánchez et al. (2003) investigated the relationship between training and organizational performance. The means and standard deviations for strategic linkage

between performance measurement and training impact assessment were calculated and presented in table 4.5.

Variables of strategic linkage between performance measurement and training impact assessment

	SQ	Constructs	N	Mean	Std. deviation
Linkage of TIA with organizational performance, improvement in role and linkage of training with expected performance	1	Organization’s training impact assessment strategy has linkage with organizational performance.	244	3.43	.977
	2	From the perspective of my role I can see an improvement in efficiency related to the training	245	3.50	1.058
	3	The training in which the organization is given linked with the performance expected	244	3.45	1.055
recognizing good performance, Specifying the quality of performance and assessing performance after training	4	My organization is quick to recognize good performance after training is given	240	2.99	1.141
	5	You can clearly specify on the quality of your performance ‘Before’ and ‘After’ attending the training courses	242	3.25	1.154
	6	Employees and organization performance are assessed after training has been given	235	3.19	1.114

Table 4.5: means and standard deviations for strategic linkage between performance measurement and training impact assessment

As we can see from the above table, the mean score for the linkage of TIA with organizational performance, improvement in role and linkage of training with expected performance (SQ1-SQ3) of strategic linkage between performance measurement and training impact assessment was 3.46 1.03 and with standard deviation of 1.03. Out of the mean score of the linkage of TIA with organizational performance, improvement in role and linkage of training with expected performance, most of the employee respondents were agreed that from the perspective of their role employees can see an improvement in efficiency related to the training (SQ2) with mean score of 3.5 and std dev. Of 1.058 and the training in which the organization is given linked with the

performance expected (SQ3) with mean score of 3.45 and std. dev. of 1.055. In general, this result meant that most employees were agreed with the improvement in role and linkage of training with expected performance.

With regard to recognizing good performance, specifying the quality of performance and assessing performance after training (SQ4-SQ6), the category means score was 3.14. Out of the mean score of recognizing good performance, specifying the quality of performance and assessing performance after training, most of the respondents were agreed by employees can clearly specify on the quality of their performance 'Before' and 'After' attending the training courses (SQ5) with mean score of 3.25 and std. dev. of 1.154. The mean score of recognize good performance after training is given (SQ4) was the lowest compare to the others with mean score of 2.99 and std. dev. of 1.141. This indicated that employees were dissatisfied with recognizing good performance after training was given in their organization.

In the interview made with the HRD managers, they said that Organization's training impact assessment strategy has linkage with organizational performance. The Bank uses integrated human resource management with performance management system to ascertain the training in which the organization is given linked with the performance expected. And also the managers replied that the Bank established decentralized management system by having human resource team in 15 district which make the follow up the performance, quality of employees performance 'Before' and 'After' attending the training courses. Thus, it is possible to say Strategic linkage between performance measurement and training impact assessment was well accomplished in CBE.

4.6 Training impact assessment practices in the Bank

Evaluation remains an important aspect of the training process. Without evaluation, there is no mechanism for establishing the changes to be made to the training program, the degree of learning attained by participants and the effectiveness of training along both financial and non-financial metrics. In terms of general observations from the research data, it appears that HRD practitioners are not very knowledgeable about evaluation processes and often employ evaluation in a strategic manner to both satisfy political motives and justify training expenditures. These

factors will affect how the evaluation is structured and the results obtained from the implementation of the process (Hamblin, 1974).

4.6.1 Practices of reaction evaluation

Kirkpatrick proposed the use of a post course evaluation form to quantify the reactions of trainees. Evaluation at this level is associated with the terms "happiness sheet" or "smile sheet" because reaction information is usually obtained through a participatory questionnaire administered near or at the end of a training program (Smith, 1990). The means and standard deviations for practices of reaction evaluations were calculated and presented in table 4.6.

Variables of reaction evaluation practices

	RaQ	Constructs	N	Mean	Std. Deviation
Conducting collective opinions, evaluation of perceptions, conducting training environmental audit and focusing on perception of trainees	1	Departmental heads conducted collective opinions from participants with regards to the training program conducted	245	3.19	1.027
	2	HRD department evaluates perceptions of participants on key benefits and value arising from training	246	3.24	1.074
	3	HRD department conduct training environmental audit to track participants' satisfaction after training	243	3.28	1.018
	4	Your organization focuses on perception of trainees towards the training program	245	3.23	1.016
measures trainers' competency and credibility, conduct post course reaction evaluation, asking enjoyment in attending the training and measuring the accuracy of the training	5	The Bank measures trainers' competency and credibility after each training program	237	3.11	1.103
	6	Most training programs conduct post course reaction evaluation after training	240	3.18	1.029
	7	HRD department always make an effort to ask participants whether they enjoy attending the training programs	245	3.31	1.105
	8	HRD department measures the accuracy of the training program in addressing the exact requirement of the job	243	3.28	1.059

Table 4.6: means and standard deviations for reaction evaluation practices

According to table 4.6, the mean score for conducting collective opinions, evaluation of perceptions, conducting training environmental audit and focusing on perception of trainees (RaQ1-RaQ4) was 3.24. Out of conducting collective opinions, evaluation of perceptions, conducting training environmental audit and focusing on perception of trainees, the highest mean score and the lowest standard deviation for the category (RaQ3) was 3.28 highest compare to the others and (RaQ1) was 3.19 lowest compare to others), respectively.

Therefore this indicated that employee respondents were agreed with HRD department conduct training environmental audit to track participants' satisfaction after training. And the lowest mean score 3.19 and the highest standard deviation 1.027 pointed to departmental heads conducted collective opinions from participants with regards to the training program conducted (RaQ1). This indicated that most of the respondents were disagreed with this category of reaction evaluation.

According to table 4.6, the mean score for measures trainers' competency and credibility conduct post course reaction evaluation, asking enjoyment in attending the training and measuring the accuracy of training programs (RaQ5-RaQ8) of reaction evaluation practices was 3.22 and with standard deviation of 1.074. Out of the mean score of measures trainers' competency and credibility, conduct post course reaction evaluation, asking enjoyment in attending the training and measuring the accuracy of training programs, most of the employee respondents were agreed that HRD department measures the accuracy of the training program in addressing the exact requirement of the job (RaQ8) with mean score of 3.28 and std dev. Of 1.059 and The Bank measures trainers' competency and credibility after each training program (RaQ5) with mean score of 3.11 and std. dev. of 1.103 was the least in comparison with others in the category. This result meant that most employees were agreed with the improvement in role and linkage of training with expected performance.

According to the interviewee, the managers indicated as the Bank formulated a communication channel i.e. portal web-site which enable the organization ease the communication with employees in conducting collective opinions from participants with regards to the training program conducted, evaluates perceptions of participants on key benefits and value arising from training, conduct training environmental audit to track participants' satisfaction after training and other functions of training impact assessment in regards to reaction evaluation.

4.6.2 Practices of learning evaluation

The learning level is concerned with measuring the learning principles, facts, techniques and skills presented in a program (Kirkpatrick, 1994). The means and standard deviations for practices of learning evaluations were calculated and presented in table 4.7.

Variables of learning evaluation practices

LQ	Constructs	N	Mean	Std. Deviation
1	HRD department allow participants to write down what they have learned which might be useful for their work	244	3.17	1.044
2	Your organization conducts pen and paper test for measuring the amount of knowledge gained from a training program	242	3.22	1.126
3	The Bank administers a test before and after training with regards to the knowledge gained from a training program	240	3.05	1.179
4	CBE identifies the principles, facts and techniques learned by participants	243	3.28	1.057
5	Participants were asked if there were any barriers preventing them from using what they have learned	234	3.28	1.071
	Average	230	3.2	1.059

Table 4.7: means and standard deviations for learning evaluation practices

Table 4.7 of the above, with regard to allowing participants to write down what they have learned, conducting pen and paper test, administering a test before and after training, identifying of the principles, facts and techniques and barriers training program (QL1-QL5) of the learning evaluation practices (QL4) identifying the principles, facts and techniques learned by participants was the most popularly practiced by CBE and shown in the mean score of 3.28 with standard deviation of 1.071. The lowest mean score for learning evaluation was indicated with mean score of 3.05 and standard deviation of 1.071 that the Bank was administering a test before and after training with regards to the knowledge gained from a training program.

This indicated that employees were agreed with CBE identifies the principles, facts and techniques learned by participants and disagreed that the Bank was administering a test before

and after training with regards to the knowledge gained from a training program in comparison with others category of learning evaluation practices.

Information gathered through interviews held with HRD managers' of the Bank in regards to learning level, concerned with measuring the learning principles, facts, techniques and skills presented in a program, confirmed that HRD department strived in allowed participants to write down what they have learned which might be useful for their work, conducted pen and paper test for measuring the amount of knowledge gained from a training program, administered a test before and after training with regards to the knowledge gained from a training program.

4.6.3 Practices of behavioral evaluation

Job performance after training is referred to as behavioral by Kirkpatrick (1959, 1976) and transfer by Alliger, Tannenbaum, Bennett, Traver and Shotland (1997). Level 3 evaluates the extent to which the "transfer" of knowledge, skills and attitudes has occurred. The means and standard deviations for practices of behavior evaluation were calculated and presented in table 4.8.

Variables of behavioral evaluation practices

	NQ	Constructs	N	Mean	Std. Deviation
developing performance-based tests, assessing the level of transfer, measuring the success, and defining an action plan	1	HRD department develops performance-based tests as part of the training evaluation	242	3.12	1.020
	2	CBE assesses the level of transfer of learning to the job	239	3.18	1.036
	3	The Bank measures the success rate of participants performing each item learned	239	3.13	1.073
identifying specific skill improvement, measuring positive changes, measuring the behavior changes	4	HRD department defines an action plan for participants and evaluate the implementation success rate	242	3.19	.993
	5	HRD department identifies specific skill improvement as a result of a training program	242	3.27	1.055
	6	Your organization measures positive changes in personnel efficiency and effectiveness after training	243	3.18	1.091
	7	CBE measures the behavior changes resulting from the training program	241	3.22	1.125
Organizing the trainer's follow up session, using observation techniques to monitor changes and conducting work performance evaluation	8	HRD department organizes the trainer's follow up session to track the participant's behavioral change after training	243	3.13	1.047
	9	The Bank uses observation techniques to monitor changes of behavior and attitudes resulting from the training program	243	3.07	1.139
	10	Your organization conducts work performance evaluation in the workplace after training	243	3.07	1.187
Observing and documenting the practice of knowledge and skills learned, as well as the increase in knowledge and skills.	11	HRD department observing and documenting the practice of knowledge and skills learned by the trainee into the workplace.	245	3.07	1.079
	12	HRD department assesses the increase in knowledge and skills as well as attitude change of trainees	245	3.16	1.056
	13	The Bank conducts a preview session with your trainee to specify the expected objectives to achieve from the training	245	3.26	1.099

Table 4.8: means and standard deviations for behavioral evaluation practice

According to table 4.8, the mean score for developing performance-based tests, assessing the level of transfer, measuring the success and defining an action plan (BQ1- BQ4) was 3.15. Out of developing performance-based tests, assessing the level of transfer, measuring the success and defining an action plan (BQ3) was 3.19 the highest compare to the others and (BQ1) was 3.12 the lowest compare to others category of behavioral evaluation practices, respectively. This result meant that most employees were agreed with HRD department defines an action plan for participants and evaluate the implementation success rate.

The mean score for identifying specific skill improvement, measuring positive changes, measuring the behavior changes (BQ5-BQ7) of the behavioral evaluation practices was 3.2 with standard deviation of 1.09. Out of the mean score of identifying specific skill improvement, measuring positive changes, measuring the behavior changes, most of the respondents were agreed with HRD department identifies specific skill improvement as a result of a training program (BQ5) with mean score of 3.27 and standard deviation of 1.05. But measuring the behavior changes and measures positive changes in personnel efficiency and effectiveness after training (BQ6, BQ7) had the least mean of 3.22 and 3.18 respectively in comparison with others in the category. In general, this result meant that most employees were agreed with HRD department identifies specific skill improvement as a result of a training program.

With regard to organizing the trainer's follow up session, using observation techniques to monitor changes and conducting work performance evaluation (BQ8-BQ10), the category means score was 3.09. Out of the mean score of organizing the trainer's follow up session, using observation techniques to monitor changes and conducting work performance evaluation, most of the respondents were agreed with HRD department organizes the trainer's follow up session to track the participant's behavioral change after training (BQ8) with mean score of 3.13 and std. dev. of 1.047. The mean score of organization conducting work performance evaluation in the workplace after training (BQ10) was the lowest compare to the others with mean score of 3.07 and std. dev. of 1.187. This indicated that employees were dissatisfied conducting work performance evaluation in the workplace after training.

In relation to observing and documenting the practice of knowledge and skills learned, assessing the increase in knowledge and skills and conducting a preview session with your trainee (BQ11-

BQ13) the category mean were 3.16 and the standard deviation of 1.078. Out of the mean score of observing and documenting the practice of knowledge and skills learned, assessing the increase in knowledge and skills and conducting a preview session with your trainee, most of the respondents were agreed with The Bank conducts a preview session with your trainee to specify the expected objectives to achieve from the training (BQ13) with mean score of 3.26 and std. dev. of 1.0499). The mean score of observing and documenting the practice of knowledge and skills learned by the trainee into the workplace (BQ11) was the lowest compare to the others with mean score of 3.07 and std. dev. of 1.079).

Therefore this indicated that The Bank conducts a preview session with your trainee to specify the expected objectives to achieve from the training. And the lowest mean score 3.07 and the highest standard deviation 1.079 pointed to observing and documenting the practice of knowledge and skills learned by the trainee into the workplace (BQ11). This indicated that most of the respondents were disagreed with this category of behavioral evaluation.

Besides, the interview made with the training manager did indicate that HRD department defined an action plan for participants and evaluated the implementation success rate and specific skill improvement as a result of a training program. Regarding to behavior changes evaluation, the Training Managers of CBE admitted that the behavior changes resulting from the training program was measured.

4.6.4 Practices of results evaluation

The evaluation of a particular training program becomes more complex as one progress through every level of Kirkpatrick model. Results can be defined as the final results that occurred because the participants attended the training program. This includes increased production, improved quality, increased sales and productivity, higher profits and return on investment. Level 4 evaluation observes changes in the performance criteria (i.e. key results area) of organizational effectiveness. This level anticipates the gains the organization can expect from a training event. This level of evaluation is made more difficult as organization often demand that the explanation be given in financial terms with measurable quantifiers (Redshaw, 2001). The means and standard deviations for practices of result evaluation were calculated and presented in table 4.9.

Variables of result evaluation practices

	RuQ	Constructs	N	Mean	Std. Deviation
measuring the level of productivity, linking effectiveness of training, conducting cost-benefit analysis and measuring the worthiness of attending training	1	The Bank measures the level of productivity before and after a training program	241	3.04	1.100
	2	The Bank links effectiveness of training to financial benefit	238	3.19	1.107
	3	CBE conducts cost-benefit analysis on training programs conducted	236	3.28	1.054
	4	In your organization there is measuring the worthiness of attending training in terms of cost and time away from work	245	3.16	1.026
measuring the tangible cost, calculating the cost of training, comparing the cost and finding evidence of direct links between training investment and returns from training	5	The Bank measures the tangible cost in terms of reduced cost and improved quality after training	246	3.24	1.036
	6	calculates the cost of training and its impact towards organization improvements	245	3.29	1.054
	7	CBE compares the cost of training program with benefits obtained from it	246	3.39	1.032
	8	In your organization there is finding evidence of direct links between training investment and returns from training	246	3.22	1.063

Table 4.9: means and standard deviations for result evaluation practices

According to table 4.9, measuring the level of productivity, linking effectiveness of training, conducting cost-benefit analysis and measuring the worthiness of attending training (RuQ1-RuQ4) was 3.17 with standard deviation of 1.07. Out of measuring the level of productivity, linking effectiveness of training, conducting cost-benefit analysis and measuring the worthiness of attending training, CBE conducts cost-benefit analysis on training programs conducted (RuQ3) was 3.28 the highest compare to the others and (RuQ1) was 3.04 the lowest compare to others category of result evaluation practices, respectively. This indicated that employees were disagreed with the Bank measures the level of productivity before and after a training program.

Based on the above analysis Table 4.9, with regard to measuring the tangible cost, calculating the cost of training, comparing the cost and finding evidence of direct links between training investment and returns from training (RuQ5-RuQ8), the category means score was 3.29. Out of the mean score of measuring the tangible cost, calculating the cost of training, comparing the cost and finding evidence of direct links between training investment and returns from training, most of the respondents were agreed with CBE compares the cost of training program with benefits obtained from it (RuQ7) with mean score of 3.39 and std. dev. of 1.032. The mean score of finding evidence of direct links between training investment and returns from training (RuQ8) was the lowest compare to the others with mean score of 3.07 and std. dev. of 1.187. This indicated that employees were dissatisfied with finding evidence of direct links between training investment and returns from training.

The apparent lack of practice in result evaluation result was probably due to the effort and potential complexities involved which entails much more work. This was reflected in the survey result which indicated low interest in measuring the worthiness of attending training in terms of cost and time away from work.

Besides, the result was further confirmed by an interview which mentioned that the benefits of training were not easily measured in quantitative terms and most benefits cannot be measured immediately.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

In this final chapter, the main findings of the study was summarized, conclusions were drawn from it and based on the results of the study recommendations were suggested.

5.1 Summary

Based on the analysis and interpretation made in the previous chapter the major findings of the research work were summarized as follows.

- ❖ The demographic characteristics of the respondents showed that the number of male participants accounts 64.2% of the total respondents. Age wise 29.7%) of them were found between the age 18-25 years. In relation to years of service, out of the employees who was engaged in this research work 63.4% of them serve the Bank 1-5 years and 84.6 % have first degree. 24 of the respondents were members of the management group.
- ❖ In relation to strategy for training and development in the organization, with average mean score of 3.29 and standard deviation of 1.032, It was inferred that most of the respondents were agreed with the nature of strategy for training and development, although the standard deviations indicated that there were lack of participation in formulation of the strategy and communication of strategy before implementation. This finding also supported by Hwang, S. A. (2003) reported that training strategies express the organization's intentions on how training will take place and provide guidance on how these activities should be planned and implemented.
- ❖ With regards to strategic linkage between performance measurement and training impact assessment with average mean score of 3.3 and standard deviation of 1.08 of the sample employees responded that there was strategic linkage between performance measurement and training impact assessment. This finding also supported by Ehrenberg and Smith (1994), as they stated human capital theory indicates that the knowledge and skills a

worker has which comes from training, including the training that experience brings generate productive capital.

- ❖ According to the analysis made majority of respondents agreed that CBE conducted reaction evaluation after each training program in comparison to other evaluations model. The average mean score for reaction evaluation practices were 3.23 with standard deviation of 1.04 which suggested that the Bank conducted reaction evaluation. This finding was supported by (Brandenburg, 1982; Plant & Ryan 1994; Raphael & Wagner, 1972). Surveys conducted since 1970 showed that most industrial trainers rely on student reaction, fewer on test learning and almost none on test application and benefit.
- ❖ The average means score for learning evaluation was 3.2 with standard deviation of 1.059 which indicated that CBE conducted the practices of learning evaluation. This finding was supported by a survey conducted by the Bureau of National Affairs and American Society of Training and Development (ASTD) in 1969 using questionnaires indicated that most of the companies conducted reaction evaluation and unsystematic approaches to learning evaluation (Raphael & Wagner, 1972).
- ❖ Regarding to practices of behavioral evaluation, based on employee respondents the average mean score for behavior evaluation practices was 3.15 with standard deviation of 1.07. The result indicated that the degree of measuring behavioral changes in the job after training was not measured in the organization in comparison to the above two evaluations model. This could be due to the unavailability of specific tools to measure the subjective changes in behavior.
- ❖ Finally the finding indicated that, since behavioral and result evaluation models would provide training managers with the idea of what is training evaluation on a systematic approach however the aspect of training measurement method was not well explored or detailed. This finding was supported by (Brandenburg, 1982; Plant & Ryan 1994; Raphael & Wagner, 1972). As they found a series of industrial surveys conducted in the last 30 years show little application of all result evaluation model.

5.2 Conclusion

Based on the findings of the research work, the researcher outlined the following as conclusion of the research work.

- ✚ There is training and development strategy aligning with CBE business strategy which was formulated in the participation of employees and it was well communicated. The strategy is also well implemented and its implementation is evaluated. Hence, it is reasonable to conclude that there was strategic linkage between training and training impact assessment in CBE.
- ✚ Organization's training impact assessment strategy has linkage with organizational performance. The Bank uses integrated human resource management with performance management system to ascertain the training in which the organization is given linked with the performance expected.
- ✚ And also the Bank established decentralized management system by having human resource team in 15 district which make the follow up the performance, quality of employees performance 'Before' and 'After' attending the training courses. Thus, it is possible to say Strategic linkage between performance measurement and Training impact assessment was well accomplished in CBE.
- ✚ the Bank formulated a communication channel i.e. portal web-site which enable the organization ease the communication with employees in conducting collective opinions from participants with regards to the training program conducted, evaluates perceptions of participants on key benefits and value arising from training.
- ✚ According to the analysis made majority of respondents agreed that CBE conducted reaction evaluation after each training program and also training environmental audit to track participants' satisfaction after training and other functions of training impact assessment in regards to reaction evaluation.
- ✚ In regards to learning level, concerned with measuring the learning principles, facts, techniques and skills presented in a program, HRD department strived in allowing participants to write down what they have learned which might be useful for their work, CBE conducted pen and paper test for measuring the amount of knowledge gained from a

training program, administered a test before and after training with regards to the knowledge gained from a training program.

- ✚ CBE also identified the principles, facts and techniques learned by participants. The participants also asked if there were any barriers preventing them from using what they have learned using established communication channel.
- ✚ Based on this study, it may be concluded that behavioral and result evaluation models not reached a stage of clarity for in-depth training evaluation to be carried out. These models would provide training managers with the idea of what is training evaluation on a systematic approach however the aspect of training measurement method was not well explored or detailed.

5.3 Recommendations

It is evident that a much greater effort has to be made across departments to improve training impact assessment practices through systematic analysis of data on training expenditure as well as the outcomes of such training. In this regard, the following recommendations are made:

- ❖ Since the organizations are investing considerable amount of resource for employees' training they have to get satisfactory return on investment. Means linking the training function and activities to the company's overall business activity, to do so organizations should use objective models in addition to the subjective methods to improve the accuracy of the result of organizational effectiveness evaluation from the employees training expenditure.
- ❖ Since the finding of study proofed that CBE was moderately effective from the training expenditure organization are expected to do more on all factors which determine the effectiveness of the organization from the particular training program.
- ❖ Any training should take place based on proper analysis of its contribution to the effectiveness and efficiency of an organization unless and until the investment on it should invest in another activity. Therefore, organizations should design their training program based on this fact especially financial firms should take care on this issue. To be effective from the expenditure for employees training.
- ❖ Reliable and accurate training impact assessment could be developed through careful planning, methodical procedures, and logical and practical analysis. The approaches, strategies, and techniques should be clear and specific in evaluation Of TIA in a variety of settings.
- ❖ Finally, although CBE built well organized learning and development center which are equipped by modern technology, it should make possible effort in exploring systematic approach and detailed method for behavioral and result training evaluation models to make clarity for in-depth training evaluation to be carried out and the organization has to develop the capability of the existing experts.

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(www.combanketh.et)
(<http://www.ijmsbr.com>)

Appendix I

Addis Ababa University College of Business and Economics MBA Program

Questionnaire to be completed by employees

Dear Participant

This questionnaire is designed to conduct a research for partial fulfillment for Degree of Masters of Business Administration. The purpose of this study is to assess training impact assessment Practice and challenges in Commercial Bank of Ethiopia. Thus, you are kindly requested to take your precious time and cooperate in filling this questionnaire at your convenience.

Your honest and accurate responses will make this study more valuable. Your responses are solely meant for academic purpose and kept confidential.

Thank you in advance for your cooperation.

General instruction: -

- ♦ Please select the appropriate choice with a tick mark (√) or write your answers on the space provided.
- ♦ No need to write your name.

Part I Demographic Information (Background of Respondents)

1. Age : 18-25 years 26-35 years 36-45 years above 45 years

2. Gender Male Female

3. Education Level:

Technical and Vocational education Diploma First Degree

Second Degree and above other (Please specify)

4. Position in CBE. Management Non-management

6. Work experience in commercial Bank of Ethiopia

Less than a year 1-5 years 6-10 years 11 years and above

Section II: Questions about training impact assessments

Listed below are statements about the practices and challenges of training impact assessments of the commercial Bank of Ethiopia. Please indicate your level of agreement with the statements so that your answers to these questions will enable the researcher to assess what you think about the practices and challenges of training impact assessments in your Bank.

1=strongly disagree 2=Disagree 3=Neutral 4= Agree 5=strongly agree

Please select the appropriate choice with a tick mark (√)

Factors Related to the nature of strategy for Training and development

No.	Items	Strongly Disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
1	There is a strategy for training and development in your organization.					
2	The strategy of the organization is formulated in the participation of employees					
3	After the strategy of the organization formulated it was communicated before implementation					
4	Training and development strategy is well implemented					
5	The impact of the training and development strategy is evaluated					
6	The trainings are given in expectation that the intended strategic goals are achieved					
7	There is strategic linkage between training and Training impact Assessment					

Factors Related to Strategic linkage between performance measurement and training impact assessment

No.	Items	Strongly Disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree(5)
1	Organization's training impact assessment strategy has linkage with organizational performance.					
2	From the perspective of my role I can see an improvement in efficiency related to					

	the training					
3	The training in which the organization is given linked with the performance expected					
4	My organization is quick to recognize good performance after training is given					
5	You can clearly specify on the quality of your performance 'Before' and 'After' attending the training courses					
6	Employees and organization performance are assessed after training has been given					
Factors related to training impact assessment practices in the Bank						
Level I: Factors related to reaction evaluation						
No.	Items	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	Departmental heads conducted collective opinions from participants with regards to the training program conducted					
2	HRD department evaluates perceptions of participants on key benefits and value arising from training					
3	HRD department conduct training environmental audit to track participants' satisfaction after training					
4	Your organization focuses on perception of trainees towards the training program.					
5	The Bank measures trainers' competency and credibility after each training program					
6	Most training programs conduct post course reaction evaluation after training.					
7	HRD department always make an effort to ask participants whether they enjoy attending the training programs					
8	HRD department measures the accuracy of the training program in addressing the exact requirement of the job					
Level II: Factors related to learning evaluation						
No.	Items	Strongly Disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	HRD department allow participants to write down what they have learned which might					

	be useful for their work					
2	Your organization conducts pen and paper test for measuring the amount of knowledge gained from a training program					
3	The Bank administers a test before and after training with regards to the knowledge gained from a training program					
4	CBE identifies the principles, facts and techniques learned by participants					
5	Participants were asked if there were any barriers preventing them from using what they have learned					
Level III: Factors related to behavioral evaluation						
No.	Items	Strongly Disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	HRD department develops performance-based tests as part of the training evaluation					
2	CBE assesses the level of transfer of learning to the job					
3	The Bank measures the success rate of participants performing each item learned					
4	HRD department defines an action plan for participants and evaluate the implementation success rate					
5	HRD department identifies specific skill improvement as a result of a training program					
6	Your organization measures positive changes in personnel efficiency and effectiveness after training					
7	CBE measures the behavior changes resulting from the training program					
8	HRD department organizes the trainer's follow up session to track the participant's behavioral change after training					
9	The Bank uses observation techniques to monitor changes of behavior and attitudes resulting from the training program					
10	Your organization conducts work performance evaluation in the workplace after training					
11	HRD department observing and					

	documenting the practice of knowledge and skills learned by the trainee into the workplace.					
12	HRD department assesses the increase in knowledge and skills as well as attitude change of trainees					
13	The Bank conducts a preview session with your trainee to specify the expected objectives to achieve from the training					

Level IV: Factors related to result evaluation

No.	Items	Strongly Disagree(1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly agree (5)
1	The Bank measures the level of productivity before and after a training program					
2	The Bank links effectiveness of training to financial benefit					
3	CBE conducts cost-benefit analysis on training programs conducted					
4	In your organization there is measuring the worthiness of attending training in terms of cost and time away from work					
5	The Bank measures the tangible cost in terms of reduced cost and improved quality after training					
6	calculates the cost of training and its impact towards organization improvements					
7	CBE compares the cost of training program with benefits obtained from it					
8	In your organization there is finding evidence of direct links between training investment and returns from training					

Appendix II

Addis Ababa University College of Business and Economics MBA Program

Interview questions for HRD managers/Line managers/ Supervisors

Dear Managers

This interview questions is designed to conduct a research for partial fulfillment for Degree of Masters of Business Administration. The purpose of this study is to assess training impact assessment Practice and challenges in Commercial Bank of Ethiopia. Thus, you are kindly requested to take your precious time and cooperate in answering the following interview questions at your convenience.

Your honest and accurate responses will make this study more valuable. Your responses are solely meant for academic purpose and kept confidential.

Thank you in advance for your cooperation.

Interview questions

1. Is there a strategy for training and development in your organization, is it formulated in the participation of employees?
2. After the strategy of the organization is formulated does it communicated before implementation?
3. Is there strategic linkage Training impact Assessment employees' performance measurement?
4. Is there evaluation of perceptions of participants on key benefits and value arising from training?
5. Does your organization measure trainers' competency and credibility after each training program?
6. Does your organization develop performance-based tests as part of the training evaluation?
7. Does the Bank measure positive changes in personnel efficiency and effectiveness after training?
8. Does the Bank measure the behavior changes resulting from the training program?
9. Does your organization conduct work performance evaluation in the workplace after training?
10. Does your organization calculate the cost of training and its impact towards organization improvements?

Appendix III Data output of SPSS

```
DESCRIPTIVES VARIABLES=Q1 Q2 Q3 Q4 Q5 Q6 Q7
/SAVE
/STATISTICS=MEAN STDDEV MIN MAX.
```

Descriptives

[DataSet1] C:\Users\Dell\Documents\thesis spss.sav 247.sav

Descriptive Statistics					
	N	Minimu m	Maximu m	Mean	Std. Deviation
There is a strategy for training and development in your organization	246	1	5	3.82	.941
The strategy of the organization is formulated in the participation of employees	246	1	5	2.99	1.148
After the strategy of the organization formulated it was communicated before implementation	245	1	5	2.89	1.046
Training and development strategy is well implemented	245	1	5	3.37	1.031
The impact of the training and development strategy is evaluated	243	1	5	3.27	1.003
The trainings are given in expectation that the intended strategic goals are achieved	241	1	5	3.41	1.058
There is strategic linkage between training and Training impact Assessment	241	1	5	3.32	.997
Valid N (list wise)	232				

```
DESCRIPTIVES VARIABLES=Q8 Q9 Q10 Q11 Q12 Q13
/SAVE
/STATISTICS=MEAN STDDEV.
```


Descriptives

[DataSet1] C:\Users\Dell\Documents\thesis spss.sav 247.sav

Descriptive Statistics

	N	Mean	Std. Deviation
Organization's training impact assessment strategy has linkage with organizational performance.	244	3.43	.977
From the perspective of my role I can see an improvement in efficiency related to the training	245	3.50	1.058
The training in which the organization is given linked with the performance expected	244	3.45	1.055
My organization is quick to recognize good performance after training is given	240	2.99	1.141
You can clearly specify on the quality of your performance 'Before' and 'After' attending the training courses	242	3.25	1.154
Employees and organization performance are assessed after training has been given	235	3.19	1.114
Valid N (list wise)	230		

Descriptives

```
DESCRIPTIVES VARIABLES=Q14 Q15 Q16 Q17 Q18 Q19 Q20 Q21  
  /SAVE  
  /STATISTICS=MEAN STDDEV.
```

Descriptive Statistics

	N	Mean	Std. Deviation
Organization's training impact assessment strategy has linkage with organizational performance.	244	3.43	.977
From the perspective of my role I can see an improvement in efficiency related to the training	245	3.50	1.058
The training in which the organization is given linked with the performance expected	244	3.45	1.055
My organization is quick to recognize good performance after training is given	240	2.99	1.141
You can clearly specify on the quality of your performance 'Before' and 'After' attending the training courses	242	3.25	1.154
Employees and organization performance are assessed after training has been given	235	3.19	1.114
Valid N (listwise)	230		

[DataSet1] C:\Users\Dell\Documents\thesis spss.sav 247.sav

DESCRIPTIVES VARIABLES=Q22 Q23 Q24 Q25 Q26
/STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics			
	N	Mean	Std. Deviation
HRD department allow participants to write down what they have learned which might be useful for their work	244	3.17	1.044
Your organization conducts pen and paper test for measuring the amount of knowledge gained from a training program	242	3.22	1.126
The Bank administers a test before and after training with regards to the knowledge gained from a training program	240	3.05	1.179
CBE identifies the principles, facts and techniques learned by participants	243	3.28	1.057
Participants were asked if there were any barriers preventing them from using what they have learned	234	3.28	1.071
Valid N (list wise)	230		

DESCRIPTIVES VARIABLES=Q27 Q28 Q29 Q30 Q31 Q32 Q33 Q34 Q35 Q36 Q37 Q38 Q39
/SAVE
/STATISTICS=MEAN STDDEV.

Descriptives

Descriptive Statistics			
	N	Mean	Std. Deviation
HRD department develops performance-based tests as part of the training evaluation	242	3.12	1.020
CBE assesses the level of transfer of learning to the job	239	3.18	1.036
The Bank measures the success rate of participants performing each item learned	239	3.13	1.073
HRD department defines an action plan for participants and evaluate the implementation success rate	242	3.19	.993
HRD department identifies specific skill improvement as a result of a training program	242	3.27	1.055
Your organization measures positive changes in personnel efficiency and effectiveness after training	243	3.18	1.091
CBE measures the behavior changes resulting from the training program	241	3.22	1.125

HRD department organizes the trainer's follow up session to track the participant's behavioral change after training	243	3.13	1.047
The Bank uses observation techniques to monitor changes of behavior and attitudes resulting from the training program	243	3.07	1.139
Your organization conducts work performance evaluation in the workplace after training	243	3.07	1.187
HRD department observing and documenting the practice of knowledge and skills learned by the trainee into the workplace.	245	3.07	1.079
HRD department assesses the increase in knowledge and skills as well as attitude change of trainees	245	3.16	1.056
The Bank conducts a preview session with your trainee to specify the expected objectives to achieve from the training	245	3.26	1.099
Valid N (list wise)	219		

Descriptives

[DataSet1] C:\Users\Dell\Documents\thesis spss.sav 247.sav

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
The Bank measures the level of productivity before and after a training program	241	1	5	3.04	1.100
The Bank links effectiveness of training to financial benefit	238	1	5	3.19	1.107
CBE conducts cost-benefit analysis on training programs conducted	236	1	5	3.28	1.054
In your organization there is measuring the worthiness of attending training in terms of cost and time away from work	245	1	5	3.16	1.026
The Bank measures the tangible cost in terms of reduced cost and improved quality after training	246	1	5	3.24	1.036
calculates the cost of training and its impact towards organization improvements	245	1	5	3.29	1.054
CBE compares the cost of training program with benefits obtained from it	246	1	5	3.39	1.032
In your organization there is finding evidence of direct links between training investment and returns from training	246	1	5	3.22	1.063
Valid N (listwise)	231				